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The University of New Mexico

**FACULTY SENATE
MEETING AGENDA**

March 23, 1999
3:30 - 5:30 p.m.
Kiva

	AGENDA TOPICS	TYPE OF ITEM/ PRESENTER(S)
	1. Approval of Agenda	ACTION
pp. 1-9	2. Approval of Summarized Minutes for February 23, 1999	ACTION
	3. Memorial Minute for Professor M. Rhonda Hill (Electrical & Computer Engineering)	ACTION John Gahl
	4. Memorial Minute for Professor Emeritus Katherine G. Simons (English)	ACTION V.B. Price
	5. President's Report	INFORMATION William C. Gordon
	6. Provost's Report	INFORMATION F. Chris Garcia
	7. Faculty Senate President's Report	INFORMATION Jonathan Porter
	8. Forms C & D from the Curricula Committee	ACTION Jonathan Porter
	Forms C	
pp. 10-13	• Revision of degree and major-BS in Mechanical Engineering (Mechanical Engineering)	
pp. 14-15	• Revision of concentration-Semiconductor Manufacturing (Mechanical Engineering)	
pp. 16-19	• Revision of degree-BA in Dance, revision of major and minor in Dance (Theatre & Dance)	
pp. 20-21	• Deletion of degree-BFA Actor Training (Theatre & Dance)	
pp. 22-23	• Revision of major and minor-Bachelor of Arts in Theatre (Theatre & Dance)	
pp. 24-25	• Revision of minor-Minor Study Requirements (Speech & Hearing Sciences)	
pp. 26-27	• Revision of major-Major Study Requirements (Speech & Hearing Sciences)	
pp. 28-31	• Revision of degrees-BA/BS and major in Psychology (Psychology)	
pp. 32-33	• Deletion of degree-BS in Physical Therapy (Orthopaedics/Physical Therapy)	
pp. 34-35	• Revision of degrees & name change-MA, Ph.D., and Graduate Minor in Mathematics (Mathematics & Statistics)	
pp. 36-37	• Revision of minor-Undergraduate Minor in Mathematics (Mathematics & Statistics)	
pp. 38-41	• Revision of major-BS in Mathematics (Mathematics & Statistics)	
pp. 42-44	• New minor-Undergraduate Minor in Statistics (Mathematics & Statistics)	
pp. 45-46	• New degree-BS in Statistics & new major (Mathematics & Statistics)	
pp. 47-48	• New degrees-MS, Ph.D., & new Graduate Minor in Statistics (Mathematics & Statistics)	
pp. 49-51	• New Ph.D. concentration-Medieval Studies (English)	
	Form D	
pp. 52-69	• New graduate degree-Masters in Physical Therapy (Orthopaedics/Physical Therapy)	
	9. Open Discussion and New Business	
	10. Adjournment	

- NOTES:**
1. All faculty are invited to attend Faculty Senate meetings.
 2. All Senators are invited to attend the Senate Operations Committee meetings on Wednesdays, 12-1:30 p.m. in Scholes 100.
 3. Full agenda packets will be sent only to those on the Senate distribution list.
 4. Complete summarized minutes from the February 23, 1999 meeting are available through <http://www.unm.edu/~facsen> and the Office of the Secretary.

FOR MORE INFORMATION CONTACT THE OFFICE OF THE UNIVERSITY SECRETARY, 277-4664

The University of New Mexico

FACULTY SENATE
SUMMARIZED MEETING MINUTES

March 23, 1999

The Faculty Senate meeting for March 23, 1999, was called to order at 3:36 p.m., in the Kiva. Senate President Jonathan Porter presided.

Senators present: David Bennahum (Internal Medicine), Steve Block (Music), Ann Caudell (Nursing), Jack Crowl (Gallup), Julie DePree (Valencia), Gregory Franchini (Psychiatry), John Gahl (Electrical & Computer Engineering), Jan Gamradt (Individual, Family & Community Education), Kishore Gawande (Economics), John Geissman (Earth & Planetary Sciences), David Gettman (Pharmacy), Jeffrey Griffith (Biochemistry & Molecular Biology), Fred Hashimoto (Internal Medicine), Aparna Huzurbazar (Mathematics & Statistics), Betsy Jameson (History), Nancy Kanagy (Cell Biology & Physiology), Harry Lull (General Library), George Luger (Computer Science), Wanda Martin (English), Carolyn Milligan (Gallup), Christine Nathe (Dental Hygiene/Surgery), Eric Nuttall (Chemical & Nuclear Engineering), Jonathan Porter (History), Charles Pribyl (Orthopaedics), Ronald Reichel (University College), Stephanie Ruby (Molecular Genetics & Microbiology), Robert Sapien (Emergency Medicine), Dan Savage (Neurosciences), Warren Smith (Foreign Languages & Literatures), Brian Solan (Family & Community Medicine), Paul Weiss (General Library), Sherman Wilcox (Linguistics), Carolyn Wix (Education Specialties), Melvin Yazawa (History), Beulah Woodfin (Biochemistry & Molecular Biology), ex-officio member, Senate Operations Committee

Senators absent: Steve Abram (Anesthesiology), Les Field (Anthropology), Barbara Hannan (Philosophy), Christiane Joost-Gaugier (Art & Art History), Dorothy Kammerer-Doak (Obstetrics & Gynecology), Nathalie Martin (Law), Les McFadden (Earth & Planetary Sciences), John Panitz (Physics & Astronomy), Mario Rivera (Public Administration)

Excused absences: Jaime Grinberg (Language, Literacy & Sociocultural Issues), Philip Hampton (Chemistry), Claudia Isaac (Architecture & Planning), Loren Ketai (Radiology), Robert Leonard (Anthropology), William Kane (Individual, Family & Community Education), Neeraj Magotra (Electrical & Computer Engineering), Joseph Martinez (Education Specialties), Jean Martinez-Welles (Gallup), Richard Reid (Anderson Schools of Management), Sally Seidel (Physics & Astronomy), Loretta Sema (Education Specialties), Paul Steele (Sociology), Pauline Turner (Individual, Family & Community Education), Bridget Wilson (Pathology)

Guests present: Bopanna Ballachanda (Speech & Hearing Sciences), Edith Cherry (Architecture & Planning), Ronald Christensen (Mathematics & Statistics), Helen Damico (English), F. Chris Garcia (Interim Provost), Danita Gomez (Academic Affairs), Carolyn Gonzales (Public Affairs), William C. Gordon (Interim President), Richard Harris (Psychology), Richard Holder (Associate Provost), Joel Nossoff (Dean of Students Office), Scott Sanders (English), Ronald Schrader (Mathematics & Statistics), Denise Schulz (Theatre & Dance), Peter White (President's Office)

1. **APPROVAL OF AGENDA**
A motion to adopt the agenda was seconded and carried by unanimous voice vote of the Senate.
2. **APPROVAL OF SUMMARIZED MINUTES FOR FEBRUARY 2, 1999**
A motion to adopt the summarized minutes for February 23, 1999, was seconded and carried by unanimous voice vote of the Senate.
3. **MEMORIAL MINUTE FOR PROFESSOR M. RHONDA HILL**
The Memorial Minute for Professor M. Rhonda Hill (Electrical and Computer Engineering) was

presented to the Senate by Faculty Senator John Gahl (Professor, Electrical and Computer Engineering). The minute as adopted by rising vote of the Senate is presented below. Vivian Valencia, Secretary of the University, will send a copy of the minute to her sister, Gloria Gayhart.

Memorial Minute for M. Rhonda Hill

On December 17, 1998, Professor Rhonda Hill of the Electrical and Computer Engineering Department at the University of New Mexico died at home. She was a graduate of Purdue University, and had extensive industrial and academic experience, finally coming to UNM in 1989 from the University of Maine. One of Rhonda's passions was her love of the outdoors and nature, particularly for the far north. Rhonda would take her boat and drive the 1500 miles from Albuquerque to the head waters of the Mackenzie River in the Northwest Territories. There, she would travel on the boat a few thousands miles, alone. She dealt with her illness in much the same way, with few knowing the severity of it. Her special passion, though, was teaching. She was devoted to helping students learn and understand the basic principles of their profession. She is survived by a sister and brother-in-law, Gloria and James Gayhart, and friends across Canada and the United States.

4. MEMORIAL MINUTE FOR PROFESSOR EMERITUS KATHERINE G. SIMONS

Professor Emeritus V.B. Price (University Honors Program) was not available at the meeting to present the minute for Professor Emeritus Katherine G. Simons. This will be placed on the agenda for the Senate's April meeting.

5. PRESIDENT'S REPORT

Interim President William C. Gordon reported on the following:

- This year two appropriations bills were developed, one in the House and one in the Senate. A lot of time was spent talking to those involved in putting these two bills together. Once discussions commenced on the bills access to those making decisions about the final appropriation bills was limited. It is not known where UNM stands now that the session has ended. The Governor's announcement that he did not support the final appropriations bill for education calls for a special session of the legislature. It is also not known when the special session will convene.
- The House and Senate appropriation bills were resolved by a conference committee and contained the following recommendations for UNM:
 1. differential salary and compensation increases of 5.25% for faculty and 4.25% for staff;
 2. 100% funding of the workload formula;
 3. \$500,000 for primary care instruction for the Health Sciences;
 4. \$400,000 for library enhancements;
 5. \$250,000 for accessibility services for disabled students;
 6. \$300,000 for Minority Engineering Math and Sciences Program;
 7. 4.5% tuition credit.
- Enhancements for the equipment renewal and replacement formula and the building renewal and replacement formula did not appear in the conference committee recommendations.
- Credits against UNM's I&G budget for workers' compensation reduction in premiums and for discretionary funding did not appear in the final appropriations bill.
- Last year's HB2 did not contain a "Continuing Resolution" that would allow funding at the previous year's budget to continue if a new appropriations bill is not passed before the

beginning of a new fiscal year.

- Presidents of the six, four-year institutions met recently to discuss difficulties dealing with setting tuition when it is not known what tuition credit will be approved; publishing tuition deadlines and class schedules; submission of approved budgets to the state; and concerns about when the special session of the legislature will occur, etc. They will seek guidance from the state on how to proceed.
- President Gordon and UNM's vice presidents will meet to go over the issue of tuition setting for this year, when it is likely to occur and how it will be handled.
- UNM is working to develop strategies for the special session.

6. PROVOST'S REPORT

Interim Provost F. Chris Garcia reported on the following:

- The draft proposal for the Faculty Dispute Resolutions policy has been disseminated for comments. The deadline for responses was March 1, but the Provost's Office is still taking suggestions for improving the proposal. Key people involved in working on the draft proposal will meet in the next week or so. A pilot program for faculty dispute resolutions is planned for next fall.
- The Senate's mandated assessment of deans, directors, and associate provosts are proceeding. The assessment forms for deans are being received in the Provost's Office. The evaluative criteria and measurement instrument for the associate provosts and branch campus directors is being developed.
- The Extended Services Report prepared by Associate Vice President David Stuart has been widely distributed for comments. The discussion draft is a proposal calling for major revisions of UNM's physical on-site campus services, and particularly, television and internet extended services.
- A preplanning group of the University Planning Council, headed by Executive Affairs Officer Peter White, has been established to work on strategic planning for UNM. The group will focus on implementation and vision to develop a successful and effective strategic planning effort for the near future. The current UNM 2000 Strategic Plan that was developed ten years ago was revised five years ago.

7. SENATE PRESIDENT'S REPORT

Senate President Jonathan Porter reported on the following:

- Issues being discussed regarding the Faculty Dispute Resolutions proposal are whether a process should be implemented before a policy has been approved or whether a policy must be in place before a process begins.
- The Library Committee has developed a resolution regarding space issues in Zimmerman Library. The Faculty Senate Operations will review the resolution and it may be presented to the Senate at its next meeting.
- A Faculty Sick Leave Policy developed by the Faculty and Staff Benefits Committee will come before the Senate at its next meeting.
- The Faculty Ethics and Advisory Committee is now active, after having been dormant for a

period of time, and can be used as a resource for the resolution of ethical issues.

- Pending Forms C and D from the Curricula Committee will necessitate a meeting of the Senate in May. The Senate Operations Committee will decide on what date that meeting will occur.
- The deadline for faculty nominations to the Academic Freedom and Tenure Committee, the Committee on Governance, and at-large Senators has been extended by the Office of the Secretary from March 24 to April 2, 1999. Senators were asked to urge colleagues in their departments to submit nominations for these committees.

8. FORMS C AND FORM D FROM THE CURRICULA COMMITTEE

Senate President Jonathan Porter presented the following Forms C and D forwarded from the Curricula Committee. President Porter provided a brief summary for each of the curricular change requests being presented for Senate approval.

The Senate by unanimous voice vote approved all the following curricular requests:

Forms C

- Revision of degree and major-BS in Mechanical Engineering (Mechanical Engineering)
- Revision of concentration-Semiconductor Manufacturing (Mechanical Engineering)
- Revision of degree-BA in Dance, revision of major and minor in Dance (Theatre & Dance)
- Deletion of degree-BFA Actor Training (Theatre & Dance)
- Revision of major and minor-Bachelor of Arts in Theatre (Theatre & Dance)
- Revision of minor-Minor Study Requirements (Speech & Hearing Sciences)
- Revision of major-Major Study Requirements (Speech & Hearing Sciences)
- Revision of degrees-BA/BS and major in Psychology (Psychology)
- Deletion of degree-BS in Physical Therapy (Orthopaedics/Physical Therapy)
- Revision of degrees & name change-MA, Ph.D., and Graduate Minor in Mathematics (Mathematics & Statistics)
- Revision of minor-Undergraduate Minor in Mathematics (Mathematics & Statistics)
- Revision of major-BS in Mathematics (Mathematics & Statistics)
- New minor-Undergraduate Minor in Statistics (Mathematics & Statistics)
- New degree-BS in Statistics & new major (Mathematics & Statistics)
- New degrees-MS, Ph.D., & new Graduate Minor in Statistics (Mathematics & Statistics)
- New Ph.D. concentration-Medieval Studies (English)

Form D

- New graduate degree-Masters in Physical Therapy (Orthopaedics/Physical Therapy)

9. OPEN DISCUSSION AND NEW BUSINESS

Two items were presented to the Senate at this time.

- 1) Senator Melvin Yazawa presented a motion requesting that the Faculty Senate change the scheduling of the University's spring break to be in accordance with the Albuquerque Public Schools' system spring break. Senator Yazawa said if it was not in the power of the Faculty Senate to make this change, then the Faculty Senate should make a recommendation to the appropriate individuals who are authorized to make this change.

Discussion ensued on the pros and cons for having coinciding spring breaks. Senators comments are summarized below:

- There are other issues involved than it being convenient for those who have children in APS schools. There are groups of high school students that visit the UNM campus during their

spring break. Additionally, UNM's seniors rely on spring break to go out of state for job interviews. A spring break later in the semester (April) would be too late for them to compete with other schools that are doing job interviews in March.

- The APS spring break occurs late in UNM's semester and changing to their break would create difficulties with UNM's calendar. It would be better if APS, the branch campuses, and UNM's main campus had spring breaks more similarly situated, but would not support a unilateral move on UNM's part to coincide with APS' spring break.
- Having different spring breaks creates enormous hardships for UNM's students who do have children. The difficult of arranging child care for different breaks is a real problem.
- It would optimally be better for APS to move toward UNM's spring break. People who do the scheduling should attempt to contact UNM's counterparts at APS and move toward the same spring break, rather than UNM having spring break whenever APS has it.
- There is a lot of coordination to be done, and the Albuquerque Technical Vocational Institute needs to be involved as well.

Professor Beulah Woodfin, ex-officio Senate Operations Committee, suggested that UNM's administration discuss the possibilities with APS' administration of moving toward a common week for spring break. There are good reasons for coinciding breaks that are for the most part personal and there are good reasons against because of the variability of the APS break that makes it difficult for those who schedule professional activities during the spring break.

Senator Yazawa stated that asking the administration to check into this matter would suggest that the Senate is not serious about this issue. Senator Yazawa said he does not see a problem with the spring break occurring later in the year, such as APS' spring break. The fact that other institutions, including branch campuses, take their spring breaks at different times than the UNM main campus would indicate that instead of this being an argument against the proposal that it would be an argument for the proposal. He said it is impossible to ask APS to change their schedule.

Senate President Porter said the issue of changing UNM's spring break relates to general faculty welfare and is within the competence of the Faculty Senate.

At this point, Senator Harry Lull said the issue needed serious discussion and called for a quorum. A quorum was declared present by a show of hands, 33 Senators were present.

Senator Wanda Martin suggested seeking additional input from constituents on campus before proposing such a big change.

Senator Paul Weiss made a motion to table Senator Yazawa's motion until further discussion by constituents was held. Senators by a show of hands vote, 22 in favor, 11 against, and no abstentions, tabled discussion and action on Senator Yazawa's motion until the Senate's next meeting. Senators will discuss this issue with their faculty constituents. Senator Betsy Jameson suggested that input also be solicited from the Graduate and Professional Student Association, Associated Students of UNM, and Staff Council.

- 2) Professor Beulah Woodfin (Biochemistry & Molecular Biology), Chair, Governmental Relations Committee, thanked Senators for their efforts in contacting legislators during the recent legislative session. She asked Senators and their constituents to thank legislators for their support and to encourage them to keep UNM's needs in mind as budget negotiations proceed.

Senator John Gahl thanked Professor Woodfin for her active participation and efforts on UNM's behalf during this year's legislative session.

10. ADJOURNMENT

The meeting was adjourned at 4:45 p.m.

Respectfully submitted by:

Mari A. Ulibarri

Mari A. Ulibarri
Administrative Assistant III
Office of the Secretary

Approved by:

Vivian Valencia

Vivian Valencia
Secretary of the University

Chair	<input type="checkbox"/>
Vice Chair	<input type="checkbox"/>
Secretary	<input type="checkbox"/>
Members	<input type="checkbox"/>
Guests	<input type="checkbox"/>
Delegates	<input type="checkbox"/>
Observers	<input type="checkbox"/>
Advisors	<input type="checkbox"/>
Staff	<input type="checkbox"/>
Public	<input type="checkbox"/>
Media	<input type="checkbox"/>
Other	<input type="checkbox"/>

See attached sheets.

See attached sheets.

University	_____
Department	_____
Division	_____
College	_____
Program	_____
Course	_____
Section	_____
Term	_____
Year	_____
Approved by	_____
Date	_____

DEGREE/PROGRAM CHANGE FORM C

Date: 28 October 1998

Nader D. Ebrahimi

(Name of individual initiating curricular change form)

Undergraduate Advisor

(Title, position, telephone number)

Mechanical Engineering

(Department/Division/Program/Branch)

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. 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

NOV 13 1998

OFFICE OF THE REGISTRAR

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

Mark appropriate Program:

Undergraduate Degree Program [X]

Graduate Degree Program []

This form is for Mechanical Engineering

Name of New or Existing Program

This program is located in current undergraduate/graduate catalog on page(s) 350

Mark appropriate category

Table with columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree (B.S.), 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.

