9-11-1990

Faculty Senate Meeting Minutes, 09/11/1990, vol 15, p 63-194

UNM Faculty Senate

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THE UNIVERSITY OF NEW MEXICO

FACULTY SENATE MINUTES
1990-1991
Volume 15
TO: Members of the UNM Faculty Senate

FROM: Anne J. Brown, Secretary

SUBJECT: September Meeting

The UNM Faculty Senate will meet on Tuesday, September 11, 1990, at 3:30 p.m. in the Kiva.

The agenda will include the following items:

(pp. 1-8) 1. Summarized Minutes of May 8, 1990

2. Memorial Minute for Professor Emeritus Ernest Baughman -- Professor David McPherson

3. Memorial Minute for Professor Emeritus Donald Smithburg -- Professor Emeritus Ferrel Heady

4. Memorial Minute for Professor James Kunkel -- Professor Eric Weinstein

5. Address by President Richard E. Peck

6. Candidates for Degrees, Summer Session 1990 -- Representatives from the Schools and Colleges

7. Senate President's Report -- Professor Gloria Birkholz

(pp. 9) 8. Curricular Items

(pp. 10-18) a. New Concentration in Master of Science in Nursing -- Professor Elsie Morosin

(pp. 19-27) b. Master of Engineering in Manufacturing Engineering -- Professor William Baker

(pp. 28-32) c. Revision of the Master of Fine Arts Degree -- Professor Nick Abdalla

(pp. 33-43) d. Revision of the Master of Arts in Theatre Arts -- Professor Brian Hansen -- Jim Linne

(pp. 44-60) e. Doctor of Pharmacy Degree -- Professor William Troutman

(pp. 61-62) 9. Guidelines for Awarding Posthumous Degrees -- Professor José Rivera


11. Report from Faculty Senate Budget Committee -- Professor Dodd Bogart

12. Committee Replacements -- Professor Connie Thorson
The September 11, 1990 meeting of the Faculty Senate was called to order by President Gloria Birkholz at 3:30 p.m. in the Kiva.

Senators present: Gloria Birkholz (Nursing), Jerry Born (Pharm), Douglas Brookins (A&S), Edith Cherry (Arch & Plng), Robert Cogburn (A&S), Carl Cords (Medicine), Marion Cottrell (Engineering), James Dawson (Gallup), Daniel Derksen (Medicine), Michele Diehl (Valencia), Peter Dorato (Engineering), Luisa Duran (Education), Marilyn Fletcher (Library), Walter Forman (Medicine), Dennis Franchini (Medicine), Douglas George (Fine Arts), Erinda Gonzales-Berry (A&S), Mary Grizzard (Fine Arts), Shyam Gwabani (Engineering), Mary Harris (Education), Richard Harris (A&S), Gordon Hodge (A&S), Jerry King (Medicine), Joseph Martinez (Education), Kathleen Matthews (General College), David McPherson (A&S), Elizabeth Nielsen (Education), Peter Pabisch (A&S), Susan Pearson Davis (Fine Arts), Glynn Raymond (Pharmacy), Jose Rivera (Public Admin), Priscilla Smith (Gallup), Russell Snyder (Medicine), Jimmy Standefer (Medicine), Charlie Stone (A&S), Alexander Thorn (A&S), Connie Thorson (Library), James Thorson (A&S), Pauline Turner (Education), Benjamin Walker (Medicine), James Wallace (Medicine), Ebtisam Wilkins (Engineering), William Woodside (Medicine), and Estelle Zannes (A&S).

Absent: Sherri Burr (Law), Paul Edwards (Dental Progs), Kenneth Gardner (Medicine), Shlomo Kari (Engineering), David Null (Library), Richard Reid (Management) Ron Storrey (Medicine), Donald Vichick (Medicine), and Margaret Werner-Washburne (A&S).

Minutes of May 8, 1990. The minutes of May 8, 1990 were approved as distributed.

Memorial Minutes. Memorial minutes for Professors Emeritus Ernest Baughman and Donald Smithburg and Professor James Kunkel were presented by Professor David McPherson, Professor Emeritus Ferrel Heady and Professor Eric Weinstein respectively. The Senate adopted the minutes by rising vote and Secretary Anne Brown was asked to send copies to the next of kin.

Address by President Richard E. Peck. President Richard E. Peck explained that he intends to establish the administrative position of Provost and Vice President for Academic Affairs. This action would be in accordance with the North Central Association recommendation and also it would make clear that academics are the University's first priority. More than half of the search committee members will be faculty.
Additionally, he plans to appoint a Vice President for University Relations. He explained that he would like to conduct formal, annual long range and short term planning exercises as requested by the Board of Regents. UNM 2000 is now close to a final draft and he said he would like to see in place a planning process which makes clear that planning is in response to agreed upon University goals and that budget development and allocations are in response to the annual plan.

Regarding his role as president, he said that he believes a president has no support outside the University unless he has internal support. He further explained that he feels he can do the most good for UNM by interacting with the Legislature and the public to represent what has been collectively decided upon.

Since the semester has begun he has been spending time with internal units such as Continuing Education and the College of Education.

He said that he appreciates the responses he has received as a result of the open letter to the University community published on the first day of classes.

President Peck presented some statistics regarding the freshman class, scholarships, and minority enrollment, and branch enrollment and then opened the floor to questions from Senators.

Candidates for Degrees, Summer Session 1990. Upon recommendation of representatives of the various schools and colleges and the Office of Graduate Studies, the Senate approved the candidates for degrees for the Summer Session 1990 with the exception of the College of Arts and Sciences. Those candidates will be approved at the October meeting. The list had been approved by the Board of Regents earlier in the day contingent upon Senate confirmation.

Senate President's Report. Senate President Gloria Birkholz told the Senate that it is hoped that the UNM 2000 Report will be finalized by November and that the section on cultural pluralism is being revised.

She reported on several significant issues affecting faculty: 1) quality of teaching as a priority; 2) all faculty, according to UNM 2000, are encouraged to seek research funding; 3) there will be annual evaluations of non-tenured faculty; 4) the Core Curriculum Task Force is now in place and will report to the Senate in the spring; 5) an undergraduate residential college is under consideration; 6) three areas of academic emphasis have been suggested: science and engineering, Latin America, and the Southwest. President Birkholz said she believes the UNM 2000 report will be used as a guiding document for reallocation of resources and encouraged Senators to review the final draft when it is distributed.

The Operations Committee is looking for clarification of membership on the University Planning Group; the Regents approved the Animal Research Policy; and the A+ is a priority item at CIRI. It is expected that it can be used by Fall of 1991. The Regents have decided that UNM will not participate in the Retirees Health Care Act but will continue with the program currently in use.
She reported that the Teaching Enhancement Committee is a new committee which will support, promote, and recognize quality teaching at UNM.

