



*Regents adopted  
own admission  
standards 5/83 (see 04W)*

# CURRICULUM

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USE OF THIS BULLETIN: Proposals presented in this bulletin are subject to University-wide review. If you are concerned with anything herein enclosed, please contact the University Curriculum Office, Admin. 103, Extension 6-3913, during the two-week waiting period. Concerns raised after two weeks will be referred to the Faculty Senate or appropriate Council. Forms for the submission of curricular materials are available from the above office. All formal submissions should be routed through the appropriate dean or director. Final day for voicing concerns on the following curricular matters is December 13, 1982

## CONTENTS: Changes in Admission Standards (for approval)

After discussions which spanned almost a year, the Undergraduate Council has developed recommendations for changes to group requirements and admission standards. While the Council believes that making these changes is essential to education at the University of Arizona, it also believes that the institution has a responsibility to describe in greater detail the requisite skills for admission. The Council will prepare a presentation for the Faculty Senate in this area as well.

It should be noted that the changes made under "Admission to Freshman Standing" are subject to Board of Regents approval. The University does maintain flexibility in the other areas involved.

CATALOG COPY: New or revised material is underlined.

Only affected paragraphs are included.

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### ADMISSION TO FRESHMAN STANDING

**SCHOLASTIC REQUIREMENTS** — A first-time freshman applicant for admission may be admitted if he or she has satisfactorily completed the required secondary-school subject units and:

1. Ranks in the upper 50% of the high school graduating class; or
2. Is an in-state applicant, obtains a minimum composite score of 21 on the American College Test or a minimum combined score of 930 on the Scholastic Aptitude Test of the College Board; or
3. Is an out-of-state applicant, obtains a minimum composite score of 23 on the American College Test or a minimum combined score of 1010 on the Scholastic Aptitude Test of the College Board.

Applicants who do not meet the above freshman admission standards may appeal in writing to be admitted on the basis of at least one of the following additional criteria:

1. Has attained a high school grade point average minimum of 2.5 overall on a 4.0 scale;
2. Has shown an upward grade trend during his or her high school career or an upward grade trend in the senior year;
3. Obtains positive recommendations from his or her secondary school administrators and/or a positive recommendation from a university counselor based upon academic potential, work experience, leadership ability, or extra-curricular activities;
4. Attains an average score on the General Education Development test (G.E.D.) of at least 55;
5. Demonstrates an ability to complete freshman-level academic courses by attaining a minimum grade point average of 2.0 on a 4.0 scale in academic courses in English, social science, mathematics, science, foreign languages, or the humanities, as shown by at least 9 credit hours in a community college and/or summer or evening sessions of the university.

6. Provides evidence of completed coursework in Groups I-V (acceptable secondary school subjects) in excess of the minimum requirements as detailed below and/or provides evidence of above average grades for the average of all courses taken from Groups I-V below and has no deficiencies in Groups I-V.

**GRADUATION FROM AN APPROVED SECONDARY SCHOOL** — Applicants for admission must have graduated with satisfactory scholarship from an accredited secondary school.

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### REQUIRED SECONDARY-SCHOOL SUBJECT UNITS

Applicants for admission must have completed a 4-year secondary-school course or the equivalent with a minimum of sixteen units in acceptable subjects. The definition of a unit is that used by the North Central Association of Colleges and Secondary Schools. This is the amount of credit given for the successful completion of a course which meets 40 minutes daily, five days per week, for at least 36 weeks, or the equivalent amount of time within the school year. The equivalent time is 120 clock hours.

English	4	(see Group I below)
(or English 3 and one foreign language 2)	(5)	(see Groups I and II below)
Mathematics	2	(see Group III below)
American history & social studies	2	(see Group IV below)
Laboratory science	1	(see Group V below)
Electives	7	(see Groups I through VI below)
(or depending upon English option)	(6)	
	16	

The mathematics requirement will be 3 units starting in the 1985-86 school year.

### Additional Subject Units Recommended

The required pattern of subjects is that which, on the basis of experience, can reasonably be expected to provide satisfactory preparation for college when these subjects have been completed with better-than-average grades. ~~Academically talented students are strongly urged to take additional courses from Groups I through V beyond those listed above, particularly an additional unit of laboratory science (Group V).~~ A well prepared high school student will have completed at least 4 units of English, 2 units of one foreign language, 4 units of college preparatory mathematics (to be selected from the areas of algebra, geometry, and trigonometry), 3 units of history and social studies, and 2 units of laboratory science. One mathematics and one English subject unit should be taken by the student during the senior year of high school.