See attached sheets.

UNM

NOV 13 1998

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

See attached sheets.

OFFICE OF THE REGISTRAR

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: Fall 1999

Required 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 Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate. Includes dates and signatures.

Entered (Mainframe)

For Scheduling Office ONLY:

Entered (Catalog)

Mailed

10

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Mechanical Engineering Date Feb. 16, 1999

Program to be changed Mechanical Engineering (BSME)

Individual initiating change Nader D. Ebrahimi
Undergraduate Advisor

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

The BSME program currently requires:

Math 311 (3 cr. hrs.)

ME 363 (")

Technical Elective (2 cr. hrs., 2nd sem. senior)

B: Summary of new program requirements with proposed change(s):

In the (proposed) revised program, the above courses will be eliminated and instead, the following courses will be added:

Math 345 (3 cr. hrs.)

ME 350 (")

Core Curriculum Writing & Speaking Elective (3 Cr. hrs.)

The net effect on the number of hours for graduation is an increase of one (1) credit hours.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: Michael Campore
Faculty Senate Curricula Committee Chair

2/17/99
Date

(11)

NEW

THE UNIVERSITY OF NEW MEXICO
MECHANICAL ENGINEERING DEPARTMENT

COURSE CURRICULUM

Freshman - 1st semester 17 credit hours	Freshman - 2nd semester 17 credit hours
Chemistry 121L - Gen. Chemistry 4	CS 151L - Computer Prog. Fund. 3
Math 162L - Calculus I 4	Phys 160 - General Physics I 3
Engr-F 122 - Intro to Engr Methods 3	Math 163L - Calculus II 4
Engl 101 - Comp I: Exposition 3	Engl 102 - Comp II: Analysis & Arg 3
Core Humanities Elective 3	Chem 122L - General Chemistry 4
Sophomore - 1st semester 18 credit hours	Sophomore - 2nd semester 18 credit hours
Math 264L - Calculus III 4	Math 345 - Elemt Prob & Math Statistics 3
Physics 161 - General Physics II 3	Physics 262 - General Physics III 3
Econ 105 - Intro Macroeconomics 3	ME 301 - Thermodynamics I 3
ME 201 - Intro to Mech Engr 2	ME 306 - Dynamics 3
CE 202 - Engineering Statics 3	Core Social/Behavioral Sciences Elective 3
Core Humanities Elective 3	Core Fine Arts Elective 3
Junior - 1st semester 18 credit hours	Junior - 2nd semester 17 credit hours
Math 316 - Applied Ord. Diff. Eqns 3	ME 302 - Thermodynamics II 3
ME 314 - Anal/Des of Mechanisms 3	ME 318L - Mech Engr Lab I 2
ME 317 - Fluid Mechanics 3	ME 320 - Heat Transfer 3
EECE 203L - Circuit Analysis 3	ME 357 - Intro to Mech Vibrations 3
CE 302 - Mechanics of Materials 3	ME 370 - Engr Materials Science 3
Core Writing & Speaking Elective 3	Core Second Language Elective 3
Senior - 1st semester 14 credit hours	Senior - 2nd semester 15 credit hours
ME 351L - Mech Engr Lab II 2	ME 352L - Mech Engr Lab III 2
ME 358 - Machine Component Des 3	ME 359 - Mech Engr Design 4
ME 380 - Analys/Des Mech Cont Sys 3	Technical Elective 3
ME 350 - Engr Economy 3	Technical Elective 3
Technical Elective 3	Technical Elective 3

Core Curriculum Elective - See approved list of courses.

Technical Elective - Must have prior approval of advisor.

For further information contact: Student Advisor
Mechanical Engineering, Room 204
The University of New Mexico
Albuquerque, NM 87131
(505) 277-1326

(12)

NEW

Core Curriculum Electives for ME Students

The following are the list of Core Curriculum electives for students entering the Mechanical Engineering (B.Sc.) program starting Fall 1999.

1. **Writing and Speaking.** One course chosen from:

- English 219 (Technical Writing), 220 (Expository Writing)
- Communication and Journalism 130 (Public Speaking)
- Philosophy 156 (Reasoning and Critical Thinking).

2. **Social and Behavioral Sciences.** One course chosen from among the following:

- American Studies 182 (Introduction to Environment, Science & Technology), 185 (Introduction to Race, Class & Ethnicity)
- Anthropology 101 (Introduction to Anthropology), 130 (Cultures of the World)
- Economics 106 (Introductory Microeconomics)
- Geography 102 (Human Geography)
- Linguistics 101 (Introduction to the Study of Language)
- Political Science 110 (The Political World), 200 (American Politics)
- Psychology 105 (General Psychology)
- Sociology 101 (Introduction to Sociology)

3. **Humanities.** Two courses chosen from among the following:

- American Studies 186 (Introduction to Southwest Studies)
- Classics 107 (Greek Mythology), 204 (Greek Civilization), 205 (Roman Civilization)
- Comparative Literature and Cultural Studies 223, 224 (Literary Questions)
- English 150 (The Study of Literature), 292, 293 (Western Literature/World Contexts)
- Foreign Languages (M Lang) 101 (Elementary Topics in Foreign Languages)
- History 101, 102 (Western Civilization), 161, 162 (History of the United States)
- Philosophy 101 (Introduction to Philosophical Problems), 201 (Greek Philosophy), 202 (Modern Philosophy)
- Religious Studies 107 (Living World Religions)

4. **Second Language.** One course chosen from any of the lower division non-English offerings of the Departments of Linguistics, Spanish and Portuguese, and Foreign Languages and Literature. Students with knowledge of a second language equivalent to four semesters of study are deemed to have satisfied this requirement. CLEP and AP credit can be used for placement, but unless the student has demonstrated knowledge equivalent to four semesters of study, an additional semester of a second language must be taken.5. **Fine Arts.** One course chosen from among the following:

- Art History 101 (Introduction to Art), 201, 202 (History of Art I, II)
- Dance 105 (Dance Appreciation)
- Media Arts 210 (Introduction to Film)
- Music 139, 140 (Music Appreciation)
- Theater 122 (Introduction to Theater)

Students may instead elect to take one three-credit studio course offered by the Departments of Art and Art History, Music, Theater and Dance and the Media Arts program to fulfill this requirement.

- *Note:* For students who entered the ME program before Fall 1999, all H/SS courses taken (from the "old" list) before Spring 1999 will be accepted; these students will be expected to finish their "H/SS" slots consistent with the new Core Curriculum electives.

DEGREE/PROGRAM CHANGE FORM C

Date: 29 April 97

CIP CODE

John Wood (Name of individual initiating curricular change form)

Assigned by Associate Provost for Academic Affairs

Dir. MEP/Prof. ME 277-1420 (Title, position, telephone number)

Manufacturing Engineering Program (MEP) (Department/Division/Program/Branch)

- UNIT PREPARES IN QUADRUPPLICATE 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.

Mark appropriate Program:

Undergraduate Degree Program []

Graduate Degree Program (For existing degree only) [X]

This form is for M. Engineering Degree: S/C Track (Name of New or Existing Program)

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

Mark appropriate category

Table with columns: Degree Type, NEW, REVISION OF, DELETION, NAME CHANGE. Rows include 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.

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? (attach statement)

Effective Date of Proposed Change: Fall 1997 Spring 99

Required 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 Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate.

Receiver REGISTRA 1999

Entered (Mainframe) Entered (Catalog) For Scheduling Office ONLY: Mailed

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Manufacturing Engineering Program

Date 8 March 1999

Program to be changed Mfg. Engr. Prog., M.Engr. degree, Semiconductor Mfg. Concentration

Individual initiating change John E. Wood, Professor, Director

A. Summary of previous program requirement to be changed:

1. Three "core" courses of the original version of the Semiconductor (S/C) Mfg. Concentration (track) are to be exchanged for three "S/C"-specific "core" courses. Courses to be changed out: CS-492, ME-555 and ME-584 (or EECE-520).
2. Three of the original track (concentration) electives are to be replaced with three "required" courses. Courses to be changed out: Track Electives #1, #2 and #3.

B. Summary of new program requirements with proposed change(s):

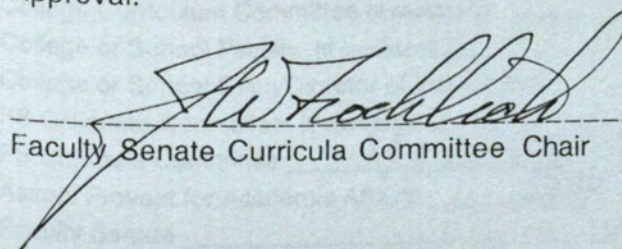
1. Three "core" courses of the original version of the Semiconductor (S/C) Mfg. Concentration (track) are to be exchanged for three "S/C"-specific "core" courses. Courses to be changed in: EECE-487, ChNE-586 and EECE-473.
2. Three of the original track (concentration) electives are to be replaced with three "required" courses. Courses to be changed in: EECE-529, EECE-574 and EECE-579.



THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:



 Faculty Senate Curricula Committee Chair

9 March 99
Date

**DEGREE/PROGRAM CHANGE
FORM C**

Date: April 10, 1998

Larry Lavender

(Name of individual initiating curricular change form)

Head of Dance 277-2737

(Title, position, telephone number)

Theatre & Dance

(Department/Division/Program/Branch)

CIP CODE

Assigned by
Associate Provost
for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE

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.

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for BA in Dance and minor in Dance
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 389-390

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BA</u> Type	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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

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UNIVERSITY OF NEW MEXICO

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? Fall 1999 (attach statement)
Effective Date of Proposed Change: _____

Required Signatures:	Semester	Year	Date:
Department Chairperson	<u>[Signature]</u>		<u>9-8-98</u>
Dean of Library Services (If necessary)	<u>[Signature]</u>		<u>10-20-98</u>
CIRT (If necessary)	<u>[Signature]</u>		<u>10-23-98</u>
College Curriculum Committee (If necessary)	<u>[Signature]</u>		<u>11-25-98</u>
College or School Faculty (If necessary)	<u>[Signature]</u>		<u>11-28-98</u>
College or School Dean/Director of Instruction	<u>[Signature]</u>		<u>11-28-98</u>
FS Graduate Committee (If applicable)	<u>[Signature]</u>		<u>2/5/99</u>
FS Curricula Committee	<u>[Signature]</u>		<u>2/23/99</u>
Assoc. Provost for Academic Affairs	<u>[Signature]</u>		<u>2/23/99</u>
Faculty Senate			

(16)

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Entered (Mainframe) _____
Entered (Catalog) _____
Mailed _____
For Scheduling Office ONLY:

The University of New Mexico
Office of the Registrar
(Reg-100)

Faculty Senate Curricula Committee

Report and Recommendation

Department proposing change Theatre and Dance

Program to be changed BA Dance + Minor in Dance

Summary of proposed changes

A. Old program wording/description:

The old BA and Minor programs had the following courses as part of requirements: Dance 222 Rhythmic Fundamentals (3), Dance 231 Writing About Art (3), and Dance History 462 (3) and 463 (3).

B. New program wording/description:

Both the new BA and the new Minor have added the following courses as requirements: 105 Dance Apprec. (3), 204 Stretch/Strength (2), 220 Music for Dance (1), and 3 hours selected from Dance History 462, 463, 464, 465.

Both the new BA and the new Minor have deleted the following courses as requirements: 222 Rhythmic Fundamentals (3) -- replaced by 220 (1) and 204 (2), 231 Writing About Art (3) -- replaced by 105 (3).

The Committee recommends approval without qualification.

The Committee recommends approval with the following qualifications:

Committee chair Michael C. Campana Date 2/5/99

Bachelor of Arts (BA) Dance
Department of Theatre and Dance
Curriculum Changes

Revision of the BA in Dance is requested to be able to strengthen the breadth of the degree for the student and to better prepare them for professional and graduate work.

Changes are:

B. 35 hours in non-studio Dance courses:

Add as requirements:

Dance 105 Dance Appreciation [3]

Dance 220 Music for Dance [1]

Dance 204 Stretch and Strength [2]

6 hours selected from Dance 462, 463, 464, 465,

Total 12 credit hours

Delete as requirements:

Dance 222 Rhythmic Fundamentals [3]

Dance 231 Writing About Art [3]

Dance 462

Dance 463

Total 12 credit hours

Changes are:

C. 22 hours in dance technique selected through advisement. All students must complete at least two courses in each of the following areas: Ballet, Modern, and Flamenco. to...

C. 22 hours in dance technique selected through advisement. All students must complete at least two courses in each of the following areas: Ballet, Modern, and Flamenco, and at least one course in the following areas: African, Hip Hop, Mexican Folk, Pueblo, Renaissance and Baroque, Spanish Classical, or Tap.

For detailed explanations for each change, see attachment A.

Minor in Dance
Department of Theatre and Dance
Curriculum Changes

Changes are required to reflect the changes within the BA Dance degree and to strengthen the background of students minoring in dance.

Present Minor Program in Dance:

a. Required: Dance 201, 212, 231, 250, 462

Changes in Minor Program in Dance

a. Required: Dance 105, 201, 212, 250, 204, 220, and 3 hours selected from 462, 463, 464, 465

Explanation of changes:

1. **Add Dance 105 as a required course (3):** This will become the first course in a 9 hour sequence of work in Dance History. The broad but comprehensive survey provided by this course will lay the necessary groundwork for upper division work in Dance History.
2. **Change 204 from 1 to 2 hours and add as requirement:** This will provide sorely needed training in body conditioning for dance, and will reduce injuries and make students better performers and teachers.
3. **Create and add Dance 220 as a required course (1):** This will provide students with exposure to fundamental rhythmic and musical concepts that they need as performers, choreographers, and teachers. Replaces Dance 222 Rhythmic Fundamentals which was both too narrow in its content focus and required too many credit hours.
4. **Delete 222 Rhythmic Fundamentals as a required course:** The course is being replaced by Dance 220 in the BA and Dance Minor requirements, but will remain in the catalog as an elective.
5. **Change Dance History requirement from 462 and 463 to 6 hours selected from 462, 463, 464, 465:** Coupled with the addition of Dance 105 Appreciation as a requirement, this change will allow the Dance History sequence to become more era- and topic-focused, improving students' research skills and scholarship in this part of the curriculum.
6. **Create 465¹⁵⁶⁵ course:** This course, "History of African American Dance in Performance" has been taught twice as a 495/512 special topics seminar. We are giving it its own number to add it to the sequence of 4 courses in Dance History from which students must select 2, and to add it to the regular rotation of Dance History courses.
7. **Delete 231 Writing About Art as a required course:** This course will function better as an elective than it did as a required course. Material from this course is being integrated into the 431 Dance Criticism course.
8. **Addition of 1 course required from African, Hip Hop, Mexican Folk, Pueblo Renaissance and Baroque, Spanish Classical, or Tap:** This change will assure that students take better advantage of the diversity of our curricular offerings in technique.
9. Hours outside the major adjusted to include the core curriculum.

Library Impact: Existing resources are sufficient -- all new courses either replace ones for which materials are already sufficient, or require no new library resources.

CIRT Impact: N/A

DEGREE/PROGRAM CHANGE
FORM C

617

4/15/98

Date: _____

Denise Schulz

(Name of individual initiating curricular change form)
Chair 277-4332

(Title, position, telephone number)

Theatre & Dance

(Department/Division/Program/Branch)

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. 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.

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Bachelor of Fine Arts-Actor Training
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 387-388

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>B.F.A.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/> *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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.

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

see attachment in first section of this binder

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? Fall 1999 (attach statement)
Effective Date of Proposed Change: _____

Required Signatures:	Semester	Year	Date:
Department Chairperson			9-8-98
Dean of Library Services (if necessary)			10-6-98
CIRT (if necessary) <u>Patricia L. Mitchell</u>			10-7-98
College Curriculum Committee (if necessary)			10-10-98
College or School Faculty (if necessary)			10-16-98
College or School Dean/Director of Instruction			10-16-98
FS Graduate Committee (if applicable)			2/5/99
FS Curricula Committee <u>Michael S. Sampava</u>			2/23/99
Assoc. Provost for Academic Affairs			
Faculty Senate			

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For Scheduling Office ONLY:

Entered (Catalog)

Mailed

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Department of Theatre & Dance Date 2-5-99

Program to be changed Restructuring of BA BFA Actor Training Elimination

Individual initiating change Denise Schultz, Chair

* Limit to one page only
* Unit prepares/submits with Form C/D

Summary of proposed changes:

A. Old program wording/description:

Justification: The BFA (Bachelor of Fine Arts) in Actor Training is a initial professional, vocational degree.

The primary emphasis is on the development of skills, concepts, and sensitivities essential to the practicing theatre professional. The current undergraduate educational philosophy in the arts is moving from this vocational training to a broader based study of theatre within a liberal arts curriculum - from the specialist to the generalist in the field of theatre - allowing the specialization to occur at the graduate level. In 1996 to 1997, the National Association of Schools of Theatre (the Department of Theatre and Dance's accrediting association), reported that 1,392 BA Theatre degrees were awarded compared with 697 BFA's. This transition to a broader base theatre/liberal arts education has been echoed in the last five years by students at the University of New Mexico, Department of Theatre and Dance choosing double majors and the BA in Theatre over the BFA in Actor Training. The elimination of the BFA in Actor Training allows the department to focus departmental resources and faculty on developing an effective and productive BA without losing the acting emphasis.

B: New program wording/description:

Justification: Restructuring the existing Bachelor of Arts in Theatre to specified emphases in selected areas of study offered by the Department of Theatre and Dance at the University of New Mexico corrects the past difficulties of too many electives and unfocused, ill-advised study; while also communicating to the student the many choices of study within the theatre program: acting, directing, design, dramatic writing, stage-management, history/criticism, and drama education. The degree changes are a restructuring rather than a new invention.

Research into other departments of theatre across the country has proven a trend to eliminate the vocational, tunnel-vision approach of the BFA in theatre areas and to create generalist theatre degrees with emphases in selected areas of theatre practice. In 1996 to 1997, the National Association of Schools of Theatre (the Department of Theatre and Dance's accrediting association), reported that 1,392 BA Theatre degrees were awarded compared with 697 specialized BFA degrees. The BA Theatre degree allows the student to have some specialization while also achieving a broad study of theatre within a liberal arts curriculum.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: Michael P. Campagna 2/5/99
Faculty Senate Curricula Committee Chair (21) Date

DEGREE/PROGRAM CHANGE
FORM C

619

Date: 4/15/98

CIP CODE

- 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

Denise Schulz
(Name of individual initiating curricular change form)

Chair 277-4332
(Title, position, telephone number)

Theatre & Dance
(Department/Division/Program/Branch)

Assigned by
Associate Provost
for Academic Affairs

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

This form is for Bachelor of Arts in Theatre
Name of New or Existing Program

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program
(For existing degree only)

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>B.A.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* 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.