At the June Regents' meeting the Regents adopted a resolution reaffirming UNM's commitment to diversity on UNM committees. All constituents were requested to prepare strategies to ensure participation by underrepresented ethnic groups. The Operations Committee has prepared a position paper on assuring such diversity which was distributed to the Senate.

President Birkholz encouraged Senators to use the e-mail system for communication with her and announced that she has office hours on Wednesdays, from 1:00 until 3:00, in room 232 of Scholes Hall.

Beginning with the October Senate meeting, there will be a "semi-planned" open discussion item on the agenda. Finally, she asked for nominations to the search committee for the Provost and Vice President for Academic Affairs to be submitted to her.

Items from the Curricula Committee. Upon recommendation of the Curricula Committee, the Senate approved the following: 1) the addition of a Family Nurse Practitioner Specialization to the existing Master of Science in Nursing program, 2) a Master of Engineering in Manufacturing Engineering; 3) a revision of the Master of Fine Arts degree, 4) a revision of the Master of Arts in Theatre Arts, and 5) a Doctor of Pharmacy degree.

Guidelines for Awarding Posthumous Degrees. Professor Jose Rivera, for the Senate Operations Committee, presented the following guidelines for awarding posthumous degrees which were unanimously approved by the Senate.

POSTHUMOUS DEGREES

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for the students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and rank to be bestowed upon a student who dies before he/she is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1) The student is in degree status.
2) The death of the student occurs after the student has successfully completed at least half the credit hours necessary for the degree.

3) The student is currently enrolled or was enrolled the academic year previous to his/her death.

4) The faculty of the college or department must approve, and also may initiate, the recommendation to award a degree posthumously.

5) A request to award a degree posthumously may also be initiated by the student's family, or a UNM administrator, and then approved by the degree department.

6) Requests for a posthumous degree should be made within one year of the death of a student.

7) Posthumous degrees, after department or college approval, are added to the college degree approvals granted by Faculty Senate.

8) The degree and the word "posthumous" will be added to the diploma and transcript as appropriate in each case; i.e., B.A. (posthumous), M.S. (posthumous).

Report from the Long Range Planning Group. Professor Gaynor Wild, chairman of the Long Range Planning Committee, presented a report regarding the Long Range Planning Group. He explained that at a meeting of the Regents this past spring, the Regents requested from the administration, information regarding reallocation of funds in the event of a financial shortfall in appropriations from the State Legislature. The report presented is in response to that request.

Report from the Faculty Senate Budget Committee. Professor Dodd Bogart, chairman of the Senate Budget Committee, distributed a report on the Economic Impact Task Force and the University Budget Committee.

Committee Replacements. Upon recommendation of Professor Connie Thorson for the Operations Committee, the Senate approved the following committee assignments and replacements: Michael Dougher (Psychology) for Eloy Gonzales (Special Education) on the Athletic Council; Anita Morse (Law Library) for William MacPherson (Law) and Anne Taylor (Arch & Plng) on the Budget Committee; Carlos Bustamante (Chemistry), Mary Jo Campbell (HEPEP), Richard Coughlin (Sociology), Bill Evans (Theatre & Dance), Hugh Reast (Pharmacy), Helen Miller (Management), Frank Szasz (History), Ellythe Tuchfarber (Nursing), Richard Williams (EXCE) as members of the new BIS Advisory Committee; Luis Vargas (Psychiatry) for Gregory Rechtal (Nursing), and Vann Atwater (Los Alamos), Rita Gallegos-Logan (Valencia), and Roland Wa~ (Pharmacy) on the Faculty Ethics and Advisory Committee; Alfred Rodriguez (M&CL) for Jeffrey Griffith (Cell Biology)
and James B. Wright (General Library) for Connie Thorson (General Library) on the Research Allocations Committee; Tony Lam (Educ Foundations) for Dennis Lokstein (HPPELP) on the Research Policy Committee; Nasir Ahmed (ECE), Charles Beckel (Physics & Astronomy), Greg Candela (Valencia), Susan Deese (General Library), Joseph G.R. Martinez (Ed Foundations), and Jan Schuetz (Communication) on the new Teaching Enhancement Committee; Ian Miners (Management) on the Undergraduate Committee.

The meeting adjourned at 5:30 p.m. and the Senators were invited to the UNM Club for a reception.

Respectfully submitted,

Anne J. Brown, Secretary
SUBJECT: Curricular Items

REQUESTED ACTION: Approve the curricular items as presented

BACKGROUND INFORMATION:

The following curricular items have been reviewed and approved by the appropriate committees and the Vice President for Academic Affairs.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: October 16, 1989

Unit: College of Nursing
(Dept., Div., Prog.)

UNIT PREPARES IN TRIPlicate
Routing (All three copies)
0:0
1. Dean of Library Services
2. College Curriculum Comm. if necessary
3. College or School Faculty
4. College or School Dean
5. FS Undergraduate Academic Affairs
   Comm. and/or FS Graduate Comm.
6. Office of Graduate Studies (For grad.
   level changes)
7. FS Curricula Committee
8. Provost
9. Faculty Senate

I. Major Change

<table>
<thead>
<tr>
<th>Degree</th>
<th>New</th>
<th>Revision of existing degree</th>
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<tr>
<td>Major</td>
<td>New</td>
<td>Revision of existing major</td>
<td>Deletion</td>
</tr>
<tr>
<td>Minor</td>
<td>New</td>
<td>Revision of existing minor</td>
<td>Deletion</td>
</tr>
<tr>
<td>Concentration</td>
<td>New Practitioner</td>
<td>Revision of existing concentration</td>
<td>Deletion</td>
</tr>
</tbody>
</table>

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

Family Nurse Practitioner Specialization

II. Minor Change

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

Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary)

See attached background materials

Effective Date of Proposed Change: Spring, 1990

Budgetary and Faculty Load Implications: (attach statements)

Might this change impinge in any significant way on student or departmental programs? Yes ___ No ___

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

Signature: Department Chair

Approvals:

Dean of Library Services
Date: 11/1/89

College Curricula Committee
(if necessary)
Date:

College or School Faculty
Date:

College or School Dean
Date: 10/27/89

FS Undergraduate Ac. Affairs
Date: 11/21/90

and/or

FS Graduate Committee Date: 3/30/90

Office of Graduate Studies Date: 8/10/90

FS Curricula Committee
Date:

Provost
Date:

Faculty Senate
Date:

University of New Mexico
(Revised 6-1-81)
Proposal for Addition of Family Nurse Practitioner Specialization to Existing Master of Science in Nursing Program

BACKGROUND

The College of Nursing Graduate Program currently prepares nurses for a variety of specializations as listed in the existing program materials. (See Brochure).