The University and the Board of Regents are considering increasing the secondary school subject units required for admission to the University after 1985.

### Provision for Admission of Secondary-School Graduates Who Have Not Completed the Required Subject Units

Applicants who are otherwise admissible and who lack no more than two units of the required program may be admitted with deficiencies.

There may be no more than one unit of deficiency in any subject. Beginning Fall, 1985, there may be no more than one unit of deficiency in either of the following groupings: I, II, and IV; or III and V.

Because a student admitted with deficiencies is not satisfactorily prepared for college, it is recommended that the deficient subject units be made up prior to college attendance. The deficiencies must be made up by the beginning of the sophomore year either by additional high school courses (for example correspondence study with the high schools, community colleges or state universities), or by college courses. When the deficiencies have not been removed by the time the student first registers at the University, the first course taken in the subject matter area will be used to remove that deficiency. If the student completes the additional high school work required in the deficient area before the beginning of the sophomore year and before taking the first University course in that subject area, that high school work may be used to remove the deficiency upon petition to the registrar.

48 will

Students who fail to remove deficiencies by the end of their sophomore year (36 units) may be denied admission to junior-level standing. Credit for college courses applied to deficiencies is not applicable to degree unit requirements.

Such courses taken in meeting deficiencies, however, do apply to meeting minimum enrollment standards and may apply to meeting college subject matter requirements.

Grades for such courses, if taken in residence at the University of Arizona, will be included in the graduation average. Courses used to remove high school entrance deficiencies may be taken under the pass-fail option.

## TRANSFER STUDENTS

**APPLICATION FOR ADMISSION** Students transferring from other colleges and universities are required to file with the Office of Admissions official transcripts of record sent directly from all previously attended schools. These should include or be accompanied by statements of honorable dismissal. *Students may not disregard their records in other colleges and universities in order to apply for admission solely on the basis of their high school records. Any student who does so is subject to suspension from the University and, should requirements for a degree otherwise be met, subject to the withholding of the degree.*

Credentials presented for admission may be rejected in whole or in part and examinations required in any or all of the subjects offered. Final admission will not be granted to students whose credentials from other institutions are not on file.

Students presenting transfer credit but accepted with less than 48 college units are required to have official transcripts of their high school records sent directly to the Admissions Office, in addition to submitting transcripts of college credit.

~~**SCHOLARSHIP REQUIREMENT** — Arizona residents applying for admission to advanced standing are required to present an overall grade average on their previous college work that is above the level at which University of Arizona students are placed on academic probation. (See "Scholarship Requirements" under *Academic Guidelines*.)~~

~~— Out-of-state students applying for admission to advanced standing must present an overall grade average of 2.000 (C) on their previous college work.~~

SCHOLARSHIP REQUIREMENT : Applicants for admission to advanced standing are required to present a minimum overall grade point average on their previous college work of 2.000 (C) on a 4.000 scale. Students with fewer than 48 college or university semester units will be subject to the same subject matter requirements as regular admittees from high schools, and must show evidence of having fulfilled the required secondary school subject units. Such units may be completed in actual high school work or by equal or higher work at the college level.

*Faculty Senate 12-6-82*

A Report on the Effects of  
the 10% Budget Cut on Departments at  
The University of Arizona

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## INTRODUCTION

At the September Board of Regents Meeting, Regent Shropshire asked each student body president to do a study on the effects of the 10% budget cut imposed by the Governor.

The following study by the Associated Students of the University of Arizona examines the effects on students as a result of the recently implemented 10% budget cuts as mandated by the Governor.

In compliance with Regent Shropshire's request, a survey was sent to all departments asking them to discuss how the 10% budget cut is affecting their department.

The following is a list of problems shared by many departments.

1. Many departments have not been able to fill vacancies because of the hiring freeze. In some departments, larger sections of certain courses are being taught in order to alleviate personnel problems.
2. Professors have been asked to reduce the amount of supplementary materials handed out in class to those that are absolutely essential. In many instances students must share handouts.
3. In many departments, certain classes will be cut in the future due to the 10% budget cut.
4. Tutoring services have been reduced in some departments.
5. In some departments, courses currently being offered both semesters will be offered only one semester each year due to the budget cuts.
6. Many laboratories throughout the university have suffered because of lack of funds to purchase needed materials.
7. Capital expenditures and in-state travel expenditures have been drastically cut back in virtually every department.
8. Some departments have been forced to use more graduate students and less professors to teach courses in order to cut costs.