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

see attached (this section)

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 1999=
Semester Year

Required Signatures:

Department Chairperson	<u>[Signature]</u>	Date: <u>4-8-98</u>
Dean of Library Services (if necessary)	<u>[Signature]</u>	Date: <u>10-6-98</u>
CIRT (if necessary)	<u>Camela L. Mirabal</u>	Date: <u>10-7-98</u>
College Curriculum Committee (if necessary)	<u>[Signature]</u>	Date: <u>10-16-98</u>
College or School Faculty (if necessary)	<u>[Signature]</u>	Date: _____
College or School Dean/Director of Instruction	<u>[Signature]</u>	Date: <u>10-16-98</u>
FS Graduate Committee (if applicable)	<u>[Signature]</u>	Date: _____
FS Curricula Committee	<u>Michael C. Campara</u>	Date: <u>2/5/99</u>
Assoc. Provost for Academic Affairs	<u>[Signature]</u>	Date: <u>2/23/99</u>
Faculty Senate	<u>[Signature]</u>	Date: _____

(22)

Received

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For Scheduling Office ONLY:

Entered (Catalog)

Mailed

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Department of Theatre & Dance Date 2-5-99

Program to be changed RESTRICTING OF BA BFA Actor Training Elimination

Individual initiating change Denise Schultz, Chair

* Limit to one page only
* Unit prepares/submits with Form C/D

Summary of proposed changes:

A. Old program wording/description:

Justification: The BFA (Bachelor of Fine Arts) in Actor Training is a initial professional, vocational degree. The primary emphasis is on the development of skills, concepts, and sensitivities essential to the practicing theatre professional. The current undergraduate educational philosophy in the arts is moving from this vocational training to a broader based study of theatre within a liberal arts curriculum - from the specialist to the generalist in the field of theatre - allowing the specialization to occur at the graduate level. In 1996 to 1997, the National Association of Schools of Theatre (the Department of Theatre and Dance's accrediting association), reported that 1,392 BA Theatre degrees were awarded compared with 697 BFA's. This transition to a broader base theatre/liberal arts education has been echoed in the last five years by students at the University of New Mexico, Department of Theatre and Dance choosing double majors and the BA in Theatre over the BFA in Actor Training. The elimination of the BFA in Actor Training allows the department to focus departmental resources and faculty on developing an effective and productive BA without losing the acting emphasis.

B: New program wording/description:

Justification: Restructuring the existing Bachelor of Arts in Theatre to specified emphases in selected areas of study offered by the Department of Theatre and Dance at the University of New Mexico corrects the past difficulties of too many electives and unfocused, ill-advised study; while also communicating to the student the many choices of study within the theatre program: acting, directing, design, dramatic writing, stage-management, history/criticism, and drama education. The degree changes are a restructuring rather than a new invention.

Research into other departments of theatre across the country has proven a trend to eliminate the vocational, tunnel-vision approach of the BFA in theatre areas and to create generalist theatre degrees with emphases in selected areas of theatre practice. In 1996 to 1997, the National Association of Schools of Theatre (the Department of Theatre and Dance's accrediting association), reported that 1,392 BA Theatre degrees were awarded compared with 697 specialized BFA degrees. The BA Theatre degree allows the student to have some specialization while also achieving a broad study of theatre within a liberal arts curriculum.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: Michael P. Campara 2/5/99
Faculty Senate Curricula Committee Chair Date

**Department of Theatre and Dance
BFA in Actor Training and BA Theatre
Degree and Course Changes**

**Bachelor of Fine Art - Actor Training
Proposed Elimination**

Justification: The BFA (Bachelor of Fine Arts) in Actor Training is a initial professional, vocational degree. The primary emphasis is on the development of skills, concepts, and sensitivities essential to the practicing theatre professional. The current undergraduate educational philosophy in the arts is moving from this vocational training to a broader based study of theatre within a liberal arts curriculum - from the specialist to the generalist in the field of theatre - allowing the specialization to occur at the graduate level. In 1996 to 1997, the National Association of Schools of Theatre (the Department of Theatre and Dance's accrediting association), reported that 1,392 BA Theatre degrees were awarded compared with 697 BFA's. This transition to a broader base theatre/liberal arts education has been echoed in the last five years by students at the University of New Mexico, Department of Theatre and Dance choosing double majors and the BA in Theatre over the BFA in Actor Training. The elimination of the BFA in Actor Training allows the department to focus departmental resources and faculty on developing an effective and productive BA without losing the acting emphasis.

Budgetary and Faculty Load Implications: The requested elimination has no budgetary or faculty load implications as the elimination of the BFA is a restructuring of the current theatre program for the expansion of the BA in Theatre.

Student Recruitment, Retention and Graduation Implications: Since the elimination of the BFA and development of a more substantial BA is what current and future students are choosing for themselves, the adjustment of the degree program in the Department of Theatre and Dance will have no effect on recruitment or retention. Students currently majoring in the BFA Actor Training program will be able to finish their degrees with advisement and substitution. The acting courses are being restructured and strengthened rather than eliminated. The changes will allow students enhanced choices rather than limiting their education in the field.

**Bachelor of Arts - Theatre
Restructuring of Degree**

Justification: Restructuring the existing Bachelor of Arts in Theatre to specified emphases in selected areas of study offered by the Department of Theatre and Dance at the University of New Mexico corrects the past difficulties of too many electives and unfocused, ill-advised study; while also communicating to the student the many choices of study within the theatre program: acting, directing, design, dramatic writing, stage-management, history/criticism, and drama education. The degree changes are a restructuring rather than a new invention.

Research into other departments of theatre across the country has proven a trend to eliminate the vocational, tunnel-vision approach of the BFA in theatre areas and to create generalist theatre degrees with emphases in selected areas of theatre practice. In 1996 to 1997, the National Association of Schools of Theatre (the Department of Theatre and Dance's accrediting association), reported that 1,392 BA Theatre degrees were awarded compared with 697 specialized BFA degrees. The BA Theatre degree allows the student to have some specialization while also achieving a broad study of theatre within a liberal arts curriculum.

932

The present BA requires:

- 60 hours of outside-the-major courses
- 48 hours in Theatre and Dance to include:
 - 3 hours of acting
 - 15 hours of lecture
 - 9 hours of Technical Theatre
 - 3 hours of Dance
 - 3 hours of Summer Writers Stage
 - 15 hours of theatre electives
- 20 free hours that may be theatre/dance or outside the department.
- TOTAL 128 HOURS

The proposed restructured BA requires :

- 60 hours of outside-the-major courses
- 51 hours in Theatre and Dance to include:
 - 3 hours of acting
 - 15 hours of lecture
 - 6 hours of Technical Theatre
 - 3 hours of Dance
 - 24 hours of specified courses for a systematize study in a field of theatre training
- 17 free hours that may be theatre/dance or outside the department.
- TOTAL 128 HOURS

The restructured BA with a combination of generalization and specialization creates a superior blending of knowledge and skills required by a theatre artist today. These changes also allow the faculty to expand the range, innovation and flexibility of the courses they are teaching.

Budgetary and Faculty Load Implications: The requested changes create no new additional budget items or any increase in faculty personnel or load. All course requirements are courses presently being offered in the Department of Theatre and Dance or are a replacement for a deleted course.

Student Recruitment, Retention and Graduation Implications: The restructuring of the BA in Theatre is a response to national trends and current student requests, therefore, recruitment and retention will increase rather than decrease. Since the elimination of the BFA and development of a more substantial BA is what current and future students are choosing for themselves, the adjustment of the degree program in the Department of Theatre and Dance will have no effect on recruitment or retention. Students currently majoring in the BFA Actor Training program will be able to finish their degrees with advisement and substitution. The acting courses are being restructured and strengthened rather than eliminated. The changes will allow students enhanced choices rather than limiting their education in the field.

Branch Campuses Implications:

The two most prevalent classes being taught by the Branch Campuses are Theatre 120 Acting Foundations I and Theatre 122 Introduction to Theatre. The changes to these courses are minor title changes with no content adjustments.

Summary of Course Changes and New Courses

Changes in Acting Courses:

Under the BFA there was a four year (eight semesters) acting course sequence with a three year (six semesters) voice and movement sequence. These courses were named: Acting Foundations I, II, III, and IV; Acting Studio I, II, III, and IV; Voice and Movement I, II, III, IV, V, and VI. These titles did not describe the course content and were so rigid in progression as to hinder the

236

educational development and freedom of study for acting students. The proposed changes require a student in the BA Acting Emphasis to have a shared background of lower division courses in acting and voice/movement (Theatre 220, 221, 224, and 225) and then choose 12 hours of other courses in particular styles of acting and voice/movement to complete their emphasis. This new structure not only gives the student the freedom to select areas of interest, but also allows the acting faculty flexibility and professional development that was impossible under the rigidity of the BFA acting course requirements.

Listed below is a summary of the minor course changes and new courses developed to support the Acting Emphasis in the BA in Theatre: Changes are UNDERLINED.

Minor Course Changes and Justifications:

Thea 120 -- Acting Foundations I - Elimination of corequisite of Thea 122. As part of revising our BA in Theatre degree, we are no longer requiring Thea 122 for majors, so we propose to remove it as a corequisite-requisite for this course. Also, change name to eliminate "I" after name since this is the only "Foundations" course now offered.

Thea 122 -- Introduction to Theatre - Theatre Appreciation - Name and description change will invite non-majors to consider this course more readily. Most pre-majors are prepared for a comprehensive introduction to the theatre and the changes better describe the actual course content.

Thea 220 -- Acting Foundations III - Acting Skills I - Title change to indicate the department's move away from a strict four course sequence.

Thea 221 -- Acting Foundations IV - Acting Skills II - Title change to indicate the department's move away from a strict four course sequence.

Thea 224 -- Voice and Movement I - Voice Production for Actors - Title change will identify specific course content and indicate the department's move away from a strict course sequence.

Thea 225 -- Voice and Movement II - Movement for Actors - Title and description change will identify specific course content and indicate the department's move away from a strict course sequence.

Thea 226 - Ensemble Improvisation -- Thea 428 - Ensemble Improvisation - Course number change from Thea 428 due to course content and to allow majors to gain the skills taught in this course earlier in their training.

Thea 320 -- Acting Studio I - Characterization - Title and description change will identify specific course content.

Thea 324 -- Voice and Movement III - Speech and Diction for the Stage - Title and description change will identify specific course content.

Thea 414 -- Music Theatre Workshop - Musical Performance - Title change to distinguish this course from other new offerings in the area of musical theatre.

Thea *420 -- Acting Studio III - Acting - Topics in Classical Styles - Title and description change more accurately reflect the content of the course.

Thea *421 -- Acting Studio IV - Acting - Entering the Profession - Title change will identify specific course content.

Thea 428 -- Ensemble Improvisation - Thea 226 - Ensemble Improvisation - Course deleted due to replacement by Thea 226.

23c

Thea 414 -- Music Theatre Workshop - Musical Performance - Title change to distinguish this course from other new offerings in the area of musical theatre.

Thea *444 - Outreach Tour - Changed repeatable status to 6 hours - so that students may repeat for up to six hours. This is due to the variety of shows produced as well as the various schools and school levels toured.

New Courses in Acting and Justifications:

Thea 222 (Circus, Combat and Physical Comedy) -- This course material develops important skills in actors such as balance, timing, and physical agility. Has been taught in Thea 224 and 324.

Thea 326 (Acting for the Camera) -- This course material has been taught under a topics course Thea 495 and has proven its importance in the actor training program due to the availability of more opportunities in television and film than in live acting.

Thea 328 (Musical Theatre) -- This course material has been taught under a topics course and has proven its importance in the actor training program due to the significant volume of music-based dramatic literature and its frequent selection for production.

Thea *422 (Acting-Topics in Modern Styles) -- This course material is essential for every actor due to the large body of dramatic literature and performance based in this style. The content of this course has been taught in Thea 420 and 421.

Thea *424 (Mastering Classical Language) -- This course material is essential for every actor due to the large body of dramatic literature and performance based in this style. *Technically same course as current 424. Title and description change. College office of Fine Arts made department do two forms. Per Danica Schultz 1/8/99*

Proposed Changes in Theatre Lecture Courses:

The current lecture series required of the BA in Theatre and the BFA Actor Training Program is:

- Theatre 122 - Introduction to Theatre
- Theatre 223 - Introduction to Script Analysis
- Theatre 435 - Theatre History I
- Theatre 436 - Theatre History II
- Theatre 437 - Theatre History III

Again, the Faculty of the Theatre Program found these courses rigid and out-of-date in their structure and content. *Introduction to Theatre* has been a combination class for majors and non-majors, and therefore, was unable to serve either group properly. We propose to change this course to *Appreciation of Theatre* to better serve non-majors in the core curriculum. Re-designing the Theatre History component to a two semester study at the 300 level will permit the faculty to teach the necessary study of Performance Theories. The past necessity of a three semester history sequence has not allowed development of topic courses such as: Latin American Theatre, Women Playwrights, etc.

The proposed new lecture series is:

- Theatre 223 - Introduction to Script Analysis
- Theatre 335 - Theatre History I
- Theatre 336 - Theatre History II
- ~~Theatre *437~~ - Performance Theories of Theatre
- Theatre *438 - Topics in Theatre

439/539 *submitting Form B's 1/8/99*
changed to 439/539 because 437 already exists - Kfs 1/8/99

Changes are underlined.

Minor Changes and Justifications:

Thea 223 -- Introduction to Script Analysis - elimination of prerequisite 122 - As part of revising our BA in Theatre degree, we are no longer requiring Thea 122 for majors, so we propose to remove it as a corequisite-requisite for this course.

23d

Thea 335 -- Theatre History I - Number change from Thea 435 - Course number change from Thea *435 allows majors to gain the essential knowledge taught in this course earlier in their training.

Thea 336 -- Theatre History II - Number change from Thea 436 - Course number change from Thea *436 allows majors to gain the essential knowledge taught in this course earlier in their training.

Thea *437 -- Theatre History III - Deletion of course due to major change in course content. (The new course number is the same so that the sequence of 400 level theoretical study is maintained - see "New Courses and Justifications" for listing).

New Courses and Justifications:

Thea *437 (Performance Theories of Theatre) -- This course provides a grounding in the major texts and theories of theatre and a chance to reflect on theatre that is rare and vital in our program.

Thea *438 (Topics in Theatre) -- This new topics number allows the department to offer special course content in the areas of research work, new interests, and diverse cultural issues.

Changes in Dramatic Writing Program:

The courses in playwriting have not changed for the last fifteen years. The old curriculum was:

- Thea 355 - Fundamentals of Playwriting I
- Thea 356 - Fundamentals of Playwriting II
- Thea 429 - Summer Writers Stage
- Thea 455 - Seminar in Playwriting
- Thea 456L - Playwriting Laboratory

Students were repeating 455 over and over. Topics courses were being utilized to develop more specialization area in writing. The Department of Theatre and Dance has spent the last six years in the development of this program through a fund raising effort to create an Endowed Chair in Dramatic Writing and through the creation of an MFA in Dramatic Writing. The Endowment is now in place with two full-time, tenured faculty teaching in the program. The MFA has been approved by the appropriate committees in the University and is in the final stages of state approval. The new courses listed below have been taught as Studies in Theatre and are part of the undergraduate and graduate sequence of dramatic writing study.

The new curriculum for Dramatic Writing is as follows:

- Thea 355 - Fundamentals of Playwriting
- Thea 429 - Summer Writers Stage
- ~~Thea 450 - Words and Music~~
- ~~Thea 455 - Intermediate Playwriting~~
- ~~Thea 456 - Experimental Playwriting~~
- Thea 457 - Advanced Dramatic Writing Workshop
- Thea 458 - Screenwriting

Pulled per department 1/8/19 for title/description discrepancies

Changes are underlined.

Minor Changes:

Thea 355 -- Fundamentals of Playwriting I - Fundamentals of Playwriting - Title and description change to match the revision of the playwriting sequence as outlined above.

Thea 356 -- Fundamentals of Playwriting II - Delete course as no longer applicable to program emphasis.

~~Thea *455 -- Seminar in Playwriting - Intermediate Playwriting - Title and description change to match the revision of the playwriting sequence as outlined above.~~

23e

DEGREE/PROGRAM CHANGE
FORM C

Thea *456L -- Playwriting Laboratory - Experimental Playwriting Thea 456 - Course number, title, and description change to match the revision of the playwriting sequence as outlined above.

New Courses:

Thea 457 (Advanced Dramatic Writing Workshop) -- Course content extends the playwriting sequence to include advanced long-form work and analytical tools related to dramatic literature. Previous taught as Thea 497 or 595

Thea 458 (Screenwriting) -- Course content extends the playwriting sequence to include writing for the feature-length film. Previous taught as Thea 495 or 512.

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program

Graduate Degree Program (if adding degree work)

Mark appropriate category:

Degree

Major

Minor

Concentration

Certificate

Emphasis

Department

Does meet the requirements of the degree program?

Does meet the requirements of the department?

Does meet the requirements of the college?

Number of Request (attach additional sheets if necessary)

Adding a new course (see attached form)

Class repeat identifier: Name of identical course

Class repeat identifier: Name of identical course

Faculty and Faculty Lead implications (attach)

How are changes being implemented (attach)

How have you contacted those impacted (attach)

Checklist of Proposed Changes

Department Chairperson

Dean of Library Services

Dean of Faculty

College Curriculum Committee

College or School Faculty

College or School Degree Committee

Graduate Committee

PG Graduate Committee

Senior Program for Academic Affairs

Faculty Senate

23f

DEGREE/PROGRAM CHANGE FORM C

Date: 11/1/98

K.D. Frandsen (Name of individual initiating curricular change form)

Interim Chair 7-4453 (Title, position, telephone number)

Speech & Hearing Sciences (Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost for Academic Affairs

NOV 24 1998

- UNIT PREPARES IN QUADRUPPLICATE 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 Faculty Senate

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

Mark appropriate Program:

Undergraduate Degree Program [checked]

Graduate Degree Program (For existing degree only) []

This form is for Speech & Hearing Sciences Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 240

Mark appropriate category

Table with columns: Degree Type, NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree (BA), 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.

see attachments

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

Adding a new course (see attached form B) and deleting two courses.

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: Fall 1999

Required 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 Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate. Includes dates and signatures.

24

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

Faculty Senate Curricula Committee

Report and Recommendation

Department proposing change Speech & Hearing Sciences

Program to be changed Major Study Requirements

Summary of proposed changes

A. Old program wording/description:

Forty hours in required courses: SHS 302, 303, 321, ~~350~~, 407, 410, 425, 428, 430, 431, 432, 450 and 458

B. New program wording/description:

Thirty-seven hours in required courses: SHS 302, 303, 320, 321, ^{350,} ~~410~~, 425, 428, 430, 431, ~~432~~, 450 and 458

[Change eliminates one 400 level course and replaces one 400 level course with a 300 level course.]

The Committee recommends approval without qualification.