For several years, we have been aware of the acute shortage of Family Nurse Practitioners in the state of New Mexico, particularly in the rural areas and in certain underprivileged sectors of the population. During the school year 1988-89, several surveys were undertaken to ascertain the need for such a specialty. A survey of employers was carried out, as well as a survey of potential students. The surveys were overwhelmingly indicative of a need for this specialty. Letters of support from around the state and from within the University, including the Medical School, indicated a strong commitment by those knowledgeable about the state's health care needs, and the strengths of the College to accomplish the task. Many offered to assist the College with the proposed development. The proposed specialty is designed to prepare advanced nurse practitioners at the graduate level who would be awarded the Master of Science Degree in Nursing upon completion all requirements. The graduates would be eligible to take the American Nurses Association certification examination which would allow them to practice in the State of New Mexico as Family Nurse Practitioners in collaboration with physicians.

PROPOSED ADDITIONS TO THE EXISTING PROGRAM

The new concentration entails the establishment of several new courses as an addition to the already very successful Master's program in nursing at the University. No new degree is being proposed. Federal funding was sought and has been granted for the development phase of the program, including faculty salaries, supplies, library funds, and recruitment funds to attract students from rural areas.

The courses being proposed as program additions are as follows:

- Health Promotion and Maintenance Across the Life Span
- Developmental and Mental Health Issues in Advanced Nursing Practice
- Pharmacological Principles of Clinical Therapeutics
- Advanced Health Assessment
- Family Primary Care I
- Family Primary Care II
- Primary Care III - Internship
- Primary Care Practitioner: Dimensions of Professional Role
The specific development of these courses to their final form will be completed during the Fall term, 1989. In particular, some of the clinical courses, titled Primary Care 1, 2 and 3 will be developed in cooperation with faculty from the Family and Community Medicine department of the Medical School in order to maximize resource utilization in both the Family Nurse Practitioner program and the Primary Care Curriculum of the Medical School program. (The curriculum plan is attached.)

The concentration is planned as a non-thesis program, but students may choose to do the thesis by adding 6 credits to their programs of study. The proposed curriculum meets the requirements stipulated by the State Board of Nursing for Certification of Family Nurse Practitioners.
The curriculum consists of 5 core courses already in the MSN program: Nursing Theory I, Nursing Theory II, Research I, Research II, and professional seminar. The learning experiences specific to the practitioner clinical tract builds on a theoretical background in nursing and a base of prior clinical practice. The following is the curriculum plan for the FNP tract.

<table>
<thead>
<tr>
<th>CURRICULUM PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>LABORATORY TO CREDIT RATIO = 6:1</td>
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</table>

<table>
<thead>
<tr>
<th>Semester I Fall</th>
<th>Credits</th>
<th>Lecture/seminar Hours/week</th>
<th>Clinical Hours/week</th>
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<tr>
<td>Nursing Theory 1</td>
<td>3</td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>Family Theory</td>
<td>2</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td>Health Assessment</td>
<td>2</td>
<td>12</td>
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<tr>
<td>Developmental &amp; Mental Health</td>
<td>3</td>
<td>2</td>
<td>-6</td>
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<tr>
<td>Professional Seminar</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td>13</td>
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<table>
<thead>
<tr>
<th>Semester II Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Theory 2</td>
</tr>
<tr>
<td>Family Health Promotion</td>
</tr>
<tr>
<td>Pharmacology</td>
</tr>
<tr>
<td>Primary Care I</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Semester III Fall</th>
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</thead>
<tbody>
<tr>
<td>Research 1</td>
</tr>
<tr>
<td>Primary Care 2</td>
</tr>
<tr>
<td>Elective Seminar</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Semester IV Spring</th>
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<tr>
<td>Primary Care 3</td>
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<tr>
<td>(Internship)</td>
</tr>
<tr>
<td>Research 2</td>
</tr>
<tr>
<td>Role Seminar</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Students may elect to distribute the coursework over a longer period of time since the core curriculum is offered two of three semesters each calendar year, including a summer session. The program contains 14 credits of Master's level core, 3 credits of electives, and 25 credits in the FNP concentration. Students who seek admission with existing graduate degrees in nursing (Masters or Doctorate) will be able to pursue the FNP curriculum as a Post-Master's certificate.

As a Plan II Master's program (non-thesis), a comprehensive examination is required in the final semester. This covers the areas of Nursing Theory, Nursing Research, and the professional major (Family Primary Care). Upon completion of the program, the students will be eligible to take the ANA national certification examination, as well as eligibility for licensure as a Family Nurse Practitioner in the State of New Mexico via the New Mexico State Board of Nursing.
A. Description of Plan I and Plan II

The College of Nursing offers the Master of Science in Nursing, under either Plan I (with thesis) or Plan II (without thesis). Students must meet the general university requirements for Plan I or Plan II as set forth in the Graduate Programs Bulletin. Under Plan I a minimum of 39 credits (including thesis) in nursing and related subjects is required. The defense of the thesis constitutes the master's examination for Plan I students. The thesis provides an opportunity for in-depth research study on a selected topic under the guidance of a faculty committee.

The 42 credit non-thesis option provides students with the opportunity to broaden and/or increase their knowledge in nursing, or in a field outside of nursing. The non-thesis option is particularly appropriate for those students who plan to make the Master's degree in Nursing their terminal educational degree. A written and oral master's examination will provide the opportunity for students to integrate and synthesize concepts from nursing and non-nursing areas into their chosen nursing role. In addition to meeting general requirements for the major selected in nursing, Plan II students:

1. Complete a 12 credit minor outside of nursing or a 2nd area of nursing concentration.
2. Complete 6 credits of nursing electives instead of the 6 credits of thesis.
3. Successfully pass the written and oral Master's Examination.

B. Course Requirements

**CORE CURRICULUM (ALL STUDENTS) - 14 credits**

<table>
<thead>
<tr>
<th>NAME OF COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>NS01 Advanced Nursing Theory I</td>
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<tr>
<td>NS02 Advanced Nursing Theory II</td>
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<tr>
<td>NS03 Research in Nursing I</td>
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<td>NS04 Research in Nursing II</td>
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<tr>
<td>NS05 Professional Seminar</td>
<td>3</td>
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</table>

In effect Spring semester, 1990

Revised: October, 1989
ADVANCED CLINICAL PRACTICE

MEDICAL-SURGICAL NURSING

N526 Advanced Medical-Surgical Nursing I (Pathophysiology) 3
N527 Advanced Medical-Surgical Nursing II 3

PARENT-CHILD NURSING

N519 Advanced Parent/Child Nursing: Normal and High Risk Childbearing Family 3
N520 Advanced Parent/Child Nursing: Nursing Care of Children and Their Families 3
N523 Advanced Parent/Child Nursing: Parent/Child Relations 3
(2 of the above courses are required)

COMMUNITY HEALTH NURSING

N500 Advanced Family Theory 2
N516 Advanced Community Health Nursing: Family Systems and Health Care Needs 3
N517 Advanced Community Health Nursing: Community and Environmental Systems 3

PSYCHIATRIC MENTAL HEALTH NURSING

N506 Advanced Psychiatric Mental Health Nursing with the Family as Client 3
N507 Advanced Individual and Group Psychiatric Mental Health Nursing 3
TEACHING

N509 Principles of Curriculum Development in Nursing 3
N510 Teaching in Nursing Programs 3

(Teaching Track requires that 2 elective courses be from the Advanced Practice Area.)

