11-7-1995

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UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1995-96
VOLUME 20
### Agenda Topics

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12. Form C’s from the Curricula Committee
   presented by Henry Shapiro, Chair
   - delete A.A. degree (Human Services Program)
   - name change-Bilingual/TESOL (Bil Ed)
   - name change-Educational Thought In Sociocultural Studies (ETSCS)
   - name change-Psychological Foundations (PSYFDN)
   - minor program revision-B.B.A. degree (Anderson)
   - minor program revision-Human Evolutionary Ecology Concentration (Anthropology)
   - revision of existing major-B.A. Journalism and Mass Communication (Communication & Journalism)
   - revision of existing minor-B.A. in Communication (Communication & Journalism)
   - revision of existing degree-M.A. in Communication (Communication & Journalism)
   - minor program revision-B.A. in Economics (Economics)
   - minor program revision-Astrophysics (Physics & Astronomy)
   - revision of existing major-B.A. Psychology major track (Psychology)
   - minor program change-B.S. in Mechanical Engineering (Mechanical Engineering)
   - minor program change-BE in Manufacturing Engineering & Robotics (Mechanical Engineering)

13. New Business

14. Adjournment

FOR MORE INFORMATION, PLEASE CALL THE OFFICE OF THE UNIVERSITY SECRETARY, 277-4664
November 7, 1995

The Faculty Senate meeting was called to order at 3:35 p.m. on November 7, 1995, President Harry Llull presided. The meeting was held in the Kiva.

Senators present: Steven Block (Music), Alok Bohara (Economics), James Boone (Anthropology), Judith Brillmann (Emergency Medicine), Beverly Burriss (Sociology), Anthony Cardenas (Spanish & Portuguese), Charles Fleddermann (Electrical & Computer Engineering), Patrick Gallacher (English), Deborah Graham (Health Sciences Library), Andrew Hsi (Pediatrics), Roy Johnson (Biology), William Kane (Education), Peggy Kelley (Surgery), Craig Kelsey (Education), Tom Kyner (Mathematics & Statistics), Larry Lavender (Theatre & Dance), Harry Llull (General Library), George Luger (Computer Science), Richard Melzer (Valencia), Christine Nathe (Dental Hygiene), Donald Neaman (Electrical & Computer Engineering), Kees Onneweer (Mathematics & Statistics), Peter Pabisch (Foreign Language & Literatures), Stephen Preskill (Education), Howard Schreyer (Mechanical Engineering), Fred Schueler (Philosophy), Avarham Shama (Anderson Schools of Management), Scott Taylor (Law), Henry Trewhitt (Communication & Journalism), Maurice Wildin (Mechanical Engineering), Sherman Wilcox (Linguistics), Boulah Woodfin (Biochemistry), Gerald Weiss (Physiology)

Senators absent: Jane Bruker (Gallup), Monica Cyrino (Foreign Languages & Literatures), Victor Delcos (Education), Blaine Hart (Radiology), Deborah McFarlane (Public Administration), Elizabeth Nielsen (Education), Ed Reyes (Pharmacology), Gloria Sarto (Obstetrics & Gynecology), Sandra Schwanberg (Nursing), Kim Sorvig (Architecture & Planning), Nancy Ziegler (Gallup)

Excused absences: Tom Decoster (Orthopaedics), Ernest Dole (Pharmacy), John Geissman (Earth & Planetary Sciences)

1. APPROVAL OF AGENDA

The agenda was approved as presented.

2. APPROVAL OF SUMMARIZED MINUTES (OCTOBER 10, 1995)

The minutes of October 10, 1995, were approved with one correction: strike Patrick Gallacher's name from the absent list.

3. POSTHUMOUS DEGREE NOMINATION FOR MARTHA SMITH PRESENTED BY PROFESSOR PAMELA OLSON (EDUCATION)

Professor Pamela Olson presented the following nomination for a posthumous degree for Martha Smith.
Earlier this fall the Family Studies Program faculty voted to award a posthumous degree to Martha Daryl Smith. Martha was a major in the Family Studies program when she died in the fall of 1994. At that time Martha was three hours short of completing the program. She had yet to complete Math 145. In the spring of 1994 Martha was enrolled in what she thought would be her final semester prior to graduation, but with a summer wedding to plan she dropped Math 145, intending to take this course in Santa Fe the following fall. At the time she became too ill to continue, Martha had completed 130 hours with a 3.9 GPA. The Undergraduate Committee in the College of Education voted that this recommendation be supported. The College of Education faculty concurred with this recommendation on October 17, 1995.

The Faculty Senate unanimously approved a posthumous degree for Martha Smith.

4. CORE COMPETENCIES TASK FORCE REPORT PRESENTED BY CHARLIE STEEN, CHAIR
Professor Steen presented a discussion draft from the Core Competencies Task Force on the basic structure of a core curriculum for beginning and transfer students. Professor Steen said the origin of the idea for a core curriculum came from the dissatisfaction of many faculty members with the current program, which lacks direction in broad education core courses. A coherent program was needed that would meet the needs of articulation agreements being formulated by the UNM administration, the Office of Admissions and Registration, and the Commission on Higher Education. Professor Steen said the document prepared by the Core Competencies Task Force conforms to those needs and to the needs of transfer and beginning students. The task force recommends that the courses listed on the core curriculum draft be prerequisite to all other courses. (Arts and Sciences group requirements are very similar to those listed in the core curriculum draft, but are for students after they have completed basic core courses.) Professor Steen said the core curriculum courses as presented are skills oriented. Professor Steen said members of the task force will meet with all departments by the end of the semester. All appropriate university committees are being consulted or will be consulted for discussion of this report. He will report to the Senate next semester.

5. FACULTY SENATE POST-TENURE REVIEW REPORT PRESENTED BY ROBERT SICKELS, CHAIR
Professor Emeritus Sickels presented the report from the Post-Tenure Review Task Force which makes recommendations related to post-tenure review for faculty members. (A copy of this report was sent to all faculty and administrators.) He said the task force had weeks of spirited debate and open consensus. Professor Sickels said the recommendations in this report are designed to make it possible to dismiss professors who are incompetent, with safeguards making it nearly impossible to terminate those who are competent. All departments would be required to accumulate biographical updates, reviews for salary, and...
teaching evaluations for all faculty annually. Chairs would summarize the performance of their faculty, make brief critiques of those summaries and discuss them with faculty members individually. If serious deficiencies in performance occur for 2-3 years in a row, then a more thorough review would be conducted. One advantage and a major saving of time in the review procedures being recommended is that a full review will not be required every 3-5 years. Reviews will only be conducted for people who need them. Professor Sickels said the task force has designed a series of simple steps to lead, when necessary, up to the need for action before the Committee on Academic Freedom & Tenure.

Senator Shama noted that requiring annual reviews of tenured professors would change the working relationship of the university. He said he was not sure this would be contractually correct or morally right.

Professor Sickels responded the task force felt everything in the report was consistent with the Faculty Handbook. Section B, and would have been concerned if they felt the recommendations were "chipping away at peoples’ tenure rights.” He said relationships between chair and faculty would change for the better in a department where there has been little monitoring and discussion, and absence of criticism even when fault may have been observed.

Professor Sickels requested input and asked that suggestions and comments be sent to the Office of the University Secretary. A copy of a final report will be submitted to the Senate after considering all comments and suggestions.

President Llull thanked Professor Sickels for chairing the post-tenure review task force. He said Dr. Sickels was very protective of faculty rights.

By a show of hands, the Senate indicated it would like to hold an open forum after further input and suggestions are received on the post-tenure review report.

6. UNDER-ENROLLMENT TEACHING ISSUE PRESENTED BY DAVID STUART, ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS/EVENING AND WEEKEND DEGREE PROGRAMS

Vice President David Stuart presented information on under-enrolled courses for UNM main campus. Five years ago, Vice President Stuart began developing lists of courses that did not meet the minimum student enrollments. The first of these lists reported 989 under-enrolled classes, nearly a third of the teaching capacity. He called departments to inquire why certain sections were being offered which had only a few students enrolled, and why other classes were not being offered when students were demanding the classes. Consequently, the under-enrolled classes’ list dropped from 989 to 500 within two years. Vice President Stuart reported 4,206 students who were in good academic standing left UNM due to scheduling and availability problems for required courses. He explained how his office has worked to try to get course offerings to match the students’ demands, and reported only 3,256 students in
good academic standing left UNM this fall. Vice President Stuart said curricula issues are
decisions which are clearly in the hands of the faculty. He said the shape, character, tone and
frequency of the curriculum can be improved to everyone’s benefit. In a year with financial
problems and scarce resources for UNM, this is an excellent time for faculty to discuss what
will be offered next fall, how frequently courses need to be offered and in what time slots. He
suggested that departments not invest salaries for adjunct professors to teach courses that do
not enroll very well.

Vice President Stuart said he would be willing to come back to discuss this subject with the
Faculty Senate if needed. President Llull responded that he would not bring this before the
Senate again unless there is a need for further discussion.

7. REPORT ON SURVEY OF FACULTY CONCERNING PROVOST SEARCH

President Llull presented the results of the survey of faculty opinions regarding President
Peck’s decision to conduct an internal search. Surveys were distributed to 1,600 full and
part-time faculty. Of the 540 returned, 241 (44.6%) respondents indicated preference for a
national search to replace Provost Mary Sue Coleman; 106 (19.6%) favored an internal
search; 152 (28.1%) preferred an internal search resulting in an appointment for a specified
period followed by a national search, and 41 (7.6%) had no strong opinion. President Llull
said the Gallup branch conducted its own straw poll of 73 full-time faculty and it is not
known if their votes were reflected in the figures presented above. Gallup faculty voted 40 in
support of a national search, and four in favor of an internal search.

President Llull commented that he recently has become concerned that faculty have cut off
too much of the internal search by stating that the search appears not be open and that there
are not many viable internal candidates. He said this is a serious issue because even an
interim provost would have to be selected from an internal search. He asked Senators if
they wished to discuss this issue further or make a recommendation based on the results of
the faculty survey.

Discussion ensued on results of the survey, and on the motion by Senator Kyner that the
Faculty Senate recommend a national search be conducted for provost. Senator Schueler
pointed out that since a procedure is already in place for an internal search,
recommending a national search at this point might discourage good internal candidates from
applying.