The Committee recommends approval with the following qualifications:

Committee chair Michael P. Campione Date 2/5/99

DEGREE/PROGRAM CHANGE FORM C

Date: 11/1/98

CIP CODE

K.D. Frandsen
(Name of individual initiating curricular change form)

Assigned by Associate Provost for Academic Affairs

Interim Chair 7-4453
(Title, position, telephone number)

Speech & Hearing Sciences
(Department/Division/Program/Branch)

- UNIT PREPARES IN QUADRUPPLICATE
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

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NOV 24 1998

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

Mark appropriate Program:

- Undergraduate Degree Program
- Graduate Degree Program (For existing degree only)

COLLEGE OF ARTS & SCIENCES
This form is for Speech & Hearing Sciences
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 240

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BA</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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 attachments

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

To increase number of credit hours required from 21 to 24. To add required course SHS 320. To strengthen preparation of students.

Make changes on attachment for minor only. Not documentation above or below.

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: Fall, 1999

Required Signatures:	Semester	Year	Date:
Department Chairperson <u>K.D. Frandsen</u>			<u>11/1/98</u>
Dean of Library Services (If necessary) <u>W. Myrean</u>			<u>11/17/98</u>
CIRT (If necessary)			
College Curriculum Committee (If necessary) <u>Mark R. Han</u>			<u>12-21-98</u>
College or School Faculty (If necessary)			
College or School Dean/Director of Instruction <u>J. Han</u>			<u>11/5/99</u>
FS Graduate Committee (If applicable)			
FS Curricula Committee <u>Michael P. Campbell</u>			<u>2/5/99</u>
Assoc. Provost for Academic Affairs <u>Du W. Han</u>			<u>2/23/99</u>
Faculty Senate			

26

Received

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For Scheduling Office ONLY:

Entered (Catalog)

Mailed

Faculty Senate Curricula Committee

Report and Recommendation

Department proposing change Speech and Hearing Sciences

Program to be changed Minor Study Requirements

Summary of proposed changes

A. Old program wording/description:

Twenty-one hours as follows: Ling 101, 292L or 440; SHS 302, 303, 321, 350, 425 and 430

B. New program wording/description:

Twenty-four hours as follows: Ling 101, 292L or 440; SHS 302, 303, 320, 321, 350, 425 and 430

[Change adds one 300 Level course (320).]

The Committee recommends approval without qualification.

The Committee recommends approval with the following qualifications:

Committee chair Michael P. Campano Date 2/5/99

DEGREE/PROGRAM CHANGE FORM C

SEP 28 1998

Date: 7/1/98

OFFICE OF THE REGISTRAR

Michael Dougher
(Name of individual initiating curricular change form)

Chair 277-4249
(Title, position, telephone number)

Psychology
(Department/Division/Program/Branch)

Assigned by Associate Provost for Academic Affairs

RECEIVED NOV 13 1998

- UNIT PREPARES IN QUADRUPPLICATE**
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

COLLEGE OF ARTS & SCIENCES

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Psychology
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 218-224

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>BA/BS</u> <small>Type</small>	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major <u>PS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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

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

Effective Date of Proposed Change: Fall 99
Semester Year

Required Signatures:

Department Chairperson	<u>Michael Dougher</u>	Date: 7/1/98
Dean of Library Services (If necessary)	<u>N/A</u>	Date: _____
CIRT (If necessary)	<u>N/A</u>	Date: _____
College Curriculum Committee (If necessary)	<u>Charles R. Mon</u>	Date: 12-11-98
College or School Faculty (If necessary)	<u>[Signature]</u>	Date: _____
College or School Dean/Director of Instruction	<u>[Signature]</u>	Date: 12/18/98
FS Graduate Committee (If applicable)	<u>[Signature]</u>	Date: _____
FS Curricula Committee	<u>Michael P. Campore</u>	Date: 2/19/99
Assoc. Provost for Academic Affairs	<u>[Signature]</u>	Date: 3/02/99
Faculty Senate	_____	Date: _____

28

Received

Entered (Mainframe)

For Scheduling Office ONLY:

Entered (Catalog)

Mailed

Faculty Senate Curricula Committee Report and Recommendation

Department proposing change Psychology Date 3/4/99

Program to be changed BA/BS in Psychology

* Limit to one page only
* Unit prepares/submits with Form C/D

Individual initiating change Michael Dougher, Chair, Dept. of Psych
(on sabbatical leave for Spring '99)

Ind. shepherding change: Dick Harris, Acting Chair

A. Summary of previous program requirements to be changed:

- For BA: 34 (or 33 if upper division lab is taken) credit hours, as follows:
 - Psych 105 (Intro Psych - 3 hrs) and 106L (Intro Lab - 1 hr);
 - Psych 200 (Statistical Principles - 3 hrs);
 - 2 courses from each of 2 groups of 3 200 level courses (12 hrs)
 - Group 1: Psych 220 (Child Psych), 232 (Clinical), 271 (Social)
 - Group 2: Psych 240 (Brain & Behavior), 260 (Learning & Memory), and 265 (Cognitive);
 - 4 Psychology courses (12 hrs) at 300 level or above OR
 - 3 courses (9 hrs) at \geq 300 level and 1 upper division lab (2 hrs);
- plus one elective (3 hrs) and an A & S minor other than biology, chemistry, computer science, mathematics, or physics.
- For a Psych Minor: Psych 105 (3 hrs), 106L (1 hr), 15 or more hrs of any other Psychology courses

B. Summary of new program requirements with proposed change(s):

- For BA: 36 (or 35 if upper division lab is taken) credit hours as follows:
 - Psych 105 (Intro Psych - 3 hrs);
 - Psych 200 (3 hrs) and 302 (3 hrs);
 - 4 courses (12 hrs) selected from among Psych 220 (Developmental Psych), 240 (Brain & Behavior), 260 (Learning & Memory), 265 (Cognitive), and 271 (Social Psych);
 - 4 Psychology courses (12 hrs) at 300 level or above plus one elective (2 or 3 hrs), and any A & S minor.
- For BS: Same as BA except
 - must take upper-division lab and 302 (Psych Research Techniques) and a minor in or distributed among biology, chemistry, computer science, mathematics, physics, statistics, or anthropology (biological anthro and/or human evolutionary ecology concentration).
- For a Psych Minor: Psych 105 (3 hrs), and 15 more hrs of any other Psychology courses.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: [Signature]
Faculty Senate Curricula Committee Chair

5 March '99
Date

(29)

MAJOR STUDY REQUIREMENTS

(New Catalog Description)

The student wanting an introduction to psychology should take Psych 105. Students should then take multiple 200 level courses before registering for more advanced courses. In arranging their programs, students should be guided by the course numbering system. The first number indicates the level at which the material will be taught as well as the level of the prerequisites or corequisites for a course. The second number indicates the area within psychology with which the course is primarily concerned. The code is as follows: 0 and 1-general and quantitative psychology; 2-developmental psychology; 3-clinical/personality psychology; 4-behavioral neuroscience/brain-behavior relations; 5-special topics in psychology; 6-psychology of learning and cognition; 7-social psychology; 9-individual research and honors seminars. The third number has no systematic meaning. Although the prerequisites for any course may be waived by permission of the instructor, it is strongly advised that students take the prerequisites in order to be adequately prepared for the course.

Acceptance of any transferred credits toward a major or minor in psychology must be approved by the Associate Chair for Undergraduate Education.

B.A. Track

To obtain a B.A. in psychology a student must complete satisfactorily (i.e., a grade of C or better) 36 credit-hours in psychology (35 credit hours if an upper-division lab is taken. See item 6 below) and should minor in an Arts and Sciences department. Other minors may be acceptable if approved in advance by the Associate Chair for Undergraduate Education. The 36 credit hours of psychology should include:

- 1: Psychology 105 (3 credits)
- 2: Psychology 200 (3 credits)
- 3: Four courses (12 credits) selected from our five 200 level core courses: Psych 220, Psych 240, Psych 260, Psych 265, and Psych 271.
4. Psychology 302 (3 credits)
5. Four courses at the 300 level or above
6. One psychology elective (2 or 3 credits). Students are encouraged but not required to take an upper-division lab as an elective.

Majors (B.A. only) in psychology who elect to minor in Human Services are required to complete 24 hours in Human Services consisting of the following courses: FS 252, 281, 352, 355, 359, 395, and 495. Students must apply to the Human Services Program for admission. For more information, call 277-4535.

B.S. Track

Same as B.A. track with the following **two** exceptions:

1. The student must complete a minor in or distributed among Biology, Chemistry, Computer Science, Mathematics or Physics.

^
statistics

(30)

2. The student must take an upper-division psychology lab.

For a distributed minor with either a B.A. or B.S., the student must take at least one upper-division course in each of two or more areas and a total minimum of 30 hours.

MINOR STUDY REQUIREMENTS

15 hours beyond general psychology (Psych 105).

Departmental Honors

Superior sophomores, especially those anticipating graduate study in psychology or interested in research training, are invited to apply for admission to the Undergraduate Honors Program to begin in the Fall semester of the junior year. Students participating in this program are eligible to graduate with departmental honors if recommended by the faculty on the basis of outstanding performance.

The Honors major requires 33 hours beyond 3 hours of general psychology, including 200, 302, 391, 392, 491, 492, and four courses from the five 200 level core courses. The usual requirement of an upper-division lab for B.S. majors is waived for honors majors.

Note: Students enrolling in Psych 391, the Junior Honors Seminar, must have taken Psych 200 and either Psych 260 or 265 as prerequisites, and Psych 302 as a prerequisite or corequisite.

DEGREE/PROGRAM CHANGE FORM: C

Date: 2/18/98

CIP CODE

UNIT PREPARES IN QUADRUPPLICATE

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

635

RON ANDREWS

(Name of individual initiating curricular change form)

DIRECTOR 272-6740

(Title, position, telephone number)

Assigned by
Associate Provost
for Academic Affairs

ORTHOPAEDICS/PHYSICAL THERAPY PROGRAM

(Department/Division/Program/Branch)

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for PHYSICAL THERAPY PROGRAM

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 427-429

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>B.S.-P.T.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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.

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

BACCALAUREATE PROGRAM WILL BE REPLACED BY A MASTERS IN PHYSICAL THERAPY

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: FALL Semester, 2002 Year

Required Signatures:	Department Chairperson <u>[Signature]</u>	Date: <u>2/18/98</u>
	Dean of Library Services (if necessary) <u>[Signature]</u>	Date: <u>7-15-88</u>
	CIRT (if necessary) <u>[Signature]</u>	Date: <u>7-23-88</u>
	College Curriculum Committee (if necessary) _____	Date: _____
	College or School Faculty (if necessary) _____	Date: _____
	College or School Dean/Director of Instruction _____	Date: <u>JUL 1 - 1998</u>
	FS Graduate Committee (if applicable) _____	Date: <u>11/19/98</u>
	FS Curricula Committee <u>[Signature]</u>	Date: <u>FEB 19 1999</u>
	Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date: <u>2/02/99</u>
	Faculty Senate _____	Date: _____

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Orthopaedics/Division of Physical Therapy Date 2/19/99

Program to be changed Bachelor of Science Degree in Physical Therapy

Individual initiating change Ron Andrews

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

The previous bachelors degree in physical therapy is being dropped. The new masters in physical therapy is still an "entry level" degree for physical therapy and must therefore retain the core material of the bachelors in order to maintain accreditation and prepare therapists for licensure and entry level practice. Therefore there is no content component of the current bachelors program that will not be incorporated into the new masters program.

Regarding non-curricular changes, the admissions criteria from the bachelors program will be changed to be used with the masters program. A baccalaureate degree will be required prior to application to the masters program, the Graduate Record Exam will also be required and lastly, the current 55 credits of science prerequisites will continue to be required. The 21 credits of liberal arts prerequisites will be dropped due to the requirement of the baccalaureate degree.

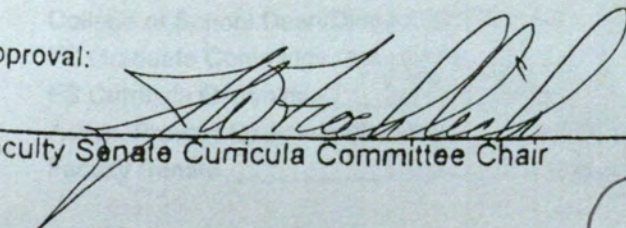
B. Summary of new program requirements with proposed change(s):

The new masters program will be a full three years in length (six semesters and two summers), compared with 28 months (four semesters and two summers) for the bachelors program. Credit hours will increase from 79 to 105. Additional clinical rotations have been added as well as upper level elective course work and an advanced research methods course. The "senior research" project has been elevated to a masters thesis.

The rigor of the course work has been heightened over the past seven to ten years as we have approached this degree change. The profession of physical therapy has been changing to the masters entry level for approximately twenty years. As an entry level baccalaureate program we have been under the same accreditation criteria as the entry level masters programs for years, and our graduates have always performed well on national examinations and in the clinic.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:


Faculty Senate Curricula Committee Chair

4 March '99
Date

**DEGREE/PROGRAM CHANGE
FORM C**

637

Date: 7/15/98

CIP CODE

Ronald M. Schrader
(Name of individual initiating curricular change form)

RECEIVED
Assigned by
Associate Provost
for Academic Affairs

Professor, Chair, 277-4613
(Title, position, telephone number)

DEC 04 1998

Mathematics and Statistics
(Department/Division/Program/Branch)

UNIT PREPARES IN QUADRUPPLICATE

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

GRADUATE OFFICE
UNIVERSITY OF NEW MEXICO

Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program

This form is for MA, Ph.D., Graduate Minor in Mathematics
Name of New or Existing Program

Graduate Degree Program
(For existing degree only)

This program is or would be located in current undergraduate/graduate catalog on page(s) 196-197

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>MA, Ph.D.,</u>	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Major <u>Graduate Minor</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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. Summary: Change title of degree from M.A. in Mathematics to M.S. in Mathematics; Change from Plan II only to Plan I or Plan II.

Minor changes to degree requirements for Masters, Ph.D. and Graduate Minor.

See attached proposed catalog copy for exact wording.

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

Modify mathematics requirements to reflect proposed STAT prefix and degrees. With regard to renaming MA in Mathematics as MS in Mathematics: new master's degree in statistics will be MS, most schools offer either an MS in mathematics or allow a choice between MS and MA, with the MA having weaker requirements. The department offers only one track, so MS is more appropriate. Continued on attached sheet.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (if necessary) N/A

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (if necessary) N/A

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. None.

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? N/A (attach statement).

Effective Date of Proposed Change: Spring 1999

Required Signatures:	Signature	Date:
Department Chairperson	<u>Ronald M. Schrader</u>	<u>8/10/98</u>
Dean of Library Services (if necessary)	<u>Patricia M. McMeester</u>	<u>8/27/98</u>
CIRT (if necessary)	<u>Laneta L. Murawski</u>	<u>9/3/98</u>
College Curriculum Committee (if necessary)	<u>Charles R. Sten</u>	<u>11-16-98</u>
College or School Faculty (if necessary)	<u>[Signature]</u>	<u>[Date]</u>
College or School Dean/Director of Instruction	<u>[Signature]</u>	<u>11/19/98</u>
FS Graduate Committee (if applicable)	<u>[Signature]</u>	<u>1-21-99</u>
FS Curricula Committee	<u>Michael C. Campagna</u>	<u>2/8/99</u>
Assoc. Provost for Academic Affairs	<u>[Signature]</u>	<u>2/17/99</u>
Faculty Senate		

34

Received

Entered (Mainframe)

For Scheduling Office ONLY:

Entered (Catalog)

Mailed

Graduate Program

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Mathematics and Statistics Date 3/1/99

Program to be changed MA, Ph.D., Graduate Minor in Mathematics

Individual initiating change Ronald M. Schrader, Chair

* Limit to one page only
* Unit prepares/submits
with Form C/D

A. Summary of previous program requirements to be changed:

Masters Degree: Currently the only Masters degree is the Master of Arts in Mathematics offered under Plan II, with concentrations in pure mathematics, applied mathematics, applied statistics.

Ph.D. Degree: Currently the only Ph.D. degree is the Doctor of Philosophy in Mathematics with concentrations in pure mathematics, probability and statistics, and applied mathematics.

Graduate Minor: Currently requires 9 hours approved by department, and is officially a Minor in Mathematics.

B. Summary of new program requirements with proposed change(s):

Masters Degree: Change from Master of Arts to Master of Science in Mathematics, allow both Plan I and Plan II, restrict concentrations to pure mathematics and applied mathematics.

Ph.D. Degree: Restrict concentrations to pure mathematics and applied mathematics.

Graduate Minor: No change. Approval will require some concentration in mathematics, rather than statistics.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:

[Signature]
Faculty Senate Curricula Committee Chair

3 Mar 99
Date

Graduate Program

Graduate Advisors

Contact [the graduate committee of] the department for assignment of a graduate advisor.

[Review of Applications Begins

—— Fall semester: February 1

—— Spring semester: November 1

—— Summer semester: March 1

Note: Early application is recommended. Fall and spring dates are observed for financial aid.]

[Application Deadlines

Applications must be received by the Office of Graduate Studies no later than July 1, to be considered for the Fall term, and no later than November 1, to be considered for the Spring term. Review of completed applications is done on a rolling basis, beginning on February 1 for the Fall term, and beginning on October 1 for the Spring term. Applicants seeking teaching assistantships are encouraged to apply early.]

Degrees Offered

[See separate listings under Statistics for additional degree options.]

M.[A][S]. in Mathematics

Concentrations: pure mathematics, applied mathematics[, applied statistics].

Ph.D. in Mathematics

Concentrations: pure mathematics, [probability and statistics,] applied mathematics.

[Graduate Minor in Mathematics]

The Master of [Arts] [Science in Mathematics] degree is offered by the Department of Mathematics and Statistics in the areas of pure mathematics[,] [and] applied mathematics[, and applied statistics]. The student planning to study pure mathematics is expected to have taken the courses usually included in an undergraduate mathematics major, that is, linear algebra, abstract algebra, and advanced calculus. To pursue the program in applied mathematics the student should have taken advanced calculus, linear algebra, and have some familiarity with differential equations and scientific computing. [The student planning to study applied

statistics—should have taken introductory statistics, linear algebra, and a calculus sequence including multivariate calculus.] Promising students lacking an adequate undergraduate background may be admitted to the graduate program but will be required to remove undergraduate deficiencies.

The Master of [Arts] [Science in Mathematics] degree is awarded under [either Plan I (thesis option) or] Plan II [only] (non-thesis [option] [plan]). There is no minor requirement[.] [and a][A]t least [18 hours (Plan I) or] 24 hours [(Plan II)] of the program must be in the department. Knowledge of a foreign language is not required.

It is possible to earn a masters degree on a part-time basis at the Los Alamos Center for Graduate Studies. The training office at this Center should be consulted for details.

The Doctor of Philosophy [in Mathematics] degree is offered by the department with specializations in the areas of pure mathematics[;] [and] applied mathematics[;—and—applied—probability—and statistics]. Knowledge of one foreign language chosen from French, German, or Russian is expected [for—the-degree-in-mathematics—; knowledge-of-a-computer-language-is-expected-for statistics].