ADMINISTRATION

N513 Administration to Facilitate Quality Clinical Care 3
N514 Nursing Administration in Health Institutions/Agencies 3

ALL STUDENTS

N595 Advanced Field Work in Nursing (4 total credits)
(Admin, Teaching, or Advanced Practice)

THESIS

N599 Thesis Seminar 2
N599 Thesis (Independent Study with Chairperson) 4

(6 total credits - minimum required)

ELECTIVES AND/OR MINOR COURSEWORK

Number of electives dependent on Concentration & Thesis/Non-Thesis Option

<table>
<thead>
<tr>
<th>CONCENTRATION</th>
<th>ELECTIVES UNDER THESIS PLAN</th>
<th>ELECTIVES UNDER NON-THESIS PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>9 credits</td>
<td>12 credits minor and 6 credits of electives</td>
</tr>
<tr>
<td>Teaching</td>
<td>9 credits, but 6 must be Advanced Practice</td>
<td>12 credits minor and 6 credits in Advanced Practice</td>
</tr>
<tr>
<td>Advanced Practice</td>
<td>9 credits</td>
<td>12 credits minor and 6 credits of electives</td>
</tr>
</tbody>
</table>

Electives in Nursing are offered each semester in a variety of areas, such as:

Critical Care Nursing, Gerontology, Computer Use in Nursing Administration, Nursing and Health Law, Epidemiology, and others.
N500 Advanced Family Theory (2)
Focus on developmental theories of family organization and functioning, cultural and ethnic variations in views of health care, variant family forms, and approaches to family analysis for nurses and health professionals.

N501 Advanced Nursing Theory I (3)
Study of the nature and function of theory and the analysis of concepts. Selected theories are reviewed and analyzed. Their application for nursing is explored.

N502 Advanced Nursing Theory II (2)
The concepts of theory development and levels of theory will be examined through a study of existing nursing theories and conceptual models. Their application to nursing education, practice, administration and research is explored. Prerequisite: N501

N503 Research in Nursing I (3)
An introductory course in the methods commonly utilized in researching clinical nursing problems. Emphasis is on: conceptualization of research problems, relating research to various levels of theory, research design, and concepts of measurement. Both inductive and deductive approaches will be addressed throughout the course.

N504 Research in Nursing II (3)
Focuses on procedures and processes in data collection and analysis and on drawing conclusions from data. Experience with writing research reports and computer use is included. Prerequisites: N503 and an upper division statistics course.

N505 Professional Seminar (3)
Deals with the structure development and controversies of nursing as a discipline and the health care delivery system. Ethics and Health Policy issues are also included. Designed to enhance the knowledge necessary for leadership roles in education, administration or practice.

N506 Advanced Psychiatric Mental Health Nursing with the Family as Client (3)
Examines psychodynamic, developmental and systems models of looking at functional and dysfunctional families. Under supervision, each student develops a therapeutic relationship with a family. (3 hrs. lab/week)
**FORM C**

**MAJOR AND MINOR CURRICULAR CHANGES**

**Date:** February 20, 1990

**Unit:** College of Engineering and these departments:
(Dept., Div., Prog.)
- Computer Science
- Electrical and Computer Engineering
- Mechanical Engineering

### I. Major Change

<table>
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<tr>
<th>Degree</th>
<th>Major</th>
<th>Minor</th>
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<td>Revision of</td>
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<tr>
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<td>Revision of existing concentration</td>
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</tbody>
</table>

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

See Attachment A

### II. Minor Change

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

Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary)

See Attachment B

**Effective Date of Proposed Change:** Summer, 1991

**Budgetary and Faculty Load Implications:** (attach statements)

See Attachment C

Might this change impinge on any significant way on student or departmental programs? Yes [X] No

If yes, have you resolved these issues with department involved? [attach statement]

**Signatures:**
- Department Chair, Comp. Sci.: [Signature]
- Department Chair, ECE: [Signature]

**Approvers:**
- Dean of Library Services: [Signature] Date: 2/20/90
- College Curricula Committee: [Signature] Date: 2/21/90
- College or School Faculty: [Signature] Date: 2/21/90
- College or School Dean: [Signature] Date: 2/21/90
- FS Undergraduate Academic Affairs: [Signature] Date: 4/1/90
- FS Graduate Committee: [Signature] Date: 4/2/90
- Office of Graduate Studies: [Signature] Date: 4/3/90
- FS Curricula Committee: [Signature] Date: 5/1/90
- Provost: [Signature] Date: 
- Faculty Senate: [Signature] Date: 

**University of New Mexico**
(Revised 6-1-81)
In the Engineering section of the Graduate Bulletin, following the MASTER OF SCIENCE section, add:

"MASTER OF ENGINEERING"

The Master of Engineering degree is offered by the College of Engineering for professional development in specific areas of engineering in keeping with areas of developing technology and the needs of society. The area in which this degree is presently offered is manufacturing engineering. Admission requirements to the program are the same as for the Master of Science degree.

The difference in the Master of Science degree and the Master of Engineering degree is one of emphasis. The M.S. degree is based upon the engineering sciences and their use in research and development. The M.Eng. degree is based upon existing technology and its use to address significant societal and national problems. The Master of Engineering programs are generally interdisciplinary in nature, in contrast to the normal M.S. degree, which is primarily in one discipline.

The M.E. Master of Manufacturing Engineering is offered in three different degree areas, CIM (Computers in Manufacturing), integrated circuit manufacturing and mechanical manufacturing. The interested student should contact the Department of Computer Science, the Electrical and Computer Engineering Department or the Mechanical Engineering Department, respectively, for specific degree requirements.

Under DEGREES OFFERED in these departments there should be these additions:

"Computer Science: Master of Engineering in Manufacturing Engineering".

"Electrical and Computer Engineering: Master of Engineering in Manufacturing Engineering".

"Mechanical Engineering: Master of Engineering in Manufacturing Engineering".

