2-25-1997

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UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES

1996-97

VOLUME 22
# UNIVERSITY OF NEW MEXICO
## FACULTY SENATE MEETING AGENDA

**February 25, 1997**

**3:30 - 5:30 p.m.**

**Note Location Change: The Cellar, Hokona Hall**

### AGENDA TOPICS

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### THESE TWO ITEMS MOVED AFTER AGENDA ITEM #3 IN ORDER TO ACCOMMODATE PROFESSOR DALBY'S INITIATOR/REPRESENTATIVE OR FOR REQUESTS CLASS SCHEDULE |

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**Amendments shown in strike out and shadowed italic fonts.**

**FOR MORE INFORMATION CONTACT THE OFFICE OF THE UNIVERSITY SECRETARY, 277-4664**
February 25, 1997

The Faculty Senate meeting was called to order at 3:35 p.m. on February 25, 1997, in the Cellar, Hokona Hall. Senate President Beulah Woodfin presided.

Senators present: Steven Block (Music), Joseph Champoux (Anderson), Laura CrosseY (Earth & Planetary Sciences), William Dail (Anatomy), Helen Damico (English), Michelle Diel (Valencia), John Gahl (Electrical & Computer Engineering), John Geisman (Earth & Planetary Sciences), Deborah Graham (Health Sciences Library), Jaime Grinberg (Education), Thomas Hagstrom (Mathematics & Statistics), William Johnson (Biolog), Christiane Joost-Gaugier (Art & Art History), George Luger (Computer Science), Neeraj Magotra (Electrical & Computer Science), Wanda Martin (English), Christine Nathe (Dental Hygiene), Donald Neamen (Electrical & Computer Engineering), Elizabeth Nielsen (Education Specialties), Jonathan Porter (History), Richard Reid (Anderson), Mario Rivera (Public Administration), Stephanie Ruby (Cell Biology), Christine Sauer (Economics), Loreta Serna (Education Specialties), Russell Snyder (Neurology), Joseph Spalhe (Radiology), Nicole Touchet (Family & Community Medicine), Pauline Turner (Individual, Family & Community Education), Gerald Weiss (Physiology), Sherman Wilcox (Linguistics) Beulah Woodfin (Biochemistry), Melvin Yazawa (History)

Senators absent: Margery Amdur (Art & Art History), James Boone (Anthropology), Tom DeCostel (Orthopaedics), Raul de Gouvea (Anderson), Victor Delcolos (Individual, Family & Community Education), Diane Dotts (Gallup), Craig Kelsey (Physical Performance & Development), Larry Lavendar (Theatre & Dance), Gloria Sarto (Obstetrics & Gynecology), Holly Waldron (Psychology), Paul Weiss (General Library), Nancy Zeigler (Gallup), and ex-officio Senate Operations member, Harry Llul (General Library)

Senators excused: Alok Bohara (Economics), Jane Bruker (Gallup), William Buss (Pharmacology), Ernest Dole (Pharmacy), Gregory Franchini (Psychiatry), Patrick Gallacher (English), Peggy Kelley (Surgery), Eric Nuttall (Chemical & Nuclear Engineering), Peter Pabisch (Foreign Languages & Literatures), Philip Reyes (Biochemistry), Sandra Schwanberg (Nursing), Scott Taylor (Law), Mete Turan (Architecture & Planning), Carolyn Voss (Medicine)

Guests present: Steve Brewer (Albuquerque Journal), Edith Cherry (Architecture & Planning), Jeannette Cochran (Nursing), Jackie Hood (Anderson Schools), Kathleen Matthews (General Library), Rosalie Otero (General Honors), Linda Rensche (Communicative Disorders), Henry Shapiro (Computer Science), Pat Simpson (Gallup)

1. APPROVAL OF AGENDA

The agenda was adopted by the Faculty Senate after the following amendment was
made. Two Forms C from the Music department under agenda item #7 (bulleted items 12 & 13) were positioned to follow the Senate President's Report, agenda item #3.

2. APPROVAL OF SUMMARIZED MINUTES (February 11, 1997)
The summarized minutes for February 11, 1997 were adopted as presented.

3. SENATE PRESIDENT'S REPORT
Senate President Beulah Woodfin reported on the following:

- The Faculty Senate approved three curricular requests from the School of Medicine at its February 11, 1997 meeting pending correlation with the core curriculum adopted by the Faculty Senate on January 28, 1997. The School of Medicine has conformed with the Faculty Senate’s request and changed the prerequisite courses in the curriculum proposals for the new BS degree and concentration in Emergency Medicine, and for a revision of the BS degree in Dental Hygiene. The Physician Assistant Program will also change the prerequisite courses for the new BS degree in Physician Assistant to correlate with the core curriculum, as requested by the Faculty Senate on February 11, 1997.

- The core curriculum issue is not settled. Professor Henry Shapiro (Computer Science) is circulating a petition to call a general faculty meeting to discuss amendments to the core curriculum. The petition to the Committee on Governance is expected at the end of February or early March. The petition must gain the signatures of 5% of the voting faculty. Therefore, a general faculty meeting may be called for late March or early April to discuss these amendments. Ten percent of the voting faculty must attend the general faculty meeting in order for a quorum to be present and acting.

- Ample faculty volunteers for the various subcommittees of the Parking and Transportation Advisory Committee have been garnered through the use of a faculty listserv.

- President Woodfin will be contacting Senators through the Faculty Senate listserv regarding concerns about continuity and representation in the Faculty Senate. President Woodfin would like feedback on establishing a system where there is a designated president-elect of the Faculty Senate. The president-elect will participate with the president in representing the Faculty Senate at various meeting. Therefore, when a president elect becomes president, he/she will be aware of negotiations and faculty opinions which have been given to the administration during the tenure of the previous Faculty Senate president. President Woodfin would also like the Faculty Senate to consider the possibility of elected Senators from large colleges/schools being designated to represent certain groups of departments. There would be distinct representation of departments and distinct senators to whom faculty
members from those departments can go when they have concerns, and distinct departments to which senators can take issues to be discussed.

(The following Forms C were moved to this position from agenda item #7 in order to accommodate Professor Dalby's [[originator/representative of these curricular requests]] class schedule.)

After discussion, the Faculty Senate unanimously approved by voice vote the following Forms C from the Curricula Committee:

- Revision of major in Bachelor of Music Education-Instrumental - Music
- Revision of major in Bachelor of Music Education-Vocal - Music

Senator Polly Turner announced her appreciation for the well-organized curricular requests from the Music department. The information provided clearly reflected the proposed changes, and rationales for the changes were provided in the proposals.

4. REAFFIRMATION OF EVALUATION POLICIES FOR CHAIRS AND DEANS
The Faculty Senate discussed for reaffirmation purposes the following two evaluation policies adopted by the Faculty Senate on April 14, 1992: 1) Appointment and Continuation in Office of Departmental Chairpersons; 2) Appointment and Continuation of Deans. Recently, President Woodfin presented the policies to the Regents' Academic and Student Affairs Committee for transmittal to the Board of Regents. As the policies are five years old, she was asked by the Regents' Academic and Student Affairs Committee to bring them back to the present Faculty Senate for reaffirmation.

Discussion on the Policy for the Appointment and Continuation in Office of Departmental Chairpersons took place at the February 11, 1997 Faculty Senate meeting, before it was tabled to the February 25, 1997 meeting. Amendments to the policy were proposed by Senator Waldron at that meeting. Since Senator Waldron was not in attendance at the present meeting, President Woodfin and some Senators recapped the intent of Senator Waldron's proposed amendments to the policy. In Senator Waldron's proposed amendments, departmental faculty would conduct mandatory annual evaluations of the chair to be provided to the dean. The annual evaluations by faculty would be used for consideration in establishing a salary increment for the chair. The proposed sentences "Annual evaluations of the chair by faculty shall be required. These evaluations shall be forwarded to the dean, and shall be used in salary increment determinations for the chair," would become paragraph #2 in the policy, with subsequent paragraphs being renumbered. Senator Waldron's proposed amendments were seconded at the February 11, 1997 meeting, and discussion on the proposed amendments was resumed at this time.

Senator Porter expressed reservations regarding Senator Waldron's proposed amendments. He proposed a substitute motion that would not require annual
evaluations of a chair, but would instead be required every other year. Senator Porter explained that annual evaluations create a process that is perfunctory, bureaucratic and meaningless. Senator Porter stated his support of the evaluation policy in a general way. He said evaluations and accountability of faculty and administrators is a very important principle. However, annual evaluations would become routine and spoil the intent of the evaluative process.

Discussion ensued on the merits of Senator Waldron's and Senator Porter's amendments, and whether evaluations should be mandatory or voluntary.

Professor Maurice Wildin (Mechanical Engineering) encouraged Senators not to lose sight of the original intent of the policy approved by the Faculty Senate in 1992. He pointed out there is no required vote on the reappointment of chairs or deans at the present time. Faculty should have a strong voice in the reappointment of chairs and deans. He said the proposed amendments are embellishments to the policy and not necessary. Annual evaluations of chairs would impose a considerable amount work on the faculty, chairs and deans. The performance of chairs and deans is mandatory in the third year in the current policy. Also, scholarly activities of chairs will be reviewed as part of the post-tenure review policy.

Senator Magotra responded the policy adopted in 1992 makes a lot of sense. However, the intent of the proposed amendments is to provide constructive feedback to the chairs on an annual basis rather than in the third year. Professor Magotra stated there is evidence in some departments of the lack of constructive feedback to chairs. He said the proposed amendments add onto the intent of the policy adopted in 1992.

After discussion, Senators approved by a show of hands Senator Waldron's proposed amendments requiring annual evaluations of a chair by departmental faculty, with the provision that these evaluations to be forwarded to the dean, and shall be used in determining salary increments for the chair.

There was some confusion regarding parliamentary procedures as to which motion should have been voted on first, Senator Waldron’s or Senator Porter’s. After discussion, Senator Porter withdrew his proposed substitute motion.

The Policy for the Appointment and Continuation in Office of Departmental Chairpersons as adopted by the Faculty Senate on April 14, 1992, and amended and adopted by voice vote by the Faculty Senate at this meeting is presented below. (Amendments are shown in strikeout and shadowed fonts.)

**Appointment and Continuation in Office of Departmental Chairpersons**

Preamble: The following policy guidelines will be utilized for the appointment, periodic review, and terms of office of departmental chairs at the University of New Mexico unless a college faculty adopts a modified policy that would
decrease the term by no more than one year. All appointment policies will be in accordance with affirmative action guidelines.

1. Departmental chairs will normally serve terms of four years. Administrative equivalents at branch campuses will also serve terms of four years.

2. Annual evaluations of the chair by faculty shall be required. These evaluations shall be forwarded to the dean, and shall be used in salary increment determinations for the chair.

3. Terms of office may be renewable. Recommendations for both the initial appointments and reappointments to terms of office are to be made by the dean after consultation with departmental faculty and other such persons as he/she shall see fit. In the case of appointments to departments conducting graduate programs, consultation with the Associate Provost for Research/Dean of Graduate Studies will also be included. The consultation with departmental faculty shall include the taking of a vote by secret ballot on any potential appointment. A mandatory faculty evaluation in the third or penultimate year of the chairperson's term is required. Reappointment must also be subject to the stated willingness of the chairperson to continue in that position, the results of the evaluation in the third or penultimate year, and the willingness of the majority of the faculty, evidenced by secret ballot, to have the chair continue in office.

4. It shall be understood that a policy of terms of office for chairpersons does not abrogate the long-standing policy of the University that chairpersons serve in any college at the pleasure of the dean of that college. Additionally, a chair's appointment and continuing appointment occurs with the advice and consent of the faculty. This means, simply, that chairpersons may be replaced during a term of office; also, they may resign.

Explanation: As indicated in the preamble, any college may decide to decrease its term of office for chairpersons to three years.

Resolution of a disagreement:
In the case of a disagreement between the administration and the faculty in a department, an amicable resolution of the problem will be negotiated. A chair serves at the pleasure of the dean, but a chair's appointment and continuing appointment occurs with the advice and consent of the faculty. A chair who has lost the confidence and support of his or her faculty can not provide the positive leadership needed by the department and college.

Next the Policy on Appointment and Continuation of Deans approved by the Faculty Senate, April 14, 1992 was presented for discussion. President Woodfin reminded Senators that Senator Waldron had intended to propose a similar
amendment to this policy as well. However, since discussion on this policy was
tabled at the February 11, 1997 meeting, the intended motion was not made and,
therefore, not on the floor for discussion at this time.

President Woodfin asked Senators if they were prepared to vote to reaffirm the
policy as adopted by the Faculty Senate on April 14, 1992.

Discussion ensued. Senator Block proposed that parallel amendments similar to
those made to the Policy on Appointment and Continuation in Office of
Departmental Chairpersons be made to the Policy on Appointment and
Continuation of Deans. Senator Ruby proposed an alternate amendment to
evaluate deans in the second and fourth years, rather than every year. Senator
Block did not accept this amendment, and Senator Ruby's amendment failed due to
the lack of a second. Senator Joost-Gaugier made a motion to include "or Vice
President for Health Sciences" after "Provost" wherever it appears in the policy.
The motion was seconded. The Faculty Senate unanimously approved by voice
Senator Joost-Gaugier’s motion.

After discussion, Senators approved by a show of hands amendments to the Policy
on Appointment and Continuation of Deans which will require annual evaluations of
a dean by faculty and chairs in the college; includes a provision that the
evaluations be used in salary increment determinations for the dean; and added "or
Vice President for Health Sciences" after the word "Provost" wherever it appears in
the policy.

The Policy for the Appointment and Continuation of Deans as adopted by the
Faculty Senate on April 14, 1992, and amended and adopted by voice vote by the
Faculty Senate at this meeting is presented below. (Amendments are shown in
strikeout and shadowed fonts.)

Appointment and Continuation of Deans
The following policy guidelines will be utilized for the appointment, periodic review,
and terms of office of Deans at the University of New Mexico. All appointment
policies will be in accordance with affirmative action guidelines.

1. Deans will normally serve terms of five years. Administrative equivalents at
branch campuses will also serve terms of five years.

2. Annual evaluations of the dean by faculty and chairs in the college shall be
required. These evaluations shall be used in salary increment determinations
for the dean.

3. Terms of office may be renewable. Recommendations for both the initial
appointments and reappointments to terms of office are to be made by the
Provost or Vice President for Health Sciences or to the President and by the
President to the Regents after consultation with departmental faculty and
chairs, and other such persons as they shall see fit. The appointment of the
Associate Provost for Research/Dean of Graduate Studies shall be
recommended by the Provost or Vice President for Health Sciences to the
President and by the President to the Regents after appropriate consultation
with the Senate Graduate Committee, University Officers, the graduate faculty,
and other interested persons. The consultation with college faculty and chairs
shall include the taking of a vote by secret ballot on any potential appointment.
A mandatory evaluation by faculty and chairs in the fourth year of the Dean’s
term is required: Reappointment must also be subject to the stated willingness
of the Dean to continue in that position, the results of the evaluation in the
fourth year, and the willingness of the faculty and chairs, evidenced by secret
ballot, to have the Dean continue in office.

43. It shall be understood that a policy of terms of office for Deans does not
abrogate the long-standing policy of the University that deans serve in any
college at the pleasure of the Provost or Vice President for Health Sciences,
and that a Dean’s appointment and continuing appointment occurs with the
advice and consent of the faculty and chairs of the college. This means,
simply, that Deans may be replaced during a term of office; also, they may
resign.

Resolution of a disagreement:
In the case of a disagreement between the administration and the faculty and
chairs of a college, an amicable resolution of the problem will be negotiated. A
dean serves at the pleasure of the Provost or Vice President for Health Sciences,
but a Dean’s appointment and continuing appointment occurs with the advice and
consent of the faculty and chairs of the college. A Dean who has lost the
confidence and support of his or her faculty and chairs can not provide the positive
leadership needed by the college.

5. RESOLUTION IN SUPPORT OF TENURE
The resolution prepared by Faculty Senators John W. Geissman and Laura J.
Cressy, and Professor Leslie D. McFadden from the Department of Earth &
Planetary Sciences was tabled at the January 28, 1997 meeting of the Faculty
Senate in order that it be reworked with more positive language. The reworded
resolution was distributed with the agenda packet at the February 11, 1997
meeting. The reworded resolution was tabled again at the February 11, 1997
meeting due to meeting time constraints. Senator Geissman distributed a handout
entitled “Suggested Changes to the Revised Resolution on Faculty Tenure.” He
asked Senators to review the suggested changes prior to the February 25, 1997
meeting.

Senator Geissman introduced for discussion a proposed substitute resolution
submitted by Senator Yazawa that was included in the handout at the previous
Senate meeting.
(At this point, the Faculty Senate temporarily suspended discussion while copies were made of the "Suggested Changes to Revised Resolution on Faculty Tenure" handout for distribution to Senators again at this meeting.)

(In the interim, the Faculty Senate proceeded to new items under Forms C from the Curricula Committee, agenda item #7.)

The Faculty Senate unanimously approved by voice vote the following Forms C presented from the Curricula Committee.

- Revision of MFA Studio degree - Art & Art History
- Name change from Allied Health Sciences to Diagnostic and Therapeutic Sciences - Allied Health Sciences
- Degree name change from MS in Nursing to Master of Science in Nursing - Nursing

After discussing pedagogical and philosophical issues regarding the following curricular request, the Faculty Senate unanimously approved it by voice vote.

- Allow Library 120 to count for elective credit - College of Arts & Sciences

(Discussion on the Resolution in Support of Tenure, agenda item #5 was resumed by the Faculty Senate.)

After Senator Geissman’s introduction of Senator Yazawa’s proposed substitute resolution in support of tenure, Senators suggested amendments to correct spelling and grammatical errors in the resolution. A friendly amendment made, and later withdrawn, by Senator Diel to include the “Board of Regents” in the second to last sentence of the resolution was discussed. As proposed the sentence would read “...requests that President Peck and the Board of Regents without reservations reaffirm their commitment to the same.” After discussion, Senators agreed it would be best to direct the resolution to President Peck and not the Board of Regents at this time. Senators agreed that if the faculty does not get President Peck’s support on this, it will not get the Board of Regents support either. The phrase “...however disguised or well intentioned...” in the third paragraph of the resolution was discussed. Several suggestions were made regarding possible revisions to that phrase. After discussion, the Senate voted by a show of hands in favor of not changing the language in the third paragraph. Next, Senator Turner’s motion to add “...and academic freedom...” following “...faculty tenure” in the second to the last sentence in the last paragraph was discussed. Senators voted by voice vote against Senator Turner’s proposed amendment. Senator Rivera asked for Senators’ sentiments about possibly adding the word “conditioning” or some similar word in the first sentence of the third paragraph so that the sentence would read “...undermining or conditioning tenure...” in order to change the thrust of the sentence so that it would not appear to be an adversarial statement. Senators felt the sentence should remain as it was presented in the resolution.
Most Senators regarded Senator Yazawa's proposed, substitute resolution as an improved and less volatile version than the original one. After discussion and amendments, the Faculty Senate voted by voice vote in favor of adopting the resolution suggested by Senator Melvin Yazawa. The following resolution substitutes the original resolution prepared by Senators Geissman and Crossey, and Professor McFadden. Amendments are presented below in strikeout and shadowed fonts.

**RESOLUTION IN SUPPORT OF TENURE**

February 11, 1997

Whereas, faculty tenure is the foundation of academic freedom and excellence at American institutions of higher education.

And, whereas, encroachments upon tenure have proven historically to be detrimental both to civil liberties and the search for the truth.