Senator Kyner recalled one time the decision regarding the appointment of a UNM President
was reversed as a result of faculty opposition. He said he did not see why the Senate could
not recommend a national search be conducted for provost, if that is what is desired by the
faculty, and not worry whether they are going to be successful or not.
Senator Kane said the Senate needs to make the recommendation that the faculty prefer an external search and a compromise position needs to come back from President Peck.

Professor David Wolfe (Physics and Astronomy) addressed the issue saying he thought most people believe in their hearts that given the right circumstances and the right time, the broadest possible search for the best possible candidate is the right way to go. He said a reality factor being ignored is that the state is facing a very serious budget crises that will affect academic units. Professor Wolfe said UNM needs someone who has a long term history and a demonstrated record at this university, and “someone who can hit the ground on January 1 in a running position.” He said asking someone to take the provost position on an interim basis will only discourage confident candidates. Professor Wolfe said if the Senate speaks out in opposition to an internal search it would discourage internal candidates and would leave UNM in the position of having almost no one from whom to choose to fill the provost position. He said it would be a mistake for the Faculty Senate to adopt a resolution at this time calling for an external search even though he also believes that is the right thing to do. Instead, he said, faculty should rally around the situation in which UNM can get the best possible candidate, a candidate who can help the university in a time of serious upcoming crises.

Next, Professor Hugh Witemeyer (English), who said he was speaking only for himself, expressed his opinion that he considered the strongest argument in favor of an internal search to be the university's track record over the last 6-8 months. He said this record strongly suggests that UNM would find it quite difficult to conduct an effective, outside search because it has bungled 1) a national search for vice president for student affairs; 2) a search for a campus police chief; 3) a national survey of graduate programs; 4) a national opportunity to make student loans easier to obtain; and 5) the recruitment of a star basketball player by not clearing the student’s transcript with the National Collegiate Athletic Association. He said even casual observers would note a pattern, and this track record suggests that UNM, at this point, has lost the knack of recruiting from the outside world. Professor Witemeyer said an internal search makes the most sense as a form of preemptive damage control. An internal search would spare the university more public embarrassment, would save money, and under the circumstances, is the right choice and should be supported wholeheartedly.

Senator Schreyer argued strongly in favor of Senator Kyner’s motion to recommend to President Peck that an external search be conducted. He said the objective is to go for the best candidate. Senator Schreyer said the last two years have been very positive and that has shown the value of going outside. It shows that UNM can get competent people for the provost position. He said the argument is not against internal candidates. Senator Schreyer said Senator Kyner’s motion is the sense of the faculty, and if the motion is passed the faculty is stating their belief that an external search should be conducted.

At this point, the Senate closed discussion on this issue, and proceeded to vote 17-15 to
recommend to President Peck that the University conduct a national search for Provost.

Senator Woodfin suggested that the results of the faculty survey accompany the resolution sent to President Peck. Senate President Llull said he would also send the information to all faculty.

8. STATUS OF NATIONAL RESEARCH COUNCIL ISSUE PRESENTED BY ELLEN GOLDBERG, ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS AND DEAN OF GRADUATES STUDIES

Dr. Goldberg provided an update on the NRC exclusion of UNM’s graduate programs and discussed options which could be pursued to remedy the situation. Upon request, NRC sent Dr. Goldberg the assessment evaluation and questionnaire forms that were originally sent to UNM on November 17, 1992. NRC also sent a listing of the departments that were supposed to be surveyed at that time. The programs which should have been evaluated were: Art History, English Language and Literatures, Spanish and Portuguese Language and Literatures, Civil Engineering, Electrical Engineering, Mechanical Engineering, Chemistry, Geosciences, Mathematics, Physics, Statistics, Biostatistics, Economics, Anthropology, History, Psychology and Sociology. Dr. Goldberg said NRC is not prepared to conduct another evaluation of UNM’s graduate programs. She explained the problems in trying to duplicate the NRC’s rankings of these programs. Dr. Goldberg provided US News & World Report as a sample publication in which UNM’s programs are included and indicated that such publications are widely used by prospective graduate students.

Discussion ensued on whether UNM should spend the time and money trying to amend the situation resulting from NRC’s exclusion in its report of some of UNM’s graduate programs.

Senator Kyner asked how much money would be spent conducting another survey. Dr. Goldberg said she had no idea yet. She has had a month to reflect on this situation and it is her feeling that another survey should not be conducted. She said there are other comparable reports, such as US News & World Report in which UNM is ranked very well.

Senator Shama made a motion that UNM should not spend neither the time or money trying to correct something that is uncorrectable.

The Faculty Senate recommended on a vote of 32-0 and two abstentions not to try to conduct an evaluation similar to NRC’s, but to seek other organizations and publications in which to promote UNM graduate programs annually.

9. AFFIRMATIVE ACTION: PRACTICES AND IMPLEMENTATION ISSUES

Due to the absence of Senators who had already left the meeting and to time constraints, this issue was tabled for discussion at the December Senate meeting.
10. COMMENTS - PROVOST
Provost Mary Sue Coleman commented briefly on the following:
• Thanked Professor Charlie Steen and Professor Emeritus Robert Sickels for their work on the Core Competencies and Post-Tenure Review Committees, respectively.
• Provided an update on the anticipated 2.5% cut from the base of UNM’s budget. She stressed UNM’s highest priority is compensation for faculty and staff, and compensation for workload increases, UNM is committed to preserving the academic mission of the university. She will resist blanket or across-the-board budget cuts for the length of time she remains at UNM.
• Reported on the general classroom building which is scheduled to begin construction in May or June.
• Reported on the measures for implementation of the UNM 2000 Strategic Plan for periodic review of UNM’s progress regarding scholarships and academic excellence, public service outreach, and fiscal stewardship.

11. ANNOUNCEMENTS - SENATE PRESIDENT
Senate President Llull made the following announcement:
• The Student Outcomes Assessment Report has been accepted by the Association.

12. FORM C’S FROM THE CURRICULA COMMITTEE PRESENTED BY HENRY SHAPIRO, CHAIR
President Llull presented the Form C’s from the Curricula Committee for Faculty Senate approval, in the absence of Henry Shapiro. The Senate approved 11 curricula requests and tabled three for discussion at the December meeting. The following Form C’s were approved by the Senate:
• delete A.A. degree (Human Services Program)
• name change-Bilingual/TESOL (BEd)
• name change-Educational Thought in Sociocultural Studies (ETSCS)
• name change-Psychological Foundations (PSYFDN)
• minor program revision-B.B.A. (Anderson)
• revision of existing major-B.A. Journalism and Mass Communication (Communication & Journalism)
• revision of existing minor-B.A. in Communication (Communication & Journalism)
• revision of existing degree-M.A. in communication (Communication & Journalism)
• minor program revision-B.A. in Economics (Economics)
• minor program revision-Astrophysics (Physics & Astronomy)
• revision of existing major-B.A. Psychology major track (Psychology)

The following Form C’s were tabled for the next Senate meeting in December:
• minor program revision-Human Evolutionary Ecology Concentration (Anthropology)
• minor program change-B.S. in Mechanical Engineering (Mechanical Engineering)
13. NEW BUSINESS
There was no new business to come before the Faculty Senate at this time.

14. ADJOURNMENT
There being no further business to come before the Faculty Senate at this time, the meeting adjourned at 5:25 p.m.

Respectfully submitted by:

Mari A. Ulibarri
Office of the University Secretary

Approved by:

Vivian Valencia
University Secretary
October 26, 1995

To: Harry Llull, President
   UNM Faculty Senate

From: Peggy J. Blackwell, Dean

About: Martha Daryl Smith

Earlier this fall the Family Studies Program faculty voted to award a posthumous degree to Martha Daryl Smith. Martha was a major in the Family Studies program when she died in the fall of 1994. At that time Martha was three hours short of completing the program. She had yet to complete Math 145. In the spring of 1994 Martha was enrolled in what she thought would be her final semester prior to graduation, but with a summer wedding to plan she dropped Math 145, intending to take this course in Santa Fe the following fall. At the time she became too ill to continue, Martha had completed 130 hours with a 3.9 GPA. The Undergraduate Committee in the College of Education voted that this recommendation be supported. The College of Education faculty concurred with this recommendation on October 17, 1995. I would ask you to support this recommendation.
CORE CURRICULUM: DISCUSSION DRAFT

WRITING AND COMMUNICATION (Required: three courses, with two from English.)

ENGLISH 101 (3)
Composition I: Exposition

ENGLISH 102 (3)
Composition II: Analysis and Argument

ENGLISH 219 (3)
Technical Writing

ENGLISH 220 (3)
Expository Writing (intermediate)

COMMUNICATION 130 AND 130L (1 and 2)
Public speaking

LINGUISTICS 101 (3)
Introduction to the study of language

FOREIGN LANGUAGE (Required: one or two courses)

Any 100 or 200 level courses in the Departments of Spanish and Portugese or Foreign Languages and Literature.

CLASSICS 107 (3)
Greek Mythology

CLASSICS 204 (3)
Greek Civilization

CLASSICS 205 (3)
Roman Civilization

COMPARATIVE LITERATURE 223 (3)
Literary Questions

COMPARATIVE LITERATURE 224 (3)
Literary Questions

COMPARATIVE LITERATURE 260 (3)
Introduction to Methodology
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<td>ART 201</td>
<td>History of Art to the Renaissance</td>
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<td>ART 202</td>
<td>History of Art since the Renaissance</td>
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<tr>
<td>DANCE 105</td>
<td>Dance appreciation</td>
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<td>ENGLISH 150</td>
<td>Literature (topics)</td>
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<td>HISTORY 101</td>
<td>Western Civilization to 1648</td>
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<td>HISTORY 102</td>
<td>Western Civilization since 1648</td>
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<td>PHILOSOPHY 101</td>
<td>Introduction to Philosophical Problems</td>
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<td>PHILOSOPHY 156</td>
<td>Introduction to Logic and Critical Thinking</td>
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<td>MUSIC 139</td>
<td>Music Appreciation</td>
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<td>MUSIC 140</td>
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<td>MATH 180</td>
<td>Elements of Calculus I</td>
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<tr>
<td>MATH 181</td>
<td>Elements of Calculus II</td>
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SOCIAL AND BEHAVIORAL SCIENCES (Required: two courses)

ANTHROPOLOGY 101 (3)
Introduction to Anthropology

ANTHROPOLOGY 108 (3)
Human ancestry

ANTHROPOLOGY 130 (3)
Culture of the world

ANTHROPOLOGY 150 AND 150L (4)
Evolution and Human Emergence

ECONOMICS 200 (3)
Principles of Macroeconomics

ECONOMICS 201 (3)
Principles of Microeconomic

GEOGRAPHY 101 AND 105L (4)
Physical Geography and Lab

GEOGRAPHY 102 (3)
Human geography

POLITICAL SCIENCE 110 (3)
The Political World: An introduction to politics

POLITICAL SCIENCE 200 (3)
An introduction to American politics

PSYCHOLOGY 105 AND 105L (4)
General Psychology

SOCIOLOGY 101 (3)
Basic concepts, topics and theories of sociology
**PHYSICAL/NATURAL SCIENCES (Required: two courses)**

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<td>BIOLOGY 121L</td>
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<td>BIOLOGY 123L</td>
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<tr>
<td>Biology for Health Related Sciences and Non-Majors</td>
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To be distributed to the faculty and the Faculty Senate by November.