Changes in the Graduate Bulletin are shown above. Additional details related to the administration of the program have been considered, and the College of Engineering Faculty has passed a motion having requirements given below. These details will not appear in the Bulletin but are given here to permit better understanding of program requirements.
1. Administration:

1.1 Administrative activities which rest with the College of Engineering Graduate Committee (EGC) include:

1.1.1 Study and approval of each new degree area, degree requirements and degree area faculty.

1.1.2 Recommending to the College of Engineering faculty each new degree area and degree requirements.

1.1.3 Review of programs, degree candidates, requirements, need for a degree, area, etc. when deemed necessary. This would normally be done every three years.

1.1.4 Approval of changes to the degree requirements for every degree area.

1.1.5 Other similar activities.

1.2 Administrative activities which rest with the department. Student advising, recruitment, maintenance of student records, counselling, and necessary correspondence with the graduate office, shall be done by the department in which the student resides. This department will handle all records of the student. The degree will be granted by the resident department also.

2. Entrance Requirements

The entrance requirements to the degree program in any degree area shall be the same as the admission requirements for any masters program in the student's resident department. There may be additional requirements for admission for a given degree area. Any additional admission requirements will be determined by the degree area faculty (defined later). Students with deficiencies shall remove the deficiencies in non-degree basis before admission.

3. Graduation Requirements:

3.1 The "Requirements for the Master's Degree", given in the Graduate Bulletin, 1988-90, pp. 28-30, 115, are all applicable, with the exception of the total hours required for the degree.

3.2 Degree requirements for each degree area. The degree requirements for each degree area will be given in terms of required courses and electives.
3.3 Committee-on-studies. Each student shall have a committee-on-studies comprised of at least four members from at least two departments. The duties of the committee are as follows:

- Approval of student's program program.
- Approval of the thesis or project work and presentation.
- Administer the Master's examination required by the Graduate Bulletin.

The selected committee-on-studies must be approved by the department chairman or designated alternate of the student's resident department. The professor for the thesis or project course must be on the committee.

4. Degree Area Faculty:

The degree area faculty will be initially comprised of at least five College of Engineering faculty who develop the degree area proposal. Since the programs will be interdisciplinary at least two college departments must be represented. Subsequent appointments shall be made by the Dean of Engineering, with the approval of the EGC. There shall be at most seven members.

5. Degree Title:

The degree title on the diploma and transcript shall be "Master of Engineering" in (degree area).

Specific degree requirements for the three options to be offered in the program have also been passed by the College of Engineering faculty. These requirements are as follows:

Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>M.E. 584</td>
<td>3 hr</td>
<td>CAD/CAM</td>
</tr>
<tr>
<td>M.E. 585</td>
<td>3 hr</td>
<td>Modern Manufacturing</td>
</tr>
<tr>
<td>Mgt. 594</td>
<td>3 hr</td>
<td>Management and Organization in Manufacturing</td>
</tr>
<tr>
<td>C.S. 492</td>
<td>3 hr</td>
<td>Computers in Manufacturing</td>
</tr>
<tr>
<td>NMSU IE 573</td>
<td>3 hr</td>
<td>Manufacturing Economics and Cost Accounting</td>
</tr>
<tr>
<td>NMSU IE 571</td>
<td>3 hr</td>
<td>Advanced Quality Control</td>
</tr>
<tr>
<td>XXXX 551</td>
<td>3 hr</td>
<td>Project</td>
</tr>
<tr>
<td>or XXXX 599</td>
<td>(6 hr)</td>
<td>Thesis (XXXX is the resident department of the student)</td>
</tr>
</tbody>
</table>

The student must select one of the following options, and the electives must be selected from the following lists:
Computers in Manufacturing Option (CIM)

Four elective courses to be selected from:

- EECE 536 (3 hr) Algebraic Foundation of Computer Engineering
- EECE 538 (3 hr) Design of Digital Systems
- C.S. 452 (3 hr) Simulation
- C.S. 490 (3 hr) Special Topics/Al for non-CS majors
- C.S. 487 (3 hr) Computer Networks
- EECE 506 (3 hr) Optimization Techniques
- C.S. 532 (3 hr) Computer Vision
- C.S./EECE 433 (3 hr) Computer Graphics by Digital Computer

Integrated Circuit Manufacturing

Four elective courses to be selected from:

- EECE 520 (3 hr) VLSI Design
- EECE 523 (3 hr) Analog Electronics
- EECE 541 (3 hr) Random Signal Processing
- ChNE 545 (3 hr) Principles of Charged Particle Accelerators
- EECE 572 (3 hr) Semiconductor Properties
- EECE 574L (3 hr) Processing Techniques in Solid State Technology
- EECE 576 (3 hr) Field Effects Devices
- ChNE 478 (3 hr) VLSI Process and Material Technology
- ChNE 578 (3 hr) Plasma and Beam Process Technology

Mechanical Manufacturing Option

Four elective courses to be selected from:

- M.E./C.E. 401 (3 hr) Advanced Mechanics of Materials
- M.E. 522 (3 hr) Heat Conduction
- M.E. 582 (3 hr) Robot Engineering

Or

- M.E. 593 (3 hr) Advanced Robot Engineering
- M.E./ChNE 579 (3 hr) Manufacturing Materials Science
- M.E. 583 (3 hr) Automation
- C.S. 487 (3 hr) Computer Networks
- C.S. 507/EECE 506 (3 hr) Optimization Techniques
- C.S. 532 (3 hr) Computer Vision
All options:

One free elective selected with approval of the committee-on-studies for Plan II students. For Plan I students, there is no free elective because the three additional thesis hours will complete the program (6 hr total for thesis).

Other requirement:

Industrial Internship: Where possible, the student shall serve an industrial internship for a 3-month minimum, full-time. This is normally planned for the summer activity.

Total required credit hours: 36

Special requirement on the Committee-on Studies:

The committee-on-studies for the student shall have an additional member beyond those specified by the Master of Science requirements. This additional member shall preferably be a supervisor or co-worker in the company the student serves his internship.
The reasons for this request will be addressed in two parts - first, why the Master of Engineering degree, and second, why the Manufacturing Engineering degree area.

The College now offers the Master of Science degree. Each department offers this degree, and has specific requirements for it. The degree is a research oriented degree with a significant part of the course work being in the engineering or computing sciences, with the goal being a research/development oriented graduate. The master of engineering degree will be a degree planned for the student entering an area of the engineering profession for which education at an advanced level is required, i.e. beyond the usual B.S. engineering degree requirements, but one for which scientific research is not an essential component. The graduate will be engineering practice oriented in the specified degree area, and the degree requirements will be determined for maximum strength in the degree area.