And, whereas, experiments aimed at undermining tenure, however disguised or well intentioned, invariably have a negative effect on the reputation of the institution undergoing experimentation.

Therefore, be it resolved that the Faculty Senate of the University of New Mexico reaffirms its commitment to the principle of the inviolability of faculty tenure and requests that President Richard Peck without reservations reaffirm his commitment to the same.

6. **RESOLUTION FOR FACULTY TASK FORCE TO EXAMINE THE ADMINISTRATIVE STRUCTURE**

The resolution containing two motions 1) for a faculty task force to examine administrative structure, and 2) for a faculty task force to develop a process for administrative review was presented by Senator Magotra on behalf of the Senate Operations Committee.

Discussion ensued on the motion for a faculty task force to examine the administrative structure. President Woodfin stated the impetus for this motion resulted from calls for proposals to meet the current budget problems, and the decision to "freeze" the hiring of tenured faculty. Senator Magotra said the intent of the motion is to come up with a task force to develop a concrete plan to help reduce the University's overall operating costs. Senator Johnson recommended an amendment to change the wording in the "Whereas" statement from "...are contributing..." to "...may be contributing...". Senators voted unanimously by voice vote to adopt Senator Johnson's amendment. Senator Yazawa asked whether the motion for a faculty task force to examine the administrative structure would create a parallel investigation to the task force dealing with staff/
administrative structures being set up by Provost Gordon. President Woodfin responded the emphasis of the task force being set up by Provost Gordon seems to be on savings by eliminating staff positions, not necessarily for restructuring the administration.

After discussion, the Faculty Senate unanimously approved by voice vote the motion calling for a Resolution for Faculty Task Force to Examine the Administrative Structure. The resolution as adopted by the Faculty Senate is presented below. Amendments are shown in strikeout and shadowed fonts.

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RESOLUTION FOR FACULTY TASK FORCE TO EXAMINE THE ADMINISTRATIVE STRUCTURE

February 25, 1997

Whereas, redundant and/or excessive administrative expenses are contributing to the University's overall operating costs and;

Therefore, be it resolved, that the Faculty Senate set up a task force to:

1) Design an administrative restructuring plan that will help reduce the University's overall operating costs.

2) Present a proposal to the Faculty Senate for discussion and a final vote.

The Faculty Senate then proceeded to discuss the motion calling for a faculty task force to develop a process for annual evaluations of top administrators. The Senate Operations Committee feels there needs to be a faculty initiated process of evaluation of administrators as opposed to a process initiated by the administration.

Discussion ensued on the intention of the proposed motion. Senator Rivera asked whether this would be the first time a mechanism for evaluating administrators would be instituted at UNM. President Woodfin said the Faculty Senate adopted a policy in the early 1980's that requires evaluations of administrators on a five-year basis. The policy requires an appointment of a formal evaluation committee that includes administrators. The administration in recent years has ignored the policy. The Senate Operations Committee has become frustrated in trying to accomplish the implementation of that policy. Senator Rivera expressed concern that the proposed resolution would dilute the force of other proposals aimed at getting a commitment on tenure and adversarial issues. Senators felt it was necessary to take some risks and that the resolution being proposed was not adversarial. Senator Martin suggested an amendment which would take into account the concerns being expressed about the intent of the motion. Item #1 in the motion would be changed to read:
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1) "Study the policy and procedures governing the evaluation of top administration." A friendly amendment suggested to Senator Martin's amendment was to add the phrase "To develop procedures to address any deficiencies." Senator Joost-Gaugier objected to the word "deficiencies". At this point, due to concerns regarding rewording of the motion and meeting time constraints, further discussion on the motion was tabled to the March 11, 1997 Faculty Senate meeting.

The change made earlier by President Woodfin to the proposed resolution is noted below in strikeout font.

RESOLUTION FOR FACULTY TASK FORCE
TO DEVELOP A PROCESS FOR ADMINISTRATIVE REVIEW
February 25, 1997

Whereas, annual evaluations of administrators from above the dean's level to the President are not consistently being conducted;

Therefore, be it resolved, that the Faculty Senate set up a task force to:

1) Design a procedure for the annual evaluation of top administration to include assignment of responsibility for conducting the evaluation and the process of disseminating the information acquired.

2) Present a proposal to the Faculty Senate for discussion and a final vote.

7. FORMS C FROM THE CURRICULA COMMITTEE
After discussion, the Faculty Senate approved by voice vote the following Forms C presented from the Curricula Committee:

- Revision of group requirement - College of Arts and Sciences
- Change in distribution requirements - College of Arts & Sciences
- Revision of existing Anthropology major - Anthropology
- Revision of existing Archeology concentration - Anthropology
- Department and acronym name change to Speech and Hearing Sciences (SHS) - Communicative Disorders
- Revision of BS degree in Signed Language Interpreting - Linguistics
- Revision of BA major in Political Science - Political Science
- Deletion of minor program - Army
- Program change - General Honors
- Revision of Masters of Business Administration degree - Anderson
- Revision of BA in Geography - Geography

Due to the need for more information regarding the curricular request from the
Geography department, the Faculty Senate tabled by voice vote the following Form C until the March 11, 1997 meeting:

- New BS degree in Geography - Geography

8. **Open Discussion and New Business**
   
   There was no new business to come before the Faculty Senate at this time.

9. **Adjournment**
   
   The meeting adjourned at 5:30 p.m.

Respectfully submitted by:

Marti A. Ulibarri
Administrative Assistant III
Office of the University Secretary

Approved by:

Vivian Valencia
University Secretary
Policy

Appointment and Continuation in Office of Departmental Chairpersons

Preamble: The following policy guidelines will be utilized for the appointment, periodic review, and terms of office of departmental chairs at the University of New Mexico unless a college faculty adopts a modified policy that would decrease the term by no more than one year. All appointment policies will be in accordance with affirmative action guidelines.

1. Departmental chairs will normally serve terms of four years. Administrative equivalents at branch campuses will also serve terms of four years.

2. Terms of office may be renewable. Recommendations for both the initial appointments and reappointments to terms of office are to be made by the dean after consultation with departmental faculty and other such persons as he/she shall see fit. In the case of appointments to departments conducting graduate programs, consultation with the Associate Provost for Research/Dean of Graduate Studies will also be included. The consultation with departmental faculty shall include the taking of a vote by secret ballot on any potential appointment. A mandatory faculty evaluation in the third or penultimate year of the chairperson’s term is required. Reappointment must also be subject to the stated willingness of the chairperson to continue in that position, the results of the evaluation in the third or penultimate year, and the willingness of the majority of the faculty, evidenced by secret ballot, to have the chair continue in office.

3. It shall be understood that a policy of terms of office for chairpersons does not abrogate the long-standing policy of the University that chairpersons serve in any college at the pleasure of the dean of that college. Additionally, a chair’s appointment and continuing appointment occurs with the advice and consent of the faculty. This means, simply, that chairpersons may be replaced during a term of office, also, they may resign.

Explanation: As indicated in the preamble, any college may decide to decrease its term of office for chairpersons to three years.

Resolution of a disagreement:
In the case of a disagreement between the administration and the faculty a department, an amicable resolution of the problem will be negotiated. A chair serves at the pleasure of the dean, but a chair’s appointment and continuing appointment occurs with the advice and consent of the faculty. A chair who has lost the confidence and support of his or her faculty can not provide the positive leadership needed by the department and college.

Approved by the Faculty Senate, April 14, 1992
Policy

Appointment and Continuation of Deans

The following policy guidelines will be utilized for the appointment, periodic review, and terms of office of Deans at the University of New Mexico. All appointment policies will be in accordance with affirmative action guidelines.

1. Deans will normally serve terms of five years. Administrative equivalents at branch campuses will also serve terms of five years.

2. Terms of office may be renewable. Recommendations for both the initial appointments and reappointments to terms of office are to be made by the Provost to the President and by the President to the Regents after consultation with departmental faculty and chairs, and other such persons as they shall see fit. The appointment of the Associate Provost for Research/Dean of Graduate Studies shall be recommended by the Provost to the President and by the President to the Regents after appropriate consultation with the Faculty Senate Graduate Committee, University Officers, the graduate faculty, and other interested persons. The consultation with college faculty and chairs shall include the taking of a vote by secret ballot on any potential appointment. A mandatory evaluation by faculty and chairs in the fourth year of the Dean's term is required. Reappointment must also be subject to the stated willingness of the Dean to continue in that position, the results of the evaluation in the fourth year, and the willingness of the faculty and chairs, evidenced by secret ballot, to have the Dean continue in office.

3. It shall be understood that a policy of terms of office for Deans does not abrogate the long-standing policy of the University that deans serve in any college at the pleasure of the Provost, and that a Dean's appointment and continuing appointment occurs with the advice and consent of the faculty and chairs of the college. This means, simply, that Deans may be replaced during a term of office; also, they may resign.

Resolution of a disagreement:

In the case of a disagreement between the administration and the faculty and chairs of a college, an amicable resolution of the problem will be negotiated. A dean serves at the pleasure of the Provost, but a Dean's appointment and continuing appointment occurs with the advice and consent of the faculty and chairs of the college. A Dean who has lost the confidence and support of his or her faculty and chairs can not provide the positive leadership needed by the college.

Approved by the Faculty Senate, April 14, 1992
Whereas, the institution of faculty tenure is the foundation of academic freedom in American higher education. Through faculty tenure, the kind of scholarship and cooperative teaching, for which American higher education is internationally known and respected, has been magnificently achieved and maintained in this century. Faculty tenure at the University of New Mexico, other public centers of higher education in New Mexico, and throughout America has come under ever-increasing scrutiny, and attempts at unqualified elimination have been made. Contemporary critiques of tenure appear less associated with ideological contentions and reflect an attitude where, largely because of declining financial resources, universal "downsizing" and changes in programmatic goals are commonplace.

And, whereas, the Faculty Senate of the University, recognizing these threats to academic freedom, has recently ratified a policy, subsequently modified and adopted by the Board of Regents, of regular post-tenure review of all faculty in an attempt to assure their viability as members of the academic community.

Therefore, be it resolved that the Faculty Senate of the University of New Mexico continue to recognize the importance of faculty tenure and request that the Administration and Board of Regents of the University publicly confirm their support for tenure at the University of New Mexico.

John W. Geissman
Leslie D. McFadden
Laura J. Cressey

Department of Earth & Planetary Sciences
University of New Mexico
RESOLUTION FOR FACULTY TASK FORCE TO EXAMINE THE ADMINISTRATIVE STRUCTURE

Motion #1

Whereas, redundant and/or excessive administrative expenses are contributing to the University's overall operating costs and;

Therefore, be it resolved, that the Faculty Senate set up a task force to:

1) Design an administrative restructuring plan that will help reduce the University's overall operating costs.

2) Present a proposal to the Faculty Senate for discussion and a final vote.

Motion #2

Whereas, annual evaluations of administrators from above the dean's level to the President are not consistently being conducted;

Therefore, be it resolved, that the Faculty Senate set up a task force to:

1) Design a procedure for the annual evaluation of top administration to include assignment of responsibility for conducting the evaluation and the process of disseminating the information acquired.

2) Present a proposal to the Faculty Senate for discussion and a final vote.
DEGREE/PROGRAM CHANGE
FORM C

Date: 9/30/96

James Jacob
(Name of individual initiating curricular change form)

Director/Graduate Studies 7-3441
(Telephone, station, number)

Art and Art History

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program
(For existing degree only)

Mark appropriate category
Degree
Major
Minor
Concentration
Certificate
Emphasis
Department

Name of New or Existing Program

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). Identify in bracket form what is being changed.

Reason(s) for Request (attach additional sheets if necessary).

All hours required (12) for the MFA Dissertation should be labeled with the Dissertation number. Art Studio 650 Final Project is part of the MFA Dissertation—all 12 hours of Dissertation required will now be listed as Art Studio 699.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes

If yes, have you resolved these issues with department/branch involved? (attachment)

Effective Date of Proposed Change: Spring 1997

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (If necessary)
2. CIRT (Comp & Inform Res & Tech), (If necessary)
3. College Curriculum Committee (If necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (If applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

UNIT PREPARES IN QUADRUPLICATE
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3. College Curriculum Committee (If necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (If applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

Required

Department Chairperson

Date: 10/2/96

Dean of Library Services (If necessary)

Date: 10/31/96

CIRT (If necessary)

Date: 12/11/96

College Curriculum Committee (If necessary)

Date: 12/18/96

College or School Faculty (If necessary)

Date: 12/18/96

College or School Dean/Director of Instruction

Date: 12/18/96

FS Graduate Committee (If applicable)

Date: 12/18/96

FS Curricula Committee

Date: 12/18/96

Assoc. Provost for Academic Affairs

Date: 12/18/96

Faculty Senate

Date: 12/18/96

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (If necessary)
2. CIRT (Comp & Inform Res & Tech), (If necessary)
3. College Curriculum Committee (If necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (If applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate
The Department of Art and Art History wishes to consolidate the two components of the MFA dissertation, Art History/Art Studio 699 Dissertation and Art Studio 650 Final Projects, under the course listing Art Studio 699 Dissertation.

The total number of hours required for the degree will remain the same. No longer will these 12 hours be divided between Final Project and Dissertation. Final Project 650 will be deleted as a course offering.

The MFA is the terminal degree in Studio Arts. The current dissertation is a combination of both studio and written work, completed in the 12 hours of both Art History/Art Studio 699 Dissertation and Art Studio 650 Final Projects. The MFA dissertation demonstrates as does the PhD the student's ability to undertake original research. A student may pursue one of the two separate program options, Track I or Track II (see attached).

It is the desire of the department to have the entire body of work, which comprises the dissertation listed as Art Studio 699 Dissertation. Oversight will continue to be offered by the Committee on Studies and students will register for dissertation hours with the chair of his/her committee. This will consolidate all dissertation hours under one professor who is responsible for overseeing the work on whichever degree option the student chooses.
STUDIO DEGREE, M.F.A.
3. Minimum dissertation and/or final project requirements are 12 hours rather than 18 hours (i.e., Art Studio 650 is considered the same as Art Studio 699 in fulfilling requirements for continuous registration).

M.F.A. DEGREE REQUIREMENTS

<table>
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<tr>
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<tr>
<td>Art History</td>
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</tbody>
</table>

Total: 60 hours

New Wording

STUDIO DEGREE, M.F.A.
3. Minimum dissertation requirements are 12 hours rather than 18 hours.
DEGREE/PROGRAM CHANGE
FORM C

Date: December 2, 1996

Ron Andrews
(Name of Individual initiating curricular change form)

Director, Allied Health Council
(Title, position, telephone number)

UNIT PREPARES IN QUADRUPLEPLICATE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

DEPT. OF ORTHOPAEDICS/DIVISION OF PHYSICAL THERAPY

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program
(For existing degree only)

Mark appropriate category
Degree Type
Variable
Major
Minor
Concentration
Certificate
Emphasis
Department

*Plan for curricular process to take at least 12 months.
This form is for Allied Health Sciences
Name of New or Existing Program
This program is or would be located in current undergraduate/graduate catalog
on page(s) currently on page 318

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). Identify in bracket form what is being changed.

NAME CHANGE ONLY:
From: Allied Health Sciences
To: Diagnostic and Therapeutic Sciences

Reason(s) for Request (attach additional sheets if necessary).
More reflective of all programs’ functions and of the roles these programs play
in the team approach to patient care.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
No Impact
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
No Impact
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
No Impact
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes
No
If yes, have you resolved these issues with department/branch involved? (attach statement)

Effective Date of Proposed Change: Spring 1997

Required Signatures:
Department Chairperson
Dean of Library Services (if necessary)
CIRT (if necessary)
College Curriculum Committee (if necessary)
College or School Faculty (if necessary)
College or School Dean/Director of Instruction
FS Graduate Committee (if applicable)
FS Curricula Committee
Assoc. Provost for Academic Affairs
Faculty Senate
Date: December 16, 1996

Jeanette Cochran
(Interim, Associate Dean)

College of Nursing
(Wean position, telephone number)

Mark appropriate Program:
- Undergraduate Degree Program
- Graduate Degree Program

Mark appropriate category:
- Degree
- Major
- Minor
- Concentration
- Certificate
- Emphasis
- Department

NEW: Undergraduate Degree only

REVISION:

DELETION:

NAME CHANGE:

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). Identity in bracket form what is being changed.

The change would require that wherever "M.S." appears relative to our master's degree, the letters "MSN" would be substituted.

Reason(s) for Request (attach additional sheets if necessary).

We currently offer the Master of Science (MS) in Nursing. We are requesting the degree be listed as the Master of Science in Nursing (MSN). The MSN is a more commonly used abbreviation for the degree.

Library Impact Statement, Name of librarian consulted and attached signed impact statement, Name of individual consulted and attached signed impact statement, Budgetary and Faculty Load Implications (attach statements), Long range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes [ ] No [X]

If yes, have you resolved these issues with departments/branch involved? [ ]

Effective Date of Proposed Change:

Spring 1997

UNIT PREPARES IN QUADRUPLICATE

Routing (All four copies)

1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res Tech, if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Assoc Provost for Academic Affairs
9. Faculty Senate

* Plan for curricular process to take at least 12 months.

This form is for Master of Science in Nursing

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s)

 phê à u pport, Neces ary
January 6, 1997

Henry Shapiro, Ph.D.
Chair, Faculty Senate Curriculum Committee

Dear Dr. Shapiro,

This letter is to confirm that the proposed "Change of Degree," submitted on a Form C to change the Master of Science (MS) in Nursing to a Master of Science in Nursing (MSN) will not involve any curriculum revision. The MSN is a more commonly used abbreviation for the degree across the country.

If you have any questions, please feel free to contact me at 272-0849.

Sincerely,

Jeannette M. Cochran, Ph.D., CFNP
Interim Associate Dean for Graduate Nursing Program
College of Nursing
Date: Dec. 10, 96
Peter White

(form of individual initiating curricular change form)

Associate Dean A and S

(Title, position, telephone number)

277-7374

(Department/Division/Program/Branch)

---

* Plan for curricular process to take at least 12 months.

This form is for Library 120 count as elective crd.

in A nad S

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog

on page(s)

---

Reason(s) for Request (attach additional sheets if necessary).

Library 120 would now count for elective credit (3) in the College of Arts and Sciences

Students who wish to learn how to think critically and use the resources of the library.

Reason(s) for Request (attach additional sheets if necessary).

Library, as it is now taught (see attached syllabus) is a useful course for A nad S

---

Required Signatures:

Department Chairperson

Dean of Library Services (if necessary)

CIRT (if necessary)

College Curriculum Committee (if necessary)

College or School Faculty (if necessary)

College or School Dean/Director of Instruction

FS Graduate Committee (if applicable)

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate

---

Effective Date of Proposed Change:
Spring 97

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UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduates Committees (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate
On November 12, 1996, the College of Arts and Sciences Undergraduate Committee voted unanimously to approve the following motion: "that Library 120 now count as elective credit in the College of Arts and Sciences."

Professor Susan Deese-Roberts from the Library described Library 120 to the committee which approved the course for elective credit—ie, that it will count as part of the 128 hours a student needs to graduate from A and S.