Report of the Post-Tenure Review Task Force

The Faculty Senate instructed us to make recommendations on seven issues related to post-tenure review. We assume, in our response, that an equitable review policy will make sense to the people of New Mexico and to members of the faculty who suspect that a few tenured professors here, as at other universities, are performing inadequately and should seek or accept help and improve or be subject to dismissal (fewer, to be sure, in a university than in most other public and private institutions, since tenure is not granted lightly). We believe post-tenure review that is fair, in keeping with the safeguards of the Faculty Handbook and respectful of faculty time, will provide accountability without threatening or burdening those who perform well.

In making our recommendations, we have adhered to pertinent portions of the Handbook. First, the Handbook, especially the Policy on Academic Freedom and Tenure, is the basis of our tenure system, which is protected by the Contract Clause of the U.S. Constitution. Under the United States Supreme Court’s interpretation of that clause, neither the University nor the State government may impair the faculty’s contractual tenure rights. Second, the Handbook contains the accumulated insights of generations of faculty, administration, and regents on the matters before us.

1.0 Faculty Senate Instruction #1: "Reviewing and incorporating when appropriate evaluative processes currently available: e.g., yearly evaluations, workload reports, merit criteria, and annual updates”

1.1 The University already has a number of annual reviews for all faculty, including those with tenure. They are not required by the Handbook, as are reviews for promotion and tenure, but neither are they forbidden, as long as they do not conflict with Handbook standards of academic competence.

1.2 To determine the scope of annual reviews affecting tenured faculty, we sent a questionnaire to all departments and divisions of the University asking: “Which of the following forms of evaluation are undertaken by or for all tenured faculty in your department?"  
1. UNM annual biographical updates  
2. Student evaluations of every course  
3. Annual evaluations for salary recommendations  
4. Workload reports  
5. Evaluations for teaching awards  
6. Reviews of applications for research grants”

The results indicate that annual biographical updates, student evaluations of every course, and (except for the Medical School) evaluations for salary recommendations are nearly universal.

1.3 We recommend that biographical updates, peer and student evaluations of teaching, and (with necessary exceptions) evaluations for salary recommendations be required annually of all faculty, including tenured professors. Some departments and divisions may also wish to require information more detailed than in the current biographical update form. We suggest that the biographical update be revised to include space for objectives for the coming year.

1.4 We recommend that deans require each department or division to file a statement of criteria and procedures used annually to evaluate the performance of each tenured faculty member. The criteria and procedures should have the approval of the department or division faculty and the dean. At a minimum, the procedures should include an annual written evaluation, as described below.
1.5 that each department conduct an annual review of each tenured faculty member's teaching, research or creative work, and service. This annual review should be in writing and contain a concise description and critique of performance during the past year and performance goals for the coming year. It should be discussed with the faculty member. Two copies of the annual review, signed by the chair, should be given to the faculty member, one to be signed as acknowledgement of receipt and returned to the chair. A faculty member who disagrees with the review may add a comment or rebuttal. The review and any such statement shall be placed in the faculty member's personnel file. The faculty member, in addition, may appeal the chair's evaluation to the dean.

1.6 that each department annually provide the dean with summaries of the reviews of all faculty members and the full text of any comment or rebuttal. The summaries should include the special achievements as well as the identified deficiencies of individual faculty members. In the case of special achievement, the summary should state the rewards to be provided. In the case of deficiency, the summary should indicate a program designed to remedy the deficiency. The dean should participate in the merit award for special achievement and should monitor improvements in cases of identified deficiencies. If the dean disagrees with the chair's evaluation, he or she should so inform the chair and the faculty member.

1.7 that if the annual review for any faculty member shows a serious deficiency that continues for two consecutive years, the following year the faculty member shall undergo a more complete review similar to the mid-probationary review described in the Handbook, with the aim of identifying strengths and weaknesses. This review should be undertaken by the chair, with the assistance of an advisory committee of at least three tenured faculty members. A specific program for correcting deficiencies should be developed in consultation with the faculty member, including procedures, criteria for evaluating progress, and a reasonable timetable. The results of the review should be reported by the chair to the dean and by the dean to the Provost or the Vice President for Health Sciences.

1.8 that any faculty member who feels that two or more consecutive annual reviews have inaccurately conveyed his or her professional accomplishments or have contained other substantial deficiencies shall have the option of initiating the more complete review described above.

1.9 that the more complete reviews not be initiated for any faculty member more frequently than once every five years; and

1.10 that if a tenured faculty member's professional deficiencies are considered by the Provost or the Vice President for Health Sciences to be very serious and to have been uncorrected at the conclusion of the agreed time period, and further, if there is evidence that the faculty member's performance has deteriorated since he received tenure and that his academic performance is now typically unsatisfactory, the President of the University may initiate the process specified in the Faculty Handbook for removing a faculty member for cause, as defined in Sec. 12(b)(viii) of the Policy on Academic Freedom and Tenure. (.If the faculty member's academic competence is questioned, the proof before the Committee on Academic Freedom and Tenure shall be insufficient unless it includes testimony of teachers and other scholars, either from the University or from other institutions, and it shows that: (1) the faculty member's academic performance has deteriorated since he received tenure; and (2) his academic performance is now typically unsatisfactory.) The President shall have the burden of proof (Sec. 13(a)).

2.0 Faculty Senate Instruction #2: "Creating a process that evaluates all three areas of responsibility of faculty: teaching, research, and service."
The Appointment and Promotion Policy describes good teaching and good research at some length, including the importance of one's original research in imparting new ideas in the classroom. It also stresses the need for service in the department, the University, and one's discipline, particularly by senior members of the faculty.

2.2 We recommend that the more complete post-tenure reviews described above consider the "Bases for Appointment and Promotion" and suggested "Sources of Information" in the Appointment and Promotion Policy, except that reviews from outside the University shall not normally be included.

3.0 Faculty Senate Instruction #3: "Incorporating professional development assistance programs as part of the process."

3.1 At UNM, as elsewhere, there is an increasing variety of programs for the enhancement of teaching and research. Some are centrally administered, others, such as mentoring, peer-group self-study, and analysis of videotaped classroom performance, are more collegial and informal.

3.2 Such programs can be beneficial for tenured and nontenured faculty alike. We support them, with one caveat: participation should be voluntary, even in the case of a tenured professor who in the words of the Handbook "has been informed in writing of his alleged shortcomings" and has been given a reasonable period of time in which to remedy them." For that person, as for others, participation may be recommended, but not, we think, required. For that person, attendance might be unproductive and forced attendance unnecessarily demeaning. He or she might well find alternative means of improvement instead. And if participation is voluntary, the faculty member might join with a more positive spirit.

3.3 Whether or not a tenured faculty member accepts a recommendation to participate, and whether or not the member performs well in an enhancement program, he or she should be judged, after "a reasonable period of time," on subsequent classroom and research performance.

3.4 We recommend that participation in formal and informal programs for the enhancement of teaching and research be voluntary, even for those with "alleged shortcomings."

4.0 Faculty Senate Instruction #4: "Including merit reinforcers as part of the process."

4.1 We recommend that merit, as determined in annual salary reviews, be the primary criterion for raises. But when appropriations are below the increased cost of living, merit must compete with the need simply to maintain a basic wage.

5.0 Faculty Senate Instruction #5: "Recommending appropriate timetables for post-tenure review, taking into consideration reviews already being carried out, i.e., for promotion, and taking into account the workload created by the process."

5.1 See #1 above.

6.0 Faculty Senate Instruction #5: "Clarifying mechanisms for addressing non-performing faculty, which also incorporates the process already established in the Faculty Handbook."

6.1 See #1, #2, and #3, above, for our recommendations concerning evaluations and enhancement of teaching and research or other creative activity.
6.2 The provisions of the Policy on Academic Freedom and Tenure are fair and clear. If we maintain an effective system of annual evaluation of all tenured faculty, and if faculty, chairs, and deans together have the will to initiate dismissal proceedings against the occasional incompetent, the present system will work.

6.3 We recommend that present Handbook policy for termination of tenured faculty be followed.

7.0 Faculty Senate Instruction #7: "Addressing issues of standardization of a process across the University."

7.1 As noted in #1 above, we recommend that biographical updates, evaluations of teaching (including student evaluations), and (with necessary exceptions) evaluations for salary recommendations be required annually of all faculty, including tenured faculty, and that Handbook criteria be followed.

7.2 But we also favor the practice in many departments of elaborating those criteria in the context of their own disciplines. We should be sensitive to the words of the Policy on Academic Freedom and Tenure, Secs. 3(g)(i) and (ii) on "standards of excellence prevailing in that discipline, department, and college" and "the need for flexibility of standards of judgment both within and between disciplines."

7.3 We recommend that similar post-tenure review procedures be adopted throughout the University, that the general standards of the Appointment and Promotion Policy be applied to post-tenure review, and that each department or division have a more specific statement of criteria, consistent with the Handbook, that reflects the standards of excellence prevailing in its discipline and department or division.

Additional Recommendations to the Faculty:

1. Allow tenured faculty with good peer and student teaching evaluations to give up some or all research responsibilities and accept increased teaching and service responsibilities. Each department or division should have guidelines to ensure that teaching loads are equitably apportioned.