General requirements for both the M.[A][S]. and Ph.D. degrees are given in the earlier pages of the Catalog. [Descriptions—and-requirements-of-the programs] [Lists of required courses, the number of hours that must be taken in courses labelled Math, and various tracks and options] may be found in the Handbook for Graduate Students in Mathematics [and-Statistics]. Copies of the Handbook can be obtained by writing directly to the Department of Mathematics and Statistics [or found on its Web site: <http://math.unm.edu/curriculum.html>].

For a graduate minor at least 9 hours of work in mathematics or statistics approved by both the student's major department and the Department of Mathematics and Statistics are required. A student may receive a Master of Arts in Education with supporting courses in mathematics or statistics.

Students desiring to take a course who do not have the indicated prerequisite should consult with the course instructor.

358

Mathematics

Minor Study Requirements

Math 264L and 12 hours in [Mathematics and Statistics] courses numbered above 300. [At least 6 of the 12 hours must be in courses labelled Math. (Note that a separate statistics minor is available.)] The pass/fail (CR/NC) option may not be used for minor study [and the grades in all mathematics and statistics courses must be C (not C-) or better].

Restrictions

1. Credit not allowed for both Math 121 and 150.
2. Credit not allowed for both Math 162L and 180.
3. Credit not allowed for both Math 163L and 181.
4. Credit not allowed for both Math 311 and 362.
5. Credit not allowed for both Math 314 and 321.
6. Credit not allowed for both Math 361 and 461.
7. Credit not allowed for both Math 322 and 422.
8. Students who have credit for any courses numbered Math 121 and above may not take IS-M 100 or Math 120 for credit.
9. Students who have credit for any courses numbered Math 162L and above may not take Math 120, 121, 123, or 150 for credit.
10. A student normally may not take an examination to validate credit in mathematics [and statistics] courses.

372

**DEGREE/PROGRAM CHANGE
FORM C**

642

Date: 7/15/98

CIP CODE _____

Ronald M. Schrader
(Name of individual initiating curricular change form)

Professor, Chair, 277-4613
(Title, position, telephone number)

Mathematics and Statistics
(Department/Division/Program/Branch)

DEC 04 1998

UNIT PREPARES IN QUADRUPPLICATE
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

RECEIVED

Assigned by
Associate Provost
for Academic Affairs

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

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

GRADUATE OFFICE
UNIVERSITY OF Undergraduate Minor in Mathematics
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 196

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u> </u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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.

Summary: Minor revision to minor (six hours may come from courses with STAT prefix--no credit hour change); grades must be C (not C-) or better.

See attached proposed catalog copy for exact wording.

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

Modify mathematics requirements to reflect proposed STAT prefix and degrees.

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

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

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. None.

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? N/A (attach statement)

Effective Date of Proposed Change: Spring, 1999

Required Signatures:

Department Chairperson <u>Ronald M. Schrader</u>	Date: <u>8/10/98</u>
Dean of Library Services (If necessary) <u> </u>	Date: <u>8/27/98</u>
CIRT (If necessary) <u> </u>	Date: <u>9/2/98</u>
College Curriculum Committee (If necessary) <u> </u>	Date: <u>11-16-98</u>
College or School Faculty (If necessary) <u> </u>	Date: <u> </u>
College or School Dean/Director of Instruction <u> </u>	Date: <u>11/19/98</u>
FS Graduate Committee (If applicable) <u> </u>	Date: <u> </u>
FS Curricula Committee <u>Michael C. Campana</u>	Date: <u>2/8/99</u>
Assoc. Provost for Academic Affairs <u> </u>	Date: <u>2/17/99</u>
Faculty Senate <u> </u>	Date: <u> </u>

36

Received _____

Entered (Mainframe) _____

Entered (Catalog) _____

Mailed _____

For Scheduling Office ONLY:

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Mathematics and Statistics Date 3/1/99

Program to be changed Undergraduate Minor in Mathematics

Individual initiating change Ronald M. Schrader, Chair

* Limit to one page only
* Unit prepares/submits
with Form C/D

A. Summary of previous program requirements to be changed:

Current requirement: Math 264 and 12 hours in courses numbered above 300. The pass/fail (CR/NC) option may not be used for minor study.

There currently is no distinction between a mathematics and a statistics minor.

B. Summary of new program requirements with proposed change(s):

Require at least 6 of the 12 credits numbered above 300 to be in MATH (as opposed to STAT). Clarify that grades in required courses must be C or better, and that C- is not sufficient.

New wording: Math 264L and 12 hours in Mathematics and Statistics courses numbered above 300. At least 6 of the 12 hours must be in courses labelled Math. (Note that a separate statistics minor is available.) The pass/fail (CR/NC) option may not be used for minor study and the grades in all mathematics and statistics courses must be C (not C-) or better.

THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:

[Signature]
Faculty Senate Curricula Committee Chair

3 Mar 99
Date

DEGREE/PROGRAM CHANGE FORM C

Date: 7/15/98

CIP CODE

Ronald M. Schrader (Name of individual initiating curricular change form)

Assigned by Associate Provost for Academic Affairs

Professor, Chair, 277-4613 (Title, position, telephone number)

Mathematics and Statistics (Department/Division/Program/Branch)

- UNIT PREPARES IN QUADRUPPLICATE 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

RECEIVED

DEC 04 1998

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

GRADUATE OFFICE

UNIVERSITY OF NEW MEXICO

Mark appropriate Program:

Undergraduate Degree Program [X]

Graduate Degree Program (For existing degree only) []

Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 195-196

Mark appropriate category

Table with 4 columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree, 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.

Summary: Minor revision to Pure Mathematics option (six hours in courses numbered above 400 must have Math prefix--no credit hour change); clarification that C- is not acceptable and that this rule applies to all mathematics and statistics courses, not just the 27 hours numbered 300 or above; CR/NC not allowed Reason(s) for Request (attach additional sheets if necessary). in courses in the major used for the degree.

See attached proposed catalog copy for exact wording.

Modify mathematics requirements to reflect proposed STAT prefix and degrees.

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

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

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. None.

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? N/A (attach statement)

Effective Date of Proposed Change: Spring 1999

Required Signatures table with rows for 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 Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate.

(38)

Received

Entered (Mainframe)

For Scheduling Office ONLY:

Entered (Catalog)

Mailed

The University of New Mexico Office of the Registrar (Revised 8/95)

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Mathematics and Statistics Date 3/1/99

Program to be changed BS in Mathematics, Option I (Pure Mathematics)

Individual initiating change Ronald M. Schrader, Chair

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

Currently require MATH 162L, 163L, 264L, 321, 361, CS 151L, 27 hours of Mathematics and Statistics courses numbered 300 or above (with a grade of C or better), and MATH 322, 345 (or 441), 362 (or 421), plus completion of six hours in courses numbered above 400.

B. Summary of new program requirements with proposed change(s):

Specify that the six hours in courses numbered above 400 must have a MATH prefix.

Use STAT prefix for 345 in required courses.

Clarify on all required courses that C or better is required, and C- is not acceptable.

THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:

Ronald M. Schrader
Faculty Senate Curricula Committee Chair

8 Mar 99
Date

Mathematics

Major Study Requirements

[See separate listing under Statistics for additional degree options.]

The following is required of all Mathematics [and Statistics] majors:

1. 162L, 163L, 264L, 321 (linear algebra), 361 (advanced calculus); 321 and 361 are not required in Mathematics Education.
2. Assignment of an advisor. Students must be assigned an advisor as soon as they decide to major in mathematics [and statistics].
3. Knowledge of a computing language at the level of C S 151L is required.
4. Of the Mathematics and Statistics courses taken, at least 27 hours must be numbered 300 or above [(with a grade of C or better)].
5. Completion of one of Options I, II, III, [or] IV[-or-V] below.
6. The pass/fail (CR/NC) option may not be used in courses taken to satisfy requirements 1 and 4. All grades in these courses must be C (not C-) or better.]

~~[The department anticipates that some of these options will change in the near future; students are advised that they may follow either the present options or any revised option.]~~

Option I (Pure Mathematics). The option in Pure Mathematics requires [Math] 322, [Stat] 345 (or Math 441), and [Math] 362 (or 421), plus completion of at least six hours [in] [of] courses [labelled Math] numbered above 400.

Option II (Applied Mathematics). The program must include [Math] 311 or 362, 312, 313, 316, 375, and two of 441, 462, 463, 464.

Option [III], [IV] (Math Education). Undergraduates seeking secondary certification in Mathematics may be enrolled in either the College of Arts and Sciences or the College of Education. Mathematics major and minor requirements differ somewhat between the two colleges. The

requirements for an A & S major are: [Math] 321 (or 314), 305, 306, 338, [Stat] 345 and at least twelve hours from [Math] 307, 308, 309, 311, 317, 319, 322, 331, 361, 375, 406 or other upper division courses approved by the math-education advisor. (Supporting courses must also be taken in the College of Education.)

Option [IV] [V] (Mathematics of Computation).

This option requires, along with the usual Math[ematics] major requirements, the following:

1. Math 317, 318, 319, 322, 375, 464, and one of [Stat] 345, Math 441.
2. A minor in Computer Science. Currently this includes [21][22] C S hours of which the following are required: C S 151L, C S 201, C S 251L, EECE 238L, C S 257L, [and two of] C S 341L[,] [and] C S 351L[, C S 361L].

The C S advisor may make exceptions where appropriate.

(See [C S department] catalog [entry] for substitutions/restrictions.)

Additional information for mathematics majors.

1. Each Mathematics major should be in regular contact with the advisor assigned to discuss his or her program of studies.
2. Since most graduate schools require a reading knowledge of one or two foreign languages, it is desirable that an undergraduate take three semesters of at least one of the following: French, German, Russian.

[3] [-4]. A student who would like to have a course offered which is listed as offered on demand should discuss the possibility with the department chairperson.

**DEGREE/PROGRAM CHANGE
FORM C**

Date: 7/15/98

CIP CODE

Ronald M. Schrader
(Name of individual initiating curricular change form)

Professor, Chair, 277-4613
(Title, position, telephone number)

Mathematics and Statistics
(Department/Division/Program/Branch)

RECEIVED
Assigned by
Associate Provost
for Academic Affairs
DEC 04 1998

- 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

GRADUATE OFFICE
UNIVERSITY OF NEW MEXICO
* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program
(For existing degree only)

This form is for BS in Statistics
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) 195-196

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u> </u> Type	<input checked="" type="checkbox"/> Undergraduate Degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

New Acronym - STAT

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. Summary: Establish **STAT** prefix for courses and new degree of BS in Statistics (this degree was formerly available to students as a track in the BS in Mathematics). Degree will consist of 18 hours of lower division statistics (145), computer science (151L) and mathematics courses (162L, 163L and 264L), 3 hours of upper-division mathematics courses (314 or 321), 21 hours of upper-division statistics courses, and 6 hours of enrichment courses. Reason(s) for Request (attach additional sheets if necessary). (which may overlap the minor). See attached proposed catalog copy for exact wording.

Statistics is now recognized as its own discipline and should have its own prefix and degrees. See attached justification documentation.

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

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

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. None. (Minor revision of current option III, 196).

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No option III, 196.

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

Effective Date of Proposed Change: Spring, 1999

Required Signatures:

Department Chairperson <u>[Signature]</u>	Date: <u>8/10/98</u>
Dean of Library Services (if necessary) <u>[Signature]</u>	Date: <u>8/28/98</u>
CIRT (if necessary) <u>[Signature]</u>	Date: <u>9/2/98</u>
College Curriculum Committee (if necessary) <u>[Signature]</u>	Date: <u>11-16-98</u>
College or School Faculty (if necessary) <u>[Signature]</u>	Date: <u>11/19/98</u>
College or School Dean/Director of Instruction <u>[Signature]</u>	Date: <u>11/19/98</u>
FS Graduate Committee (if applicable) <u>[Signature]</u>	Date: <u>2/8/99</u>
FS Curricula Committee <u>[Signature]</u>	Date: <u>2/17/99</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date: <u>2/17/99</u>
Faculty Senate <u>[Signature]</u>	Date: <u> </u>

(42)

Received

Entered (Mainframe)

For Scheduling Office ONLY:

Entered (Catalog)

Mailed

Faculty Senate Curricula Committee Report and Recommendation

Department proposing change Mathematics and Statistics Date 3/1/99

Program to be changed BS in Mathematics, Option III (Statistics)

Individual initiating change Ronald M. Schrader, Chair

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

The undergraduate major in Statistics is a BS in Mathematics under Option III. All Statistics courses are prefixed as MATH. Exact requirements of the Statistics major currently are

- Mathematics: MATH 162L, 163L, 264L, 321, and 361,
- Computer Science: A course at the level of CS 151L.
- Statistics: MATH 345, 347, 348, 445 and at least one of 441, 444, 447, 448, 449, 452, 453, or 550.

Required of all Mathematics majors except Mathematics Education

At least 27 hours of Mathematics or Statistics courses must be numbered 300 or above.

B. Summary of new program requirements with proposed change(s):

The undergraduate option in Statistics will become a BS in Statistics. Statistics courses formerly prefixed as MATH will now be prefixed as STAT. Exact requirements:

- Mathematics: MATH 162L, 163L, 264L, and 321 or 314. (314 allowed, 361 dropped).
- Computer Science: A course at the level of CS 151L.
- Statistics: STAT 145 (new req.), 345, 427, 428, 440, 445. At least 21 credits of STAT courses must be numbered 250 or above. STAT 345, 427, 428, 440, 445 respectively are the former MATH 345, 347, 348, 445, and 545.
- Enrichment: 6 credits of upper division courses in another discipline. (new)

THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: [Signature]
Faculty Senate Curricula Committee Chair

8 Mar 99
Date

Statistics

Major Study Requirements

The following is required of all Statistics majors.

1. Assignment of an advisor. Students must go to the Department of Mathematics and Statistics to be assigned an advisor from the Statistics Group as soon as they decide to major in statistics.
2. 145 or approved equivalent.
3. Knowledge of a computing language at the level of C S 151L.
4. Math 162L, Math 163L, Math 264L, and Math 314 or 321.
5. At least 21 hours of statistics courses numbered 250 or above (with a grade of C (not C-) or better). These must include Stat 345, 427, 428, 440, and 445.
6. Enrichment courses: At least 6 additional hours of courses numbered 300 or higher and approved by the student's undergraduate advisor. These can be taken in an appropriate discipline of the student's choice, for example: anthropology, biology, business, chemistry, computer science, economics, engineering, mathematics, medicine, psychology, and statistics. These courses may overlap with the student's minor.
7. The pass/fail (CR/NC) option may not be used in courses taken to satisfy requirements 2,4 and 5. All grades in these courses must be C (not C-) or better.

Additional information for statistics majors.

1. For students interested in a career in actuarial science, preparation for the first actuarial exam consists of the courses Math 162L, 163L, 264L and 314 or 321. Preparation for the second actuarial exam consists of the courses Stat 461 and 453. For information on actuarial careers and other exams consult a Statistics advisor.
2. Students planning on pursuing a graduate degree in Statistics are encouraged to take Math 321 and 361.

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DEGREE/PROGRAM CHANGE FORM C

Date: 7/15/98

RECEIVED CIP CODE

Ronald M. Schrader (Name of individual initiating curricular change form)

DEC 0 Assigned by Associate Provost for Academic Affairs

Professor, Chair, 277-4613 (Title, position, telephone number)

GRADUATE OFFICE UNIVERSITY OF NEW MEXICO

Mathematics and Statistics (Department/Division/Program/Branch)

- UNIT PREPARES IN QUADRUPPLICATE
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.

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Undergraduate Minor in Statistics Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 196

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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. Summary: Establish STAT prefix for courses and new undergraduate minor in Statistics (this was formerly available to students under the minor in Mathematics). Exact wording: One year of calculus and STAT 145, 345, 427, 428 and 3 hours of mathematics or statistics in courses number 250 and above. The pass/fail (CR/NC) option may not be used for minor study and the grade Reason(s) for Request (attach additional sheets if necessary). in all mathematics and statistics courses must be C (not C-) or better.

Statistics is now recognized as its own discipline and should have its own prefix and degrees. See attached justification documentation.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) N/A
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary) N/A
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement. None. (Same number of hours Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No as current mathematics minor, but course choices are limited).

If yes, have you resolved these issues with department/branch involved? N/A (attach statement)
Effective Date of Proposed Change: Spring 1999

Required Signatures:

Department Chairperson	<i>[Signature]</i>	Date:	8/10/98
Dean of Library Services (if necessary)	<i>[Signature]</i>	Date:	8/28/98
CIRT (if necessary)	<i>[Signature]</i>	Date:	9/2/98
College Curriculum Committee (if necessary)	<i>[Signature]</i>	Date:	11-16-78
College or School Faculty (if necessary)		Date:	
College or School Dean/Director of Instruction	<i>[Signature]</i>	Date:	11/19/98
FS Graduate Committee (if applicable)		Date:	
FS Curricula Committee	<i>[Signature]</i>	Date:	2/8/99
Assoc. Provost for Academic Affairs	<i>[Signature]</i>	Date:	2/17/99
Faculty Senate		Date:	

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Received

Entered (Mainframe)

Entered Catalog

For Scheduling Office ONLY:

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Mathematics and Statistics Date 3/1/99

Program to be changed Undergraduate Minor in Statistics

Individual initiating change Ronald M. Schrader, Chair

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

There currently is no distinction between a Mathematics and a Statistics minor. Current wording for both is: Math 264 and 12 hours in courses numbered above 300. The pass/fail (CR/NC) option may not be used for minor study.

B. Summary of new program requirements with proposed change(s):

Establish a distinct minor in statistics. Changes from the previous Mathematics minor: Do not require Math 264L (Calculus III), do require Stat 145 and specific Statistics courses.

Exact wording: One year of calculus and Stat 145, 345, 427, 428 and an additional 3 hours of mathematics or statistics in courses numbered 250 and above. The pass/fail (CR/NC) option may not be used for minor study and the grades in all mathematics and statistics courses must be C (not C-) or better.

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval:

[Signature]
Faculty Senate Curricula Committee Chair

3 Mar 99
Date

46

DEGREE/PROGRAM CHANGE FORM C

Date: 7/15/98

CIP CODE

Ronald M. Schrader (Name of individual initiating curricular change form)

Professor, Chair, 277-4613 (Title, position, telephone number)

Mathematics and Statistics (Department/Division/Program/Branch)

RECEIVED DEC 04 1998

- 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

GRADUATE OFFICE UNIVERSITY OF NEW MEXICO Plan for curricular process to take at least 12 months.