See attached syllabus.
Weeks 5 - 10 LEARNING STRATEGIES

Teacher-centered vs. Student-centered Learning  (Knowles, teacher supplement)
Time Management  CLASS, Chapter 2
Listening and Notetaking  CLASS, Chapter 4
Systematic Plans for Reading  CLASS, Chapter 5
Maximizing Memory for Tests  CLASS, Chapter 7, pp. 329 - 348 (TAI, teacher supplement)
Test Anxiety

Weeks 11 - 16 WRITING A RESEARCH PAPER

Information Research  CLASS Chapter 9, An Intro to Electronic Searching
Library and Internet Resources  An Intro to Electronic Searching
Writing the Research Paper  CLASS, Chapter 10
explain learning styles in terms of perception and process
place personal learning style into natural learning cycle and explain
strengths and weaknesses of style

Assessment
- at least one in-class exam with objective and subjective items and with items
  reflecting all critical thinking
- project which requires demonstration of learning strategies
- short research paper (no fewer than five or more than eight sources)

Instructors will
- use 4MAT curriculum design to address learning styles
- use multimedia presentations (training available)
- provide syllabus with attendance policy, grading guidelines, assignments,
  required texts, course description, etc.
- schedule regular and by appointment office hours
- provide copy of syllabus to Susan
- use ICES core as well as instructor generated questions/copy provided to
  Susan
- attend regularly scheduled meetings

(Syllabus, previous tests, quizzes, journal assignments, etc. from previous
semesters are available from Susan.)

Required textbook

College Learning and Study Skills, 4th Ed. D. Longman and R. Atkinson
An Introduction to Electronic Searching, Use of Records, and the Short
Research Paper by Kathleen Matthews (available at the Zimmerman Library
Copy Center $2?)

Suggested Syllabus (overview)

Weeks 1 - 4 UNDERSTANDING LEARNING

Class Introduction/Academic Regulations (e-mail?)
Introduction to Memory
Factors Influencing Learning
Thinking Critically
LASSI
Learning Styles
LTM
HMI
Modalities

Pathfinder
CLASS, Chapter 7, pp. 308 - 328
(Staton, teacher supplement)
CLASS, Chapter 8
CLASS, Chapter 1, pp. 2 - 11
CURRICULUM DESIGN: LIBR 120

Background  LIBR 120 was created as the study of information processing with a focus on an introduction to adult learning. Since its inception, the curriculum has expanded to include a focus on introductory information research.

Concepts studied include organization, processing, and evaluation of information.

Topics studied include

- factors influencing learning and memory (motivation, concentration, organization, reaction, comprehension, and repetition)
- learning preferences
  - modalities
  - styles (Kolb, McCarthy)
  - hemisphericity (McCarthy)
- critical thinking (Bloom's taxonomy)
- information sources and retrieval
  - controlled vocabulary
  - record structure
  - Boolean logic
- self-directed/lifelong learning

Concepts and topics are applied to
- classroom learning
- independent learning
- information research
- research paper writing

Student outcomes
- explain principles of learning and apply principles to hypothetical and actual learning situations
- assess learning situations and determine appropriate strategies related to learning styles and modalities
- apply critical thinking taxonomy to a unit of knowledge; to creation of test items and preparation for examinations; and to information sources
- write research paper using MLA or APA style for citations
  - create thesis for research paper
  - analyze and synthesize information sources to support thesis
**DEGREE/PROGRAM CHANGE**

**FORM C**

**Date:** Dec 10, 96

**CIP CODE**

**Rout ing (All four copies):**

1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curriculum Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

**UNIT PREPARES IN QUADRUPLE: CIP CODE**

Assigned by: 

**Mark appropriate Program:**

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<th>Degree Type</th>
<th>Undergraduate only</th>
<th>REVISION OF</th>
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</tbody>
</table>

**Mark appropriate category:**

- NEW: 
- REVISION OF: 
- DELETION: 
- NAME CHANGE: 

**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). Identify in bracket form what is being changed.**

**Reason(s) for Request (attach additional sheets if necessary).**

Students in Arts and Sciences could profit from taking courses in studio and performance art, as well as in the history and criticism of art. (see attached letter and explanation)

**Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary):**

- GIRT (If necessary): 
- College Curriculum Committee (If necessary):
- Dean of Library Services (If necessary):
- CIRT (Comp & Inform Res & Tech), (if necessary):
- College Curriculum Committee (If necessary):
- College or School Dean/Director of Instruction:
- FS Graduate Committee (If applicable):
- FS Curriculum Committee:
- Assoc. Provost for Academic Affairs:
- Faculty Senate:

---

**Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.**

**Plan for curricular process to take at least 12 months.**

This form is for **Revision of Group Requirement #8**

**This form is for Revision of Group Requirement #8**

**Name of new or existing program**: 

- Undergraduate Degree Program
- Graduate Degree Program

**This program is or would be located in current undergraduate/graduate catalog on page(s):**

**Mark appropriate category:**

- NEW: 
- REVISION OF: 
- DELETION: 
- NAME CHANGE: 

---

**Students must complete 6 hours in Fine Arts, 3 of which may be in studio or performance arts.**

---

**Effective Date of Proposed Change:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Date</th>
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**Required Signatures:**

- Department Chairperson:
- Dean of Library Services (If necessary):
- CIRT (If necessary):
- College Curriculum Committee (If necessary):
- College or School Faculty (If necessary):
- College or School Dean/Director of Instruction:
- FS Graduate Committee (If applicable):
- FS Curriculum Committee:
- Assoc. Provost for Academic Affairs:
- Faculty Senate:
Our CFA Undergraduate Curriculum Committee, which has representatives from all our academic units, including students, faculty, and administrators, met last week. On our agenda was a discussion of types of arts courses that your college might allow to meet its Fine Arts group requirements. All who were present agreed that any of our courses, whether theoretical, historical, or practical, would be open to your students. It goes without saying that your students would have to have the appropriate prerequisites and would be graded like any other student in the classes.

Today, the heads of our academic programs met and were a bit more ambivalent about the prospect of permitting your students to take all 6 arts credits in skills classes. Some of our academic heads felt that you should require 3 of the 6 hours to be in lecture classes, i.e., history or criticism classes.

We suggest that you remove the word “appreciation” from your description of FA courses. Also, you should insert “Media Arts” into your list of artistic areas. (See p. 74 of the Catalogue.)

It’s your decision, not ours, what to permit your majors to take for credit in group requirements. But many in this college believe that at least some part of your FA requirement could viably be in “doing” art. We think that making music, creating visual art or film, working in theatre, or dancing can be as rewarding an experience as learning about these arts. We would be glad to welcome your truly interested and prepared students into our classes.
On November 12, 1996, the College of Arts and Sciences Undergraduate Committee voted unanimously to approve the motion “that Arts and Sciences students be allowed to take up to 3 hours of studio and performance art to satisfy Group 8 of the A and S distribution requirements.”

Professor Larry Lavender from the College of Fine Arts represented that college at the meeting and a previous meeting. Prof. Lavender discussed the issue in Fine Arts Curriculum Committee—see attached letter from Susan Patrick, Associate Dean of Fine Arts. Group 8 currently accepts only criticism classes because at the time (20 years ago) Fine Arts thought it could not offer studio and performance classes to A and S students. The current Associate Dean in A and S is often asked by students to explain why certain art classes will not count to fulfill the group 8 requirement; the Associate Dean frequently waives the requirement that all classes must be in critical or historical classes. The committee believes that A and S students have a better education if they are allowed to have a “primary” experience in art, from which they also learn critical and historical material.
ARTS AND SCIENCES GRADUATION REQUIREMENTS (7 of 8 groups must be completed)

NOTE - To transfer into A and S you must have 26 hours of earned credit, a 2.0 GPA, and English 102

BASIC SKILLS CLASSES (100) will not be accepted towards the Arts and Sciences degree.

<table>
<thead>
<tr>
<th>I. COMMUNICATION - 9 credit hours (only 6 hours from one area)</th>
<th>V. MATHMATICS - 6 credit hours</th>
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<tbody>
<tr>
<td>A. English Writing</td>
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<td>B. Commun./Journ.</td>
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<tr>
<td>C. Linguistics</td>
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<table>
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<tr>
<th>II. HUMANITIES - 9 credit hours (only 6 hours from any one area)</th>
<th>VI. SOCIAL SCIENCES - 9 credit hours (only 6 hours from any one area)</th>
</tr>
</thead>
<tbody>
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<td>A. Literature (English, Foreign, Comparative)</td>
<td>A. Anthropology ***</td>
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<tr>
<td>B. History</td>
<td>B. Economics</td>
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<tr>
<td>C. Philosophy</td>
<td>C. Geography</td>
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<tr>
<td>D. Religious Studies</td>
<td>D. Political Science **</td>
</tr>
<tr>
<td></td>
<td>E. Sociology **</td>
</tr>
</tbody>
</table>

| III. BIOLOGICAL/BEHAVIORAL SCIENCES - 6 to 7 hours *          | VII. FOREIGN LANGUAGES - 4th semester, or       |
|                                                            | equivalent of ONE language (or American Sign Language III - Sign 310) |
| A. Anthropology ***                                          |                                               |
| B. Biology                                                   |                                               |
| C. Psychology                                                |                                               |

| IV. PHYSICAL SCIENCES - 6 to 7 hours *                       | VIII. FINE ARTS - 6 credit hours (any non-performance history, criticism or appreciation course) |
|                                                            |                                               |
| A. Astronomy                                                 | A. Art History                                |
| B. Chemistry                                                 | B. Dance                                      |
| C. Geology                                                   | C. Film                                       |
| D. Physics                                                   | D. Music                                      |
|                                                           | E. Theatre Arts                               |

* Only one hour of lab from either group III or IV is required for the A&S degree.
** Certain courses in these subjects are not acceptable such as: Political Science 250, 291, 309, 499; Sociology 338, 381, 478, 480, 481L, 490, 499

*** See catalog for. Some Anthropology courses fit Group III and some fit Group VI.

Anthropology courses cross-listed by Linguistics fit Group I.
**NOTE:** GRADES OF 'C' OR BETTER ARE REQUIRED FOR THE MAJOR AS WELL AS THE MINOR

**MAJOR:**
(normal 30-38 hours, depending on major)

<table>
<thead>
<tr>
<th>Course Title</th>
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**ELECTIVES:** (10-34, variable according to major and minor chosen. Check with advisors about acceptable classes).

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**Total credit hours**

**MINOR (OR MAJOR #2):**
(minor normally 18-21 credits, distributed minors equal 30-36 credits, no minor required if two majors are completed).

<table>
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<tr>
<th>Course Title</th>
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**BASIC REQUIREMENTS FOR BA or BS DEGREE**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit</th>
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<tbody>
<tr>
<td>TOTAL CREDIT HOURS</td>
<td>128</td>
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<tr>
<td>300/400 LEVEL CREDITS</td>
<td>42</td>
</tr>
<tr>
<td>MINIMUM CREDITS IN A&amp;S</td>
<td>96</td>
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</tbody>
</table>
| RESIDENCE CREDIT:
  minimum hours                                      | 30     |
  in major                                          | one half|
  in minor                                          | one quarter|
| MINIMUM GRADUATION GPA                           | 2.00   |
| APPLICATION FOR DEGREE                           | at 90 hours|

For details and/or exceptions consult the A&S section of the catalogue or visit or call the A&S Advisement Center in Ortega Hall, Room 201 (505) 277-4621.

**NOTE:** The student must assume FULL RESPONSIBILITY for meeting all graduation requirements.
DEGREE/PROGRAM CHANGE
FORM C

Date: Dec 10, 96

Peter White
(Name of individual initiating curricular change form)

Assoc. Dean A and S
(Title, position, telephone number)

272-2374
(Department/Division/Program/Branch)

Mark appropriate Program:
Undergraduate Degree Program ☑
Graduate Degree Program [ ]
(For existing degree only)

Mark appropriate category
Degree Type
☑ BA/BS
☐ Associate
☐ Minor
☐ Concentration
☐ Certificate
☐ Emphasis
☐ Department

□ Undergraduate degree only
☐ Major
☐ Minor
☐ Concentration
☐ Certificate
☐ Emphasis
☐ Department

*See New Units policy Guidelines book available from the Provost's Office.

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). Identify in bracket form what is being changed.

Up to 18 hours of General Honors course work may count towards the 96 hours in Arts and Sciences needed to graduate.

Reason(s) for Request (attach additional sheets if necessary).

see attached sheet

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ☑ No [x]

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

Effective Date of Proposed Change:
Spring ☑ Fall ☑

Signature:
Dean of Library Services (If necessary)
CIRT (If necessary)
College Curriculum Committee (If necessary)
College or School Faculty (If necessary)
College or School Dean/Director of Instruction
FS Graduate Committee (If applicable)
FS Curriculum Committee
Assoc. Provost for Academic Affairs
Faculty Senate

Date:

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)
1. Dean of Library Services (If necessary)
2. CIRT (Comp & Inform Res & Tech), (If necessary)
3. College Curriculum Committee (If necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (If applicable)
7. FS Curriculum Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

* Plan for curricular process to take at least 12 months.

This form is for:
Distribution Requirements A and S

This program is or would be located in current undergraduate/graduate catalog on page(s) 359, 74, 39

NAME CHANGE:

REVISION OF:

DELETION:

CIP CODE

Name of New or Existing Program

New Units policy

Distribution Requirements

Library Impact Statement. Name of individual in itiat ing curr icular change form)

Dean of Library Services (If necessary)
CIRT (Comp & Inform Res & Tech), (If necessary)
College Curriculum Committee (If necessary)
College or School Faculty (If necessary)
College or School Dean/Director of Instruction
FS Graduate Committee (If applicable)
FS Curriculum Committee
Assoc. Provost for Academic Affairs
Faculty Senate

Date:

Date:

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Date:
The College of Arts and Sciences Undergraduate Committee voted unanimously to approve the following motion: "the College of Arts and Sciences will now accept up to 18 hours of General Honors credit as equivalent to Arts and Sciences credit, 96 hours of which are needed by Arts and Sciences students to graduate."

The committee approved this motion for the following reasons:

1. The vast majority of General Honors courses are properly speaking Arts and Sciences courses. Many A and S faculty teach in the program.

2. A and S students who put together interesting, interdisciplinary programs comprised of course work in A and S and another college for the minor (say business, for example) are significantly disadvantaged; they have a very difficult time meeting the 96 hour requirement for graduation.

3. A and S students who are short up to six hours in Arts and Sciences have that requirement routinely waived by the Associate Dean in A and S.

4. The College of Arts and Sciences allows General Honors courses to fulfill group requirements (see attached green sheet), so General Honors classes should count as A and S hours.

5. The College of Arts and Sciences wishes to encourage more students to study in the General Honors program.
ARTS AND SCIENCES GRADUATION REQUIREMENTS (7 of 8 groups must be completed)

NOTE - To transfer into A and S you must have 26 hours of earned credit, a 2.0 GPA, and English 102

BASIC SKILLS CLASSES (100) will not be accepted towards the Arts and Sciences degree.

1. COMMUNICATION - 9 credit hours
   (only 6 hours from one area)
   A. English Writing
   B. Commun./Journ.
   C. Linguistics

2. HUMANITIES - 9 credit hours
   (only 6 hours from any one area)
   A. Literature (English, Foreign, Comparative)
   B. History
   C. Philosophy
   D. Religious Studies

3. BIOLOGICAL/BEHAVIORAL SCIENCES - 6 to 7 hours*
   A. Anthropology ***
   B. Biology
   C. Psychology

4. PHYSICAL SCIENCES - 6 to 7 hours*
   A. Astronomy
   B. Chemistry
   C. Geology
   D. Physics

5. MATHEMATICS - 6 credit hours
   (121 or higher)

6. SOCIAL SCIENCES - 9 credit hours
   (only 6 hours from any one area)
   A. Anthropology ***
   B. Economics
   C. Geography
   D. Political Science **
   E. Sociology **

7. FOREIGN LANGUAGES - 4th semester, or equivalent, of ONE language (or American Sign Language III - Sign 310)

8. FINE ARTS - 6 credit hours
   (any non-performance history, criticism or appreciation course)
   A. Art History
   B. Dance
   C. Film
   D. Music
   E. Theatre Arts

* Only one hour of lab from either group III or IV is required for the A&S degree.

** Certain courses in these subjects are not acceptable such as: Political Science 250, 291, 300, 499; Sociology 333, 381, 478, 480, 481L, 490, 499

*** See catalogue. Some Anthropology courses fit Group III and some fit Group VI.
   Anthropology courses cross-listed by Linguistics fit Group I.
NOTE: GRADES OF "C" OR BETTER ARE REQUIRED FOR THE MAJOR AS WELL AS THE MINOR

MAJOR:
(normal 30-38 hours, depending on major)

<table>
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<th>Course Title</th>
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Total credit hours

MINOR (OR MAJOR #2):
(minor normally 18-21 credits, distributed minors equal 30-36 credits, no minor required if two majors are completed)

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Total credit hours

ELECTIVES: (10-34, variable according to major and minor chosen. Check with advisors about acceptable classes).

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Basic Requirements for BA or BS degree

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<tr>
<th>Requirement</th>
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<tr>
<td>Total credit hours</td>
<td>128</td>
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<tr>
<td>Minimum credits in A&amp;S</td>
<td>96</td>
</tr>
<tr>
<td>Residence credit:</td>
<td></td>
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<tr>
<td>Minimum hours</td>
<td>30</td>
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<td>in major:</td>
<td>one half</td>
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<td>in minor:</td>
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<tr>
<td>Minimum graduation GPA</td>
<td>2.00</td>
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<tr>
<td>Application for degree</td>
<td>at 90 hours</td>
</tr>
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</table>

For details and/or exceptions consult the A&S section of the catalogue or visit or call the A&S Advisement Center in Ortega Hall, Room 201: (505) 277-4821.

NOTE: The student must assume FULL RESPONSIBILITY for meeting all graduation requirements.
MAJOR AND MINOR CURRICULAR CHANGES

Date: 18 September 1996

Jeffery W. Froehlich

Professor of Anthropology

(Title, position)

Anthropology

(Ten., 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

CIP CODE

Routing (All four copies)
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9. VP of Academic Affairs
10. Faculty Senate

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

I. Major Change-Mark appropriate category

Degree New
Major New
Minor New
Concentration New

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.

New Name of Program

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

New Title/Code

Delete laboratories (Anth. 121L, 151L, 161L) from list of core curriculum so that they are only required of concentrators (see pp 80-81).
Change "16-18" hours/credits in next paragraph to read "18" only.

Unintended requirement for all majors, insufficient resources to cover increasing enrolments, thus we waive

Reasons for Request: (attach statement)

Effective Date of Proposed Change:

Semester Year

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

Date:

Approvers:

Dean of Library Services

Date:

CIRT

Date:

College Curricula Committee

Date:

(If necessary)

College of School Faculty

Date:

College or School Dean

Date:

FS Undergraduate Ac. Affairs

Date:

and/or

FS Graduate Committee

Date:

Office of Graduate Studies

Date:

FS Curricula Committee

Date:

Assoc. VP of Academic Affairs

Date:

Faculty Senate

Date:
To: Robert L. Migneault  
From: Linda Lewis  
Date: Oct. 14, 1996  
Subject: Form C, Anthropology  

This request is for a minor revision of the degree requirements; there will not be an impact upon library collections or services.
FOHMC
MAJOR AND MINOR CURRICULAR CHANGES
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

I. Major Change—Mark appropriate category

Degree New Revisions of existing degree Deletion
Major New Revisions of existing major Deletion
Minor New Revisions of existing minor Deletion
Concentration New Revisions 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.