2. Encourage the Teaching Enhancement Committee to recommend improved systems of teaching evaluation, including student and peer evaluations, to supplement and perhaps replace ICES.

3. Monitor the efforts of the administration, in its proposed revision of the Handbook, to enlarge the grounds for dismissal (Sec. 5.7) and to restrict the authority of the Committee on Academic Freedom and Tenure (Sec. 6.2.1). If and when the revision comes to the faculty for approval or disapproval, these and other provisions affecting tenure rights should be carefully reviewed.

4. Encourage programs for the enhancement of teaching and research within departments and colleges, adequately supported by the faculty development program in the Provost's office.

5. Extend post-tenure review of teaching and research, scholarship, or other creative activity to all tenured administrators except the President, the Provost, and the Vice President for Health Sciences.

6. Institute regular faculty reviews of the administrative performance of all academic administrators.
RECOMMENDATION ON POST-TENURE REVIEW

The Faculty Senate instructs the Faculty Senate Operations Committee to appoint a special task force to make recommendations on issues related to periodic review and evaluation of tenured faculty. The Operations Committee will determine the make-up of the task force. This post-tenure review task force should address issues such as:

1. Reviewing and incorporating when appropriate evaluative processes currently available: i.e., yearly evaluations, student evaluations, workload reports, merit criteria, and annual biographical updates.
2. Creating a process that evaluates all three areas of responsibility of faculty: teaching, research, and service.
3. Incorporating professional development assistance programs as part of the process.
4. Including merit reinforcers as part of the process.
5. Recommending appropriate timetables for post-tenure review taking into consideration reviews already being carried out, i.e., for promotion, and taking into account the workload created by the process.
6. Clarifying mechanisms for addressing non-performing faculty, which also incorporates the process already established in the Faculty Handbook.
7. Addressing issues of standardization of a process across the university.

The task force should bring its recommendations to the Faculty Senate by the fall of 1995.
POST-TENURE REVIEW TASK FORCE MEMBERSHIP

Jerry Born, Pharmacy (277-3657/277-2461)
Stephen Burd, Anderson Schools of Management (277-6418)
William Buss, Pharmacology (277-0014/277-4411)
Evangelos Coutsias, Mathematics and Statistics (277-3438)
Marilyn Fletcher, General Library (277-7212)
Christiane Joost-Gaugier, Art and Art History (277-2130)
Shlomo Karni, Electrical and Computer Engineering (277-1436)
Michele Le Beau, Valencia (277-1630/865-9596)
Byron Lindsey, Foreign Languages & Literatures (277-2538)
Margaret Montoya, Law (277-3010)
Vera Norwood, American Studies (277-3929)
*Robert Sickels, Professor Emeritus, Political Science (277-5104/255-7076)
Robert G. Strickland, Medicine (272-4661)
John Trotter, Anatomy (277-0003)
Mete Turan, Architecture (277-3303)
JoAnn Weiss, Nursing (277-5301)
Carolyn Wood, Education (277-3925/277-0441)

*Committee Chairperson
senate/posttnr.com
9-19-95
UNDER-ENROLLED COURSES*  
BY COLLEGE  
UNM MAIN CAMPUS  
(Includes Both Undergraduate and Graduate Courses**)

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<th>College/Program</th>
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<th>FALL 94 Under-Enrolled</th>
<th>FALL 95 Under-Enrolled</th>
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* Excludes ITV courses campus-wide. These are monitored separately by the Director of Distance Education Center. Also EXCLUDES "laboratory" sections, "problems," "individual studies," "field research," one-on-one "tutorials," "thesis," "dissertation," individual "practicums," "internships," and "student teaching" courses.

** Combined undergraduate and graduate courses that did not meet the minimum enrollments are counted as two separate courses according to the Commission on Higher Education in Santa Fe.

*** Starting in Spring 1996, the figures for Women's Studies will be included under Arts and Sciences.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 4/29/94

Stephen Perl Ed
(Name of Individual Initiating Curricular Change Form)

Director & Associate Professor of Psychology

Human Services Program

(Name, Title, Position)

(College, Dept., Div., Program)

This form is for: Human Services Program

This program is or would be located in the current catalog page: 298-9

I. Major Change - Mark appropriate category

Degree
Major
Minor
Concentration
Revision of existing degree
Revision of existing major
Revision of existing minor
Revision of

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

Human Services Program

II. Minor Change -

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours) Please specify below:

New Name of Program

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Spring 98

Budgetary and Faculty Load Implications: (attach statement)

Does this change impinge on any significant way on my other student or departmental programs? Yes/No

If yes, have you resolved these issues with department involved? (attach statement)

Signature:

Approvals:

Dean of Library Services

CIRT

College Curricula Committee
(If necessary)

College of School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 3/21/95

Date: 10/14/94
MEMORANDUM

To: Kathleen Sena, Assistant Registrar

From: Susan Lander, Associate Director, Human Services Program

Re: Materials requested at Curriculum Committee on October 6, 1995

Date: October 9, 1995

As requested at the curriculum committee meeting on Friday, I am sending you the following catalogue copy and course clarifications.

1. Catalog copy regarding minor study requirements. The current catalog is modified to read as follows:

   Human Services Program

   Stephen R. Perls, D.Ed., Director
   The University of New Mexico School of Medicine
   Human Services Program
   2400 Tucker NE
   Albuquerque, NM 87131-5326
   (505) 277-5428

   Associate Director
   Susan Lander, LISW

   Introduction

   Human Services is an undergraduate program offered by the Department of Psychiatry through the School of Medicine, to prepare students for employment in mental health and social welfare agencies.

   The program is appropriate for students considering careers in the helping professions. Courses focus on the knowledge and skills necessary to work effectively as an entry level professional with individuals and groups experiencing a broad range of personal, interpersonal, and environmental difficulties.
Admissions Requirements

The Human Services program is a closed-admission program. In addition to meeting regular UNM entrance requirements, individuals must apply to the program for admission. Applications are reviewed in May each year for admission to the following fall semester. Students wishing to be considered for admission must:

1. Be over 18 years of age.
2. Complete HS application forms, including a three to five-page autobiography, and provide three letters of recommendation.
3. Be interviewed by a faculty member of the HS program.

Minor Study Requirements

Students pursuing their B.A. in Psychology, Sociology, Criminology, College of Education departments, or the Bachelor of University Studies program may minor in Human Services.

Students must apply for admission to the program. Consult your major advisor or the Human Services program for details.

The minor in Human Services requires 24 hours of course work: HS 101, HS 102, HS 305, HS 309, HS 302, or HS 337, and 8 hours of field placement selected from 250, 350, and 351.

By agreement with the branch campuses students transferring with a completed Associate of Arts in Human Services are considered to have completed a minor in Human Services.

2. The course information on HS 305 is corrected to read: HS 305 Experiential Groups: Theory and Practice (4 credit hours) Theory and techniques of working with groups in community service settings: emphasis on development of ability to apply concepts to practice. Prerequisite: HS 102.

3. The course information on HS 309 is corrected to read: HS 309 Human Service Methods: Theory and Practice (3 credit hours) Introduces student to concepts and applications of multi-dimensional assessments and problem-solving models of intervention used with diverse populations. Prerequisite: HS 102.

4. The course information on HS 337 is corrected to read: HS 337 Family Psychology (also offered as Psych 337) (3 credit hours) Focuses on the major theoretical approaches to family dysfunction and examines family influences on the development and maintenance of deviance, including juvenile delinquency, substance abuse, anorexia nervosa, depression, and schizophrenia. Co-requisite: Psych 332.

I believe this covers the information requested. Please contact me if there are any questions or concerns or if anything further is needed.
CHANGES WITHIN THE HUMAN SERVICES PROGRAM

Background on Human Services Program

Human Services (HS) is an interdisciplinary program whose purposes are:

1) to assist students in exploring the mental health/social welfare helping professions as a career choice; and

2) to develop effective helping practitioners at the undergraduate level with competencies in providing direct and indirect services to people experiencing intrapsychic, interpersonal, and/or environmental difficulties in daily living.

The objectives of the program are:

a) to enable individuals to develop their cognitive and affective abilities in order to become effective entry level professional helpers in mental health and social welfare agencies.

b) to develop skills in communication and interaction with clients and other professionals.

c) to gain an awareness and appreciation of the attitudes and values relevant to working with culturally diverse populations.

d) to prepare students for entry into or advancement in human services occupations.

e) to assist students in preparing for graduate study in a helping profession.

Human Services (HS) is offered through the Department of Psychiatry at the University of New Mexico. Two options have been available: an Associate of Arts in Human Services or a minor in Human Services.

Option I - The A.A. program combines 33 hours of required and elective liberal arts and social science courses with 31 hours of courses concentrating on knowledge and skills essential to functioning effectively as a Human Service worker.

Option II - Students who are pursuing their BA degree in Psychology, Sociology, Criminology, Education, or the Bachelor of University Studies may elect to minor in Human Services. The course requirements for minors in the Human Services are basically the same as for those working for the Associate of Arts degree. Each minor must take 24 credit hours of HS courses in addition to the other requirements for their BA.
Individuals interested in pursuing either an AA degree or a minor in Human Services must apply for admission to the program. (Application procedures include a personal autobiography, letters of recommendation, copies of previous academic transcripts, and a personal interview. The program accepts between 15-20 students each year.) Most students are returning adults and attend school part-time. Many also work and/or have family responsibilities. Currently, virtually all of the students in Human Services are pursuing a BA degree with a minor in Human Services.

Graduates of the Human Services program are employed in a range of agencies and services in the Albuquerque area. Among the populations with whom they work are the chronically mentally ill, special needs children, victims of domestic violence, abusers, rape victims, the homeless, and the elderly. The current employment market appears to offer adequate opportunities for employment, with some indication of increasing jobs in the area of case management.

Approximately 50% of students minoring in Human Services go on to graduate school in one of the helping professions. The majority enter graduate school in social work. Counseling, clinical psychology, and special education are additional popular choices for students wishing a graduate degree.

Purpose for Change:

The reason for the request is due to changes in hiring practices in employing agencies and to changes in the academic goals of students applying to the program.