An indepth look at the problems facing specific departments follows. We include those departments that responded in detail to our survey.

1. Department of Electrical Engineering

The capital equipment budget has essentially been reduced to zero and it will affect the laboratory environment of the students, especially those interested in the new B.S. degree granting program in Computer Engineering.

Enrollments have been growing much faster over the past five years than the state support. This has caused problems in all categories of funding, and the 10% cut has made additional problems.

The department was, however, able to get a \$156,000 equipment gift from Motorola and they're trying for similar gifts from ITEL and IBM.

2. Department of Nutrition and Food Science

Two laboratories were cancelled because of lack of funds to purchase materials needed for these laboratories. In the department, wet laboratories are the most expensive to teach per student because of the materials needed. Laboratories, however, are probably also the most essential for adequate training of students. Hence, failure to offer these laboratories detracts seriously from the quality of training the department is providing.

The number of graduate students assisting with courses, principally laboratories, has been reduced by approximately 20%.

3. Department of Educational Psychology

The department has been forced to use more graduate students and less professors to teach courses in order to cut costs. Tutoring services have also been reduced.

4. Department of Bio-Chemistry

There has been a reduction in supplementary material given out in class and a reduction in the number of visiting scientists giving lectures in the department.

5. Department of Finance and Real Estate

The budget cut has not affected this department in any way that is noticeable. There is a reason for this. The student enrollment in this department has grown over the past decade at an annual compound rate of about 10%. Resources have in no way kept pace.

The department has less space for its professors, teaching assistants, and graduate students than it did five years ago. The department has met the increased demand by using more graduate students, more part-time teachers, and larger classes. The quality of the teaching effort has been on the decline for some time. The 10% cut back has not been noticed in this department as it represents more of the same phenomenon they have experienced for some time.

6. Department of Civil Engineering and Engineering Mechanics

The department will probably employ fewer outside, part-time instructors than has been evident in the recent past.

Capital equipment purchase has been curtailed, causing serious problems in some laboratories and in the department office.

7. Department of Spanish and Portuguese

Sections of three Spanish courses and some Portuguese courses were cancelled due to the budget cut.

Fewer sections of some Spanish courses are being offered with larger student enrollment in those remaining sections.

The department has been forced to use more graduate students and less professors to teach courses in order to cut costs.

8. Department of Psychology

Fewer sections of some courses are being offered with larger student enrollment in those remaining sections.

Certain classes may be cut in the future because of the 10% budget cut.

Some courses currently being offered both semesters may be offered only one semester each year due to the cut.

The department has been forced to use more graduate students and less professors to teach courses in order to cut costs.

9. American Indian Studies Department

In early 1982 the Board of Regents approved a Masters of American Indian Studies where previously there has been only an undergraduate minor and a concentration in the Political Science Department at the Masters level. To develop new courses and strengthen the academic program the American Indian Studies Department requested an additional faculty member, and two graduate assistants. Instead, the state legislature and the college awarded the department an operations budget -- no additional faculty, no graduate assistants, and no travel money. Further, that operations budget gave them approximately \$3000 total to run a new department and develop a new program.

The department has only been able to develop one home course that serves as a core course requirement for the new Masters Program. Without the support of graduate assistants to alleviate professors' teaching and research loads, the department cannot consolidate and strengthen the American Indian Studies Program. The department cannot build a Masters Program on last year's budget or on undergraduate course offerings.

## 10. Department of Mathematics

The first area the budget cuts have affected is in teaching personnel. Rather than utilize salary moneys made available by faculty leaves to hire visiting faculty, they have used almost all available money to fund graduate students. Thus there are fewer total teaching hours available.

The department has had to offer fewer sections of some courses to accommodate the decrease in instructor hours. For example, last spring the department ran seven lecture sections of Math 116 and 117 (most students in these courses take it under a self-paced system); this fall they are running only four lecture sections of the two courses combined. The department had hoped to offer three sections of Math 150, a new course which meets the math requirements of the College of Arts and Sciences, but could only staff two.

Additionally, since the department has needed graduate assistants in the classroom, they have had less flexibility in other areas in which graduate students assist. They have fewer graduate student hours in the self-paced portion of Math 116 and 117; they have no graduate students grading papers; they have not been able to have graduate students supplement faculty time in the tutoring room. While these cutbacks do not alter the services the department provides, they do represent a small erosion in the quality of these services.