Archeology: (36 Credits)
Students pursuing a concentration in archeology within the anthropology major must take:

II. Minor Change:

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

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Fall 1997

Budgetary and Faculty Load Implications: (attach statements)

Does the 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:

Approvals:

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
Major Change continued:

Anth 101 (3 credits)  
Anth 120 (3 credits)  
Anth 210 (4 credits)  
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:

(remainder remains the same)
Attached is a proposed syllabus for a lab class that would incorporate the existing 121L course into a new lecture/lab class, Anth 121L. This change is necessary because the current Anth 121L is not truly integrated into any lecture course taught in the curriculum. The change would integrate the labs into a lecture/lab format, so that students would first hear about standard archaeological methods and why they are used, and then have an opportunity to apply them in the lab session. This addresses student concerns that they receive more hands-on training, as well as faculty concerns that the labs are standardized and integrated into a lecture class. The course would include a standard 2 and one-half hour lecture class with the 50 minute lab class each week. While the course covers all of the lab topics previously covered in 121L, we have added additional labs to cover more topics. In virtually all cases, the labs involve hands-on work with archaeological data. The lab materials would be standardized and used from semester to semester. This would be taught in the Anthropology Annex B07. Ann Ramenofsky and Patricia Crown would alternate teaching the course, using one or two TAs to cover the lab sections as needed. Many of the labs would be taught "in the field" on campus, weather permitting. I have suggested using Sharer and Ashmore for the text only by way of illustration.

Notes to accompany the lab topics:
Lab 1: general introduction to the lab component, taught by a TA, but standardized in content and grading
Lab 2: Stratigraphy or soil analysis - if we can get access or create a profile for recording, that would be ideal. In this case, I would have the students draw the profile, describe the matrices, and do Munsell colors. Alternatively, they could do analysis of soil samples from a profile: color, particle size.
Lab 3: Map use and site location - how to read maps, UTM determination.
Lab 4: Mapping a site - using the transit.
Lab 5: Gridding and triangulation - how to set up a one by one and do a plan view of artifacts in it.
Lab 6: Devising a seriation, etc. - here we could have them seriate a group of objects, OR interpret a bunch of dates, OR analyze relative dates of sidewalk or building construction on campus through bonding-abutting sequences
Lab 7: Measurement: use lithic flakes to introduce students to various types of measurements and simple statistics. Use calipers and scales to measure and weigh flakes from a stratigraphic profile, and evaluate changes in mean size and weight through time. Evaluation of relative merits of each type of measurement.
Lab 8: Technological analysis of ceramics: refire chips to determine original firing temperature and atmosphere of ceramics. Perhaps do porosity measurements as well. Evaluate changes in styles of technology through time for a stratigraphic profile.
Lab 9: Faunal and botanical analysis: I would follow whatever the 121L lab was.
Lab 10: Analysis of burials: If possible, use burial data (NOT FROM NORTH AMERICA) to analyze status - perhaps devising grave lot values for sets of burials using different measures of value.
Lab 11: Garbage project: Dave Phillips, one of the directors of the Garbage Projects in Mexico City and at UC Santa Cruz is an adjunct and would be called on to help devise a short-term experiment for the students modeled on the original.
Lab 12: Regional analysis and sampling: I would follow whatever the 121L lab was.
Lab 13: Estimating labor costs: determine labor costs for construction project by various means - perhaps using a construction project on campus as a model. OR have students evaluate exchange and world systems through points of origin ("Made In ______") for items in their bedrooms (idea stolen from Dr. Willa)
Lab 14: Research design for model site: By this point, students should be able to devise a research strategy for a site.
ANTHROPOLOGY 121L  
ARCHAEOLOGICAL METHOD AND THEORY


Reading Assignments: The readings are intended to complement, not duplicate the lectures. The reading assignments outlined below are due by the date indicated.

Grades: Grades will be based on lab sessions (40%), final exam (30%), and two midterms (15% each). There will be no extra credit assignments. If a make-up exam is necessary, it will be a single cumulative exam at the end of the semester. Your grade for labs will drop one letter grade each day you are late past the due date.

ALL STUDENTS IN THIS COURSE MUST ADHERE TO THE STANDARDS OF CONDUCT AND HONESTY SET FORTH IN THE UNIVERSITY CATALOG.

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td></td>
<td>Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Nature of Archaeology</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>History of Archaeology to 1960</td>
<td>Chapter 3</td>
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<tr>
<td></td>
<td>Lab: Introduction</td>
<td>pp. 113-119</td>
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<tr>
<td></td>
<td>History of Archaeology to the present</td>
<td>pp. 120-138</td>
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<tr>
<td></td>
<td>Forms of Archaeological Data: Artifacts, Sites, Regions</td>
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<td>Forms of Archaeological Data: Matrix/Context</td>
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<td></td>
<td>Lab: Stratigraphy or soil analysis</td>
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<td></td>
<td>Site Formation Processes and Preservation</td>
<td>pp. 139-146</td>
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<td></td>
<td>Sampling and data acquisition</td>
<td>Chapter 5</td>
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<td>Process of Archaeological Research</td>
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<td>Lab: Map use and site location</td>
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<td></td>
<td>Archaeological Reconnaissance and Survey</td>
<td>Chapter 6</td>
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<td>Remote Sensing in Archaeology</td>
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<td>Archaeological excavation Techniques</td>
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<td>Lab: Mapping a site</td>
<td>Chapter 7</td>
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<td>Archaeological Strategy and Recording</td>
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<td>Review</td>
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<td>FIRST EXAM</td>
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<td>Lab: Gridding and triangulating</td>
<td>Chapter 9</td>
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<td>Relative Chronology: Stratigraphy</td>
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<td>Relative Chronology: Seriation</td>
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<td></td>
<td>Absolute Dating: Dendrochronology, Radiocarbon</td>
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<td></td>
<td>Lab: Devising a seriation, interpreting dates, or bonding/abutting on campus bldgs</td>
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<td>Absolute Dating: Obsidian Hydration, Archaeomag</td>
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<td></td>
<td>Field Processing and Classification</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td>Stone artifacts</td>
<td>pp. 345-355</td>
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<td></td>
<td>Ceramics</td>
<td>pp. 366-370</td>
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<td></td>
<td>Metal/Glass</td>
<td>pp. 371-379</td>
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<td>Bone/Wood/Textiles</td>
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<tr>
<td></td>
<td>Lab: Technological analysis using ceramics (refining, porosity)</td>
<td>pp. 382-387</td>
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<tr>
<td></td>
<td>Analysis of Plant Remains</td>
<td>pp. 388-391</td>
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<tr>
<td></td>
<td>Faunal analysis</td>
<td>pp. 392-400</td>
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<td>Human remains</td>
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DATE LECTURE TOPIC
Introduction
Nature of Archaeology
History of Archaeology to 1960
Lab: Introduction
History of Archaeology to the present
Forms of Archaeological Data: Artifacts, Sites, Regions
Forms of Archaeological Data: Matrix/Context
Lab: Stratigraphy or soil analysis
Site Formation Processes and Preservation
Sampling and data acquisition
Process of Archaeological Research
Lab: Map use and site location
Archaeological Reconnaissance and Survey
Remote Sensing in Archaeology
Archaeological excavation Techniques
Lab: Mapping a site
Archaeological Strategy and Recording
Review
FIRST EXAM
Lab: Gridding and triangulating
Relative Chronology: Stratigraphy
Relative Chronology: Seriation
Absolute Dating: Dendrochronology, Radiocarbon
Lab: Devising a seriation, interpreting dates, or bonding/abutting on campus bldgs
Absolute Dating: Obsidian Hydration, Archaeomag
Field Processing and Classification
Stone artifacts
Lab: Measurement using lithics
Ceramics
Metal/Glass
Bone/Wood/Textiles
Lab: Technological analysis using ceramics (refining, porosity)
Analysis of Plant Remains
Faunal analysis
Human remains

READINGS
Chapter 1
Chapter 2
Chapter 3
pp. 113-119
pp. 120-138
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Lab: Faunal and botanical analysis
Analysis of features
Review
SECOND EXAM
Lab: Analysis of burials
Interpretation: Analogy and Theory
Ethno- and Experimental Archaeology
Reconstructing environments
Lab: Garbage project
Reconstructing subsistence
Paleoeconomy and trade
Settlement Patterns
Lab: Regional analysis and sampling
Social Organization
Prehistoric Rituals and Beliefs
Culture History
Lab: Estimating labor costs or "closet" archaeology
Culture Process
Postprocessual Frameworks
Cultural Resource Management
Lab: Research design for a model site
Archaeology as a profession
Review
FINAL EXAM
### DEGREE/PROGRAM CHANGE FORM C

**Date:** 1/7/96  
**Name of Individual Initiating Curricular Change Form:** Linda Rensche  
**Title/Position/Phone Number:** Professor and Chair, 74453

#### Graduate Degree Program

Mark appropriate Program:  
- Undergraduate Degree Program  
- Graduate Degree Program  

- [ ] For existing degree only
- [ ] On page(s)  
- [ ] Attach additional sheets if necessary

#### Library Impact Statement

Name of librarian consulted and attached signed impact statement. (If necessary):  
- [ ] College or School Faculty  
- [ ] Library  
- [ ] Librarian  

#### Budgetary and Faculty Load Implications

Attach statements:  
- [ ] College Curriculum Committee  
- [ ] College or School Dean/Director of Instruction  
- [ ] FS Graduate Committee  
- [ ] FS Curriculum Committee  
- [ ] Faculty Senate  

- [ ] Associate Provost for Academic Affairs  
- [ ] Provost for Academic Affairs  

#### Dean of Library Services

- [ ] Library Impact Statement  
- [ ] Budgetary and Faculty Load Implications  

#### CIRT Impact Statement

Name of individual consulted and attached signed impact form. (If necessary):  
- [ ] Dean of Library Services  
- [ ] Provost for Academic Affairs  

#### College or School Dean/Director of Instruction

- [ ] Library Impact Statement  
- [ ] Budgetary and Faculty Load Implications  

#### FS Curriculum Committee

Name of individual consulted and attached signed impact statement. (If necessary):  
- [ ] Dean of Library Services  
- [ ] Provost for Academic Affairs  

#### FS Graduate Committee

Name of individual consulted and attached signed impact statement. (If necessary):  
- [ ] Dean of Library Services  
- [ ] Provost for Academic Affairs  

#### FS Curriculum Committee

Name of individual consulted and attached signed impact statement. (If necessary):  
- [ ] Dean of Library Services  
- [ ] Provost for Academic Affairs  

#### Faculty Senate

- [ ] Library Impact Statement  
- [ ] Budgetary and Faculty Load Implications  

#### Associate Provost for Academic Affairs

- [ ] Library Impact Statement  
- [ ] Budgetary and Faculty Load Implications  

#### Provost for Academic Affairs

- [ ] Library Impact Statement  
- [ ] Budgetary and Faculty Load Implications  

- [ ] CIRT Impact Statement  
- [ ] Library Impact Statement  
- [ ] CIRT Impact Statement

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**Reason(s) for Request** (attach additional sheets if necessary):

- [ ] See attached

**Signed by Dean of Library Services:**  
**Date:**  
**Signed by Provost for Academic Affairs:**  
**Date:**  

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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). Identify in bracket form what is being changed.

- [ ] See attached

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**Library Impact Statement:** Name of librarian consulted and attached signed impact statement. (If necessary)

**CIRT Impact Statement:** Name of individual consulted and attached signed impact statement. (If necessary)

**Budgetary and Faculty Load Implications:** Attach statements. Long-range planning statement.

**Does this change affect in a significant way any other departmental programs/branch campuses?** Yes/No

**If yes, have you resolved these issues with departmental/branch involved?**  
- [ ] Yes  
- [ ] No

---

**Effective Date of Proposed Change:**  
**Date:**  

---

**Required Signatures**

- [ ] Department Chairperson  
- [ ] Dean of Library Services  
- [ ] Provost for Academic Affairs  
- [ ] College Curriculum Committee  
- [ ] College or School Faculty  
- [ ] College or School Dean/Director of Instruction  
- [ ] FS Graduate Committee  
- [ ] FS Curriculum Committee  
- [ ] Assoc. Provost for Academic Affairs  
- [ ] Provost for Academic Affairs  

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**UNIT PREFARES IN QUADRUPLICATE**

1. Dean of Library Services  
2. CIRT (Comp. & Inform Res & Tech.)  
3. College Curriculum Committee  
4. College or School Faculty  
5. College or School Dean/Director of Instruction  
6. FS Graduate Committee  
7. FS Curriculum Committee  
8. Associate Provost for Academic Affairs  
9. Faculty Senate
This Degree/Program Change Form C is being initiated to change the name of the Department of Communicative Disorders to the Department of Speech and Hearing Sciences with corresponding changes in the names of the major and minor degrees it offers.

Old Names
Department of Communicative Disorders
M.S. in Communicative Disorders
B.A. in Communicative Disorders
Minor in Communicative Disorders

New Names
Department of Speech and Hearing Sciences
M.S. in Speech and Hearing Sciences
B.A. in Speech and Hearing Sciences
Minor in Speech and Hearing Sciences

The reason for this request is that the new names better reflect the orientation of the Department's education and research. Courses in the Department are based on the scientific study of normal processes and abnormal function in communication. Faculty in the Department are strongly committed to their research agendas in the areas of speech, language and hearing.

The new name for the Department was selected with consideration of the need to differentiate it from the Departments of Linguistics and Communication and Journalism. That is, a name was selected that did not include the combination of "Language" with "Science" because of potential confusion with the Linguistics Department. Similarly, names that included the combination of "Communication" with "Science" were rejected because of potential confusion with the Department of Communication and Journalism.
601. Seminar: Mass Communication Processes and Effects. (3)
Communication systems, channels, and audiences; mass
media and interpersonal communication, information diffusion,
and aspects of innovations: experiments on effects of telemediated
communication.

575. Seminar: Instructional Communication. (3)
Theories, research and issues related to communication concepts
and strategies for the teaching profession, including communication
assessment, critical thinking, self-disclosure, humor, feedback and
sensitizing skills.

573. Teaching the Basic Course. (1)
Current issues associated with teaching introductory courses, fo-
using on the role of graduate teaching assistants.

590-995L. Special Topics in Communication. (3 per semester;
supervised by a maximum of 6); (1)

590. Master's Project. (1-6)
Plan II students only. Prerequisite: permission of department chair.
Having once registered for Project, the student must continue to
register for a minimum of 1 hour of 590 during each regular semes-
ter (exclusive of summer) until the project is approved. Offered on
a CR/NC basis only. (Fall, Spring, Summer)

591. Master's Thesis. (1-6)
Prerequisite: permission of department chair. Having once regis-
tered for Thesis, the student must continue to register for a mini-
num of 1 hour of 591 during each regular semester (exclusive of summer)
until the thesis is approved. Offered on a CR/NC basis only. (Fall, Spring, Summer)

603. History and Philosophy of Communication. (3)
Advanced study of the modern history and philosophical founda-
tions of the study of human communication, with attention to con-
tributions of both humanistic and social science traditions, and con-
sideration of contemporary controversies concerning theory and
research. (Fall)

604. Theories of Communication. (3)
Advanced study of concepts, models, and perspectives in the de-
velopment of theories of communication, with attention to reciprocal
relationships between theory building and theory testing in the study of
human communication process. (Spring)

626. Advanced Intercultural Communication. (3)
The relationship between culture and communication with implica-
tions for intercultural encounters, historical roots of intercultural
communication, and theories of intercultural communication.

628. Communication Research Methods: Quantitative. (3)
Advanced study of methods, techniques, and instruments useful in
investigations that employ quantitative analyses of human communi-
cation processes. (Fall)

629. Communication Research Methods: Qualitative. (3)
Advanced study of methods, techniques, and procedures useful in
investigations that employ qualitative analyses of human communi-
cation processes. (Spring)

690. Dissertation. (3-12 hrs. per semester)
Offered on a CR/NC basis only.

COMMUNICATIVE DISORDERS

Linda L. Renshe, Chairperson
The University of New Mexico
Department of Communicative Disorders
901 Yasser, NE
Albuquerque, NM 87131-1191
(505) 277-4453, FAX (505) 277-0966

PROFESSOR
Linda L. Renshe, Ph. D., Memphis State University.

ASSOCIATE PROFESSORS
Bopanna Ballechance, Ph.D., University of Texas (Dallas); Bruce
E. Porth, Ph.D., Stanford University.

ASSISTANT PROFESSORS
Patrick Finn, Ph.D., University of California; Santa Barbara; Teri
Hamill, Ph.D., Florida State University; Janet Patterson, Ph.D., Uni-
versity of New Mexico; Mary Oelschlaeger, Ph.D., Southern Illinois
University.

RESEARCH ASSISTANT PROFESSOR
Sandra Damico, Ph.D., Louisiana State University.

VISITING ASSISTANT PROFESSOR
Deborah Detorie, Ph.D., University of Texas (Austin).

INSTRUCTORS
Katherine Blaker, M.S., University of New Mexico; Elizabeth
Brought, M.S., University of New Mexico; Susan Karasik-Rush,
M.A., University of Texas (Dallas); Joe Lobato, M.A., University of
Northern Colorado; Karen Stewart, M.A., Western Michigan Uni-
versity.

GRADUATE ADVISOR
Mary Oelschlaeger, Ph.D.

APPLICATION DEADLINES*
Fall: ................................. February 15
Spring: ............................... September 15

*Only applications received by these deadlines are assured of consideration.

DEGREE OFFERED
M.S. in Communicative Disorders
Concentrations: speech-language pathology, audiology.
The Department of Communicative Disorders awards Master of
Science degrees in speech-language pathology and audiology.

 speaks, language and hearing disorders in children and adults; overview of speech and hearing anatomy and physi-
Multicultural issues; emphasizes the impact of communication disorders on individuals and families. Also offered as Spc Ed 302. NOTE: Spc Ed 302 does not carry graduate credit.

303. English Phonetics. (3) Also offered as C&I and Ling 303.) An introduction to the physiological mechanisms underlying speech production, the linguistic classification and transcription of speech sounds, the acoustic properties of speech sounds, the relationship between phonemes and phonology, and applications to speech-language pathology.

321. Introduction to Audiology. (3) Basic hearing science, pathological conditions of the auditory system, audiological testing.

350. Anatomy and Physiology of Speech. (3) Introduction to basic anatomy and physiology of the speech mechanism. Four systems are examined: respiratory, phonatory, mechanical, and neural. Prerequisites: ComDs 302, 321.

370. Auditory Learning Disabilities in Adolescents and Adults. (3) Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.

425. Aural Rehabilitation. (3) Appraisal and management of individuals with impaired hearing. Prerequisite: 321 or equivalent.

430. Phonological Disorders in Children. (3) Assessment and treatment of articulation and phonological disorders. Prerequisites: 303 and Ling 292L, or 440.

431. Language Development. (3) Developmental sequence of language acquisition and change in communicative behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy, and metalinguistics. Prerequisites: Ling 292L or 440L (Note: Ling 292L does not carry graduate credit.)

432. Language Disorders in Children. (3) A survey of language disorders in children and intervention. Topics include descriptions of clinical populations, intervention principles and methods, and linguistic, medical, developmental, and cultural issues in intervention. Prerequisite: 430.

433. Language Assessment. (3) Selection, administration, and interpretation of standardized language tests: spontaneous language sampling and language analyzers. Report writing. Prerequisites: 430 or permission of instructor.

453. Neurolinguistics. (3) Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication. Prerequisite: 350 or permission of instructor.

468. Preclinical Training. (4) Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management, and professional issues including certification and licensure requirements, ethical conduct and federal laws protecting the handicapped. Prerequisites: 425, 431, and permission of instructor.

469. Pre-Clinical Training in Audiology. (3) Course objective is to prepare graduate audiology students for clinical practice through instruction on how to perform audiological testing (including case history and counseling) and allowing hands-on case assignments and direct observation in a variety of clinical settings. Prerequisites: 425, 431 and permission of instructor.