1. A survey in 1989 of community mental health and social service agencies in Bernalillo County hiring entry level Human Services personnel indicates that these organizations are looking for individuals with a Baccalaureate degree. This is in large part a consequence of the fact that funding agencies and insurance companies are discontinuing reimbursement for work carried out by AA trained staff, and only certified BA level graduates can be reimbursed for their clinical work.

2. A different study (Allen, et al.) carried out in 1993 focused on perceived needs of prospective and actual UNM freshmen regarding a Bachelor’s degree program in Human Services or Social Work at this institution. Out of more than 1,000 students surveyed, almost half said they would be mildly interested in the program, 23% stated that they were very interested and 3.2% said they would select it as a major. They were asked if they ever considered applying to a college/university outside of Albuquerque because it offered a B.A. in Human Services or Social Work. Ninety one of the 1065 respondents or 8.5% stated that they had considered applying to another college. A second part of the study asked 100 community agencies in Bernalillo County to estimate the number of Bachelor’s level job openings occurring annually at their agency. Of the 63 responding agencies virtually all agencies expected that anywhere from one-to-three openings would become available as replacement positions in the next year. Over half of the agencies stated that it was likely that there would be an increase in the number of openings at the B.A. level. The results clearly showed that there is a perceived need for a B.A. level program here at the University of New Mexico, and that community agencies want and need appropriately trained and educated employees.
3. Over the past several years, applications to Human Services programs have shifted from being predominately from students seeking an AA degree to being primarily from students pursuing a BA in Psychology, Sociology, Family Studies, or a Bachelor of University Studies, with a minor in Human Services. 100% of students coming in to the Human Services program for the 1995-1996 academic year are minoring in Human Services.

4. Since most of our students are using Human Services as a minor it is essential that we develop courses that offer upper division credit if we are to avoid creating hardship for students who are currently unable to use their minor courses in partial fulfillment of their upper division credit requirements for graduation. In addition, the Undergraduate Academic Affairs Committee is recommending that all minors at the University of New Mexico should consist of at least 9 credit hours of upper division credit. Both employing agencies and graduate programs in the helping professions such as Social Work and Counseling seem eager to accept graduates from UNM who have an education combining theoretical and practitioner-oriented knowledge and skill.

Background regarding current proposed course changes:

In order to bring the Human Services program more in line with current realities as described above, the program submitted to the curriculum committee in the fall, 1994, several Forms A to upgrade course numbers and a Form C to drop the Associate of Arts as a program offered on Main Campus. These changes were all approved by the curriculum committee at its December, 1994 meeting. Due to expressions of concern voiced by the branch campuses regarding the impact of the approved changes on their Human Service programs, the changes were not implemented. A meeting was held March 6, 1995, in order to reconcile the needs of the Main Campus Human Service program and the branch campus programs. Present at that meeting were: Richard Holder, Associate Provost, Academic Affairs; Ignacio Cordova, Associate Provost, Academic Affairs; Stephen Perlks, Director, and Susan Lander, Associate Director, Human Services program, Main Campus; and several representatives of the branch campuses. All those present at the meeting agreed to support the following changes which would address the concerns of the branches and respond to the needs of the Main Campus program:

1. The Human Services program would withdraw its Forms A course number change requests submitted and approved at the December, 1994, curriculum committee.

2. The Human Services program would request the following changes:
   - Forms B: Addition of HS:305: Experiential Groups: Theory and Practice
   - Addition of HS: 337: Family Psychology, to be cross-listed with Psychology 337.
Form A: modifying the description of HS 250: Clinical Experience in order to allow students to repeat the course for credit up to a maximum of 8 hours.

3. Following approval of the above changes the Human Services program would proceed with Form C dropping the Associate of Arts as a program offered on Main Campus. (It should be noted that the Form C was signed by Richard Holder and does not need to appear again before the curriculum committee. It is included here at the request of Kathleen Sena for reasons of completeness of the packet.)

Rationale

Addition of HS 305, HS 309, and HS 337 allows the Human Services program, Main Campus to teach and provide appropriate credit for academic material at a level commensurate with the expressed needs of the employing agencies in the Albuquerque area.

Modification of HS 250 allows branch campuses to offer an additional semester of field placement to their students, and is also available for students desiring more extensive Practicum experience prior to taking on the challenges of upper division field placement expectations.

HS 105, HS 109, and HS 201 would remain available to be offered on an as-needed basis in response to grant-funded programs desiring to offer pragmatic and applied material to particular staff or communities.

No additional funding would be required to implement these changes.
Form C

Major and Minor Curricular Changes

Date: March 24, 1995

Leroy Ortiz

(Name of individual initiating curricular change form)

Associate Professor

(Title, position)

Bilingual/TESOL Education Program

(Dept., Div., Prog.)

CIP Code

This form is for Bilingual/TESOL Education Program

This program is or would be located in current catalog page 211 and

I. Major Change—Mark appropriate category

Degree

Major

Minor

Concentration

New

New

New

New

Revision of existing degree

Revision of existing major

Revision of existing minor

Revision of existing concentration

Deletion

Deletion

Deletion

Deletion

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change—

Minor name change of existing degree, major, minor, or concentration. Bilingual Education (BIL ED)

New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement) See Attached

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements) Attached

Does this change impinge in any significant way on my other student or departmental programs? Yes No

If yes, have you resolved these issues with department involved? (attach statement)

Signature: 

Department Chair

Approvals:

Dean of Library Services N/A Date:

CIRT N/A Date:

College Curricula Committee N/A Date:

(If necessary)

College of School Faculty N/A Date:

College or School Dean Date:

FS Undergraduate Affairs Date:

FS Graduate Committee Date:

Office of Graduate Studies Date:

FS Curricula Committee Date:

Assoc. VP of Academic Affairs Date:

Faculty Senate Date:

For Scheduling Office Only!

Entered (Catalog)

Mailed

Printed
Reason for Request

Bilingual Education has been an approved major field in the College of Education (both bachelor's and master's) for many years. However, with the merger of elementary and secondary education in the early 80s, the identity of College majors (and teaching fields) was subsumed into general elementary and general secondary education and the adoption of the prefix "CIMTE." That meaningless prefix hampered students' ability to demonstrate to potential employers that they had taken specialty courses often required for employment. The College is now in the process of revising all prefixes to reflect the appropriate, approved area of study in the course. Thus, the prefix "BILED" stands for bilingual education and will provide an immediate identification for both students and faculty, as well as on transcripts. We also believe that a more enlightened set of prefixes will improve scheduling and advisement.

Budgetary and Faculty Load Implications

As stated above, the program has been approved for more than 20 years. The College recently reallocated additional faculty positions to the specialty field of bilingual education in order to improve our capacity to handle student demand. There are no additional budgetary or faculty load implications beyond our commitment to this high priority need for the State of New Mexico.
FOHMC

MAJOR AND MINOR CURRICULAR CHANGES

Date: March 28, 1995

Steve Preskill
(Name of Individual Initiating Curricular Change Form)
Assoc. Professor

CIP CODE

Major Change—Mark appropriate category

Degree
New

Revision of existing degree

Deletion

Major
New

Revision of existing major

Deletion

Minor
New

Revision of existing minor

Deletion

Concentration
New

Revision of

Deletion

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

Minor Change:

Minor name change of existing degree, major, minor, or concentration:

Educational Thought Sociocultural Study (ETSC)

New Name of Program: ETSC

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement) Attached

Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements) Attached

Does this change impinge in any significant way on my other student or departmental programs? Yes No

If yes, have you resolved these issues with department involved? (attach statement)

Signature: ____________________________

Department Chair

Approvals:

Dean of Library Services N/A
CIRT N/A
College Curricula Committee N/A
College of School Faculty N/A
College or School Dean N/A
FS Undergraduate Ac. Affairs N/A
FS Graduate Committee N/A
Office of Graduate Studies N/A
FS Curricula Committee N/A
Assoc. VP of Academic Affairs N/A
Faculty Senate N/A

Date: ____________________________
Reason for Request

Educational Thought and Sociocultural Studies has been an approved major field in the College of Education (both master's and doctorate) for many years. It has shared a prefix with the other major fields of Psychological Foundations and Educational Linguistics. The College is now in the process of revising all prefixes to reflect the appropriate, approved area of study in the course. Thus, the prefix "ETSC" stands for Educational Thought and Sociocultural Study and will provide an immediate identification for both students and faculty, as well as on transcripts. We believe that this prefix will improve scheduling, advisement, and program planning.

Budgetary and Faculty Load Implications

As stated above, the program has been approved for many years. The College recently reallocated one additional faculty position to this field and will likely do so again this year in order to improve our capacity to prepare all students to draw from this field of study. There are no additional budgetary or faculty load implications beyond our commitment to this field of study as a high priority in teacher education and in graduate study.
Date: March 29, 1995

Mary Harris

Professor

Psychological Foundations

I. Major Change-Mark appropriate category

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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration. Psychological Foundations (PSYFDN) New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement) Attached

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements) Attached

Does this change impinge in any significant way on my other student or departmental programs? Yes ___ No XX

If yes, have you resolved these issues with department involved? ________ (attach statement)

Signature: X. Mary B. Harris

Department Chair

Approvals:

Dean of Library Services N/A Date:
CIRT N/A Date:
College Curricula Committee N/A Date:
College of School Faculty N/A Date:
College or School Dean Date: 09/27/95
FS Undergraduate Ac. Affairs Date: 01/06/95
FS Graduate Committee Date: 01/06/95
Office of Graduate Studies Date:
FS Curricula Committee Date:
Assoc. VP of Academic Affairs Date:
Faculty Senate Date:
REASON FOR REQUEST

Psychological Foundations has been an approved major field in the College of Education (both Master’s and doctorate) for many years. It has shared a prefix with the other major fields of Educational Thought and Sociocultural Study and Educational Linguistics. The College is now in the process of revising all prefixes to reflect the appropriate, approved area of study in the program courses. Thus, the prefix "PSY" stands for Psychological Foundations and will provide an immediate identification for both students and faculty, as well as on transcripts. We believe that this prefix will improve scheduling, advisement, and program planning.

BUDGETARY AND FACULTY LOAD IMPLICATIONS

As stated above, the program has been approved for many years. The College recently hired two new faculty in this field. The faculty and students already provide a critical mass for study in the discipline and in service courses to both education students and university students in other fields. There are no additional budgetary or faculty load implications beyond our commitment to this field of study as an important priority in graduate study and in teacher education.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 28, 1995

Stephen D. Burd
(Title, position)
OMIS Area Coordinator
(Dept., Div., Prog.)