It is believed that both types of degrees (M.S. and M.E.) are currently needed, and that each type has its place in the academic and industrial marketplace. However, there should be a distinction between the two degrees. Use of the engineering science based M.S. degree for an engineering practice degree reduces the effectiveness of the programs for the master of engineering degree since the core courses in the existing M.S. programs must be taken, and this reduces the breadth desirable in the M.Eng. degree. Availability of the M. Eng. degree will permit the program to have the needed interdisciplinary content without compromise in either degree.

The reason for the need of a manufacturing engineering degree is to directly address a state and national need. During the last decade, there has been overwhelming evidence that the U.S. has fallen behind in industrial productivity. The negative balance of trade and the perceived inferior quality of products made in this country are among the hard felt effects of stiff overseas competition.

Neither the State of New Mexico nor the nation can make much progress in restoring our lost competitiveness without major efforts to improve our engineering base in manufacturing. Manufacturing is multi-disciplinary, and different manufacturing sectors require different sets of knowledge and skills. For example, with our current programs it is very difficult to produce people with the right education for semiconductor fabrication, a major manufacturing area in New Mexico.

Similarly, a major and growing need for expertise in computer integrated manufacturing (CIM) is not addressed in our current program. This requires substantial knowledge in computer science and/or computer engineering, as well as manufacturing knowledge. We need a program which has the flexibility to allow us to tailor the academic programs to include different manufacturing fields. The three options in the proposed program address the above needs.
The College of Engineering is currently offering a type of master of science degree in which the students in the program take some courses in manufacturing engineering. The program has about 25 students in it. They are in two departments. A Director of Manufacturing Engineering was hired in August 1987. He is currently coordinating the program and securing funding and internship positions for students. The proposed programs utilize courses which are already being taught, some of which were introduced to support manufacturing engineering studies. Consequently, the offering of the Master of Engineering degree will not have significant impact on new budgets. Since the courses for the degree are currently being offered, and most of them are courses taken for other existing degree programs as well, the faculty load will not undergo significant change. It may be stated that most of the program development costs and efforts have already been borne. Clearly if the program grows, the class size will increase, but considerable growth is possible without the need for an additional section of the same course.
The attached document proposes the following:

1. The establishment of the degree of "Master of Engineering". This degree option is intended as a "practice of engineering" degree at the masters level. It is intended as an end degree, not as a path to a research degree at the PhD level. It is a professional degree.

2. The approval of three tracks under this title, aimed at manufacturing and embodying specific curricula. These three are designed for professionals going into specific areas of manufacturing. These are
   a. Computer based manufacturing or "Computer Integrated Manufacturing". This is for professionals applying computer methods to the manufacturing discipline.
   b. Mechanical manufacturing. This is for professionals entering the more conventional manufacturing, primarily of machines, equipment, automobiles, etc.
   c. Electronic or semiconductor manufacturing. This is for professionals who plan to enter the fields of electronic equipment or semiconductor manufacture.

It is expected that other areas may be proposed in the future, in which case the specific curricula will be presented for approval under this umbrella.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: April 18, 1989

Unit: Department of Art & Art History
(Dept., Div., Prog.)

I. Major Change

Degree New  
Major New  
Minor New  
Concentration New  

Revision of Master of Fine Arts  
Deletion Master of Arts existing degree
Revision of  
Deletion existing major
Revision of  
Deletion existing minor
Revision of  
Deletion existing concentration

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

See attached

II. Minor Change

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

Minor program revision (3-5 hours)

See attached

Reasons for Request (attach extra sheets if necessary)

See attached

Effective Date of Proposed Change: Fall, 1989

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature:  
Department Chair

Approvals:

Dean of Library Services

College Curricula Committee  
(if necessary)

College or School Faculty

College or School Dean

FS Undergraduate Ac. Affairs

and/or

FS Graduate Committee

Office of Graduate Studies

FS Curricula Committee

Provost

Faculty Senate

University of New Mexico
(Revised 6.1.89)
PROPOSED REVISION OF THE M.F.A. DEGREE IN STUDIO ART
DEPARTMENT OF ART & ART HISTORY

Purpose and Rationale:
The M.F.A. in studio art is the terminal degree in the field. According to the official standards of the College Art Association of America's guidelines, the M.F.A. requires a minimum of 60 semester credit hours, a certifiable level of professional competence in the ability to make art and a high level of knowledge and understanding of art history and criticism.

Since 1965, when the Department of Art and Art History formally initiated the M.F.A., there has been an ongoing debate about the necessity of two master's degrees (the M.A degree has been in place since the late 1940's, unchanged with the exception of minor modifications). The M.A. degree in studio is virtually extinct in most other institutions, since a single M.F.A. program has been the norm for over two decades. The Department, after long and serious philosophical and pedagogical discussions, now proposes to update, simplify and consolidate the two master's degrees into one single program leading to the M.F.A. degree.

Foremost in this proposal is the elimination of the M.A. degree. The degree requirements for the M.F.A. incorporate the M.A. degree requirements, except for the deletion of the six hours of M.A. thesis and the substitution of additional course work. Minor modifications are made in the numbers of credit hours required in studio and art history, while six more elective credits are required. One new requirement is that six graduate credit hours of electives must be taken outside the Department. The desire here is to ensure that a graduate education be interdisciplinary and not simply the honing of specialized technical skills.

Entrance requirements would remain the same as those for the M.A., but a more stringent screening of applicants would be initiated. The consolidation of the M.A. and M.F.A. degrees will allow the program to be streamlined, to allow for one application process instead of two, and one major final project evaluation instead of two. The M.F.A. program at UNM, while still more rigorous in its academic requirements and lengthier than most, would come more into line with national standards.

No new courses will be needed to implement this change.
SUMMARY OF PROGRAM REQUIREMENTS:

Interdisciplinary Seminar (AS 502)  
Introduction to Graduate Studies (AH 503)  
Graduate Studio  
Art History  
Electives  
M.F.A. Thesis and Studio Exhibition Project  

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>Interdisciplinary Seminar (AS 502)</td>
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<td>Introduction to Graduate Studies (AH 503)</td>
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<tr>
<td>Graduate Studio</td>
<td>21</td>
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<tr>
<td>Art History</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>M.F.A. Thesis and Studio Exhibition Project</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

Total hours at UNM: 63.

Transferable hours: a maximum of 12 hours from other accredited graduate institutions.

500 level courses required: a minimum of 24 hours, plus studio exhibition project and dissertation hours.

Admission: Students who have met the general undergraduate degree requirements, submit transcripts, slides of work, recommendations, and an essay of intent to the department.