500. Clinical Practice. (1-3, to a maximum of 15) Prerequisite: 458 or permission of instructor.

506. Research Design in Communicative Disorders. (3) Based on a scientist-practitioner model, this course is an introduction to research design with an emphasis on conceptual foundations and critical evaluation. Prerequisite: Psy 200.

507. Adult Neurogenic Communicative Disorders. (3) Comprehensive survey of predominant adult neurogenic communication disorders. Content includes theoretical issues, etiology, differential diagnosis, symptomatology and prognosis. Prerequisites: 450.

517. Dysphagia. (3) Accurately score relevant to the identification, evaluation, treatment of infant and adult swallowing disorders.

520. Hearing Science. (3) Anatomy and physiology of the auditory system.

521. Psychosocial Concepts. (3) Conceptualization of the role of personality factors in the development of speech and language disorders.

522. Hearing Conservation. (3) The role of the speech and hearing specialist in hearing conservation programs: screening and audiometry, special tests for infants and children, hearing problems in industry. Prerequisite: 321 or permission of instructor.

525. Voice Disorders. (3) Based on knowledge of normal voice production, various voice disorders are surveyed and approaches to evaluation and treatment are discussed.

527. Assessment and Treatment of Adult Neurogenic Communication Disorders. (3) Comprehensive review of diagnostic and therapeutic approaches for adult neurogenic communication disorder. Prerequisite: 507 or permission of instructor.

531. Neuromotor Speech / Augmentative Communication Systems. (3) Overview of symptomatology of child and adult neurogenic disorders, with focus on assessment, design and implementation of augmentative/alternative communication.

532. Augmentative Communication. (1) Overview and hands-on-experience with non-electronic and electronic aids and devices used for augmentive communication. Focus may be on particular disabilities, assessment, therapeutic and research issues.

535. Medical Speech-Language Pathology: Special Populations and Issues. (3) Topics relevant to practice in a medical setting are reviewed including evaluation and treatment of children with birth defects (cleft palates), and other special populations; professional and administrative concerns. Prerequisite: 350.

536. Seminar in Speech and Language Pathology. (1-3, repeatable to a maximum of 6) Seminar on selected topics in medical settings.

537. Clinical Aphasiology. (3) A course to develop ability to score, administer and interpret the Boston Diagnostic Aphasiology Battery. Prerequisite: 507 or permission of instructor.

538. Stuttering. (3) A critical examination of past and present approaches to stuttering assessment and management with an emphasis on treatment outcome evaluation.

539. Topics. (1-3) Prerequisite: permission of instructor. Offered upon demand.

540. Seminar in Reading and the Brain. (3) This course will examine processes involved in reading using a systems analytic.
Clinical Audiology I. (3)
Pure tone testing, speech testing, masking, immittance testing, introduction to evoked potentials testing, pediatric testing, hearing aid testing and other topics in audiology. Prerequisite: 562 or permission of instructor.

Clinical Audiology II. (3)
Advanced diagnostic procedures, including advanced immittance testing, central auditory processing assessment, and electrogustomy. Prerequisite: 563.

Electrophysiologic Measures of Audition. (3)
Auditory evoked potentials testing. Prerequisites: 520, 560, (Sorling)

Amplification. (3)
Advanced topics in amplification including: fitting prescriptions, real-ear measurement, modification of electroacoustic characteristics of a hearing aid, digital hearing aids, classroom amplification systems, cochlear implants and vibrotactile devices. Prerequisites: 560 (Summer)

Hearing Conservation. (3)
Hearing screening procedures for children and adults. Sound measurement, the effects of noise on hearing, occupational hearing conservation.

Seminar in Aural Rehabilitation. (3)
Prerequisites: 521, 425 or equivalent. (Fall)

Seminar in Audiology. (3)
Prerequisites: 560, 561 or permission of instructor. (Offered upon demand)

Pediatric Audiology. (3)
Pediatric assessment and hearing loss management procedures. Prerequisites: 560. (Fall)

Medical Audiology. (3)
Diseases and injuries of the ear resulting in reduced auditory function and their associated audiological findings. Medical terminology and interprofessional monitoring are also discussed. Prerequisite: 560.

Master's Thesis. (1-6)
Offered on a CR/NC basis only.

COMPARATIVE LITERATURE
See Foreign Languages and Literatures.

EARTH AND PLANETARY SCIENCES

The University of New Mexico
Department of Earth and Planetary Sciences
Northrop Hall 141
Albuquerque, NM 87131-1116
(505) 277-4204

PROFESSORS

R. Rodney C. Ewing, Ph.D., Stanford University, 1974; John W. Geissman, Ph.D., University of Michigan, 1980; Karl E. Karlstrom, Ph.D., University of Wyoming, 1981; Cornelia Klein, Ph.D., Harvard University, 1965; Albert M. Kudo, Ph.D., University of California, San Diego, 1967; Barry S. Kuea, Indiana University, 1974; Leslie D. McFadden, Ph.D., University of Arizona, 1982; James J. Papke, Ph.D., University of Minnesota, 1964; Lee A. Woodward, Ph.D., University of Washington, 1962.

ASSOCIATE PROFESSORS

Michael E. Campa, Ph.D., University of Arizona, 1975; Laura J. Crossley, Ph.D., University of Wyoming, 1985; David Dutler, Ph.D., Massachusetts Institute of Technology, 1986; Stephen P. Huestis, Ph.D., University of California-San Diego, 1976; Jane Silverstone, Ph.D., Massachusetts Institute of Technology, 1982; Gary A. Smith, Ph.D., Oregon State University, 1986.

ASSISTANT PROFESSORS

Yemane Asmerom, Ph.D., University of Arizona, 1988; Maya Elrick, Ph.D., Virginia Polytechnic Institute and State University, 1990; Frank Pazzaglia, Ph.D., Pennsylvania State University, 1993.

PROFESSOR EMERITUS

J. Paul Fitzsimmons, Ph.D., University of Washington, 1949.

SENIOR RESEARCH ASSOCIATES

Adrian Brearley, Ph.D., University of Manchester, Great Britain, 1984; Ruch Jones, Ph.D., University of Manchester, Great Britain, 1988; Alain Layne, Ph.D., University of Toronto, 1988; Mark Miller, Ph.D., University of New Mexico, 1992; Roberto Molina-Garza, Ph.D., University of Michigan, 1981; Horton Newsom, Ph.D., University of Arizona, 1981; B. D., Riedesell/Universiteit-Utrecht, Netherlands, 1979; Charles K. Shearer, Jr., Ph.D., University of Massachusetts, 1983; Lumin Wang, Ph.D., University of Wisconsin-Madison, 1989.

ADJUNCT PROFESSORS

Gary Acton, Ph.D., Northwestern University, 1993; George W. Arnold, Ph.D., University of Maryland, 1954; W. Scott Baldridge, Ph.D., Caltech University, 1978; M. Susan Bargr, Ph.D., Pennsylvania State University, 1982; William F. Chambers, Ph.D., Duke University, 1967; Alain Cheetham, Columbia University, 1969; Michael Feiber, Ph.D., Massachusetts Institute of Technology, 1979; Ernest S. Gladney, Ph.D., University of Maine, 1974; Robert J. Glass, Ph.D., Cornell University, 1998; Fraser E. Guft, Ph.D., University of California, Santa Cruz, 1977; Charles D. Harrington, University of California, San Diego, 1972; A. William Laughlin, Ph.D., University of Arizona, 1969; Spencer G. Lucas, Ph.D., Yale University, 1983; Matthew Wyman, Ph.D., Virginia Polytechnic Institute, 1992; John Shomaker, M.S., University of New Mexico, 1959; Daniel B. Stephens, Ph.D., University of Arizona, 1973; Erik K. Welte, Ph.D., University of Wisconsin-Madison, 1992; Thomas Williams, Ph.D., University of New Mexico, 1993; Kenneth H. Wohletz, Ph.D., Arizona State University, 1980.

GRADUATE ADVISORS

John W. Gensman and Gary A. Smith

APPLICATION DEADLINES

Fall semester: January 31 (financial aid) May 1 (without financial aid)
Spring semester: November 1
Admission
All 400 and 500 level courses are restricted. Students are encouraged to contact the Department of Communication Disorders for advisement prior to registration (277-4453).

Major Study Requirements
2. Eighteen hours in required support courses:
   a. 3 credit hours in basic human communication processes. Required: Ling 101, 202, or 440.
   b. 3 credit hours in biological/physical sciences. Required: Physics 101 or 121L.
   c. 3 credit hours in college level mathematics (not historical or methodological mathematics). Required: Math 121, 123, 150 or 162L.
   d. 6 credit hours in behavioral and social sciences. Emphasizes dimensional human behavior; development across the life span, social interaction, and issues of culturally diverse populations. Required: Psychology 105 and 219, Soc 101, 230, Anth 110, 130, 233, 250 or 265.
   e. Prerequisites or corequisites may exist. Check with department listing in catalog.
3. Recommended minors include American Studies, Anthropology, Communication and Journalism, Computer Science, Electrical and Computer Engineering, Family Studies, Linguistics, Physics, Psychology, Sociology, Spanish, Special Education, and TESOL.

Minor Study Requirements
Twenty-one hours as follows: Ling 101, 202L, or 440, Com Ds 302, 303, 321, 361, 416, 430, 431, 432, 450, 452, 458, 459, 464, 461. (Also offered as Spec Ed 302.) The nature of speech, language and hearing disorders in children and adults; overview of speech and hearing anatomy and physiology; multicultural issues; emphasizes the impact of communication disorders on individuals and families.

303. Phonetics. (3)
An introduction to the phonetics of English and some of other languages. Emphasizes the impact of communication disorders on individuals and families.

304. Introduction to Audiology. (3)
Introduction to the various professions in the field of audiology and how they contribute to speech pathology.

305. Anatomy and Physiology of Speech. (3)
Introduction to basic anatomy and physiology of the speech mechanism. Four systems are examined: respiratory, phonatory, articulatory, and neurological.

306. Auditory Learning Disabilities in Adolescents and Adults. (3)
Theoretical basis of auditory learning disabilities, behavioral manifestations and relationships with psychiatric disorders, abuse and neglect, juvenile delinquency and substance abuse. Prerequisites: 302 and 321.

310. Multicultural Issues in Communication Disorders. (3)
Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.

315. Aural Rehabilitation. (3)
Overview of individuals with impaired hearing. Prerequisite: 311.

318. Psychological Disorders in Children. [Articulation Disorders]. (4)
Assessment and treatment of articulation and phonological disorders. Prerequisites: 303 and Ling 250L, or 440.

340. Language Development. (3)
Descriptive analysis of speech acquisition and change in communication behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy and metalinguistics. Prerequisite: Ling 250L, or 440.

341. Language Disorders in Children. (3)
A survey of language disorders in children and intervention issues. Topics include descriptions of clinical presentations, intervention policies and methods, and linguistic, medical, developmental and cultural issues in interventions. Prerequisite: 430.

342. Language Assessment. (3)
Patterson Interview. Administration and interpretation of standardized language tests; spontaneous language samples and language profile report writing. Prerequisite: 400.

345. Neural Bases of Communication. [Neurology of Speech and Language]. (3) Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication. Prerequisite: 303 or permission of instructor.

453. Undergraduate Problem. (1-3, to a maximum of 6)
Prerequisite: permission of instructor.

458. Preclinical Training. (4)
Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management, and professional issues including certification and licensure requirements, ethical conduct and federal laws protecting the handicapped. Prerequisites: 409, 431 and permission of instructor.

459. Pre-Clinical Fieldwork Audiology. (3)
Date: NOVEMBER 18, 1996

Phyllis Wilcox
Coordinator, 277-0928

Signed Language Interpreting/Dept. of Linguistics

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*See new Units policy Guidelines book available from the Provost's Office.*

Give exact title and requirements as they should appear in the catalog. See (attach additional sheets if necessary). Identify in bracket form what is to be deleted.

See Attachment

Reason(s) for Request (attach additional sheets if necessary).

See Attachment

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. Does this change affect in a significant way, any other departmental programs/branch campuses? Yes [ ] No [X]

If yes, have you resolved these issues with department/branch involved? [ ]

Effective Date of Proposed Change: SPRING 1996

Asst Provost for Academic Affairs

Dean of Library Services

CIRT (Comp & Inform Res & Tech)

College Curriculum Committee

College or School Faculty

College or School Dean/Director of Instruction

FS Graduate Committee

FS Curricula Committee

Assoc Provost for Academic Affairs

Faculty Senate
Current catalog (1995-1997) reads:

Signed Language Interpreting
The B.S. major in Signed Language Interpreting requires a minimum of 36 hours in Sign numbered above 200: SIGN 201, 202, 210, 211, 212, 214, 310, 410, 411, 412, 418, 419. Students majoring in Signed Language Interpreting must be approved by the department.

Changes needed to be made in future catalog:

Signed Language Interpreting
The B.S. major in Signed Language Interpreting requires a minimum of 36 hours in Sign numbered above 200: SIGN 201, 210, 211, 212, 214, 310, 352, 410, 411, 412, 418, 419 and in addition LING 101. Students majoring in Signed Language Interpreting must be approved by the department.

(Please note that SIGN 202 is deleted from the 36 hours of required Sign classes numbered 200 and SIGN 352 has been added.)

Reason(s) for Request:
SIGN 202, Orientation to Deafness, is no longer taught. LING 101 is now offered in its place as a required course leading toward the Bachelor of Science degree in Signed Language Interpreting.

Update of degree program offerings to ensure that all students majoring in Signed Language Interpreting graduate with the essential knowledge they need. This course, SIGN 352, has been offered (though not required) for the past ten years.
DEGREE/PROGRAM CHANGE
FORM C

Date: 11/20/96

Neil J. Mitchell
(Name of individual initiating curricular change form)

Professor, Chairperson 75104
(Title, position, telephone number)

Dept of Political Science
(Department/Division/Program/Branch)

Mark appropriate Program:
Undergraduate Degree Program ☑
Graduate Degree Program ☐

Mark appropriate category
DegreeBA ☑
Major ☑
Minor ☐
Concentration ☐
Certificate ☐
Emphasis ☐
Department ☐

*See new Units policy Guidelines book available from the Provost’s Office.

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). Identity in bracket form what is being changed.

Change in "Major Study Requirements" (See attached for specific appearance in catalog)

Reason(s) for Request (attach additional sheets if necessary). The Dept of Political Science requests increasing the number of hours of "300 or above" courses required for a major from the present 15, to 18, in order to add to the rigor of the major, and to enhance sequential learning. The number of "additional hours from any level" will correspondingly be decreased from 6, to 3; without change in the total hours required for the major.

CIRT Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) ☑

This form is for Political Science

This program is or would be located in current undergraduate graduate catalog

Name of New or Existing Program

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. ☑

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ☑ No ☐

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

Effective Date of Proposed Change, with publication of pending revision of USM Catalog

Date: ____________________________

Required Signatures:
Department Chairperson ☑
Dean of Library Services (if necessary) ☑
CIRT (if necessary) ☑
College Curriculum Committee (if necessary) ☑
College or School Faculty (if necessary) ☑
College or School Dean/Director of Instruction ☑
FS Graduate Committee (if applicable) ☐
FS Curricula Committee ☑
Assoc. Provost for Academic Affairs ☐
Faculty Senate ☐
The Degree/Program Change requested on this Form C, and described narratively on the form, would result in the POLITICAL SCIENCE entry in the UNM catalog appearing as follows: (proposed changes appear in boldface)

### Major Study Requirements

A total of 33 hours is required for a major in political science. These hours must be distributed among the following:

1. 12 hours from the core courses (200, 220, 240, 260, 270 and 280), including at least one course from each of the following groups: (200 or 270), (220 or 240), and (260 or 280);

2. 18 hours from courses numbered 300 or above;

3. 3 additional hours from any level

**Note:** Students who have already had courses in political science may not count POLSC 110 toward a major.

The special added note has been included at the request of the Associate Registrar (Kathleen Sens) to clarify major requirements for the ongoing Project PROGRESS (degree audit) program. The entry is already part of the course description for POLSC 110, but she felt it should also appear in the general "Major Study Requirements".
DEGREE/PROGRAM CHANGE
FORM C

Date: February 9, 1996

Bruce Dalby

(Name of individual initiating curricular change form)

Assoc. Prof., 277-2707

(Title, position, telephone number)

Music

(Department/Division/Program/Branch)

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program

(For existing degree only)

Mark appropriate category
Degree
Major
Minor
Concentration
Certificate
Emphasis
Department

NEW:

REVISED:

DELETED:

NAME CHANGE:

* See New Units policy Guidelines book available from the Provost's Office.

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). Identify in bracket form what is being changed.

See Attached

Reason(s) for Request (attach additional sheets if necessary).

See attached

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes 

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

Effective Date of Proposed Change:

Date:

UNIT PREPARES IN QUADRUPLE
Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

* Plan for curricular process to take at least 12 months.

This form is for Bachelor of Music Education - Instrumental

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog

on page(s) 276-278

FORMC

DEGREE/PROGRAM CHANGE

CIP CODE

Required Signatures:
Dean of Library Services (if necessary)
CIRT (if necessary)
College Curriculum Committee (if necessary)
College or School Faculty (if necessary)
College or School Dean/Director of Instruction
FS Graduate Committee (if applicable)
FS Curricula Committee
Assoc. Provost for Academic Affairs
Faculty Senate
CHANGE #1: MAKE POST-TONAL THEORY AN ELECTIVE RATHER THAN A REQUIREMENT

**CATALOG:** Category Teaching Field Music, p. 277, under heading Music Theory, delete line reading [Music 325, Post-Tonal Theory (2)].

**RATIONALE:** Theory is a logical area to trim course requirements in order to free up credits in a very crowded curriculum for other priorities. Although complete information is difficult to obtain, our 22-hour theory block appears to be at the high end of requirements among our peer institutions. Eleven undergraduate catalogs were studied. Of the six universities whose catalogs had complete and unambiguous information, only one, the University of Oregon, requires 22 hours of theory. The other five schools require either 18 or 20 hours (these schools were the University of Colorado, University of Kentucky, University of Tennessee, University of Utah, and University of Washington). Furthermore, this change makes sense in light of ongoing discussions in the Undergraduate and Theory Committees to recommend a two-hour reduction in theory requirements for all undergraduate music majors in the department.

CHANGE #2: REQUIRE MUSIC 236 - INTRODUCTION TO IMPROVISATION

**CATALOG:** Category Teaching Field Music, after heading Conducting, (top of p. 278), new heading Ensemble (1), new indented entry "Music 236 Introduction to Improvisation (1)"

**RATIONALE:** Our national accreditation agency, the National Association of Schools of Music (NASM) recommends studies in improvisation for all undergraduate music majors (see 1995-96 Handbook, p. 73, par. 2). Furthermore, future band directors will likely need to be able to teach improvisation as part of their jazz teaching responsibilities.

Note: This course is currently listed in the catalog simply as Music 236 - Jazz Improvisation. We are concurrently submitting a Form A to change its name to Introduction to Improvisation.

CHANGE #3: REPLACE TWO SEMESTERS OF CONCERT MUSIC WITH TWO SEMESTERS OF NEW COURSE: MUS ED 215 - INSTRUMENTAL LAB

**CATALOG:** Category Teaching Field Music (p. 278), entry [Concert Music (0) Six semesters of Mus 101 with a grade of CR], change to read "Music 101 Concert Music (0) Four semesters with a grade of CR" Category Professional Education: Music Education (p. 278), under heading Methods, add new entry "Music Education 215 Instrumental Lab (0) Two semesters with a grade of CR"
Note: We are concurrently submitting a Form B to create this class.