Mark appropriate Program: Undergraduate Degree Program [] Graduate Degree Program [x] (For existing degree only) This form is for M.S., Ph.D., Graduate Minor in Statistics Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 196-197

Table with 4 columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree MS, Ph.D., Graduate Minor, 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. Summary: Create STAT prefix and new degree titles of MS in Statistics, Ph.D. in Statistics and Graduate Minor in Statistics. MS is offered as both Plan I or Plan II. These degrees previously existed as options and tracks within the MA, Ph.D. and Graduate Minor programs in Mathematics, but now will have their own names. See attached catalog copy Reason(s) for Request (attach additional sheets if necessary) for exact wording.

Statistics is now recognized as its own discipline and should have its own prefix and degrees. See attached justification documentation.

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

Effective Date of Proposed Change: Spring 1999

Table with 2 columns: Required Signatures, Date. Rows include 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 Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate.

Received

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For Scheduling Office ONLY.

Entered (Catalog)

Mailed

Graduate Program

Faculty Senate Curricula Committee
Report and Recommendation

Department proposing change Mathematics and Statistics Date 3/1/99

Program to be changed MA, Ph.D., Graduate Minor in Statistics

Individual initiating change Ronald M. Schrader, Chair

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

Masters Degree: Currently the only Masters degree is the Master of Arts in Mathematics offered under Plan II, with concentrations in pure mathematics, applied mathematics, applied statistics.

Ph.D. Degree: Currently the only Ph.D. degree is the Doctor of Philosophy in Mathematics with concentrations in pure mathematics, probability and statistics, and applied mathematics.

Graduate Minor: Currently requires 9 hours approved by department, and is officially a Minor in Mathematics.

B. Summary of new program requirements with proposed change(s):

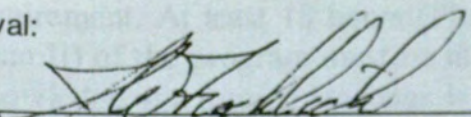
Masters Degree: Change from Master of Arts in Mathematics to Master of Science in Statistics, allow both Plan I and Plan II, restrict concentration to applied statistics and theoretical statistics.

Ph.D. Degree: Change from Doctor of Philosophy in Mathematics to Doctor of Philosophy in Statistics, restrict concentration to statistics.

Graduate Minor: Change from Minor in Mathematics to Minor in Statistics. Approval will require some concentration in statistics, rather than mathematics.

THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.

THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

Approval: 

Faculty Senate Curricula Committee Chair

3 Mar '99
Date

(48)

Graduate Program

Graduate Advisors

Contact [the graduate committee of] the department for assignment of a graduate advisor.

[Review of Applications Begins

- _____ Fall semester: February 1
- _____ Spring semester: November 1
- _____ Summer semester: March 1

Note: Early application is recommended. Fall and spring dates are observed for financial aid.]

[Application Deadlines

Applications must be received by the Office of Graduate Studies no later than July 1, to be considered for the Fall term, and no later than November 1, to be considered for the Spring term. Review of completed applications is done on a rolling basis, beginning on February 1 for the Fall term, and beginning on October 1 for the Spring term. Applicants seeking teaching assistantships are encouraged to apply early.]

Degrees Offered

M.S. in Statistics

Concentrations: applied statistics, theoretical statistics.

Ph.D. in Statistics

Graduate Minor in Statistics

The Master of Science degree student should have taken introductory statistics, linear algebra, and a calculus sequence including multivariate calculus. Promising students lacking an adequate undergraduate background may be admitted to the graduate program but will be required to remove undergraduate deficiencies.

The Master of Science in Statistics degree is awarded under either Plan I (thesis option) or Plan II (non-thesis option). There is no minor requirement. At least 18 hours (Plan I) or 24 hours (Plan II) of the program must be in the department. Knowledge of a foreign language is not required.

The Doctor of Philosophy in Statistics degree is offered by the Statistics Program. Knowledge of a

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computer language is required, but knowledge of a foreign language is not.

General requirements for both the M.S. and Ph.D. degrees are given in the earlier pages of the Catalog. Lists of required courses, the number of hours that must be taken in courses labelled Stat, and various tracks and options may be found in the Handbook for Statistics Graduate Students. Copies of the Handbook can be obtained by writing directly to the Department of Mathematics and Statistics. The handbook is also available from the Statistics web home page:

http://stat.urm.edu/stats_homepage.html.

For a graduate minor at least 9 hours of work in statistics approved by both the student's major department and the Statistics Program faculty are required. (For a Masters using Plan II 12 credit hours are required.)

Students desiring to take a course who do not have the indicated prerequisites should consult with the course instructor.

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The University of New Mexico
Ronald Christensen
Department of Mathematics and Statistics
University of New Mexico
Albuquerque, NM 87131-1141
(505)277-4619
fletcher@stat.unm.edu

September 19, 1997

To: Nasir Ahmed, Dean of Graduate Studies.
From: Ronald Christensen, Professor of Statistics.
Re: Relabeling Programs in Statistics.
cc: Richard Holder, Robin Meize-Grochowski,
Henry Shapiro, Bill Simpson.

The Department of Mathematics and Statistics is preparing a proposal to relabel the Statistics Masters and Ph. D. options that currently exist within the Department as a Program in Statistics giving Masters and Ph. D. degrees in Statistics. The proposal involves no requests for new faculty, new staff, additional space, equipment, computer resources, library resources, or anything else. It is simply a request to label the MA in Mathematics, applied statistics concentration, as an MS (or MA) in Statistics and the Ph. D. in Mathematics, probability and statistics concentration, as a Ph. D. in Statistics.

Yesterday I spoke with Bill Simpson from the Commission on Higher Education and he suggested that, after consultation with the Council of Graduate Deans, such a change might not require formal consideration by the Commission on Higher Education since the program already exists and the request for a name change is minor. This memo was suggested by Bill to serve as a basis for discussion by the Graduate Deans. The remainder of this document sets out the need for such a change.

Statistics is a young and growing but already substantial discipline. It has its own professional societies, completely distinct from those in mathematics. The program in Statistics at UNM is completely distinct from the programs in mathematics. There is no significant overlap in courses, faculty, and all decisions regarding the statistics program are left to the Statistics Group within the department.

Employment opportunities are plentiful in Statistics. The primary areas of employment are biomedical, industrial, and business applications. Statistics plays a fundamental role in modern biomedical research. It also plays a fundamental role in modern methods for providing high quality goods and services. Statistics has a huge potential for growth across

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disciplines in teaching, facilitating research in other departments, joint research with other departments, and in purely statistical research inspired by real world problems.

Statistics as a discipline has primarily developed in this century. Until 30 years ago, theoretical Statistics was largely taught and developed within departments of mathematics while applied statistics resided in areas such as medicine, biology, engineering, psychology, education, economics, business, and more recently anthropology. This has now changed drastically and all top statistics programs are in separate Statistics programs. Placement within a mathematics program hinders the perceived stature and the quest for excellence of Statistics in New Mexico.

It has long been recognized that the discipline of Statistics is not well served by being viewed as a branch of mathematics. While statisticians use mathematical reasoning, Statistics is really about the collection and analysis of data. Residence within a program of mathematics creates several problems. Statisticians are not in the business of contributing to the theory of mathematics. They are in the business of contributing to the development of science. As such, there is a fundamental conflict in the norms by which mathematicians and statisticians evaluate their work. For example, in mathematics consulting has little significance. In Statistics it is a vital activity.

In fact, the mere presence of Statistics within a mathematics program makes many applied statisticians and users of statistics leery of our program. Historically such fears are based on a perception that programs within mathematics are interested only in mathematical theory and not in applied work. Evidence of this fear exists in the fact that courses in Statistics are offered by numerous departments across the college and university. It would be in the university's interest to consolidate such courses but any consolidation can succeed only by maintaining close contact with customer departments. Perhaps the only way to ensure permanent close contact is through a system of joint appointments to a Statistics program. We would like to encourage broad participation in a newly named program by arranging joint appointments for current faculty in other departments whose primary activities are Statistical. But this is something that can be worked out after the program has received formal approval.

Ultimately, the benefit of this name change accrues to the students studying Statistics. As mentioned, there is a huge need for Statisticians. By and large, there is no similar demand for mathematicians. The degrees of students studying Statistics will be more valuable for having been accurately labeled. Students will not have to convince employers that, although they formally have a degree in mathematics, they really have been educated in Statistics. A secondary benefit is that it should be easier to attract Statistics students to UNM if we can advertise a properly labeled degree.

RECEIVED

DEGREE/PROGRAM CHANGE FORM C

NOV 16 1998

Date: 15 November 1998 COLLEGE OF ARTS & SCIENCES

Scott P. Sanders, Dept Chair (Name of individual initiating curricular change form)

English, Hum 217, 7-6347 (Title, position, telephone number)

English Department (Department/Division/Program/Branch)

Assigned by Associate Provost for Academic Affairs

- UNIT PREPARES IN QUADRUPPLICATE 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.

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

This form is for PhD Concentration in Medieval Studies Name of New or Existing Program This program is or would be located in current undergraduate/graduate catalog on page(s)

Table with columns: Mark appropriate category, Degree Type, NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree (PhD), 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.

see attached catalog copy

Reason(s) for Request (attach additional sheets if necessary). We express our chagrin that this concentration, which has been in effect as a possible sequence of courses in our PhD program since 1989-90, has never been in the catalog or officially noted on a Form C. Our PhD program has been formally a "collection of required hours" that allowed students to make their own concentrations. Many do Medieval Studies. We would like it in the

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary) catalog now. 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? N/A (attach statement) Effective Date of Proposed Change: Fall 1999

Table with columns: Required Signatures, Date. Rows include 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 Curricula Committee, Assoc. Provost for Academic Affairs, Faculty Senate.

Received

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For Scheduling Office ONLY: Entered (Catalog)

Mailed

49

Faculty Senate Curricula Committee Report and Recommendation

Department proposing change English Date 4 Mar 99

Program to be changed Add defined Med Studies PhD concentration

Individual initiating change Scott P. Sanders, Dept Chair

* Limit to one page only
* Unit prepares/submits with Form C/D

A. Summary of previous program requirements to be changed:

See paragraph 3, p. 158 of the current catalog: our PhD programs are defined by students add their Committees on Studies in dialogue with the Graduate Committee and the Graduate Director. Students in the past have defined Medieval Studies PhD concentrations similar to the one spelled out in the change requested. So we are not "changing requirement"; we are stating a program that has been the one appropriate for Medieval Studies all along.

B: Summary of new program requirements with proposed change(s):

See the attached listing of the specific courses for this interdisciplinary PhD concentration.

With the newly begun Medieval Studies Institute, we want to see the Medieval Studies concentration at the PhD level spelled out in the catalog. Note also that we are hiring a new Asst Professor (tenure track) in Medieval Studies to begin F99.

A. Sanders

- THE COMMITTEE RECOMMENDS APPROVAL WITHOUT QUALIFICATION.
- THE COMMITTEE RECOMMENDS APPROVAL WITH THE FOLLOWING QUALIFICATIONS:

see approval signatures on attached Form C.

Approval: *[Signature]*
Faculty Senate Curricula Committee Chair

5 March 99
Date

(50)

Ph.D. Concentration in Medieval Studies

Applicants must have completed all requirements for the Master's Degree in English or a cognate discipline or have the Master's Degree in hand.

1. Applicants who have not completed the following course work in their Master's program must complete these courses within the first two years of the Ph.D. program:

- a. English 581 Chaucer
- b. English 549 Introductory Old English
- c. History 321 or 322 (Early Middle Ages, or High Middle Ages)
- d. English 500 Introduction to the Professional Study of English

2. A reading knowledge of Latin (to be satisfied no later than the second year of the program) and one additional language other than English.

3. 30 hours of course work distributed as follows:

- a. English 597 Methods in Medieval Scholarship (1 hour)
- b. Seminars in Chaucer (English 650); Old English Literature (English 650) or Old English or Middle English & other Medieval Language (English 680); Medieval History (History 521) (11 hours).
- c. English Medieval Language & Literature (9 hours) to be selected from: 551 Middle English; 550 Beowulf & Other Old English Poems; 550 Anglo-Saxon Prose; 551 Middle English Literature Survey, excluding Chaucer; 551 Medieval Aesthetics; 551 Medieval Drama.
- d. Multidisciplinary course work in Art History, Medieval History, Medieval Philosophy, and medieval language and literature other than English, such as Old Norse, Medieval Latin, Medieval Spanish (9 hours, only 3 of which may be taken in the History Department).

NEW GRADUATE DEGREE -
FORM D

Worked on this one

UNIT PREPARES IN QUINTUPLICATE
Route as indicated below under approvals. Return to the
Scheduling Office once all signatures have been obtained.

Date: 2/18/98

RON ANDREWS
(Name of individual initiating new Graduate Degree)

DIRECTOR 272-6740
(Title, position, telephone number)

ORTHOPAEDICS/PHYSICAL THERAPY PROGRAM
(Department/Division/Program)

*Allow 18 months for process to be completed.

RECEIVED

OCT 19 1998

GRADUATE OFFICE
UNIVERSITY OF NEW MEXICO

Note: Proposals for new graduate degrees need to follow a CHE approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

1. Give exact title in the space provided and requirements for the new graduate degree as they should appear in the University of New Mexico Catalog.

TITLE: Masters in Physical Therapy
Catalog proof is attached.

2. Attach the complete proposal in the approved format.
3. Does this new degree affect any existing program? Yes No . If yes, attach statement.
4. Library Impact Statement. Name of individual consulted and attached signed impact statement. Jon Eldredge
5. CIRT Impact Statement. Name of individual consulted and attached signed impact statement. Pam Mirabal
6. Proposed date to admit new students: Semester SUMMER Year 2000

Required Signatures:	Department Chair <u>W. Michael S. Monahan</u>	Date: <u>3/26/98</u>
	Dean of Library Services <u>Jon Eldredge</u>	Date: <u>7-15-98</u>
	Assoc. VP for CIRT <u>Pamela Mirabal</u>	Date: <u>7-23-98</u>
	College Curricula Committee <u>[Signature]</u>	Date: <u>JUL 1 - 1998</u>
	College or School Dean <u>[Signature]</u>	Date: <u>1-11-99</u>
	FS Graduate Committee <u>A. Janet Miller</u>	Date: <u>1-22-99</u>
	Office of Graduate Studies <u>[Signature]</u>	Date: <u>FEB 19 1999</u>
	FS Curricula Committee <u>Michael C. Lavapava</u>	Date: <u>2/2/99</u>
	Office of the Provost <u>[Signature]</u>	Date: _____
	Faculty Senate _____	Date: _____
Returned to	The Office of the Provost for presentation to following entities:	Date: _____
	Board of Regents _____	Date: _____
	Council of Graduate Deans _____	Date: _____
	Academic Council of Higher Education _____	Date: _____
	Commission on Higher Education _____	Date: _____
	State Board of Finance _____	Date: _____

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For Scheduling Office ONLY:

Mailed

The University of New Mexico
Office of the Registrar
Form 400

New Mexico Commission on Higher Education
Requirements for Approved Graduate Programs

9. REQUIREMENTS FOR APPROVED GRADUATE PROGRAMS:

9.1 The requirements and questions listed below will be used in reviewing proposals to establish new graduate programs. The Commission reserves the right to weigh these factors differentially and to consider additional factors in reaching decisions that best meet the interests of the State of New Mexico. These requirements are constructed to reflect state-level interests in postsecondary education; reviews of new graduate programs within the proposing institution are expected to reflect a somewhat different balance of concerns, for example, devoting greater consideration to details of program quality. [10/1/97]

9.1.1 **Purpose of the Program and Mission of the Proposing Institution.**
The proposed program must have a clear purpose that is consistent with the mission of the proposing institution. [2/26/85,5/4/90,10/1/97]

A. What is the primary purpose of the proposed program? What are its secondary purposes, if any?

The purpose of the Division of Physical Therapy as stated in the Mission Statement is to educate leaders in physical therapy who are proficient in the areas of education, research, supervision, management, consultation, promotion of health, prevention of dysfunction and provision of care, in order to meet the needs of the citizens of New Mexico. The secondary purpose is to further the knowledge of the field of physical therapy to the end of promoting growth and leadership for the profession and to train physical therapists who are current and progressive in their knowledge and delivery of care. These primary and secondary purposes are identical to the purposes for the current baccalaureate degree. The new degree is still the first degree that the student will receive which allows he or she to sit for licensure examination and become a practicing physical therapist. Therefore the overall purpose of the program is unchanged.

B. Is the proposed program consistent with the role and scope of the institution as set forth in its mission statement and interpreted by its governing board?

According to its mission, The University of New Mexico offers selected programs at the associate, baccalaureate, master's and doctoral levels in a wide spectrum of academic, professional, and occupational fields. The proposed new entry-level physical therapy degree at the University of New Mexico will be a Masters in Physical Therapy. Therefore the new program remains within the role and scope of the University of New Mexico.

C. What is the institution's priority for the proposed program, as indicated in its most recent plans, funding requests, or other institutional documents? [10/1/97]

The University of New Mexico (UNM), as well as the State Legislature, has always been supportive of the Physical Therapy Program. We received additional funding in 1994 to expand our program from 24 students per year to 30. We have continued to receive support from the School of Medicine and the Health Sciences Center. The Division of Physical Therapy at UNM is the only program in the State training physical therapists. There continues to be a shortage of physical therapists, especially in rural, underserved areas. We accept only residents of New Mexico or qualified WICHE students and the majority of our graduates stay in the state to practice.

9.1.2 **Justification for the Program.** The proposed program must meet one or more specified needs within the state or region; must not duplicate existing programs unnecessarily or inappropriately; and, to the extent feasible and appropriate, should benefit from cooperative arrangements with other institutions. [2/26/85, 5/4/90, 10/1/97]

As introduced in 9.1.1 C above, there continues to be a need for licensed physical therapists in the State of New Mexico. An example is the Spring and Fall '97 issues of "Rural Health News" the newsletter of New Mexico Health Resources Inc., which lists 12 and 11 physical therapist openings in rural New Mexico, respectively.

There is no duplication, the Division of Physical Therapy at the University of New Mexico is the only educational program in the State graduating physical therapists.

Students from any of New Mexico's colleges or universities may apply to our program. We have worked with most to ensure that the prerequisite course work available is appropriate and will satisfy our prerequisite requirements. We will continue to do this.

9.1.3.1 **Need.** The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need. [2/26/85, 5/4/90, 10/1/97]

A. Why is the program needed? Will graduates of the program help meet some specified state or regional need for skilled personnel? Have specific potential employers requested, or expressed interest in, the program? What, if any, internal institutional needs will also be met by the program?