CIP CODE

This form is for B.B.A. Degree

This program is or would be located in current catalog page 51

I. Major Change-Mark appropriate category

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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.

New Name of Program: (see attached)

Minor program revision (3-5 hours) Please specify below:

Elimination of MAT 394L as a pre-admission requirement and no more than one credit of physical education allowed to count toward 128 credit hour degree req.

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Immediate

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes _ X _ No

If yes, have you resolved these issues with department involved? Yes _ X _ No (attach statement)

Signature: Stephen Burd

Department Chair

Approvals:

Dean of Library Services
CIFT
College Curricula Committee
(If necessary)
College of School Faculty
College or School Dean
FS Undergraduate Ac. Affairs
FS Graduate Committee
and/or
Office of Graduate Studies
FS Curricula Committee
Assoc. VP of Academic Affairs
Faculty Senate

Date: 5/19/95
Date: 7/24/95
Date: 4/27/95
Date: 6/26/95
Date: 10/14/95
Date: 10/26/99
Date: 10/26/99
Date: 10/20/95
Date: 10/20/95
Date: 10/20/95
Proposal to Eliminate MGT 291L

1. That MGT 291L be eliminated as a course offered by ASM.
2. That MGT 291L be eliminated as a preadmission requirement to ASM.
3. That MGT 290 be modified to become (or be replaced by) a three credit course that covers both statistical concepts and computer-based applications of those concepts to managerial decision-making.
4. That the ASM B.B.A. degree requirements be changed to allow no more than one credit hour of physical education to count toward the 128 minimum credit hour requirement.

Background

MGT 291L was originally conceived to address a lack of managerial applications in traditional statistics courses and to provide hands-on training in the use of statistical software. It is a one credit course taught in the microcomputer laboratory. Students are instructed in the use of statistical software (SYSTAT, at present) and required to complete a series of applied statistical analysis and decision-making exercises using the software. It currently has MGT 290 (MATH 245) as a pre- or co-requisite and is a preadmission requirement to ASM. The underlying assumption in its use as a preadmission requirement is that students need (and will use) statistical methods and software in upper division ASM courses and, ultimately, in their professional careers.

Rationale

As currently constituted, the course fails to meet its objectives for a variety of reasons including:

• Insufficient classroom contact hours to cover a broad range of statistical applications.
• Difficulties in coordinating order and pace of coverage with multiple sections of MGT 290.
• Significant variation in students' prerequisite knowledge, particularly with students receiving transfer credit for statistics courses taken at other institutions.

• A high learning curve for an entirely new (to the students) software tool.

Each of these reasons is discussed in more detail below.

Coordination with MGT 290 is a significant problem. Several sections of MGT 290 are offered each semester, generally taught by several different instructors. These sections may vary in their order of topic coverage, pace of coverage, and depth of coverage for some topics. These are inevitable consequences in any scenario where multiple sections of a single course are taught. The consequences are exacerbated by the reliance of MGT 291L on MGT 290 to provide prerequisite coverage of statistical theory and concepts. The MGT 291L instructor must assume a "least common denominator" for MGT 290 preparation. In addition, the MGT 291L instructor must often review statistical concepts for the benefit of students who are not concurrently taking MGT 290.

These coordination problems would be eliminated if each section of MGT 290 (or a replacement course) covered both theory and computer-based application. The topics could be intertwined in a synergistic manner resulting in less time to teach the combined material and improved continuity of coverage. The synergy of coverage should allow the material covered in 4 credit hours with two separate courses to be covered in 3 credit hours within a single course.

The goal of covering statistical software prior to ASM upper division classes is laudable. However, there are significant differences in the need for this knowledge among the upper division classes. As currently implemented, MGT 290/291L provides more than sufficient coverage of statistics for the majority of ASM classes. However, it provides insufficient coverage of statistical applications to provide an adequate prerequisite for many classes in the finance, POM, and marketing concentrations. To address this problem, the three affected areas have recently banded together to develop a course in applied quantitative and statistical decision-making. This course will use MGT 290 (or its replacement) as a prerequisite and will cover material far beyond what is currently contained in MGT 291L.

Integration of software tools has also been a general problem for ASM students and instructors. Coverage of software tools is currently spread across three different classes (CS 150, MGT 291L, and MGT 301) with a wide variety of software packages. It is desirable to provide a higher degree of integration among the various tools covered in these classes. This would allow students to better utilize these tools in integrated decision-making and presentation scenarios. It would also minimize the number of "cold starts" associated with learning different software packages.

To address the problem of integrating software tools, the software package used to teach MGT 290 (or its replacement) should integrate as easily as possible with the software
used in CS 150 and/or MGT 301. CS 150 currently covers Lotus 1-2-3 and MGT 301 will cover Microsoft Excel starting with the fall 1995 semester. Any specific proposal to incorporate statistical software into MGT 290 (or its replacement) should utilize software that interfaces directly and effectively with one or more of these spreadsheet packages.

University and AACSB Degree Requirements

The University requires bachelor degree programs to consist of a minimum of 128 credit hours. The ASM B.B.A. currently requires exactly this number of hours. The elimination of 291L would, by itself, take the degree out of compliance with UNM policy. Thus, at least one credit must be added back into the degree requirements to compensate for the loss of MGT 291L. The B.B.A. degree is currently split evenly between classes taught within and outside ASM. AACSB accreditation requirements do not allow more than 50% of the curriculum to be taught within ASM. Thus, it is not possible to require any additional classes offered by ASM of greater than one credit hour.

Although there are some UNM courses that might be desirable as an additional degree requirement (e.g., a writing class), there are no classes currently constituted for this purpose and no department ready to commit the resources required to staff such a course. Thus, the simplest solution that satisfies both UNM and AACSB policies is add a one credit (or more) free elective requirement to the degree requirements. To allow for a realistic one credit alternative, ASM policy should be modified to allow no more than one credit of physical education to be counted toward ASM degree requirements.

Faculty Load Implications

Over the last two years, 15 sections of MGT 291L have been offered per year. All but one of these sections have been staffed by a Visiting Lecturer. The Visiting Lecturer has been responsible for a 20 credit hour load per year (all sections of MGT 291L plus two additional 3 credit courses). The Visiting Lecturer position will be eliminated. Coverage of the two additional three credit courses (typically MGT 501) will revert to permanent full-time faculty and/or part-time faculty.

Budgetary Implications

The Visiting Lecturer position that staffed MGT 291L has been funded through diversion of funds for 2 graduate assistants and 2 part-time instructors plus additional $5000. Specific funding for the two graduate assistants will no longer be required. Specific funding for two part-time instructors will be required to cover the excess (beyond MGT 291L) teaching load of the eliminated Visiting Lecturer position.
Implementation

The elimination of MGT 291L will be effective immediately. No sections will be offered after the current semester (spring 1995) is concluded. The MGT 291L ASM preadmission requirement will be eliminated immediately and retroactively. All students graduating after spring 1995 will not be required to have taken MGT 291L. All students graduating after spring 1995 will be required to complete a minimum of 128 credit hours (this is existing policy). Existing restrictions on courses allowable toward this requirement are retained with the exception that one credit hour of physical education may be allowed.

Negotiations will begin immediately with the Mathematics Department to alter MGT 290 to cover statistical applications and software during the 1995/1996 academic year. The area coordinators of finance, operations management, and marketing (or their designates) are jointly charged with the responsibility for conducting these negotiations. They are also charged with the responsibility of submitting a proposal for permanent changes to MGT 290 (or its replacement with another course) to the ASM Curriculum & Programs Committee no later than December 1, 1995.

---

1 Initial discussions with the Math Department have already begun and they have already agreed in principle to implement the proposed changes in MGT 290 using a Microsoft Excel statistical extension package.
FOHMC
MAJOR AND MINOR CURRICULAR CHANGES

Date: 3/31/95

Hillard Kaplan
(Name of individual initiating curricular change form)

Associate Prof.
(Title, position)
Anthropology
(Dept., Div., Prog.)

This form is for

Anthropology
(Name of New or Existing Program)

This program is or would be located in current catalog page 78-80

I. Major Change-Mark appropriate category

Degree
New
Revision of existing degree
Deletion

Major
New
Revision of existing major
Deletion

Minor
New
Revision of existing minor
Deletion

Concentration
New
Revision of existing concentration
Deletion

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours) Please specify below:

Anthropology 161L - Computer Lab in Human Evolutionary Ecology (Add to Catalog as appears on Pages of the attached)

Reasons for Request: (attach statement)
This completes the requirements for a concentration in Human Evolutionary Ecology within an anthropology major.

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes ____ No X

If yes, have you resolved these issues with department involved? (attach statement)

Signature: _________________________________
Department Chair

Approvals:
Dean of Library Services Form B11U signed by library previous
Date: _________________________________
CIRT Impact statement signed on Form B-2 on B11U
Date: 7/15/95
College Curricula Committee (If necessary)
Date: 7/15/95
College of School Faculty
Date: 7/15/95
College or School Dean
Date: 7/15/95
FS Undergraduate Ac. Affairs
Date: _________________________________
FS Graduate Committee
Date: 7/15/95
Office of Graduate Studies
Date: 7/15/95
FS Curricula Committee
Date: 7/15/95
Assoc. VP of Academic Affairs
Date: 7/15/95
Faculty Senate
Date: _________________________________
Major Study Requirements
(36 credits)
All majors are required to complete a general curriculum (18-20 hours) that provides an integrated preparation for study in any of the five anthropological subfields. This curriculum includes Anth 101, two of the following subfield core curriculum sequences, and one additional 200-400 level elective course in a third subfield.