RATIONALE: There is a great need for more practical teaching and conducting experience for prospective music teachers. These students also need more opportunities to hone their performing skills on the diverse instruments of the band. The department has a remarkable wealth of instrumental expertise in the persons of Adsit, Dalby, and Rombach. An instrumental lab would be an excellent way to better utilize their knowledge for the benefit of majors in instrumental music education. Regarding the reduction in Concert Music obligations for these students, although NASM stands behind the principle of recital and concert attendance for all undergraduate music majors (see 1995-96 Handbook, p. 73, par. 4), it doesn't stipulate any minimum number of compulsory semesters of a course such as Concert Music. Indeed, some excellent music schools in the country have no recital attendance requirement at all. Instrumental music education majors would still be required to take Concert Music for four semesters. The two semesters of Instrumental Lab would be for zero credit, so there would be no difference in the zero-credit requirements of music education majors and other students in the department.

CHANGE #4: REQUIRE NEW COURSE FOR WIND, PERCUSSION, PIANO, AND GUITAR CONCENTRATES: MUS ED 317 - JAZZ METHODS
CATALOG: Category Professional Education: Music Education (p. 278), under Methods, add new entry "Music Education 317 Jazz Methods (1)"
RATIONALE: Most band directors in the public schools of New Mexico now must direct a jazz band. Many of our students graduate with very little background in this area. The presence of Professor Kostur on our faculty provides an excellent opportunity to rectify this situation for the benefit of our students.

Note: We are concurrently submitting a Form B to create this class.

CHANGE #5: REQUIRE NEW COURSE: MUS ED 415 - INSTRUMENTAL REPERTORY
CATALOG: Category Professional Education: Music Education (p. 278), under Methods, add new entry "Music Education 415 Instrumental Repertory (1)"
RATIONALE: This course is now offered as an elective under title Survey of Band Literature, with Professor Rombach as instructor. It makes sense for all students whose applied major is a band instrument to take advantage of his extensive background in this important area. These students would take section 1 (Band). For string majors it would be necessary to hire a part-time instructor to teach section 2 (orchestra).

Note: We are concurrently submitting a Form B to create this class.
CHANGE #6: MAKE MUS ED 315 - INSTRUMENTAL METHODS A THREE-CREDIT INSTEAD OF A FOUR-CREDIT COURSE

CATALOG: Category Professional Education: Music Education (p. 278), under Methods, change entry [Music Education 315 Instrumental Methods (4)] to read "Music Education 315 Instrumental Methods (3)"

RATIONALE: With required courses in literature and jazz methods, enough content would be shifted out of Instrumental Methods to warrant this change.

Note: We are concurrently submitting a Form A to modify this class.

CHANGE #7: REVAMP THE MUSIC EDUCATION 155 COURSE STRUCTURE

The proposed structure would be as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brass</td>
<td>2</td>
</tr>
<tr>
<td>WW - Flute/Clarinet/Saxophone</td>
<td>2</td>
</tr>
<tr>
<td>Strings</td>
<td>2</td>
</tr>
<tr>
<td>WW - Double Reeds</td>
<td>1</td>
</tr>
<tr>
<td>Percussion</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
</tr>
</tbody>
</table>

For purposes of comparison, the current classes are shown below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brass II</td>
<td>1</td>
</tr>
<tr>
<td>Strings I</td>
<td>1</td>
</tr>
<tr>
<td>Strings II</td>
<td>1</td>
</tr>
<tr>
<td>WW - Clarinet/Sax</td>
<td>1</td>
</tr>
<tr>
<td>WW - Flute</td>
<td>1</td>
</tr>
<tr>
<td>WW - Oboe</td>
<td>1</td>
</tr>
<tr>
<td>WW - Bassoon</td>
<td>1</td>
</tr>
<tr>
<td>Percussion</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: This example is for a trumpet player who wouldn't take Brass II. All instrumental track majors whose primary instrument is a wind, percussion, or string instrument are in the same situation and take eight of the nine classes. Piano and guitar majors currently take all nine 155 courses.

CATALOG: No change is needed. The current catalog errors in not making it clear that piano and guitar concentrates take nine hours of Music Ed 155 courses, while wind, percussion, and string concentrates take eight. In the new program, all Instrumental Track majors take eight hours of Music Ed 155 courses.
RATIONALE: We see the following advantages for this structure:

- There are fewer courses for students to take. Most students would take five instead of eight 155 courses. This would be particularly beneficial for “non-traditional” students, such as those seeking teaching certification or a B.M.E. after having earned degrees in other areas. The current number of 155 courses can be a serious disincentive for enrollment in our program.

- Because there are fewer sections, enrollments will be higher and classes will be more likely to “make.” This seems particularly relevant given current course enrollment pressures.

- The proposed courses more efficiently fit the standard meeting times for university courses. With the current structure, students must take eight or nine two-hour classes, each of which monopolizes a three-hour schedule slot. In the proposed structure, six of eight credits are earned in three classes that meet during standard three-hour time slots.

- It equalizes the number of courses that Instrumental Track students must take (piano and guitar majors would no longer have to take one more course than wind, percussion, and string instrument majors).

- The ratio of credits earned to class time spent is more equitable for students.
Revised Curriculum Structure

BACHELOR OF MUSIC EDUCATION - INSTRUMENTAL TRACK
(see pp. 277-78 in 1995-97 catalog)

Changed and/or added lines are bracketed. One deleted line is bracketed and in strikeout. A number of errors in wording, punctuation, format, and indentation scheme from the 1995-97 catalog are also corrected here. There are no changes under the General Education heading.

[Teaching Field: Music (33 Hours)]

[Music Theory (20)]

Music 150 Music Theory I (4) \[\text{ mú }\]
Music 152 Music Theory II (4) \[\text{ mú }\]
Music 250 Music Theory III (4) \[\text{ mú }\]
Music 252 Music Theory IV (4) \[\text{ mú }\]
Music 309 Form and Analysis (2) \[\text{ mú }\]
(Music 325, Post-Tonal Theory (2))
Music 453 Orchestration (2) \[\text{ mú }\]

Conducting (2)

Music 363 Conducting (2) \[\text{ mú }\]

[Ensemble (1)]

[Music 236 Introduction to Improvisation (1)] \[\text{ mú }\]

Applied Music (8) in major instrument

Music 119, 120, 219, 220, 319, 320, 419, 420 (8)

Voice (2) \[\text{ mú }\]

Music 109 or Applied Music 119 Voice (1) \[\text{ mú }\]

Music 143 or 243 Chorus or Choir (1)

(Music 101 Concert Music (0) Four semesters with a grade of CR)

[Professional Education: Music Education (37 Hours)]

Ensemble (8)* \[\text{ mú }\]

Music Education 233 or 241 (Orchestra or Band) (8)

Teaching Instruments (8)

Music Education 155 Orchestral Instruments (8) \[\text{ mú }\]

[Methods (11)]

[Music Education 215 Instrumental Lab (0) Two semesters with a grade of CR]
[Music Education 315 Instrumental Music Methods (3) \[\text{ mú }\]
[Music Education 317 Jazz Methods (1)**] \[\text{ mú }\]
Music Education 346 Teaching Music in the Elementary Schools (3) \[\text{ mú }\]
[Music Education 415 Instrumental Repertory (1)] \[\text{ mú }\]

Music Education 446 Secondary School Music (3) \[\text{ mú }\]

[Foundations (4)]

Music Education 194 Introduction to Music Education (1) \[\text{ mú }\]
Music Education 451 Foundations of Musical Behavior (3) \[\text{ mú }\]

Student Teaching (6)

Music Education 400 Student Teaching in the Elementary Schools (3) \[\text{ mú }\]

Music Education 461 Student Teaching in the Secondary Schools (3) \[\text{ mú }\]

Electives (12 Hours)

Fine Arts (6)

Courses to be selected from Art History, Art Studio, Theatre, Dance, or Media Arts

Other (6)

Courses to be selected by the student.
Wind and percussion concentrates must enroll in Music Education 241 each fall semester for four years. No more than four such semesters may be counted.

*All instrumental track majors must enroll in a major ensemble for eight consecutive semesters. Wind and percussion concentrates must enroll in Music Education 241 Marching Band for two fall semesters. No more than four semesters of Marching Band may be counted toward the degree.

**String instrument concentrates are not required to take Jazz Methods.**
Instrumental Track

General Education (54 Hours)

English (12)
- English 101 (3) Comp I: Exposition
- English 102 (3) Comp II: Analys & Arg
- English Literature Elective (3)
- C & J 130 (3) Public Speaking

- C & J 270 (3) Communication for Teachers

History (12)
- History 101 (3) Western Civilization
- History 102 (3) Western Civilization
- History 161 (3) History of the United States
- History 162 (3) History of the United States

Math (6)
- Electives (any course listed in the university catalog except Math 100 and 120.)

Psychology (6)
- Psychology 105 (3) General Psychology
- Psychology 220 (3) Child Psychology

Science (12)
- Physics 108 (3) Introduction to Musical Acoustics
- Physics 118L (1) Musical Acoustics Laboratory
- Electives (8) (to be selected from Astronomy, Biology, Chemistry, Physics, Earth and Planetary Sciences.)

Fine Arts (6)
- Music 261 (3) History of Music I
- Music 262 (3) History of Music II

Teaching Field: Music (34 Hours)

Music Theory (22)
- Music 150 (4) Music Theory I
- Music 152 (4) Music Theory II
- Music 250 (4) Music Theory III
- Music 252 (4) Music Theory IV
- Music 309 (2) Form and Analysis
- Music 325 (2) Post-Tonal Theory
- Music 453 (2) Orchestration

Conducting (2)
- Music 363 (2) Conducting

Applied Music (8) in major instrument
- Music 119, 120, 219, 220, 319, 320, 419, 420, (8)
- Voice (2)
- Music 109 or Applied Music 119 (1) Voice
- Music 143 or 243 (1) Chorus or Choir

Concert Music (0) Six semesters of Mus 101 with a grade of CR

Professional Education: Music Education (36 Hours)

Ensemble (8)*
- Music Education 233 or 241 (Orchestra or Band) (8)

Teaching Instruments (8)
- Music Education 155 Orchestral Instruments (8)

Methods (10)
- Music Education 346 Teaching Music in the Elementary Schools (3)
- Music Education 446 Secondary School Music (3)

Miscellaneous (4)
- Music Education 194 Introduction to Music Education (1)
- Music Education 451 Foundations of Musical Behavior (3)

Student Teaching (6)
- Music Education 400 Student Teaching in the Elementary Schools (3)

Electives (12 Hours)

Fine Arts (6)
- Courses to be selected from Art History, Art Studio, Theatre, Dance, or Media Arts.

Other (6)
- Courses to be selected by the student.

* Wind and Percussion concentrates must enroll in Music Education 241 Band each Fall semester for four years. No more than four such semesters may be counted.
Curriculum Proposal
BACHELOR OF MUSIC EDUCATION - INSTRUMENTAL TRACK

Statement on Budgetary and Faculty Load Implications

CHANGE #1: MAKE POST-TONAL THEORY AN ELECTIVE RATHER THAN A REQUIREMENT. No implications.

CHANGE #2: REQUIRE MUSIC 236, INTRODUCTION TO IMPROVISATION. No implications. Improvisation courses are already in existence and can handle an increase in enrollment.

CHANGE #3: REPLACE TWO SEMESTERS OF CONCERT MUSIC WITH TWO SEMESTERS OF INSTRUMENTAL LAB. No significant implications. The teaching load is only one hour per week during spring semester and would be shared by three professors: Adsit, Dalby, and Rombach. All are willing to teach the class even if it takes them slightly above their mandated teaching load limit.

CHANGE #4: REQUIRE A ONE-CREDIT COURSE IN JAZZ METHODS FOR WIND AND PERCUSSION CONCENTRATES. No significant implications. Director of Jazz Studies Glenn Kostur has leeway in his load for this course. If necessary, he can team teach it with Professor Dalby, whose load is reduced by one in the revamping of Instrumental Methods (see change #6).

CHANGE #5: REQUIRE NEW COURSE: INSTRUMENTAL REPERTORY. No implications for Section 1, Band Repertory. Professor Rombach has already been teaching this course as a special topics offering. There are currently no string education majors in our program. Should that change, as we hope it will, it would be necessary to offer a section of this course every other year, perhaps by a part-time faculty member.

Department Chair John Clark is aware of this need and is prepared to address it if necessary.

CHANGE #6: MAKE INSTRUMENTAL METHODS A THREE-CREDIT INSTEAD OF A FOUR-CREDIT COURSE. The one-unit reduction in Dalby’s load is approximately the size of his typical overload in the fall. Half of the reduction would be mitigated if he team teaches Jazz Methods with Professor Kostur.

CHANGE #7: REVAMP THE MUSIC EDUCATION 155 COURSE STRUCTURE. No significant implications. The amount of instruction in the Music Education155 sequence is actually reduced slightly, so there is the potential of budgetary savings.
Analysis of Credit Requirement Changes for Three Categories of Instrumental Track Concentrates

(Key: Current Program/Proposed Program)

<table>
<thead>
<tr>
<th>Category</th>
<th>WIND, PERC</th>
<th>STRING</th>
<th>PIANO, GUITAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education (Music Education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental Methods</td>
<td>4/3</td>
<td>4/3</td>
<td>4/3</td>
</tr>
<tr>
<td>Jazz Methods</td>
<td>0/1</td>
<td>0/0</td>
<td>0/1</td>
</tr>
<tr>
<td>Band/Orchestra Literature</td>
<td>0/1</td>
<td>0/1</td>
<td>0/1</td>
</tr>
<tr>
<td>Mus Ed 155 courses</td>
<td>8/8</td>
<td>8/8</td>
<td>9/8</td>
</tr>
<tr>
<td>Net change in credit requirements:</td>
<td>+1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Category Total</td>
<td>36/37</td>
<td>36/36</td>
<td>37/37</td>
</tr>
</tbody>
</table>

Analysis of Program Requirements Relative to N.M. Licensure Guidelines for Three Categories of Instrumental Track Concentrates

<table>
<thead>
<tr>
<th>Category</th>
<th>WIND, PERC</th>
<th>STRING</th>
<th>PIANO, GUITAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (54)</td>
<td>54</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Teaching Field - Music (24-36)</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Professional Education - Music Education (24-36)</td>
<td>37*</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Electives (12-24)</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>135</td>
<td>136</td>
</tr>
</tbody>
</table>

Note: State-mandated maximums and minimums are in parentheses. The 37 hours (*) in the Professional Education category for wind, percussion, guitar and piano concentrations has been approved by the State Department of Education.
To: Steve Rollins, Acting Dean
From: Linda Lewis, Collection Development
Date: May 14, 1996
Subject: Form Cs, Music

These requests do not add new courses; we do not foresee any impact upon library services or collections.
13 May 96

TO: Linda Lewis, Head, Collection Development
FR: Jim Wright, Music selector
RE: Music Department - Form "C"'s

Bachelor of Music Education - Vocal
Bachelor of Music Education - Instrumental

These two FORM "C"’s do not add any new courses or change any course content. Therefore,

There is no impact upon the FINE ARTS LIBRARY Collection Development program.
DEGREE/PROGRAM CHANGE
FORM C

Date: April 9, 1996

Bruce Dalby
(Individual initiating curricular change form)

Asso. Prof., 277-2707

Music
(Department/Division/Program/Branch)

B.P. Dalby
(Individual initiating curricular change form)

Asso. Prof., 277-2707

Music
(Department/Division/Program/Branch)

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program

Mark appropriate category
Degree:
Major
Minor
Concentration
Certificate
Emphasis
Department

NEW:
Undergraduate degree only

REVISION OF:

DELETION:

NAME CHANGE:

UNIT PREPARES IN QUADRUPLICATE
Routin (All four copies)

1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

*Plan for curricular process to take at least 12 months.

This form is for Bachelor of Music Education - Vocal

This program is or would be located in current undergraduate/graduate catalog

*See new Units policy Guidelines book available from the Provost's Office.

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). Identify in bracket form what is being changed.

See attached

Reason(s) for Request (attach additional sheets if necessary).

See attached

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes__ No_x

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

Effective Date of Proposed Change: __x 1997

Revised

Department Chairperson ____________________________

Signed ____________________________

Year

Date: __x 1997

Signed ____________________________

Dean of Library Services (if necessary)

Date: __x 1997

College Curriculum Committee (if necessary)

Date: __x 1997

College or School Faculty (if necessary)

Date: __x 1997

College or School Dean/Director of Instruction

Date: __x 1997

FS Graduate Committee (if applicable)

Date: __x 1997

FS Curricula Committee

Date: __x 1997

Assoc. Provost for Academic Affairs

Date: __x 1997

Faculty Senate

Date: __x 1997
All changes described would appear in the 1995-97 Undergraduate Catalog on page 277 under Bachelor of Music Education Degree, Vocal Track.

CHANGE #1: REVAMP THE MUSIC EDUCATION 155 COURSE STRUCTURE

CATALOG:
Category Professional Education: Music Education (p. 277), change entry [Teaching Instruments (4)] to read "Teaching Instruments (5)."
Category Professional Education: Music Education (p. 277), under Music Education 155 Orchestral Instruments, change entry [(Trumpet, Clarinet, Violin, and Guitar)] to read "(Guitar plus two of the following: Brass, Woodwinds, Strings)."

RATIONALE: As part of the instrumental track proposal, the Music Education 155 course structure would be revamped so that six of the existing one-credit-hour sections would be collapsed into three two credit hour sections. This change affects vocal track students, who are currently required to take three Music Education 155 courses in precisely the areas (trumpet, clarinet, and violin) affected by the proposed changes. In the proposed curriculum, vocal track majors would take two of the three combined classes as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two of the following:</td>
<td>4</td>
</tr>
<tr>
<td>Brass (2 credits)</td>
<td></td>
</tr>
<tr>
<td>WW - Flute/Clarinet/Saxophone (2 credits)</td>
<td></td>
</tr>
<tr>
<td>Strings (2 credits)</td>
<td>1</td>
</tr>
<tr>
<td>Guitar</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
</tr>
</tbody>
</table>

For purposes of comparison, the current classes are shown below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brass</td>
<td>1</td>
</tr>
<tr>
<td>Strings</td>
<td>1</td>
</tr>
<tr>
<td>WW - Clarinet/Sax</td>
<td>1</td>
</tr>
<tr>
<td>Guitar</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
</tr>
</tbody>
</table>

Effect on credit requirements due to this change: +1.
CHANGE #2: REQUIRE MUSIC 236 - INTRODUCTION TO IMPROVISATION

CATALOG: Category Teaching Field Music, after heading Conducting, (top of p. 278), new heading Ensemble (1), new indented entry "Music 236 Introduction to Improvisation (1)"

RATIONALE: Improvisation is an invaluable way to improve overall musicianship. Furthermore, our national accreditation agency, the National Association of Schools of Music (NASM) recommends studies in improvisation for all undergraduate music majors (see 1995-96 Handbook, p. 73, par. 2).

Effect on credit requirements due to this change: +1.

CHANGE #3: MAKE POST-TONAL THEORY AN ELECTIVE RATHER THAN A REQUIREMENT

CATALOG: Category Teaching Field Music, p. 277, under heading Music Theory, delete line reading [Music 325, Post-Tonal Theory].

RATIONALE: Theory is a logical area to trim course requirements in order to free up credits in a very crowded curriculum for other priorities. Although complete information is difficult to obtain, our 22-hour theory block appears to be at the high end of requirements among our peer institutions. Eleven undergraduate catalogs were studied. Of the six universities whose catalogs had complete and unambiguous information, only one, the University of Oregon, requires 22 hours of theory. The other five schools require either 18 or 20 hours (these schools were the University of Colorado, University of Kentucky, University of Tennessee, University of Utah, and University of Washington). Furthermore, this change makes sense in light of ongoing discussions in the Undergraduate and Theory Committees to recommend a two-hour reduction in theory requirements for all undergraduate music majors in the department.