Perhaps this is the point to explain the relationship of the proposed program (Masters in Physical Therapy) to the current program (Bachelors in Physical Therapy). Currently the Division of Physical Therapy grants a Bachelors Degree. The program is accredited by the Commission on Physical Therapy Education (CAPTE), as are all entry level programs nationally. An entry level program is defined as one that grants the first degree necessary to become a physical therapist. Historically, nearly all programs nationally granted the Bachelors degree to fulfill this purpose. However, in 1979 the American Physical Therapy Association (APTA) passed a mandate in their House of Delegates meeting that by the year 1990 all entry level degrees would be at the post-baccalaureate level. This mandate did not carry any enforcement language, however, it did set the standard for the future of physical therapy education. By the year 1990, over half of the entry-level educational programs nationally had converted their programs to the post-baccalaureate level. As mentioned above, all entry-level programs are accredited by CAPTE. The Division of Physical Therapy received full accreditation from CAPTE most recently in 1995. The accreditation is for an eight year period. However, during the fall 1996 meeting of CAPTE, the Commission adopted revised Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. The new criteria became effective January 1, 1998. The primary change that is a key element in the development of this new program is section 3.9 which states, "The first professional degree for physical therapists is awarded at the post-baccalaureate level at the completion of the physical therapy program." There is an implementation schedule included with the new accreditation packet. The key statement made relative to the implementation is, "It is the intention of the Commission to limit its scope of professional program accreditation to physical therapist education programs at the post-baccalaureate degree level after January 1, 2002. Additionally, relative to the eight year accreditation granted to UNM in 1995, the Commission states, "Baccalaureate programs to be visited in 2002, 2003, and 2004 will be expected to have made the transition to the post-baccalaureate degree level by 2002. This will require a shortened cycle for some programs." Therefore, the Division of Physical Therapy at UNM must convert their entry

level Bachelor's program to a post-baccalaureate level by the year 2002 or lose accreditation. Graduates of non-accredited programs cannot sit for state licensure and therefore would not be employable. The Division of Physical Therapy therefore must make this conversion or close, which would mean there would be no educational program for physical therapists in New Mexico. The conversion would mean the masters program would replace the current bachelors program.

Additionally, the field of physical therapy has continued to evolve, requiring graduates to become more independent practitioners. Most states now allow some type of direct access where physical therapists are able to evaluate and treat patients without the referral of a primary care practitioner. Managed care changes have also dictated that the physical therapist must be able to practice in a more autonomous manner and be able to improve efficacy of treatments. Entry level curriculums have been addressing these needs well, however, the masters program will better prepare students by increasing clinical time and offering advanced skills in key areas.

B. Evidence of need might include results of employers surveys, current labor market analyses and projections, or need projections prepared by a relevant professional organization. Summaries of student interest also are appropriate but will not by themselves be considered sufficient evidence of need.

As indicated above, there is and will continue to be a strong need for physical therapists to practice in the State. The anticipated continued growth of the profession of physical therapy dictates that we keep pace in the quality and number of our graduates. According to the Spring, 1994 U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Quarterly, physical therapy is expected to show an 88% increase in employment with 79,000 job openings between 1992 and 2005. In the "Health Diagnosing Occupations" cluster, physical therapy was a distant first place with occupational therapy in second place with an estimated 60% increase in employment. Similar projections are shown for the State of New Mexico. According to the New Mexico 2005 Economic Projections Bulletin published in June 1995, "Physical therapists will experience the strongest growth going into the next decade as more people will be in need of rehabilitation due to the increased popularity of sports and exercise programs, advances in medicine which allow more people to survive traumas and advances in the treatment of more disabling conditions." The report gives the figures that between 1993 and 2005 there will be a growth in physical therapy jobs from 540 to 1090 (100.4% growth) in New Mexico outside Albuquerque and an even greater percentage growth (109.5%) from 260 to 550 new physical therapy jobs in Albuquerque.

9.1.3.2 Duplication. The proposed program must not duplicate existing programs unnecessarily or inappropriately. A proposal for a program similar to one (or more) that already exists within the state must present clear and convincing evidence that need for the program cannot be met by the existing program(s). [2/26/85,5/4/90, 10/1/97]

There are no other programs in New Mexico that graduate physical therapists.

Currently, the WICHE program does allow for five New Mexico residents to attend post-baccalaureate physical therapy programs out of state. There is anecdotal evidence that there are highly qualified New Mexico residents that are leaving the state to attend Masters programs not only through WICHE certification, but via their own funding as well.

9.1.2.3 **Inter-Institutional Collaboration and Cooperation.** To the extent feasible and appropriate, the proposed program should establish collaborative relationships with other programs within New Mexico, so that state investments can be shared and students can benefit from expanded opportunities across institutional boundaries. [10/1/97]

- A. Are there programs at other institutions, and particularly programs already supported by the state, through which shared instruction, collaboration with faculty, or other means of broadening student options and experiences can be arranged as part of the proposed program?

There are two physical therapy assistant programs currently in the State. The course work relative to those programs that would meet our prerequisite requirements is accepted as it is from any New Mexico College or University. There is not the ability to share instruction, etc. as the curriculums are not interchangeable, even at the basic level. Physical therapy and physical therapy assistant programs are accredited under separate guidelines and therefore must be distinct, self contained programs. We do however communicate with the two physical therapy assistant programs relative to clinical sites and educational issues, such as supervisory roles, that fall under the clinical education component of our program.

Students applying to the new masters program will need to have a baccalaureate degree and still meet our prerequisite course work requirements. We will continue to accept the course work taken at New Mexico institutions as we have done in the past.

9.1.3 **Clientele and Projected Enrollment.** The proposal must clearly describe the population of students who will be recruited for the proposed program and must include a detailed projection of enrollment and credit hours anticipated during the first five years. [2/26/85, 5/4/90, 10/1/97]

9.1.3.1 **Clientele.**

- A. Who are the students to be served by the proposed program? Will the program concentrate its recruitment upon students representing some particular geographic area, students from some special employment sector, or some other identified group?

Admission criteria will remain essentially unchanged except for the requirement of a baccalaureate degree prior to admission. As stated above, we limit admission to residents of the State of New Mexico. We will continue to do so. Admission is based upon science GPA (which must be a minimum of 3.0), letters of reference, autobiography, interview and extemporaneous writing. The best 50 applicants based on science GPA, letters of reference and autobiography are invited for interview and at the same time perform an extemporaneous writing exercise. All scores are added and the top 30 applicants are offered positions in the program with the next 10 being held as alternates. The intent of the admissions process is to accept students who are suited to the interpersonal and caring role of a physical therapist and are academically capable of completing the program.

- B. What academic or experiential qualifications will be set for admission?

Minimum overall and science GPA is 3.0 on a 4.0 scale. Volunteer experience is highly recommended but not required. Applicants typically average 300 to 400 hours of volunteer

experience prior to application. The primary objective of the volunteer experience recommendation is to help the applicant determine if the field of physical therapy is right for them.

- C. Will the proposed program be consistent with state goals for equitable representation of all clusters of students? How will the program assure equal access and success of students from clusters historically under-represented in graduate education or in the fields of employment for which the program is intended to prepare its graduates?

The Division of Physical Therapy supports and adheres to the University of New Mexico's Equal Education Policy which states that the University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry or medical condition. Our record has been good relative to attracting and retaining under-represented groups. Historically, our classes are made up of 25 to 35% students from ethnically under-represented groups. Recently we have obtained a Health Careers Opportunities Program Grant from Department of Health and Human Services, Public Health Service in cooperation with the School of Medicine, College of Pharmacy and Division of Occupational Therapy. The purpose of the grant is to identify, attract, admit and retain students who are educationally disadvantaged.

Nationally, the field of physical therapy is predominantly made up of white females. Males comprise approximately 40% of all physical therapists and minorities comprise a very small fraction of both genders. A 1992 report from the American Physical Therapy Association lists "graduates by race." The figures are: Caucasian - 93.7%, Asian - 2.5%, Black - 1.7%, Hispanic - 2.0% and Native American - 0.1%. As can be seen, our program, although still needing to do more within the State of New Mexico to redress under-representation, is well ahead of national averages for physical therapy schools.

9.1.3.2 Projected Enrollment.

- A. The proposal must display, in clear tabular form, the projected enrollment in the proposed program during its first five years. This presentation must distinguish the number of new students (head count) expected to enroll each year and the number of returning students expected to re-enroll in each year.

Year	Projected Accepted	Returning	Total
2000	30	60 (from current baccalaureate program)	90
2001	30	60 (30 baccalaureate/30 masters)	90
2002	30	60 (from previous two years of masters)	90
2003	30	60 (now steady state - masters)	90
2004	30	60	90

Our enrollment has been extremely stable and we do not anticipate the new program will have a significant affect on that. We have surveyed current students relative to the requirement of the baccalaureate degree prior to admission. 95.4% of students admitted stated they would still apply to the program even if a prior baccalaureate was required. Students accepted to our program average 7.6 semesters of college work prior to application, have taken an average of 153 college credits and 64% have baccalaureate degrees or above.

...to help the applicant...

...the proposal should indicate...

The Division of Physical Therapy... The purpose of the program is to identify, attract, admit and retain students who are educationally disadvantaged...

...the field of physical therapy is predominantly made up of white females. Minorities approximately 40% of all physical therapists and minorities comprise a very small portion of both genders. A 1993 report from the American Physical Therapy Association lists...

4.1.1 Projected Enrollment

A. The proposal must display, in clear tabular form, the projected enrollment in the proposed program during its first five years. The presentation must distinguish the number of new students (head count) expected to enroll each year and the number of returning students expected to re-enroll in each year.

Year	Returning	Projected Enrollment
2000	30	30
2001	30	30
2002	30	30
2003	30	30
2004	30	30

The enrollment has been extremely stable and we do not anticipate the new program will have a significant effect on that. We have reviewed current student status to the requirement of the program over a 5 year period...

B. The proposal should indicate the number of students expected to enroll full-time and the number expected to enroll on a part-time basis and must display the total number of student credit hours expected to be generated in each of the first five years. [10/1/97]

All students in our program are full time. The curriculum does not allow for part time students, due to the sequencing and interactive requirements of laboratories, etc. The program currently receives programmatic funding, not student credit hour based funding. The difference will be that the masters students will be paying graduate instead of undergraduate tuition at UNM.

Year	Total Undergraduate Student Credits	Total Graduate Student Credits
2000	2100	1170
2001	1230	2190
2002	0	3150
2003	0	3150
2004	0	3150

9.1.4 Institutional Readiness for the Program. The institution should have nearly all of the resources needed to initiate the program. The proposal should include a clear statement of the extent to which the institution is ready to initiate the program, citing the remaining needs and recognizing each of those needs in the cost analysis developed pursuant to Section 9.1.5

A. Is the teaching faculty adequate in number and qualifications to initiate the program? If not, what additional faculty are needed? To what extent will the program rely upon graduate assistants to free faculty time for graduate instruction in the proposed program?

The current faculty all have advanced education and training beyond the entry level that will be taught in the new program. Additional permanent faculty positions will not be necessary to implement the new program, however, there will be additional teaching needs that can be met with temporary part time faculty. The new program will be 36 months in length compared to 28 for the existing baccalaureate program. This will create an additional eight months of "overlap" where students enrolled in each of the three years of the program will be receiving instruction simultaneously. This will increase the total teaching load. The new curriculum provides for nine credits of elective course work in the next-to-the-last semester. Most of these electives will be clinical in nature and designed to provide the student advanced training in a specific clinical area, such as pediatrics or orthopaedics. To meet the additional teaching needs, the plan is to expand the current cooperative relationship with community clinicians and hire clinical physical therapists with experience and expertise in the content area to co-teach these electives with full time faculty of the Program.

The program will not be able to use graduate assistants per se. We currently use four senior students from the program to assist in the initial summer gross anatomy course. We will continue this and funding is in the current budget for that purpose. The new program will replace the old bachelors degree program, so there will not be "two levels" of students that would allow the masters students to assist in instruction undergraduate students. Additionally, the upper level students are in class continuously during the semesters throughout the three years of the program with the exception of summer between the first and second year. It is during this time that the assistants for the gross anatomy course are available.

B. Are the *library and other academic support resources* sufficient to initiate the program? If not, what additional resources are needed?

Library and other academic support resources are adequate.

C. Are the *physical facilities* of the institution adequate for the first five years of the program? Will additional space or modifications of existing space be required within the first five years of program operation?

Class size is not increasing over current bachelors program. Therefore our physical facility needs are unchanged. We, as all programs in the Health Sciences Center, continue to have difficulty scheduling adequate classroom teaching space due to the ongoing growth within the HSC. However, that is a larger issue.

D. Are the institution's *equipment and technological resources* adequate for the first five years of the program? What, if any, additional equipment will be needed?

See attached Health Sciences Center
Equipment and technical resources are adequate.

E. Are other operating resources adequate to initiate the program? For example, will additional clerical or specialized personnel be needed?

None needed
The 1995 CAPTE eight year accreditation mentioned above did have a deficiency associated that is just currently in the process of being satisfied. The Commission stated, "The Commission finds that there is need for additional support staff in order to ensure that the needs of the faculty and students are met. The responsibilities of supporting the Director, the ACCE and all other functions of the program currently rest with one staff number and work study support." We are currently searching for an additional staff person. However, the funding to support this position has been extremely difficult to obtain and currently it is temporary and only at a level to support a 0.8 FTE position at the minimum salary for the grade. The revenue is being provided from grant revenue to the program and clinical revenue from the Department of Orthopaedics. The position, if/when filled, will begin to address our staff support deficiency, however, additional funding will need to be added to the I and G budget to institutionalize and stabilize the position and bring it to the full 1.0 FTE level. This level of staff support is a basic operating need of the program. Additionally, our current full time staff position is classified as a level 9. Expansion of the program to the masters level will put additional demands and responsibilities upon this position. The person currently in this position was classified higher and took a cut in salary to accept this position. She, therefore is capable of the level of function necessary but is being paid at the bottom of her classification. However, the position needs to be upgraded to a level 10, Department Administrator I, with appropriate salary to ensure the ability in the future to hire and pay at the skill level necessary.

[10/1/97]

9.1.5 **Projected Cost of the Program.** The proposal must include a clear analysis of the projected cost of the proposed program and the sources of funding that will support it. [2/26/85, 5/4/90, 10/1/97]

9.1.5.1 **New Costs for Program Start-Up.** The proposal should provide a clear indication of new costs that must be met in order to begin the program and to sustain it during its first five years. The analysis must address at least the following cost categories.

A. Additional faculty needed for the program, full-time and part-time.

Temporary part-time faculty will need to be hired as outlined above to co-teach specialty elective course work. The number of elective courses taught will depend upon selection by the students. There will be a minimum enrollment number of four to eight students in order for the course to be offered (enrollment minimum will vary depending upon the course). A total maximum of 25 credit hours of electives will be offered in the new curriculum. If all were taught each year, the cost to hire temporary part time faculty to co-teach would be \$20,000. A more reasonable figure would be \$15,000 (plus 24% fringe, \$3,600) for a total of \$18,600 as it is highly unlikely that all 25 credits would be taught each year. This would cover 6 temporary part-time faculty teaching 50 hours each or approximately 18 credit hours.

B. Additional library resources needed for the program. The proposal should include a statement from the university librarian, indicating the cost of these new resources and the schedule on which the resources will be provided.

See attached Health Sciences Library Impact Statement

C. Additional facilities, equipment, and technological resources needed for the program.

None needed.

9.1.5.2 State Support. An analysis must be presented showing the approximate amount of state operational formula funding that will flow to the program for each of the first five years, based upon the projected student credit hours and current formula funding factors, and recognizing the delay and averaging characteristic of the formula. [10/1/97]

Below is the total budget amount per year for the first five years of the program. This is based upon current budget for the bachelors program plus an additional \$18,600 for temporary part time faculty, \$38,634.68 for the 1.0 FTE staff position described above [midpoint salary for level 9 is \$31,157 plus 24% fringe equals \$38,634.68], and \$10,463.62 to upgrade the current level 9 staff position to level 10 [current salary in the position is \$25,834.60, midpoint salary for level 10 is \$34,273, the difference is \$8,438.40 plus 24% fringe added to the difference equals \$10,463.62]. Additionally the program is requesting a 10% increase (\$5,760.50) in our non-salary budget, primarily to be added to supplies. Basic operating needs of the program have increased due to inflationary increases in materials and services necessary to run the program. The addition of time in the program by students will add additional supply and material needs. As an example, the cost that the program pays for cadavers for the gross anatomy course has just increased 33% which represents a \$2000 increase for this item alone. Although our budget has received some compensation increase in salary categories, it has only been decreased in materials and service categories over the past several years.

The total projected figures below do not represent cost of living or merit increases.

Year	Total State Support Needed
2000 - 2004	\$473,715.60/year

60

9.1.5.3 **Other Support.** If the proposed program will benefit from other sources of operational support, the proposal should describe those. For example, if particular cost categories such as new equipment or additional graduate assistantships are expected to be supported by research grants, contracts, or other sources, the proposal should clearly describe those sources and levels of support and should indicate the advantage to the state of receiving such support. [10/1/97]

There will be no other support.

9.1.6 **Quality of the Program.** The proposed program must be designed to meet high standards of academic quality, considering its instructional curriculum, faculty, student, admission standards, opportunities for experiential learning and academic support, and provisions for continual review and improvement of the program. [10/1/97]

9.1.6.1 All programs supported by state funds are expected to comply with principles of academic quality delineated as part of the Commission's regulation on instructional funding:5 NMAC3.12. [10/1/97]

Our current program meets all regulations and the new proposed program will also.

9.1.6.2 Among the questions that will be considered in evaluating proposals for new graduate programs are the following.

As outlined above, our current entry level program is accredited by the Commission on Physical Therapy Education (CAPTE). The criteria for accreditation are the same for all entry level programs, regardless of terminal degree granted. Therefore we will fall under the same criteria for the new program as for the current program which is accredited. The criteria are extensive. Our self study accreditation report fills two, three inch binders. This self study if available for review as necessary.

A. Is the curriculum adequately structured to meet the stated purposes of the program?

The curriculum consists of 105 credits of advanced course work addressing all areas of physical therapy entry level studies as defined in CAPTE accreditation guidelines. Criteria for curricular content and structure are clearly defined by CAPTE. In the 1995 accreditation of the bachelors program, there were no deficits or deficiencies noted in the curriculum. It was given praise by the site visit team as well founded and complete. The new masters curriculum keeps all the primary elements of the bachelors curriculum while increasing depth in some courses, providing more time and guidance for the senior research project (now thesis), allowing electives for advanced clinical skills or other graduate level study, and eight weeks additional full time clinical experience at the end of the didactic portion of the curriculum.

[Section 3.0 of the CAPTE Self Study Narrative addresses the curriculum]

B. Is the faculty adequate in number, experience, and availability to offer a high quality program?

The academic faculty are committed to quality education for students, and have the collective qualifications necessary to conduct the activities of the program. All faculty have advanced training and education beyond the entry level degree. All faculty members have a minimum of 10 years physical therapy experience (range 12-22 years experience). Two faculty members have Ph.D.'s, two members are pursuing their Ph.D. and should be completed by 2001. All faculty have extensive teaching experience in clinical and/or academic settings. Two faculty members, including the director, each have 10 or more years experience in an academic program; two faculty members have 5-7 years academic experience; and two members, although hired only three years ago as full-time faculty, both have many years experience teaching for the program as temporary part-time faculty. The faculty has strong backgrounds in the specialty areas of physical therapy, including orthopedics, neurology, pediatrics, and administration.