Applicants are screened initially by the faculty of individual areas of concentration. All finalists from each area are then presented to the entire studio faculty for final approval. They will vote on the admission of each applicant on the basis of his or her promise as an artist regardless of medium. The department chairperson gives final approval to all applicants chosen by the faculty. Admission in fall semester only.

Interdisciplinary Seminar (AS 502) (3 hrs.) This course is offered only in the Fall semester to incoming studio students who are in their first semester of graduate school. Included in this course will be: 1. critiques of student’s work, 2. lectures by department faculty, and 3. readings and discussion of art theory and contemporary criticism.

Introduction to Graduate Study (AH 503) This course is offered only in the Fall semester to incoming studio students who are in their first semester of graduate school. Included in this course will be the development of writing and research methods and skills, and readings and discussions of art theory and criticism.

Graduate Studio (21 hrs.) Ordinarily fifteen hours of this requirement are taken within the student’s major area of concentration. Six hours must be taken outside his or her major area of concentration. Tutorials and topics courses offered at the 500 level may be taken to fulfill the Graduate Studio requirement.

Art History (12 hrs.) At least one 500 level seminar must be taken. Problems courses may be taken only as electives.
Electives (12 hrs.) The student may take six elective hours in the department (400 level courses offered for graduate credit or 500 level or above in studio or art history). The remaining six hours must be taken outside the department at the 300, 400, or 500 level if offered for graduate credit in the Graduate Bulletin. Each student will decide, in consultation with his or her Committee on Studies, which elective courses to take.

Committee on Studies Three committee members are required. This committee is formed during the semester in which the student is completing twelve hours of course work. The chair of this committee is chosen by the student, ordinarily from faculty in the student's area of concentration. Together they select two more members, usually one from Art Studio and one from Art History. The proposed committee is submitted to the Graduate Committee by a prescribed date each semester. The Graduate Committee will review the proposal before forwarding it with their recommendation to the department chair. The approved committee will guide and evaluate the student as he or she progresses through the program and will evaluate that progress.

Graduate Reviews Two graduate reviews are required in the first two semesters before a student takes the M.F.A. Qualifying Review.

M.F.A. Qualifying Review With the approval of the Committee of Studies, this review takes place the semester after the student has completed eighteen hours of course work. The Committee on Studies will evaluate a comprehensive selection of the student's work, a written essay on that work of five to seven pages, and an oral defense of that work by the student. One of the following recommendations will be made by this committee:

1. That the student passes and is deemed eligible to continue in the program.

2. That the student does not pass, is placed on a one-semester departmental probation, and given one more chance to pass the review.

The review committee will set the conditions for the re-examination of students who do not pass the first review. Students must take three hours of tutorial credit with the chair of their Committee on Studies in the semester following the first review. These three hours are in addition to the normally required hours for the degree. The student remains in regular status. If a student fails again, he or she must leave the program.

Note: While a student's grade point average will be taken into consideration at the M.F.A. Qualifying Review, it should be understood that it is the formal and conceptual quality of the creative work, the written essay, and the oral defense that is of foremost importance in the review.

Advancement to Candidacy This will take place in the semester the student completes 39 hours in the program.
Transfer Credit. A maximum of 12 hours of transfer credit from other accredited graduate institutions will be considered for acceptance by the student's committee on studies. Transferred work must be graded (not averaged) 3.0 or higher and must fall within the student's five-year period. Courses in extension credit at other universities are not accepted for graduate credit at the University of New Mexico. Credit transfer is never automatic.

M.F.A. Thesis. Students who pass the M.F.A. Qualifying Review and who continue in the program must complete the remaining twelve hours of course requirements and choose, in consultation with their Committee on Studies, one of two ways to earn their M.F.A. degree:

1. Track I

   |   |   |
   |---|---|---|
   |   |   |

   Dissertation Project
   Studio Exhibition Project (650) 6 hours
   Dissertation (699) 6 hours

   TOTAL 12 hours

Track I students take six hours of thesis in studio work with the chair of their Committee on Studies to develop a body of work to be shown in a group exhibition. They take six hours of Written Thesis, normally with the art historian serving on their committee to write an extensive (50 pages or more) research paper. This paper must meet the requirements of the Office of Graduate Studies. The thesis exhibition and the written thesis are evaluated by the committee, with an oral defense given by the student for each part. If the student passes, the M.F.A. degree is awarded.

2. Track II

   |   |   |
   |---|---|---|
   |   |   |

   Final Project
   Studio Exhibition Project (650) 9 hours
   Dissertation (Written Catalogue) (699) 3 hours

   TOTAL 12 hours

Track II students take nine hours of thesis studio work with the chair of their Committee on Studies to develop a body of work for a one-person exhibition. They take three hours with the art historian on their Committee on Studies to write the catalog essay for the exhibition (10-20 pages). The Final Project culminates in a one-person show, and exhibition catalog, a public talk, and an oral defense of the work, all of which are outlined in the guidelines for the existing Track II program. If a student passes, he or she is awarded the M.F.A. degree.
**FORM C**  
MAJOR AND MINOR CURRICULAR CHANGES

**Date:** September 21, 1989

**Unit:** Theatre Arts Department  
(Dept., Div., Prog.)

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I. Major Change

<table>
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<th>Degree</th>
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<th>Revision of</th>
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<th>Deletion</th>
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<tr>
<td>Minor</td>
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<td>Revision of</td>
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</tr>
<tr>
<td>Conc.</td>
<td>New</td>
<td>Revision of</td>
<td>X</td>
<td>Deletion</td>
</tr>
</tbody>
</table>

Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

II. Minor Change

**Name Change**

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

**Existing Name:** M.A. in Theatre Arts  
**Change to:** M.A. in Theatre and Dance

Minor program revision (3-5 hours)

Reasons for Request (attach extra sheets if necessary)  
See Attached.

**Effective Date of Proposed Change:** Spring, 1990

Budgetary and Faculty Load Implications:  
See Attached.

Might this change impinge in any significant way on student or departmental programs?  
Yes ___ No ___

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

**Signature:**  
Department Chair

**Approvals:**  
Dean of Library Services  
College Curricula Committee  
College or School Faculty  
College or School Dean  
FS Undergraduate A.c. Affairs and/or  
FS Graduate Committee  
Office of Graduate Studies  
FS Curricula Committee  
Provost  
Faculty Senate

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**University of New Mexico**  
(Revised 6-1-81)
DEGREES OFFERED

M.A. in Theatre and Dance

Concentrations: Theatre: playwriting, directing and educational theatre. Dance: choreography, dance history & criticism, dance kinesiology and dance education.

The Department of Theatre Arts offers advanced work on the Master's level in the areas of theatre and dance for the student interested in teaching, practice, or further graduate study. The master's program aims to strengthen the methods of: 1) interpreting and staging existing dramatic and choreographic work, 2) creating and preparing new dramatic and choreographic work for stage and classroom, 3) analysis of performance and analysis of performance in an historical context, 4) teaching theatre and dance.