Effect on credit requirements due to this change: -2.

Note: The net effect in credit requirements due to the three changes described in this proposal is zero.
Revised Curriculum Structure
BACHELOR OF MUSIC EDUCATION - VOCAL TRACK
(see p. 277 in 1995-97 catalog)

Deleted lines are bracketed and in strikeout. Changed lines are bracketed. Numerous errors and inconsistencies in punctuation, format, and indentation scheme from the 1995-97 catalog are corrected here. These sections of the 1997-99 catalog need to be completely redone from this information. There are no changes under the General Education heading.

Teaching Field: Music (35 Hours)
Music Theory (20)
- Music 150 Music Theory I (4) \(\text{\textgreek{i}}\)
- Music 152 Music Theory II (4) \(\text{\textgreek{i}}\)
- Music 250 Music Theory III (4) \(\text{\textgreek{i}}\)
- Music 252 Music Theory IV (4) \(\text{\textgreek{i}}\)
- Music 309 Form and Analysis (2) \(\text{\textgreek{i}}\)
- Music 355 Post-Tonal Theory (2) \(\text{\textgreek{i}}\)
- Music 453 Orchestration (2) \(\text{\textgreek{i}}\)

Conducting (2)
- Music 363 Conducting (2) \(\text{\textgreek{i}}\)

Applied Music (8)
- Voice, Piano or Guitar Music 119, 120, 219, 220, 319, 320, 419, 420 (8)

Applied Music (2)
- Piano or Voice 119, 120 (2)

Diction (2)
- Music 209 Diction for Singers (2) \(\text{\textgreek{i}}\)

Music 101 Concert Music (0) \(\text{\textgreek{i}}\)

Six semesters with a grade of CR

Professional Education: Music Education (35 Hours)
Ensemble (8)
- Music Education 243 Concert Choir (8) \(\text{\textgreek{i}}\)

[Teaching Instruments (5)]
- Music Education 153 Orchestral Instruments (Guitar plus two of the following: Brass, Woodwinds, Strings) (Guitar concentrates are not required to take Music Ed 153 Guitar) \(\text{\textgreek{i}}\)

Methods (12)
- Music 388, Music Pedagogy (2) \(\text{\textgreek{i}}\)
- Music Education 313 Choral Music Methods (4) \(\text{\textgreek{i}}\)
- Music Education 346 Teaching Music in the Elementary Schools (3) \(\text{\textgreek{i}}\)
- Music Education 446 Secondary School Music (3) \(\text{\textgreek{i}}\)

[Foundations (4)]
- Music Education 194 Introduction to Music Education (1) \(\text{\textgreek{i}}\)
- Music Education 451 Foundations of Musical Behavior (3) \(\text{\textgreek{i}}\)

Student Teaching (6)
- Music Education 400 Student Teaching in the Elementary Schools (3) \(\text{\textgreek{i}}\)
- Music Education 461 Student Teaching in the Secondary Schools (3) \(\text{\textgreek{i}}\)

Electives (12 Hours)

Fine Arts (6)
- Courses to be selected from Art History, Art Studio, Theatre, Dance, or Media Arts

Other (6)
- Courses to be selected by the student
13 May 96

TO: Linda Lewis, Head, Collection Development
FR: Jim Wright, Music selector
RE: Music Department - Forms

Bachelor of Music Education - Vocal
Bachelor of Music Education - Instrumental

These two FORM "C"'s do not add any new courses or change any course content. Therefore,

There is no impact upon the FINE ARTS LIBRARY Collection Development program.
3. A GPA in music courses of 2.50 and an overall GPA of 2.00.

The required recital will normally be given during the last semester in residence.

Students majoring in music education must consult their assigned advisor prior to registering each semester. Failure to do so may result in disqualification from further pursuit of the BME degree.

All transfer students will be given a theory, ear-training, and sight-singing proficiency examination for the purpose of determining competency in these areas. If test results reveal deficiencies, transfer students will be required to remove such by enrolling and successfully completing one or more semesters of the theory curriculum.

Bachelor of Music Education Degree

Level I: Licensure in Music, K-12, in New Mexico allows one to teach any music class at any level of instruction. Where two or more music educators are employed by a single school district, however, a division of responsibilities commonly exists. The Department of Music, therefore, offers two planned programs in music education, an Instrumental Track and a Vocal Track.

Vocal Track

General Education (54 Hours)

English (12)
- Music 119, 120 (2)
- Diction (2)
- Music 209 (2) Diction for Singers

Concert Music (6)
- Six semesters of Music 101 with a grade of CR

Professional Education: Music Education (24 Hours)

- Ensemble (8)
- Music Education 243 (Concert Choir) (8)

Teaching Instruments (4)
- Music Education 155 Orchestral Instruments
  (Trumpet, Clarinet, Violin, and Guitar)

Methods (12)
- Music Education 346 Teaching Music in the Elementary Schools (5)
- Music 366, Music Pedagogy (2)
- Music Education 448 Secondary School Music (5)
- Music Education 313 Choral Music Methods (4)
- Music Education 194 Introduction to Music Education (1)
- Music Education 461 Foundations of Musical Behavior (5)

Student Teaching (6)
- Music Education 490 Student Teaching in the Elementary Schools (3)
- Music Education 491 Student Teaching in the Secondary Schools (3)

Electives (12 Hours)

Fine Arts (12)
- Courses to be selected from Art History, Art Studio, Theatre, Dance, or Media Arts.

Other (6)
- Courses to be selected by the student.

Instrumental Track

General Education (54 Hours)

English (12)
- Music 119, 120 (2)
- Diction (2)

Concert Music (6)
- Six semesters of Music 101 with a grade of CR

Professional Education: Music Education (24 Hours)

- Ensemble (8)
- Music Education 243 (Concert Choir) (8)

Teaching Instruments (4)
- Music Education 155 Orchestral Instruments
  (Trumpet, Clarinet, Violin, and Guitar)

Methods (12)
- Music Education 346 Teaching Music in the Elementary Schools (5)
- Music 366, Music Pedagogy (2)
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Electives (12 Hours)

Fine Arts (12)
- Courses to be selected from Art History, Art Studio, Theatre, Dance, or Media Arts.

Other (6)
- Courses to be selected by the student.
DEGREE/PROGRAM CHANGE

Form C

Date: ___/___/___

[Name of individual initiating curricular change form]

CIP CODE

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPLICATE
Routing (All four copies)

1. Dean of Library Services (if necessary)
2. GIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

Mark appropriate Program:
- Undergraduate Degree Program
- Graduate Degree Program

Mark appropriate category
- Degree
  - Undergraduate degree only
- Type
  - Major
  - Minor
- Concentration
- Certificate
- Emphasis
- Department

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). Identify in bracket form what is being changed.

Reason(s) for Request (attach additional sheets if necessary): [Reason(s) for Request]

RECEIVED
DEC 19 1996

Library Impact Statement, Name of librarian consulted and attached signed impact statement.

CIRT Impact Statement, Name of individual consulted and attached signed impact statement.

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ___ No ___

If yes, have you resolved these issues with department/branch involved? [Yes/No]

Effective Date of Proposed Change:

Department Chairperson

Dean of Library Services (if necessary)

College Curriculum Committee (if necessary)

College or School Faculty (if necessary)

College or School Dean/Director of Instruction

FS Graduate Committee (if applicable)

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate
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**Form C Change Summary**

**Program: Graduate Degree Program**

**Reasons for Change:**
- [ ] Increase in student demand
- [ ] Improvement in curriculum
- [ ] Alignment with new standards

**New Requirements:**
- [ ] Increase in credit hours
- [ ] Addition of new courses

**Impact Statement:**
- [ ] Increase in faculty workload
- [ ] Change in student enrollment

**Review Process:**
- [ ] Approved by the Academic Committee
- [ ] Reviewed by the Curriculum Committee

**Signed by:**
- [ ] Dean of Graduate Studies
- [ ] Provost for Academic Affairs

**Form Date:**
- [ ] 11/27/97

**Routing:**
- [ ] Department Chair
- [ ] Faculty Senate
- [ ] College Curriculum Committee
- [ ] Dean of Graduate Studies

**CIP Code:**
- [ ] 00-00-00-00

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**General Honors Program**

**New Honors Programs:**
- [ ] Addition of new programs
- [ ] Improvement in existing programs

**Senate:**
- [ ] Signed by the Senate President

**Date:**
- [ ] 11/27/97

---

**Notes:**
- [ ] Additional comments and suggestions
- [ ] Review of potential impacts

---

**For Revisions or Cleanup:**
- [ ] Faculty Senate
- [ ] College Curriculum Committee

**Signature:**
- [ ] Date: 11/27/97
as easily accessible to students at relatively modest prices and that with Honors programs, public universities are attracting more and more high-achieving students. The General Honors Program at UNM has a long and excellent record. Founded by Dudley Wynn, the Dean of the College of Arts and Sciences in 1958, the Program's mission continues to be the enhancement of undergraduate education through small, interdisciplinary seminars. However, after 30+ years, the Program should strengthen its requirements in order to afford more and better academic opportunities for its students. Students in the Honors Program, for example, seek ways to work with faculty on individual projects. This past summer, several of the students participated in Conexiones, a culture/language program in Mexico, one student went to Israel on an archaeological dig, another student did a major oral history project on the relationship between the building of railroads and the migration of Mexicans into the United States. In order to provide students with individual experiences, as well as require them to take a core of seminars that will enhance their education at UNM along with their chosen majors and minors, the Program is seeking an additional 3 hours to the current total requirements for graduation with Honors. Since the Honors Program is University-wide and we want students from all colleges and disciplines to participate, we do not want to burden students with too many additional credit hours. However, 3 additional hours will afford students the opportunity to participate in an additional seminar or work on an individualized project. Many other colleges and universities require 30 or more hours of their Honors students. UNM has the lowest number of hours required for graduation from its General Honors Program.
388. Black Leaders in the U.S. (3) Un-
A comparative study of major African-American leaders and
their impact on Black American life. (Fall)
389. Civil Rights Politics & Legislation. (3) Shunku-
An analysis of the dynamics of the major events, issues and
actions in the civil rights movement and legislation in view
of the promises of the Civil Rights Act. (Fall)
Recommendaed Prerequisites: 123
390. Blacks in the U.S. West. (3) Owner, Williams
[also offered as Hist 252]. A survey of the role of Blacks
in the American West (1828-1910). (Fall)
391. Black Politics. (3) Shunku
[also offered as Hist 253]. A study of the history and
current educational and political movement processes of
African American politicians and functions of the political
process. (Fall)
392. Introduction to African Politics. (3) Shunku
An introductory course in the political arenas in Africa. The
various determinants that underlie political movements and
influence African governments will be explored.
Recommended Prerequisites: 196
393. Black Political Theory. (3) Shunku
Survey course of the literature and philosophy of the Black
Elites. (Fall)
394. African Literature. (3) Shunku
A comprehensive look at the works of major African writers and
their influence on African peoples of the past, present, and the
future. (Fall)
395. The African World. (3) Shunku
An interdisciplinary introduction to the study of Africa. Its
political and economic perspectives, its traditional and new
relational perspectives. Recommended prerequisite: 196
396. Blacks in Latin America I. (3) Williams
A comprehensive analysis of the impact of Black people in
Latin America, from the 15th to 20th century. (Fall)
397. Black Theology and Philosophy. (3) Owner
Introduction to some major theological and philosophical
themes in the African-American church. (Fall)
398. Problems. (1-3) Owner, Shunku, Williams
[Summer, Fall, Spring]
399. Education and Colonial West Africa. (3) Owner
A study of European Education and its psychological, socio-
and cultural impact on traditional African society. (Fall, Spring)
400. Entrepreneurship and Self-Help. (3) Owner
[also offered as Hist 252]. This course explores the writing
of an epistemology of African entrepreneurs in the
First Decennial, and also the general emancipation of the
Civil War era. (Summer)
401. Interdisciplinary Topics. (1-3) Owner
Special topics courses, or specialized areas of African-
American Studies. African-American Literature, Socio-
Politics, Africa, Culture and Education, Politics of Southern
Africa. (Fall, Spring)
402. History of Africa I. (3) Owner
[also offered as Hist 254]. Survey of the African continent
during colonial and early modern periods. (Fall)

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396. Culture and Education. (3) Owner
[also offered as Hist 254]. This course analyzes the
interaction between culture and education. It also examines the
role of culture in education.

Related Courses
Ed Hist 396. Foundations of Education. (3) Owner
for completion in the professional, liberal, historical, and
comparative foundations of education.
Ed Hist 520. Politics. (1-3) Owner
Ed Hist 515. Educational Changes. (3) Owner

Chicano Studies

Teresa Duran, Director
Christine Serna, Academic Coordinator
1229 South Cline St.
227-6414, 2985

Phyllis Hahn, PH.D.
Howarth, Ph.D.

GENERAL HONORS 349

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Phyllis Hahn, PH.D.
Howarth, Ph.D.
Introduction

The General Honor Program is designed to increase opportunities for liberal arts education for highly motivated and academically committed undergraduate students at UNM colleges and schools. Small (15-18 students) interdisciplinary seminars, individual and group tutorials, extensive interaction with faculty, and small class sizes are the cornerstones of the General Honor Program. The program is housed in the Student Life Honors Center, Humanities Building, Rm. 112. Participation in the program, leading to graduation with Honors in General Honors, is by application only. Undergraduates interested in a challenging academic program are encouraged to apply. Students who wish to explore Honors studies must first complete two core seminars and one Core Legacy Seminar. The credit hours are assigned to the student's academic program.

General Honors Program (GN HON)

(3-12). Freshman General Honors Core Seminar: (3, 3) semesters of major areas basic to the humanities, history, and artistic traditions of Western Culture. One core seminar required for graduation. (Fall, Spring)

189. Concurrent Enrollment Seminar: (1, 1, B) The course of the core will vary with emphasis in sociology, communication, history, literature, philosophy, or the arts. The seminar will not duplicate any other enrollment.

201-202. Sophomore General Honors Seminar: (3, 3) Small, general reading and class discussion for sophomore honorees students. Discussions and topics will vary from semester to semester. (Fall, Spring)

203. Individual Study: (1-1, 1) A student must carry a minimum of 30 credits to graduate with honors. Permission of the director of the General Honor Program is required for enrollment in individual study. (Fall, Spring)

204-206. Honors Seminar: (3, 3) Selected seminar topics of an interdisciplinary and generically multicultural nature taught by specialists selected by faculty. Courses and topics will vary from semester to semester. (Fall, Spring)

207. Individual Study: (1-1, 1) A student must carry a minimum of 30 credits to graduate with honors. Permission of the director of the General Honor Program is required for enrollment in individual study. (Fall, Spring)

The Undergraduate Seminar Program (USP)

Topics and topics are subject to seminar topics and general requirements. Enrollment limits to 18 students are common. Grading on a Pass/Fail (CR/NC) or Pass/NC only system. May be included in total hours required for graduation, but not substituted for 300-level or above requirement, except with permission of the director.

303-305. Seminars in the General Area of the Social Sciences: (1, 1, 1) Various seminars, various topics each semester.
To: Robert Migneault, Dean  
From: Linda K. Lewis, Collection Development Officer  
Date: Oct. 16, 1996  
Subject: Form Bs and Form C: General Honors Program

In general, the Library will be able to support these proposed seminars and programs. Obviously the topics may vary widely, so there may be areas where the library resources are stronger than others, as is true for all topics courses. Students working in some specialized areas will have to make greater use of Interlibrary Loan. With that understanding, these requests will not require added library resources or services.
DEGREE/PROGRAM CHANGE
FORM C
Date: November 15, 1996
Jacqueline N. Hood
Chair, Department of Org. Studies
277-7279

Mark appropriate Program:
Undergraduate Degree Program
Graduate Degree Program

Mark appropriate category
Degree Major
NEW: Minor
Concentration
Certificate
Emphasis
Department

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). Identify in bracket form what is being changed.

Reason(s) for Request (attach additional sheets if necessary).

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes__ No___
If yes, have you resolved these issues with department/branch involved? (attach statement)

Effective Date of Proposed Change:
1997
Curriculum Change in the Masters of Business Administration

Exact Title and Requirements

None of the changes detailed below would entail a change in the program presentation as it appears in the Graduate Bulletin.

Reasons for the Request

The Anderson Schools of Management is accredited nationally by the American Assembly of Collegiate Schools of Business (AACSB). This body adopted new standards for accreditation in 1991. The Anderson Schools revised the graduate curriculum in 1995 to meet these changes in accreditation standards. In an effort to continually review the curriculum for improvements, over the past year the faculty has analyzed how the new curriculum is being received. In addition, the faculty examined the graduate programs at our peer institutions. After these reviews, it was clear that our new curriculum was quite inflexible and did not allow students to pursue individual areas of interest.

The population of students in graduate business schools consists of those who have completed undergraduate degrees in business (about 65% of our current student population) and those who have undergraduate degrees in fields other than business (about 35% of our current population). The current graduate curriculum includes a large number of core classes to give students who have not taken business classes the background necessary for an understanding of these core areas in the field. Prior to the change of the MBA curriculum in 1995, only students without course work at the undergraduate level in these fundamental areas of business were required to take these classes. The change in 1995 required all students to take these foundation knowledge classes. The faculty decided that if students have taken these core classes within the last five years, at an AACSB or equivalent institution, and received a "B" or better in the course, they should be waived unconditionally from the class. This enhances the flexibility of the program by allowing students to take courses in functional or concentration areas in which they have an interest.

The MBA degree will not change and will still consist of a 48 hour program for those students who do not have a business education background. Students who have completed business education core classes which meet the conditions outlined below will be on an accelerated track for completion of the MBA degree. Students who have taken the appropriate core courses at the undergraduate level may waive up to 15 credits of the required 48 credit hours of course work but must complete a minimum of 33 hours for the degree. This allows students to take 15 hours for a concentration as well as to take courses which will foster a general overview of business.
Following are the specifics of the proposal:

1. Students must complete a minimum of 33 hours of graduate credit for the degree with a maximum of 6 hours of transfer credit from outside of the Anderson Schools of Management.

2. The basic MBA program consists of 42 hours of core courses and 6 hours of elective courses. Students may choose to complete a concentration of 15 hours, thus pursuing a 57 hour degree program. However, students may waive up to 39 hours of core courses if they meet the following conditions:
   a. The course was taken in the last 5 years,
   b. with a grade of B or better,
   c. at an AACSB or equivalent institution.

   Students must complete a minimum of 33 credit hours for the degree.

3. For course work which does not meet the above conditions, the Department Chair, or the Chair's designee, will have the right to grant an unconditional waiver, a conditional waiver, or no waiver for the course.

4. Management 598, Strategic Management, is a capstone course and cannot be waived. The course must be completed in residence.