The department has cut back on help in the Algebra Program - funding this program at \$1,000 or 12% less than the fall of 81, which, coupled with the decrease in graduate time, is definitely affecting the quality of services in this area. They have allocated significantly less to paper grading (120 hours this semester as opposed to 206 hours for fall of 81, which is a 42% decrease) which means that students get far less feedback on homework. The department has had to close its departmental

10. Department of Mathematics - Cont'd.

library for use by other than departmental personnel due to the temporary loss of the half-time librarian position and the lack of funds for student help. The department has frozen purchases of books for the library, and is planning to reduce its consulting/outside professional services by \$5,000.

Overall, the budget cutbacks are affecting every area.

University Library

The impact of the 10% budget cut on the University Library has been significant. The three major libraries have been asked to return \$900,000 in book acquisitions money. Of that amount \$750,000 is from the Main Library, the remainder from law and health sciences. That amount represents approximately 27% of the state funds for acquisitions. The impact is direct and dramatic.

Since nearly half of the acquisitions funds are tied up in journals (and other serials) which must be paid by subscription, a 27% cut represents about a 50% cut in the purchase of books. It should be noted that the purchase of books and journals includes a commitment to bind items for protection on the shelf. Bindery budgets are part of the book budget and a reduction in the former means a reduction of the latter. Last year nearly \$250,000 was spent on binding. The reduction this year will cut that to less than \$200,000. Many volumes will be left on the shelves falling apart or never bound.

In addition to the acquisitions budget cut, the hiring freeze will cause an as yet undetermined but dramatic reduction in personal services. The main library system currently has ten job vacancies. The annual rate is more than 50 vacancies, nearly 20% of the total full-time staff. If they are permitted to fill even ten vacancies this year, they will still

University Library - Cont'd.

end the year more than 15% below normal staff levels. This will mean reduced library hours, longer lines for service (reference, reserve book, loan desk), more books waiting to be reshelfed, and large backlogs of unprocessed materials.

## Student Services

### Student Health Service

There has been no obvious decline in the quality of service, although there may be some cumulative decline in the future. Travel funds have been cut to 1/3 of what they were in the past, and nurses and doctors who previously attended several seminars each year to keep pace with education haven't been able to go to the seminars as frequently; they may go to one of them. What affects this will have in the future is not known.

### Student Recruitment

There have been no cutbacks in student recruitment except in the area of travel. Student recruitment is a high priority with the administration and it will be supplemented with local funds to maintain operation.

### International Students

There has been no cutback in personnel. However, each semester American and foreign students get together for a retreat. Because of budget restrictions, the students could not have their retreat this semester and it is unlikely that there will be a retreat next semester.

### Student Activities

There have been no noticeable changes in Student Activities. One should note that only a small amount of state funds are used here.

### Student Housing

Since there are no state funds involved, no real changes have been noticeable.

### Admissions and Records

Staff turnover is high in Admissions and Records. Recently, six staff members left and because of the current hiring freeze it has not been possible to replace them. It was only possible to hire two and one half people to replace the six that left. Because of a lack of personnel, it has been difficult keeping student records up-to-date and processing transfer evaluations.

## Scholarships and Financial Aid

Scholarships and financial aid is short one staff member in the collections department. Because of the shortage there is not as much effort in the collections area as in the past. One must realize that if less money is collected, there is less money to be handed out again; i.e. there is an "invisible" affect. It is possible that in the future, the Federal Government may cutback on help because the collections department isn't as productive as it should be.

One must be concerned about what the cumulative affects may be. The feeling throughout Student Services is that they could not operate next year as they are being forced to operate this year without serious impact on the quality of services to students.

### Conclusion

While the departments may tolerate the budget cuts for one year, they are very concerned about the effects that two consecutive years of budget stringency would have. Of importance is the extent to which such a cut can be sustained over an extended period without a serious deterioration of university programs.

To quote a faculty member:

One can always "make do" with less. Should the budget reductions be extended, however, and the faculty members we seek be denied, major changes will occur campus-wide. Courses will be cancelled, course content will be reduced, students will begin attending other universities, and potential faculty will be diverted from the university. Remaining is a low cost minimum university. The question should not be "how much does it cost to operate a minimum university?" The question should be "do we wish for the University of Arizona to be a minimum university?" If the answer to the latter is affirmative, then we should maintain present trends, because we are getting on down that road. Quality faculty and quality students are to be found in quality universities, not minimum ones. It takes precious little time for quality people to leave minimum institutions. It will require a minimum of five years to recover from each year of budget suppression. Reputations are easily lost and once lost, difficult to regain.