Relative to approval for graduate instruction through the Office of Graduate Studies here at UNM, we have filed the forms for approval. We will need to apply for "continued limited" appointments due to the fact that none of the faculty are currently tenured or on tenure track. We anticipate having 3 to 4 faculty members on tenure track by the year 2002. Currently within the School of Medicine, tenure track positions are only available to people with the M.D. or Ph.D. degree. Therefore, as faculty complete their Ph.D. degrees, they will be able to move onto the tenure track. Nationally, 48% of physical therapy faculty have a Ph.D., the remaining have advanced masters degrees of equivalent. However, over 90% of faculty nationally are tenured or on the tenure track. Therefore, most faculty, nationally, are able to move onto tenure tracks without the Ph.D. This is due primarily to the fact that only 12% of faculty nationally are within schools of medicine. The tenure track appointment is necessary for "regular" graduate instruction approval which includes chairing graduate committees. Until the time that we do have more tenure track faculty, we will need to rely on tenure track faculty from the Department of Orthopaedics and through the Biomedical Sciences Program to chair our students' theses committees. This support has been offered. We anticipate no difficulty in our faculty receiving the "continued limited" status which will approve them for instruction and serving on graduate committees.

{Section 2.2 of the CAPTE Self Study Narrative addresses Faculty}

C. How do the proposed academic admission standards for students entering the program compare with standards for other programs at the institution and with admission standards for comparable programs at other institutions in New Mexico or other states?

There are no other institution in New Mexico offering an entry level degree in physical therapy. Nationally, our admission criteria are very consistent. Some programs require the Graduate Record Examination, some do not require a baccalaureate degree prior to admission. Prerequisites to our program are similar to most though we require more prerequisite science courses than many programs.

D. How will the proposed program utilize current technologies to support program quality and delivery?

Students at UNM have access to the Internet and World Wide Web. Students in the Health Sciences Center have unlimited search access to the National Library of Medicine as well as several other databases such as the Cumulative Index of Nursing and Allied Health Literature (CINAHL) through the Health Sciences Center Library. All entering students into the current program are required to have their own personal computer and are provided email accounts through the School

of Medicines First Class system which provides an extensive bulletin board and information platform utilized by all the program faculty and students.

- E. What opportunities will be available for assisting students to gain experiences relevant to work settings for which the program will prepare them?

The ability of the student to apply and integrate principles learned in the classroom to actual work/clinical situations is vital to a professional program such as physical therapy. The physical therapy program provides students with considerable clinical education experience. Short block rotations which are integrated within the junior and senior year curriculum provide a total of 9 weeks (40 hour weeks) of supervised clinical experience. Full-time affiliations provide a total of 24 weeks (40 hour weeks) of supervised clinical experience. In addition, students participate in 45 hours of "clinic and rounds," which constitutes exposure to various special services, unique clinical settings and related health care professions.

Individual clinical supervision is generally provided by one clinical instructor (CI) to each student. Occasionally there is a situation of split supervision of one student by 2 clinical instructors, in order to allow clinicians who are not on regular work schedules to participate. The 2:1 model of student: CI supervision needs to be explored in the near future in order to create additional student placements. CIs are generally selected by the CCCE and the clinical faculty. The program's criteria for CI include one year of clinical experience as well as willingness to work with students. CIs receive ongoing training and support from the program.

In order to provide a variety of clinical experiences, student clinical placements have been divided into the specialty areas of acute care, neurological rehabilitation, orthopaedics, pediatrics, and geriatrics. A representative academic year would include a total of 46 placements in general inpatient rotations, 122 in outpatient care, 2 in extended care facilities, and 4 in the school system.

Short block rotations. An attempt has been made in short block affiliation placements to provide a variety of clinical experiences to each student. During their time in the program, each student is generally placed in at least one acute care placement, and at least one pediatric placement. In the past, each student has also been assigned on the average 3-4 orthopaedic outpatient rotations.

Full-time affiliations. These affiliations consist of three eight-week placements. The program requires one adult acute care and one adult neurological rehabilitation affiliation per student, although occasionally exceptions have been made to accommodate individual student needs. The setting for the third full-time affiliation is optional and is usually chosen from orthopaedics, pediatrics or geriatrics. Most acute and rehabilitation rotations are inpatient settings, and most optional rotations are outpatient settings. This helps to balance the preponderance of outpatient care placements available in the part-time rotations. With community support, the program has been able to obtain enough placements to uphold these requirements.

[Section 3.2 of the CAPTE Self Study Narrative addresses the clinical experience.]

- F. What academic support services are available to students, to assist them in succeeding in the program?

Successful completion rate for the program has been greater than 99%. It is extremely rare for a student to not complete the program once accepted. When this has occurred, it has been due to extenuating personal circumstances, rather than a lack of assistance or support.

Students meet with their faculty advisor at the end of each semester to discuss their performance in the classroom and the clinic. The students' coping strategies for dealing with the stresses in the program are also discussed at these sessions. The grades the student expects to receive are reviewed to evaluate the students' understanding of their progress. All faculty are responsible for tracking student performance in their courses, and problems are brought to the attention of the student as soon as noted and also to the attention of the director. Remedial discussions are entered into as soon as a potential problem is identified. Faculty and fellow students provide additional assistance and strategies to help the student succeed. It is very rare for students to need additional assistance above the usual faculty roles, probably due to our high admissions standards, however, if a potential problem is encountered, we have been very successful in providing the student with the necessary support.

During clinical affiliations, the student and the clinical instructor meet for a midterm and final review of the student's performance and progress during that affiliation. In addition, the clinical instructor completes the Progress Report Form documenting the progress of the student, and this form is sent to the ACCE for review. Students and clinical instructors are encouraged to meet on a regular basis (daily or weekly) to discuss student needs and progress. In addition, the Blue Macs is used to record progress in clinical skills, and also comments on student performance in the clinic. Remediation is started as soon as a problem is identified and the student is provided additional opportunity to successfully fulfill the requirements of the rotation.

[Section 2.3 of the CAPTE Self Study Narrative addresses student services.]

- G. What final integrating experiences or other features will be used to assure that graduates have acquired the knowledge and skills expected for the degree or certificate awarded?

The primary final integrating experience is the 24 week full time clinical rotations during the third year as detailed above. Extensive grading is done by the clinical instructors and students must successfully complete all clinical requirements. Additionally, students participate in problem based learning groups throughout the curriculum. This approach to education emphasizes educational processes and integration of didactic course work to develop comprehensive treatment and management plans of patient problems.

A final comprehensive exam is given at the end of the program to ensure that students have an adequate understanding of curricular content. This provides the students with information as to their grasp of content prior to taking the national exam in preparation for state licensure.

- H. Has the proposed program been evaluated by any external reviewers or is there other external evidence or opinion regarding the quality of the program?

CAPTE accreditation, as discussed above, has evaluated the current curriculum. The new program retains all aspects of the current curriculum as well as expands and enhances areas as explained above. Additionally, the new program will participate in the University of New Mexico's regularly scheduled Graduate Unit Review.

- I. Will specialized accreditation be sought for the program?

Yes, as outlined above, students must graduate from an accredited program in order to sit for state licensure examinations. Provisional accreditation must be obtained prior to admitting students to the new masters program. Full accreditation will then occur in the year 2002.

9.1.7 **Assessment of Operations and Impact.** The proposal must include a plan by which the proposed program will be assessed for its operation and impact over at least a five-year period. [10/1/97]

- A. At a minimum, the plan must indicate methods that will be used to monitor program operations, progress of students, and program completion rates.

The Program's Comprehensive Curriculum Plan includes the Philosophy of the Division of Physical Therapy, which reflects the values and principles of the program, and is as follows:

The Division of Physical Therapy is dedicated to the philosophy that a competent physical therapist is a highly trained health care provider who possesses the skills to meet the challenges of today's society and the dedication to continually learn and improve to meet those of tomorrow. To accomplish this, the physical therapist must be an active participant in the health care system, competent not only in the area of direct patient care, but also possessing skills that enable the graduate to remain a life-long learner and teacher.

To meet this goal education must proceed in an orderly planned sequence designed to instill the philosophy and talents needed to remain current with the rapid changes in society, school and knowledge. The education of the competent graduate must provide experiences that enable him/her to become an effective learner and sharer of knowledge, develop the skills necessary to coordinate and plan health care services, do research and add to the professional body of knowledge, learn to effectively consult and communicate with others, and above all, provide caring, compassionate, quality services to those in need.

The process of development, implementation, and evaluation of the Comprehensive Curriculum Plan is the role and responsibility of each member of the faculty of the Division of Physical Therapy, under the coordination of the Director. All faculty members participate in the curriculum meetings, and assist the program in meeting the goals and objectives of the Comprehensive Curriculum Plan. The goals of the Comprehensive Curriculum Plan are to periodically and systematically develop, implement, evaluate and revise the curriculum of the Division of Physical Therapy in order that the program continues to provide effective learning experiences conducive to producing competent and caring entry-level physical therapy graduates who reflect the philosophy of the program.

The objectives of the Comprehensive Curriculum Plan are as follows:

1. The faculty members of the Division of Physical Therapy develop and implement appropriate learning experiences for students to meet the Philosophy of the program.
2. The faculty members of the Division of Physical Therapy evaluate the curriculum at least annually using the program's systematic process (outlined below) that involves student, graduate, clinical instructor, employer/supervisor and other appropriate feedback.
3. The faculty members of the Division of Physical Therapy revise the curriculum as needed based on data gathered through the program's systematic process.

Information regarding curriculum issues is gathered through formal and informal methods, including both verbal and written feedback. The systematic process for gathering information regarding curriculum issues in the Division of Physical Therapy is as follows:

1. Physical Therapy Course Evaluation Forms are completed by students at the end of the semester for each course taken that semester. The forms provide information on course content, presentation, instructor and other issues relevant for evaluating the course. The staff assistant tabulates the information, which is assessed by the Director of the program and by the specific faculty member after grades are turned in for the semester. Information pertinent to curriculum

revision is presented at the curriculum meetings at the end of each semester.

2. Formal advisement sessions, where each student meets with his/her faculty advisor, are held at the end of each semester. Each student is asked specific questions regarding classroom and clinical experiences, and problems are brought to the attention of the Director as well as discussed at curriculum meetings if appropriate.

3. Prior to graduation the students must pass a comprehensive examination. The faculty then evaluate the results and modify the curriculum to address areas of concern.

4. At the final Program Discussion Meeting, graduating students complete the Self-Evaluation Survey, which assesses their perceived competence in all areas and provides written feedback on various aspects of the curriculum. These surveys are reviewed by the Director and faculty at curriculum meetings.

5. The results of the Professional Examination Services (PES) licensure examination are evaluated by the faculty, and revisions to the curriculum are considered.

6. Six-months post-graduation, the new graduates are sent the Self-Evaluation Survey (to be completed by themselves) and the Graduate Performance Survey (to be completed by their employer/supervisor), to again assess their competence in several areas and to again provide written feedback on various aspects of the curriculum. These surveys are reviewed by the Director and faculty at curriculum meetings.

7. Clinical educators complete Progress Reports on students during their clinical affiliations. Pertinent information from these reports is presented by the Academic Coordinator of Clinical Education at curriculum meetings as appropriate. Evaluations by students of their full-time summer affiliations address their academic preparation for each affiliation. This information is summarized and utilized for curriculum revision.

8. Contact with alumni, clinical instructors, and community therapists at professional meetings, program functions, and informal happenstances provide a means for spontaneous feedback in an informal manner regarding curriculum issues in the program.

[Section 1.2 of the CAPTE Self Study Narrative addresses monitoring and compliance with program goals and objectives.]

Monitoring of student progress is outlined above. All faculty are responsible for monitoring student performance and progress in the classroom. Students meet with their faculty advisor at least once per semester. Clinical Instructors evaluate student performance in the clinic and report to the Academic Coordinator of Clinical Education. With 30 students moving through the curriculum as a group, taking many hands-on laboratory based courses, the faculty get to know the students extremely well. Concerns are identified quickly and handled by the faculty member and discussed with the faculty as a whole during faculty meetings.

Program completion rates are of little concern to the faculty as they are always above 99% as stated above. This is due to our selection process and the close interaction between faculty and students, as well as a very committed and talented teaching faculty.

As outlined above, feedback on success of program graduates and the degree to which the program is preparing students for the profession is obtained in several ways, both formal and informal. Information relative to the quality and success of the curriculum is discussed weekly at generally faculty meetings and extensively at monthly curricular meetings and semiannual retreats. The

success of program graduates and the ability of the curriculum to prepare physical therapists is the primary goal of the faculty and to that end much effort is put forth to ensure that goal is obtained.

Information Obtained from Students and Graduates is obtained by both formal and informal mechanisms:

A. Formal Mechanisms:

1. Clinical Education Evaluation Forms. These forms assist in providing feedback by students and CI's about the students' performance in the clinic situation.
2. Self-Evaluation Surveys were developed to help assess the performance of program graduates in several areas related to physical therapy. As outlined in the systematic process of the comprehensive curriculum plan, the Self Evaluation Surveys are completed by the students/graduates themselves just prior to graduation from the program, and again 6 months post graduation.
3. Research Projects. All students in the Division of Physical Therapy must successfully prepare and present a written and oral report of a research project (thesis) before they graduate from the program. The written report must follow a specific outline, and is bound in a volume and kept on file in the Division of Physical Therapy. The oral report consists of a Poster Presentation of their project, which is presented to the faculty and students of the Division of Physical Therapy, as well as at the spring symposium of the New Mexico Physical Therapy Association.

The research project is designed to provide a primarily independent learning experience for the student, and to foster the ability to use outside sources to answer relevant questions and become an effective problem solver. The purpose of the research project is to enable the student to explore a physical therapy related topic in greater depth than is possible in the basic curriculum, and to obtain knowledge and expertise in an area beyond the level of the new graduate. Research in physical therapy is an important need in our profession today. A goal of the research project is to familiarize the student with various aspects of the research process and to demonstrate that, with careful planning and creative thinking, a research project can become a positive learning experience.

Research projects provide the faculty with evidence of the students' ability to identify and explore a topic based upon their overall knowledge of the field, to complete a project in a timely fashion, and to write professionally, as well as to prepare and present an oral and poster presentation.

4. Comprehensive Examination. All students in the Division of Physical Therapy must pass a comprehensive examination given by the program prior to graduation. The examination assesses all areas related to the field of physical therapy, and is given to assist the students in preparing for the licensure examination. The results of the comprehensive examination can therefore be useful not only to the program in assessing the competence of the graduates, but also to individual graduates as an indicator of specific areas that may require additional preparation for the licensure examination.

5. Licensure Examination. Students must take and pass the national examination in order to be licensed at the state level. Reports of program graduates are received that show passing scores and performance on areas of the examination. This information is used to evaluate the curriculums ability to prepare the student for practice.

B. Informal Mechanisms

- 1. Program Discussion Session. Verbal feedback by students at the Program Discussion Session just prior to graduation provides important information on students' feelings of competence during the summer clinical affiliations. Comments are generally positive, and are similar to the above written comments on feelings of being well prepared for entry level clinical practice.
- 2. Community Contact. Many graduates are seen and talked with on a regular basis in a variety of settings, e.g., local and national meetings, in the Division when they participate in activities such as Admissions Committee, PT Club activities, or tutoring in problem based learning, as well as at continuing education programs. Information gleaned in this manner has been positive regarding graduate's abilities to perform effectively, and is similar to the written comments above.

Information Obtained from Employers/Supervisors:

- 1. Graduate Performance Surveys. As outlined in the systematic process of the comprehensive curriculum plan above, the Graduate Performance Surveys are mailed to the graduates 6 months post graduation to be given to their employers/supervisors for completion.
- 2. Many employers/supervisors of graduates are seen and talked with on a regular basis in a variety of settings, e.g., local and national meetings, in the Division when they participate in activities such as Admissions Committee, PT Club activities, or tutoring in problem based learning, as well as at continuing education programs. Information gleaned in this manner has been positive regarding graduates' abilities to perform effectively, and are similar to the written comments above.

[Section 4.0 of the CAPTE Self Study Narrative addresses outcomes of program graduates.]

9.1.8 **Administrative Responsibility for the Program and Institutional Commitment.** There must be clear indication in the proposal that the institution is committed to the success of the proposed program.
 [2/26/85, 5/4/90, 10/1/97]

- A. The proposal should indicate where in the structure of the institution the program will be administered. For example, which department will have primary responsibility and which additional departments, if any, will contribute to operation of the program?

The Division of Physical Therapy is a division of the Department of Orthopaedics within the School of Medicine which is a component of the Health Sciences Center of the University of New Mexico. The graduate unit responsible for administering the masters degree will be the Biomedical Sciences Graduate Program, directed by Dr. William Gale, Assistant Dean for Graduate Studies for the School of Medicine. The Division of Physical Therapy is responsible for all aspects of the program and provides 99% of the teaching and administrative components. However, a number of departments within the School of Medicine assist by providing occasional lectures to our students in survey courses.

- B. The proposal should include a clear statement of administrative support for the program, sufficient to assure that resources will be provided during the first five years of the program. The proposal should also verify that all within-institution approvals needed for the program have been granted, including approval by the

institution's governing board.

[10/1/97]

See attached support letters.

The proposal should include a clear statement of administrative support for the program, sufficient to assure that resources will be provided during the first five years of the program. The proposal should also verify that all within-institution approvals needed for the program have been granted, including approval by the

The Division of Physical Therapy is a division of the Department of Orthopedics within the School of Medicine at the University of New Mexico. The Division is currently responsible for administering the master's degree in Physical Therapy. The program is currently directed by Dr. William Galey, Assistant Dean for Graduate Studies. The Division of Physical Therapy is responsible for all aspects of the program and is currently providing occasional lectures to our students in survey courses.

The proposal should indicate where in the structure of the institution the program will be administered. For example, which department will have primary responsibility and which additional departments, if any, will contribute to the program?

There must be clear indication in the proposal that the institution is committed to the success of the proposed program. (2/28/97, 3/1/97)

Section 1.1 of the CAPTE Self Study Narrative addresses outcomes of program graduates.

Graduates of the program are seen and talked with on a regular basis in a variety of ways. They are seen at national meetings, in the Division when they participate in activities, and in the community. Information gathered in this manner has been positive regarding graduates' ability to perform effectively and is similar to the written comments above.

As outlined in the systematic process of the comparative curriculum survey, the Division's surveys are mailed to the graduates 6 months post-graduation to their employers/supervisors for completion.

Many graduates are seen and talked with on a regular basis in a variety of ways. They are seen at national meetings, in the Division when they participate in activities, and in the community. Information gathered in this manner has been positive regarding graduates' ability to perform effectively, and is similar to the written comments above.

Vertical feedback by students at the Program Discussion Session provides important information on students' feelings of competence during the program. Comments are generally positive, and are similar to the above.