Courses in the anthropology core curriculum include:

Archeology:
- Anth 120 Digging Up Our Past
- Anth 121L Archeology Laboratory
- Anth 320 Strategy of Archeology

Biological Anthropology:
- Anth 150 Evolution and Human Emergence
- Anth 151L Human Evolution Laboratory
- Anth 350 Human Biology

Ethnology:
- Anth 130 Cultures of the World
- Anth 330 Principles of Cultural Anthropology

Human Evolutionary Ecology (HEE)
- Anth 160 Human Life Course and Life Histories
- Anth 161L Computer Lab in Human Evolutionary Ecology
- Anth 360 Human Behavioral Ecology

Linguistic Anthropology:
- Anth 110 Language, Culture and the Human Animal
- Anth 310 Language and Culture

Majors who select a concentration will take an additional 16 to 18 hours of concentration requirements and electives. The student who does not select a concentration must take the major requirements and can take courses in any of the subfields so long as appropriate prerequisites have been completed. In either case, 12 of the additional 16-18 credits must be upper division (300-400 level). No more than 6 hours of individual study or field research courses may be applied toward the major.

In addition to fulfilling the general curriculum and unit distribution requirements for the B.A. degree, students desiring a B.S. degree must concentrate (see below) in archeology, biological anthropology, or human evolutionary ecology, including an advanced laboratory course or summer field school of at least 4 credits in the major or the minor. To complement this science emphasis, they must also take at least 6 hours of mathematics (as approved for A&S group requirements) and have a minor in or distributed among astrophysics, biochemistry, biology, chemistry, computer science, earth and planetary science, geography, mathematics, psychology, or physics.

Departmental Honors
Students seeking departmental honors should identify a research project during their junior year in consultation with an appropriate professor and enroll in the Fall of their senior year in either Anth 497 or 499; after which, they should enroll in Anth 498, an appropriate graduate seminar, or another section of Anth 497. These 6 hours of honors work are in addition to the 36 credits required for the major.
CONCENTRATIONS

Archeology (36 Credits)
Students pursuing a concentration in archeology within the major must take:
- Anth. 101 (3 credits)
- Anth. 120 (3 credits)
- Anth. 121L (1 credit)
- Anth. 320 (3 credits)

Students must also take 1 additional course from each of three groups (A, B, C) for a total of at least 9 credits:
- Group B: Europe, Asia, Africa (Anth. 325, 326, 327, 328, 329)
- Group C: North and South America (Anth. 321, 322, 323, 324, 329)

Anth 420 may be applied to the above groups, depending on topic.

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.

Biological Anthropology (36 credits)
For an anthropology major concentration in biological anthropology take:
- Anth 101 (3 credits)
- Anth 150 (3 credits)
- Anth 151 (1 credit)
- Anth 350 (3 credits)
- Anth 351L (4 credits)

Plus two upper division courses (300-400 level) in Biological Anthropology (may include Anth 461, or other KHE courses with approval) (6-8 credits)

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.

Ethnology (36 credits)
For a concentration in Ethnology, majors should take:
- Anth 101 (3 credits)
- Anth 130 (3 credits)
- Anth 330 (3 credits)

Plus two area courses (from Anth 331, 332, 337, 338, 339, 343, 345, 384) and two topics courses (from Anth 312, 333, 336, 341, 344, 346, 383, 385, 389)

Anth 340 or 430 may be included above, depending on subject matter.

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.
Human Evolutionary Ecology HEE

(36 credits)

To complete a concentration in HEE take

Anth 101 (3 credits)
Anth 160 (3 credits)
Anth 161L (1 credit)
Anth 360 (3 credits)
Anth 462 (3 credits)

Plus two elective courses in Human Evolutionary Ecology (6 credits)

In addition, a student must complete one additional core sequence within anthropology, plus an elective from a third subfield, plus elective credits to complete the minimum of 36 credits in anthropology.

Linguistic Anthropology

Students with a particular interest in linguistic anthropology should combine a concentration in one of the other subfields (e.g. Ethnology or HEE) with a Minor in Linguistics. They should include in their programs both Ling 292 (Linguistic Analysis) and Anth 310 (Language and Culture). It is highly recommended that such students consult with an advisor in Linguistic Anthropology early in their program.

Minor Study Requirements

(21 credits)

A total of 21 hours, including 101 and at least one of the following core curriculum sequences: 110 (or Ling. 292L) and 310; 120 and 320; 130 and 330; 150 and 350; or 160 and 360. No more than 3 hours of field or problem courses (399F, 497, 499F) or 12 hours of lower division (100-200 level) courses may be applied toward the minor. Alternatively, a student may select a distributed minor with an emphasis in anthropology (see below).

Distributed Minors Outside Anthropology

(30-36 credits)

Anthropology majors with interdisciplinary interests may plan a variety of possible distributed minors designed as preparation for diverse professional or educational goals. These include urban studies, folk life studies, earth sciences for archeologists, population science, applied social research, premedicine, behavioral biology, pre-law, and regional studies (Chicano, Native American, Southwestern, etc.). All courses for these distributed minors are taken outside of anthropology. A distributed minor comprises a total of 30 to 36 hours, dependent upon meeting a 15 hour minimum of upper division courses (300-400 level). With guidelines from the undergraduate advisor, students should design their own distributed minors and petition the Department Undergraduate Committee for approval of such programs.

Distributed Minors Within Anthropology

(30 Credits)

Students majoring in other fields may select a distributed minor with an emphasis on anthropology. These are similar in intent and format to other distributed minors, but they require a minimum of one core curriculum sequence and 6 additional credits of anthropology.
I. Major Change-Mark appropriate category

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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

To earn a degree in Journalism and Mass Communication, students must complete 36 hours of coursework, 24 hours in required courses and 12 hours in electives.

II. Minor Change-

Minor program revision (3-5 hours) Please specify below:

---

Reasons for Request: (attach statement) Change in hours required - from 33 to 36. Increase in elective hours from 9 to 12. Yes___ No____

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes___ No____

If yes, have you resolved these issues with department involved? ______

Signature: ____________________________ Date: ____________

Approved:
Dean of Library Services Date: ____________
CIRT (if necessary) Date: ____________
College Curriculum Committee Date: ____________
(If necessary)
College of School Faculty Date: ____________
College or School Dean Date: ____________
FS Undergraduate Academic Affairs Date: ____________
FS Graduate Comm. Date: ____________
Office of Graduate Studies Date: ____________
FS Curriculum Committee Date: ____________
Assoc. VP of Academic Affairs Date: ____________
Faculty Senate Date: ____________

Name of New or Existing Program
B.A. in Journalism and Mass Communication

This program is or would be located in current catalog page p. 9
The proposed changes, which seek to bring the department's two tracks into parity in hours required for majors and minors, could be handled by existing budgets and faculty. Already, some Journalism/Mass Communication students take 36 hours for their degrees. Increasing the number of hours for Communication minors, which now number 50-60, could be accommodated by existing courses and faculty.
**FORM C**

**MAJOR AND MINOR CURRICULAR CHANGES**

**Date:** November 23, 1994

**Name of Individual Initiating Curriculum Change Form:**

**Communication & Journalism**

**Dean: Everett M. Rogers**

**CIP CODE**

1. Dean of Library Services
2. CIRT (Comp)
3. College Curricula Committee (If necessary)
4. College or School Faculty
5. College or School Dean
6. FS Undergraduate Academic Affairs Comm. and/or FS Graduate Comm.
7. Office of Graduate Studies (For grad. level changes)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate

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**Name of New or Existing Program**

B.A. in Communication

This program is or would be located in current catalog page p. 93

**I. Major Change—Mark appropriate category**

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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

**II. Minor Change—**

Minor name change of existing degree, major, minor, or concentration. Please specify below:

Students who declare a minor in Communication must complete 21 credits in departmental courses including 101 and 12 credits in 300–400 level courses. All departmental courses used to fulfill requirements in the minor must be completed with a grade of C or better.

Reasons for Request: Change in hours required - from 18 to 21 credits.

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: Does this change impinge in any significant way on my other student or departmental programs? Yes ______ No ______

If yes, have you resolved these issues with department involved? ________ (attach statement)

Signature: __________________

Department Chair

---

**Approvals:**

Dean of Library Services

CIRT

College Curricula Committee

(If necessary)

College of School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

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(46)
The proposed changes, which seek to bring the department's two tracks into parity in hours required for majors and minors, could be handled by existing budgets and faculty. Already, some Journalism/Mass Communication students take 36 hours for their degrees. Increasing the number of hours for Communication minors, which now number 50-60, could be accommodated by existing courses and faculty.
Major and Minor Curricular Changes

Date: March 13, 1995

Major and Minor Changes

Degree New
Revision of existing major
Revision of existing minor
Concentration New
Revision of

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

Students in the MA program in Communication are required to complete C&J 500, 501, 528, 538 or 638, and one course from among 521, 523, 531, 544, and 561.

Minor Changes

Minor name change of existing degree, major, minor, or concentration.

New Name of Program

Allow a substitution for a required course:
C&J 638, Quantitative Research Methods, may be substituted for C&J 538, Rhetorical Criticism, as a required course for the MA degree in Communication. C&J 638 is a new course added in 1995-96 as part of the new doctoral program in Communication, which supplements our required methods course, C&J 528, in certain ways that are more valuable to some MA students than is completion of C&J 538.

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes No X

If yes, have you resolved these issues with department involved? (attach statement)

Signature:  Date:  

Approvals:
Dean of Library Services
CIRT
College Curricula Committee
College of School Faculty
College or School Dean
FS Undergraduate Academic Affairs
FS Graduate Committee
Office of Graduate Studies
FS Curricula Committee
 Assoc. VP of Academic Affairs
Faculty Senate
DATE: March 13, 1995
RE: Form C - Minor Curricula Change
Dept. of Communication & Journalism

DEGREE: MA in Communication

SUBJ: Substitution of a required course, C&J 638 for C&J 538.

BUDGETARY AND FACULTY LOAD IMPLICATION:

The Department of Communication and Journalism recommends the allowance of a substitute course for a course required for the MA degree in Communication. This substitution will not change our budget or faculty load. It simply represents a move of 2-3 students from one course to another.

Everett M. Rogers
Professor and Chair
Director of Graduate Program in Communication
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: October 27, 1994

David S. Brookshire
(Chair and Professor)
Economics

This form is for BA in Economics

I. Major Change-Mark appropriate category

Degree
Major
Minor
Concentration

Revision of existing degree
Revision of existing major
Revision of existing minor

Deletion
Deletion
Deletion

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours) Please specify below: Specify electives are to be upper division.

Require majors to take an additional 3 credit hours of upper division economics electives: an increase from 15 to 18 total credit hours of electives and an increase from 30 to 33 total credit hours of economics.