5. A concentration requires 15 hours of course work at a minimum.
Budgetary and Faculty Load Implications

This should have no impact on the budget or faculty loads since no courses have been deleted or added to the curriculum.
To: Robert Migneault, Dean
From: Linda Lewis, Collection Development Officer
Date: Jan. 7, 1997
Subject: Form C: Anderson Schools of Management

This request, for an adjustment of requirements of students entering the program, will not have an impact upon library services.
### Degree/Program Change Form C

**Date:** 24 October 1996

**Olen Paul Matthews**

**Chair, 277-2607**

**Geography**

#### Degree/Program Change

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<tr>
<td>Department</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**REVISION OF:** DELETION: **NAME CHANGE:**

**CIP CODE**

**UNIT PREPARES IN QUADRUPLICATE**

| 1. | Dean of Library Services (if necessary) |
| 2. | CIRT (Comp & Info. Sys & Tech) (If necessary) |
| 3. | College Curriculum Committee (If necessary) |
| 4. | College or School Faculty |
| 5. | College or School Dean/Director of Instruction |
| 6. | FS Graduate Committee (If applicable) |
| 7. | FS Curricula Committee |
| 8. | Associate Provost for Academic Affairs |
| 9. | Faculty Senate |

**REASON(S) FOR REQUEST**: (attach additional sheets if necessary)

*Plan for curricular process to take at least 12 months.*

Geography (BA)

This form is for Geography (BA)

This program is or would be located in current undergraduate/graduate catalog on page(s) 128-129

**See attachments**

Reason(s) for Request (attach additional sheets if necessary)

Geography is going through a major curriculum revision and has shifted its program emphasis to environmental analysis and geographic information technologies. These changes reflect the new emphasis within the department.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. (If necessary)

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes, No X

If yes, have you resolved these issues with department/branch involved? (Attachment)

**Effective Date of Proposed Change:** 1997

**Signature**

Chairperson

Dean of Library Services (if necessary)

CIRT (if necessary)

College Curriculum Committee (if necessary)

College or School Faculty (if necessary)

College or School Dean/Director of Instruction

FS Graduate Committee (If applicable)

FS Curricula Committee

Assoc. Provost for Academic Affairs

Faculty Senate

**Date:** 10/12/96

**Date:** 10/8/96

**Date:** 10/8/96

**Date:** 1/3/97

**Date:** 12/10/96

**Date:** 12/10/96

**Date:** 12/10/96
### EXISTING GEOGRAPHY (BA)

Courses to be eliminated in [ ]

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Geography 101</td>
<td>Physical Geography 3</td>
</tr>
<tr>
<td>Geography 101L</td>
<td>Physical Geography Lab 1</td>
</tr>
<tr>
<td>Geography 102</td>
<td>Human Geography 3</td>
</tr>
<tr>
<td>Geography 106L</td>
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<td>Geography 263</td>
<td>Economic Geography 3</td>
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<tr>
<td>Geography 295</td>
<td>Survey Environmental Issues 3</td>
</tr>
<tr>
<td>2 courses</td>
<td>Physical Environmental Group 6</td>
</tr>
<tr>
<td>[one to be eliminated]</td>
<td></td>
</tr>
<tr>
<td>2 courses</td>
<td>Resource Use and Management Group 6</td>
</tr>
<tr>
<td>2 courses</td>
<td>Geographic Data Analysis Group 6-8</td>
</tr>
<tr>
<td>1 course</td>
<td>Regional Group 3</td>
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<tr>
<td>Electives</td>
<td>Any two 300 or 400 level Geog. courses 6</td>
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<tr>
<td></td>
<td>Total 38-40</td>
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### NEW GEOGRAPHY (BA)

The following uses the new numbers and titles from curriculum courses revision.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 101</td>
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</tr>
<tr>
<td>Geography 195</td>
<td>Survey of Environmental Issues 3</td>
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<td>1 course</td>
<td>Physical Geography Group 6</td>
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<tr>
<td>2 courses</td>
<td>Resource Use and Management Group 6</td>
</tr>
<tr>
<td>Geography 381L</td>
<td>Intro GIS 3</td>
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<tr>
<td>1 course</td>
<td>Geographic Data Analysis Group 4</td>
</tr>
<tr>
<td>1 course</td>
<td>Regional Group 3</td>
</tr>
<tr>
<td>Geography 470</td>
<td>Intro. to Applied Geography 1</td>
</tr>
<tr>
<td>Geography 471</td>
<td>Applied Geography Seminar 3</td>
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<tr>
<td>Electives</td>
<td>Any two 300-400 level Geography courses 6</td>
</tr>
<tr>
<td></td>
<td>Total 39-40</td>
</tr>
</tbody>
</table>

Courses included in each of the above groups are as follows:

- **Physical Environment**: 251, 351, 356, 359, 432, 453, 455.
- **Resource Use and Management**: 365, 367, 495, 496, 497.
- **Geographic Data Analysis**: 382L, 383, 481L, 482, 483L, 484.
- **Regional Group**: 201, 202, 301, 302, 330, 337, 344, 345.
Budget and Faculty Load Impact

Because the Department is going through a complete curriculum reform, many classes are being added and dropped. The result is a neutral impact on faculty load and the departmental budget.
Long Range Planning Statement

During the Fall, 1993 semester, the department put together a Five-Year Plan that focuses the department's research and teaching orientation in two areas:

1. environmental analysis: physical geography (biogeography, climatology, and water resources) and human/environment interaction; and

2. geographic information technologies - GIT (GIS, GPS and remote sensing).

Both of these specialties serve important societal needs and build on existing strengths within the university. When fully implemented, the plan will afford the department the opportunity to increase collaborative research and to serve the campus community with its newly completed GIT lab. It will also enable the department to attract graduate students of first quality and to raise the department's overall standing in the university and profession.

The two subfields selected for emphasis are well suited not only for the enhancement of geographical research but for integration into the missions of many other units of the university and the state. The development of geographic information technologies matches well with the developments at the major scientific laboratories, and promises to attract major grants and funding for the department. The demand for GIT training is not limited to the Department of Geography; biologists, geologists, anthropologists, economists, and planners all use the technologies and are utilizing our teaching laboratory.

Status of Five Year Plan

The primary goal of the Department of the Geography, as set forth in the Five-Year Plan, is to refocus and strengthen its curricula so that it will be in a position to initiate a Ph.D. program in the future. In order to achieve this goal,
the department will need to restructure its curriculum and degree programs, increase its FTE faculty to at least 9.5, and build an infrastructure that can support the programs.

The Five-Year Plan is being implemented, and the Department of Geography is dramatically different from the one that existed in 1993. The curriculum, which currently emphasizes breadth, is being focused on environmental analysis and GIT; the personality of the department is changing and will continue to change as existing faculty are replaced by new hires; the infrastructure to support a Ph.D. program is being developed; a colloquium series is being institutionalized; the mechanisms necessary to assure high quality teachings are being developed; and the faculty is beginning to actively pursue extramural funding.

Faculty Replacement and New Hires

The faculty was composed of 4.5 salaried members in the Fall, 1993. Three of the faculty members were professors and two were associate professors. During the 1993-94 AY the department searched for two additional faculty members and successfully hired one, Dr. Louis Scuderi, who joined the faculty in the Fall of 1994. Dr. Scuderi received his Ph.D. in 1984 from the University of California, Los Angeles. His research and teaching interests are in climatology and climate change, geographic information systems, and remote sensing. Dr. Scuderi has designed, developed and obtained funding for our geographic information system/image processing laboratory. He is an excellent addition to the department and will undergo tenure and promotion review this year.

Additional faculty joined the department in 1995. Dr. David Gutzler has a split appointment with Geography and Earth and Planetary Sciences. His background in the analysis of low-frequency atmospheric variability, large-scale ocean-atmospheric interactions, climate change, tropical meteorology, radar
meteorology, and atmospheric predictability will enhance the missions of both departments. Also, Dr. Paul Matthews joined the department in the Fall, 1995, as department chair. Dr. Matthews has a background in water resources, natural resource policy, public lands, and mineral resources. In the fall of 1996 Dr. Theresa Mulhern joined the department. Dr. Mulhern is a biogeographer and specializes in remote sensing.

The department currently has 7 faculty members with one being half time and another being three quarters time. After this year Dr. Gutzler will be full time in Earth and Planetary Sciences. During this next year the department will be searching for an additional position with a specialization in GIS and environmental geography (water resources preference).

Spatial Data Analysis Lab

The Spatial Data Analysis Laboratory was successfully funded under NSF DUE-9551046: "Instrumentation for an Undergraduate Spatial Data Analysis Laboratory." Equipment for the lab was purchased during the past year, and it was used for the first class in the spring semester. Demand for the courses which use the lab was high in the spring, so additional sections were added this fall. Even with this increase, the demand far exceeds the space available.

The Spatial Data Analysis Laboratory (SDAL) is a state-of-the-art facility designed to provide undergraduate and graduate students with hands-on experience in Geographic Information Technologies (Geographic Information Systems, Image Processing, and Global Positioning Systems) and to support faculty research in these areas. Laboratory computer facilities are designed around twin SUN SparcStation 712 units networked to 10 SUN X-terminals. In addition, the SDAL has 5 Pentium based IBM clones which can be used as stand-alone machines or, through the use of X-terminal software, networked to the SUN workstations to provide additional workstation access. The SDAL has, in
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Through pricing discounts, special educational purchase agreements, and cooperative deals, the $140,000 allocated for SDAL development has been used to purchase ~$250,000 in hardware and software.

Curriculum Revision

In order to implement the five year plan extensive curriculum revisions have been required. These revisions have led to a change in our BA degree program. In addition, the Department is requesting the addition of a BS degree which will more accurately reflect the Department’s new directions.
To: Robert L. Migneault, Dean  
From: Linda K. Lewis, Collection Development Director  
Date: Oct. 25, 1996  
Subject: Form B and C requests: Geography Department

The Department of Geography has changed its emphasis, and is now concentrating in two areas: environmental analysis and geographic information technologies. They are dropping a number of courses and adding new ones to support their new emphasis. The selector, Peter Ives, has been working closely with the department in order to see that the library collections meet the new priorities of the department.

We have the majority of the books listed in the bibliographies for these courses, and will continue purchasing in these areas. We have added some new journals to support the new program, and we have dropped journals no longer vital to the program. Since these changes in our collecting are relatively recent, we may not have in-depth collections that date back more than a few years. Students and researchers will have to rely on interlibrary loan and document delivery for some materials, especially in the journal literature.

We are continuing to work with the department and to adjust our collections to meet their priorities. These proposals do not require additional library support or services.

Claire -
Please have these signed -
and call him -

Linda
MAJOR STUDY REQUIREMENTS

For the degree of Bachelor of Arts:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
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<td>Geography 195</td>
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<tr>
<td>Geography 381L</td>
<td>4</td>
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<td>Geography 470</td>
<td>1</td>
</tr>
<tr>
<td>Geography 471</td>
<td>3</td>
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<td>1 Course</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>6-40</td>
</tr>
</tbody>
</table>

Courses included in the above groups are:
- Physical Environment: 251, 351, 356, 359, 452, 453, 455
- Resource Use and Management: 365, 367, 495, 496, 497
- Geographic Data Analysis Group: 382L, 383, 481L, 482, 483L, 484
- Regional Group: 201, 301, 302, 336, 337, 344, 345

For the degree of Bachelor of Science:

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<td>Geography 195</td>
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<tr>
<td>Geography 381L</td>
<td>4</td>
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<tr>
<td>Geography 470</td>
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<td>Geography 471</td>
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<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>3-40</td>
</tr>
</tbody>
</table>

Courses included in the above groups are:
- Physical Environment: 351, 356, 359, 452, 453, 455
- Resource Use and Management Group: 365, 495, 496, 497
- Geographic Data Analysis Group: 382L, 383, 481L, 482, 483L, 484
- Regional Group: 201, 301, 302, 336, 337, 344, 345

In addition for the B.S. degree, credits of 300 level or above coursework must be taken in Biology or Earth and Planetary Science. Math 162L is required.
**DEGREE/PROGRAM CHANGE**

**FORM C**

**Date:** __24 October 1996__

**Olen Paul Matthews**

(Name of individula initiating curricular change form)

Chair, 277-2607

(Title, position, telephone number)

**Geography**

(Department/Division/Program/Branch)

---

Mark appropriate Program:

<table>
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<th>Graduate Degree Program</th>
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Mark appropriate category:

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<th>B.S.</th>
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<td>Type</td>
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<td>Major</td>
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<td>Minor</td>
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<tr>
<td>Emphasis</td>
<td></td>
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<tr>
<td>Department</td>
<td></td>
</tr>
</tbody>
</table>

**NEW:**

- Undergraduate degree only
- REVISION OF:
- DELETION:
- NAME CHANGE:

---

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). Identify in bracket form what is being changed.

**See attachments**

Reason(s) for Request (attach additional sheets if necessary).

**See attachments**

**Library Impact Statement:** Name of librarian consulted and attached signed impact statement. (If necessary)

**CIRT Impact Statement:** Name of individual consulted and attached signed impact statement. (If necessary)

**Budgetary and Faculty Load Implications:** (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes _No_.

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

Effective Date of Proposed Change: __Fall 1997__

---

**Department Chairperson**

**Dean of Library Services** (If necessary)

**CIRT** (If necessary)

**College Curriculum Committee** (If necessary)

**College or School Faculty** (If necessary)

**College or School Dean/Director of Instruction**

**FS Graduate Committee** (If necessary)

**FS Curriculum Committee**

**Assoc. Provost for Academic Affairs**

**Faculty Senate**

---

**Signatures:**

- Department Chairperson
- Dean of Library Services
- CIRT
- College Curriculum Committee
- College or School Faculty
- College or School Dean/Director of Instruction
- FS Graduate Committee
- FS Curriculum Committee
- Assoc. Provost for Academic Affairs
- Faculty Senate

**Semester/Year**

- Date: 24 Oct 96
- Date: 10/26/96
- Date: 11/11/96
- Date: 12/11/96
- Date: 1/11/97
- Date: 2/10/97

---

UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies):

1. Dean of Library Services (If necessary)
2. CIRT (Comp & Wioms Rep A, Tech) (If necessary)
3. College Curriculum Committee (If necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (If applicable)
7. FS Curriculum Committee
8. Assoc. Provost for Academic Affairs
9. Faculty Senate

**UNIVERSITY OF NEW MEXICO**

---

*Plan for curricular process to take at least 12 months.*
### PROPOSED GEOGRAPHY (B.S.)

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<td>3 courses</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
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- **Geographic Data Analysis**: 382L, 383, 481L, 482, 483L, 484.

In addition, 2 credits of 300 level or above coursework must be taken in Biology or Earth and Planetary Science.
Budget and Faculty Load Impact

Because the Department is going through a complete curriculum reform, many classes are being added and dropped. The result is a neutral impact on faculty load and the departmental budget.
Reasons For Request: Geography BS

Geography has undergone a significant programmatic revision in the last few years with three new faculty being hired and another scheduled for this academic year. The program has been refocused to concentrate on environmental analysis and geographic information technologies (GIT). This new focus has meant the addition of courses related to climatology, biogeography, and water resources as well as GIT. These new courses and the department’s new direction are not like the social science orientation the department had in the past. This new direction is heavily oriented toward the physical and biological sciences. For these reasons, it is appropriate for geography to begin offering a BS degree along with its BA degree. Offering a BS degree within a Geography department is also the trend within the discipline. Of the 214 Geography departments listed in Guide to Geography Programs In The United States 1995-1996, a clear majority offer a BS degree (94 offer both BA and BS, 20 offer BS only, and 96 offer a BA only). Having the ability to offer a BS degree will more accurately reflect the department’s current orientation and will serve students better. The BS degree will more accurately reflect the kind of education students will receive in this department.
Long Range Planning Statement

During the Fall, 1993 semester, the department put together a Five-Year Plan that focuses the department's research and teaching orientation in two areas:

1. environmental analysis: physical geography (biogeography, climatology, and water resources) and human/environment interaction; and
2. geographic information technologies - GIT (GIS, GPS and remote sensing).

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Through pricing discounts, special educational purchase agreements, and cooperative deals, the $140,000 allocated for SDAL development has been used to purchase ~$250,000 in hardware and software.

Curriculum Revision

In order to implement the five year plan extensive curriculum revisions have been required. These revisions have led to a change in our BA degree program. In addition, the Department is requesting the addition of a BS degree which will more accurately reflect the Department’s new directions.
Suggested changes to Revised Resolution on Faculty Tenure
2/11/97

Mel Yazawa, History Department

Whereas, faculty tenure is the foundation of academic freedom and excellence at American institutions of higher education,

And, whereas, encroachments upon tenure have proven historically to be detrimental both to civil liberties and the search for the truth,

And, whereas, experiments aimed at undermining tenure, however disguised or well intentioned, invariably have a negative effect on the reputation of the institution undergoing such experimentation,

Therefore, be it resolved that the Faculty Senate of the University of New Mexico reaffirm its commitment to the principle of the inviolability of faculty tenure and request that President Richard Peck without reservations reaffirm his commitment to the same.

Helen Damico, English

John, how about third sentence last paragraph, . . . University take the lead nationally and . . .

4th sentence . . . tenure and academic freedom in the classroom . . .
Glimpses of academic

BY THOMAS SOWELL

The Chronicle of Higher Education's annual opinion survey gives us a glimpse into the minds of college professors. Perhaps the most salient item, for parents preparing to send their children off to college, was the professors’ response to the statement, "The faculty are rewarded for good teaching." Only 13 percent agreed with that statement. There was no "gender gap", it was 13 percent for both male and female professors.

The professors surveyed were not just from big-name research universities. Research has become the golden idol across most of the academic spectrum. On many campuses, bringing in research money is a precondition for getting tenure. It is not just research but research money that is published, but editors of leading journals are careful to publish a "national health report," which gets its cut. Although fewer professors declared that their own primary interest was in research, as compared to teaching, they also know which side their bread is buttered on, so most have published in academic journals more than once and 16 percent have published 20 or more times in such journals, not counting their books and monographs.

The Chronicle of Higher Education’s survey did not get into the quality or relevance of what is published, but editors of leading scholarly journals in various fields have said that much of the research that is done is a waste of time. However, the money received to finance time-wasting research is just as valuable to a college or university as money received to find a cure for fatal diseases. About two-thirds of all professors spend no more than 12 hours per week in the classroom. This includes 35 percent who spend no more than 8 hours per week in the classroom. A roughly comparable amount of time is spent preparing for classes, but these two activities put together add up to what most people would consider to be a part-time job.

Not all the other time is spent in research. There are also committee meetings and work for clients, for those who are consultants. About 40 percent of the women and 48 percent of the men worked as paid consultants.

Then there are off-campus meetings at various watering holes under the general heading of "professional activities." A recent supplement to The Chronicle of Higher Education listed conventions, symposia and conferences for academics for the coming year. This supplement was about the size of a tabloid newspaper, but with much smaller type, so that most of its 40 pages had 5 columns of listings of these academic get-togethers.

Most were in places like the Caribbean or Hawaii and the hotels were typically Hiltons, Sheratons or Hyatts. I did not notice any meetings being held in Gary, Indiana or Newark, New Jersey, nor any meetings in the motel 6 chain.

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As for the quality of students the colleges are getting these days, only 24 percent of professors agreed with the statement, "Faculty feel that most students are well-prepared academically" and only 12 percent agreed that most of the students are "very bright." These professors were by no means all old-timers, nostalgic for a different world. Fewer than 10 percent of these faculty members received their highest degree before the 1960s. Most received their highest degree within the past 20 years. In other words, the professors consider the students ill-prepared even by the more lax standards of recent times.

The least surprising finding from this survey is that liberalism reigns supreme in academia. Three-quarters of the professors are for "a national health care plan" to "cover everybody's medical costs." However, a statement that the undergraduate curriculum should be based on Western civilization gets only a 53 percent agreement.

Only 28 percent thought it essential or very important to teach students the classic works of Western civilization, while 80 percent thought that colleges should encourage students to get involved in "community service" activities and nearly a third thought that this should be a requirement for graduation. In other words, Plato and Shakespeare should be optional, but such things as working in a homeless shelter should be pushed or compelled.

Perhaps the most encouraging statistic is that 31 percent of these professors are considering early retirement. On the other hand, it is by no means clear that their replacements will be any better.