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Summer, 1995

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes No

If yes, have you resolved these issues with department involved?

Signature: ____________________________

Dean of Library Services

CIRT

College Curricula Committee

College of School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 10/27/94

Date: 10/27/94

Date: 10/27/94

Date: 10/27/94

Date: 10/27/94

Date: 10/27/94

Date: 10/27/94

Date: 10/27/94

Date: 10/27/94
Reasons for request:

The Economics Department is proposing that its majors take an additional three credit hours of electives and that all electives be upper division. After lengthy discussion, the faculty has concluded that this requirement will strengthen the academic program and provide greater marketability for our graduates.

The department has been taking steps to strengthen its electives. For example, the faculty will teach several courses in the modeling area, including econometric modeling and forecasting, project evaluation, and quantitative methods in economics. Students with these skills are highly sought after by various private and public agencies. In addition, the department offers courses in contemporary issues such as health economics, economic problems of women and minorities, environmental discrimination and Latin American economics.

It should be noted that other departments in the College of Arts and Sciences require their majors to complete 33 hours or more (Sociology, 37; Applied Mathematics, 34; and Political Science, 33). Our current requirement is 30 hours. The new proposal increases the total credit hours required to 33.

Budgetary and Faculty load implications:

This move is the culmination of the faculty's efforts to improve both the number and content of undergraduate electives. With the addition of two replacement faculty members for the 1995/96 academic year, there will be no significant budgetary or faculty load implications.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 10/6/94

Daniel Finley
Professor of Physics and Astronomy

(File, Div, Prog.)

Degree
Major
Minor
Concentration

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change-

Minor program revision (3-5 hours) Please specify below: Delete from requirements: Physics 302 Optics Add to requirements: Astr. 421 and either Physics 491 Contemp. Physics or Physics 406 E&M. Change 9 hours of Astronomy courses numbered above 399 TO Astr 422 plus 6 hours of Astronomy courses numbered above 399.

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes No

If yes, have you resolved these issues with department involved? (attach statement)

Signature: ____________________________

Department Chair

Approvals:
Dean of Library Services

CIRT

College Curricula Committee

(If necessary)

College of School Faculty

College of School Dean

FS Undergraduate Acad. Affairs

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Assoc. VP of Academic Affairs

Faculty Senate

Date: 10/6/94

Date: Dec. 10, 1994

Date: Feb 19, 1995

Date: 10/10/94

Date: 10/10/94

Date: 10/10/94

Date: 10/10/94

Date: 10/10/94
Reasons for Request

1) delete Phys. 302 as a requirement since optics more appropriate to local astrophysics needs, including our especial interests in high-resolution techniques and adaptive optical imaging, will be taught in the newly-revised version of Astr. 426. 2) We are revising the 2-semester Astr. 421-422 to provide a uniform depth of the physical basis of astrophysics at a level appropriate for continuing study at the graduate level. 3) Require Phys. 491 or Phys. 406 since modern astrophysics depends more and ever more on the quantum behaviors of matter and on sophisticated electromagnetic scattering and diffraction techniques.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 2/15/95

Harold Delaney
(Name of individual initiating curricular change form)

Associate Chair for Undergraduate
(Title, position)

Department of Psychology
(Dept., Div., Prog.)

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services
2. CIRT (Comp & Inform Res & Tech), if necessary
3. College Curriculum Comm. if necessary
4. College or School Faculty
5. College or School Dean
6. FS Undergraduate Academic Affairs Comm. and/or
   FS Graduate Comm.
7. Office of Graduate Studies (For grad. level changes)
8. FS Curricula Committee
9. VP of Academic Affairs
10. Faculty Senate

This form is for Psychology major, B.A. track

Name of New or Existing Program

This program is or would be located in current catalog page 159

I. Major Change-Mark appropriate category

Degree New ☐ Revision of existing degree ☐ Deletion ☐
Major New ☐ Revision of existing major X ☐ Deletion ☐
Minor New ☐ Revision of existing minor ☐ Deletion ☐
Concentration New ☐ Revision of ☐ Deletion ☐

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary. (See attached sheets.)

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.

New Name of Program

Minor program revision (3-5 hours) Please specify below:

Reasons for Request: (attach statement) (See attached sheets.)

Effective Date of Proposed Change: Fall 1996

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes ☐ No X ☐

If yes, have you resolved these issues with department involved? ☐

Signature: ____________________

Department Chair

Approvals:
Dean of Library Services ____________________ Date: 3/1/95
CIRT ____________________ Date: 3/14/95
College Curriculum Committee ____________________ Date: 3/1/95
(If necessary)
College or School Faculty ____________________ Date: July 1995
College or School Dean ____________________ Date: 
FS Undergraduate Ac. Affairs ____________________ Date: 
FS Graduate Committee ____________________ Date: 
Office of Graduate Studies ____________________ Date: 
FS Curricula Committee ____________________ Date: 
Assoc. VP of Academic Affairs ____________________ Date: 
Faculty Senate ____________________ Date: 

(54)
Form C Addendum

Explanation of the statement of requirements that should appear in catalog:

We want to change the requirements for the B.A. track of the psychology major so that a two-hour upper-division lab could be replaced by a three-credit lecture course. Thus, we wish to replace the initial sentences under "Major Study Requirements, B.A. Track" on p. 159 of the catalog which read:

"To obtain a B.A. in Psychology a student must complete satisfactorily 33 credit-hours in Psychology and should minor in an A & S eligible department other than Biology, Chemistry, Computer Science, Mathematics or Physics. These 33 Psychology credits must include:"

with new sentences reading:

"To obtain a B.A. in Psychology a student must complete satisfactorily 34 credit hours in Psychology (or 33 credit hours if an upper-division lab is taken--see item 4 below) and should minor in an A & S eligible department other than Biology, Chemistry, Computer Science, Mathematics or Physics. These Psychology credits must include:"

We also wish to revise item 4 at the bottom of page 359 which reads:

"4. Three courses (9 credits) at the 300 level or above and one laboratory at the 300 level or above."

with a new item 4 reading:

"4. Either four courses (12 credits) at the 300 level or above, or three courses (9 credits) at the 300 level or above and one laboratory at the 300 level or above."

Reasons for request:

The major reason for the request is that our upper-division labs are primarily useful for students who wish to build on this experience and pursue graduate study in psychology, however, less than 10% of our nearly 200 graduating majors pursue Ph.D.s in psychology. Further, a large portion of those who do pursue a psychology graduate degree are in our Psychology Honors program. Because they must be extensively involved in research in order to complete the requirements for an Honors degree, these students are exempted from the upper-division lab requirement. This means that, of the 150 to 200 students who take an upper-division lab each year, only a handful use the experience as a stepping stone to a psychology graduate program.
Form C

Major and Minor Curricular Changes

Date: 5-31-95

David E. Thompson
(Name of Individual Initiating Curricular Change Form)

Chairman
(Title, Position)

Mechanical Engineering
(Dept., Div., Prog.)

This form is for Bachelor of Science in Mech. Engng.

Name of New or Existing Program

This program is or would be located in current catalog page 253

I. Major Change-Mark appropriate category

Degree New
Revision of existing degree

Major New
Revision of existing major

Minor New
Revision of existing minor

Concentration New
Revision of

Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change-

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours) Please specify below:

Replace Engr-F 120, Engineering Computing with CS 151, Computer Programming Fundamentals.

Reasons for Request: (attach statement)

Change in Freshman Program agreed on by School of Engineering

Effective Date of Proposed Change: Fall 1995

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes ___ No X

If yes, have you resolved these issues with department involved? (attach statement)

Signature: ____________

Date: 6/1/95

Approvals:

Dean of Library Services

Date: 6/6/95

CIRT

Date: 6/19/95

College Curricula Committee

Date: 6/6/95

(If necessary)

College of School Faculty

Date: 6/6/95

College or School Dean

Date: 6/6/95

FS Undergraduate Ac. Affairs

Date: 6/6/95

FS Graduate Committee

Date: 6/13/95

Office of Graduate Studies

Date: 10/10/95

FS Curricula Committee

Date: 10/10/95

Assoc. VP of Academic Affairs

Date: 6/10/95

Faculty Senate

Date: 6/10/95
ATTACHMENT TO FORM C

Budgetary and Faculty Load Implications: There will be no significant budgetary or faculty load implications; there currently are faculty available within the College of Engineering (Computer Science Department) to teach the course. Please refer to the Form B for CS 151 for a complete explanation of budgetary and faculty load implications.
I. Major Change—Mark appropriate category

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<th>Revision of existing major</th>
<th>Revision of existing minor</th>
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Give exact title and requirements as they should appear in the catalog. (See current catalog for format within the respective college). Attach additional sheets if necessary.

II. Minor Change—

Minor name change of existing degree, major, minor, or concentration.

Minor program revision (3-5 hours) Please specify below:

Replace Engr-F 120, Engineering Computing, with CS 151, Computer Programming Fundamentals.

Reasons for Request: (attach statement) Change in Freshman Program agreed on by School of Engineering

Effective Date of Proposed Change: Fall, 1995

Budgetary and Faculty Load Implications: (attach statements)

Does this change impinge in any significant way on my other student or departmental programs? Yes ______ No____

If yes, have you resolved these issues with department involved? (attach statement)

Signature: _______________________________ Date: 6/1/95

Department Chair

Approvals:

Dean of Library Services: __________________________ Date: 6/6/95

CIRT: __________________________ Date: 6/9/95

College Curricula Committee: __________________________ Date: 6/9/95

(If necessary) __________________________ Date: 6/13/95

College of School Faculty: __________________________ Date: 6/9/95

College or School Dean: __________________________ Date: 6/9/95

FS Undergraduate Academic Affairs: __________________________ Date: 6/9/95

FS Graduate Committee: __________________________ Date: 6/9/95

Office of Graduate Studies: __________________________ Date: 6/9/95

FS Curricula Committee: __________________________ Date: 6/9/95

Assoc. VP of Academic Affairs: __________________________ Date: 6/9/95

Faculty Senate: __________________________ Date: 6/9/95
Budgetary and Faculty Load Implications: There will be no significant budgetary or faculty load implications; there currently are faculty available within the College of Engineering (Computer Science Department) to teach the course. Please refer to the Form B for CS 151 for a complete explanation of budgetary and faculty load implications.