To enter the program the student should have completed a major in the field or have taken a minimum of 24 hours in the theatre or dance. Students applying for the theatre concentrations will be expected to have 24 hours selected from the areas of acting, directing, playwriting, theatre history, technical theatre, dramatic literature and criticism. Students applying for the dance concentrations will be expected to have 24 hours selected from the areas of dance technique, dance history and criticism, choreography, movement analysis, rhythmic fundamentals, or kinesiology.

The student applying for admission should submit to the Department of Theatre Arts 1) a letter of intent clearly expressing the applicant's objectives in undertaking graduate study, 2) a recent example of the applicant's critical or script writing or video tape of a choreographic work, and 3) three letters of recommendation.

REQUIRED COURSES

The Department's description of its degree plans and different concentrations list the required courses. The required courses provide a common conceptual framework for all the graduate students in the program, strengthening critical and practical abilities that will support and guide the student's direction and emphasis in the remainder of the program and beyond.

REQUIRED COURSES

TA 500 Introduction to Graduate Study 3
TA 503 Performance Theory 3
(Dramatic Theory and Critical Analysis)
TA 506 Critical Issues in the Performing Arts 3
TA 509 Graduate Internship 3
THEATRE EMPHASIS: DEGREE PLANS

CONCENTRATIONS IN:
DIRECTING, PLAYWRITING, EDUCATIONAL THEATRE

PLAN I

Required courses:
TA 500, TA 503, TA 506, TA 509 12

Courses related to special concentrations:
directing, playwriting, educational theatre 12

Master’s Thesis: 599 (minimum of 6 hrs) 6

Total hours required for degree 24 plus thesis

PLAN II

Required courses:
TA 500, TA 503, TA 506, TA 509 12

Courses related to special concentrations:
directing, playwriting, educational theatre 12

Master’s Essay: TA 598 3

Electives 6

Total hours required for degree 33
DANCE EMPHASIS: DEGREE PLANS

CHOREOGRAPHY CONCENTRATION

PLAN II ONLY

Required courses:
TA 500, TA 503, TA 506, TA 509 12

Courses related to special concentration:
choreography 12

Recommended Courses:
Dance 411 Advanced Study in Forms of Choreography 3cr
Dance 422 Advanced Dance Repertory (as choreographer) 4cr
TA 551/552 Special Problems 2cr
TA 596 Student Production Project 3cr.

Master's Essay: TA 598 3

Electives 6

Suggested Courses:
Courses in Theatre, Music, Art, Film/TV, Dance Education

Total hours required for degree 33

DANCE HISTORY & CRITICISM CONCENTRATION

PLAN I ONLY

Required courses:
TA 500, TA 503, TA 506, TA 509 12

Courses related to special concentration:
Dance History & Criticism 12

Recommended Courses:
Dance 431 Dance Criticism 3cr
Dance 564 Dance History III 3cr
Art History 482 or 491 or 426
Music History 416
Film/TV 326 or 328

Master's Thesis: 599 (minimum of 6 hrs) 6

Total hours required for degree (plus thesis) 24
DANCE KINESIOLOGY CONCENTRATION

PLAN II ONLY

Required courses:
TA 500, TA 503, TA 506, TA 509, Dance 450

Courses related to special concentration:
Dance 450

Recommended Courses:
Phys. Ed. 514 Kinesiotherapy 3cr
Phys. Ed. 528 Neuromuscular Performance 3cr
TA 529 Advanced Topics in Theatre and Dance 3cr
Phys. Ed. 523 Biomechanics 3cr

Master's Essay: TA 598

Electives (a minimum of 3 hours must be in Dance or Theatre)

Suggested Courses:
Dance 422 Advanced Dance Repertory 4cr
Dance 566 Methods & Materials for Teaching Dance
Dance/Movement 3cr
Dance 567 Supervised Practicum 3cr
Phys. Ed. 472 Evaluation of Athletic Injuries 3cr
Phys. Ed. 473 Rehabilitation of Athletic Injuries 3cr
TA 551/552 Problems 2cr

Total hours required for degree 33

DANCE EDUCATION CONCENTRATION

PLAN I

Required Courses:
TA 500, TA 503, TA 506, TA 509

Courses related to special concentration: Dance Education

Recommended Courses:
Dance 450 Advanced Movement Analysis
Dance 566 Methods and Materials for Teaching Dance
Dance 567 Teaching Practicum,
Educational Foundations 501 Statistics,
Educational Foundations 515 Philosophy of Education
Educational Foundations 605 Qualitative Research in Education

Master's Thesis: 599 (minimum of 6 hrs)

Total hours required for degree (plus thesis) 24
PLAN II

Required Courses:
TA 500, TA 503, TA 506, TA 509

Courses related to special emphasis:
Dance Education

Recommended Courses:
- Dance 410 Curriculum Development for Dance Education
- Dance 450 Advanced Movement Analysis
- Dance 566 Methods and Materials for Teaching Dance
- Dance 567 Teaching Practicum
- TA 415 Educational Theatre
- TA 418 Creative Drama
- Art Education 468 Image & Imagination in Art Ed. & Art Therapy
- Master's Essay: supervised under Masters Essay, TA 598

Electives

Suggested Courses:
- Educational Foundations 515 Philosophy of Education
- Educational Foundations 605 Qualitative Research in Education
- Graduate courses in Theatre, Music, Art, Film/TV

Total hours required for degree 33

*All graduate students will be required to register for Dance 549, Graduate Dance Technique 1-3 credits, during each semester of residency, or to make other faculty-approved arrangements for daily technique classes.
Rationale for a Request for Revision of Theatre Arts Master of Arts Degree, adding New Concentrations in Dance

The Faculty of the Department of Theatre Arts is proposing an expansion of our Master of Arts program to include concentrations in Choreography, Dance History and Criticism, Dance Kinesiology and Dance Education. A number of dance students have already attained their Master of Arts degrees in Theatre Arts with a dance emphasis, but the program was not formerly organized with dance concentrations. The title of the degree will change from MA in Theatre Arts to MA in Theatre and Dance. The proposed degree plans will allow us to recruit students for a master's program that is specifically designed for dance students. In addition, this proposal responds to the priorities set forth in the UNM 2000 report enunciating the importance of strong graduate programs at UNM.

Due to the separation of Film/TV from the Theatre Arts Department, we will forward in this academic year a name change for the Department changing the name from Theatre Arts to the Department of Theatre and Dance. The new concentrations will build upon the procedures and standards developed in the more than ten years during which the Department of Theatre Arts has offered M.A. concentrations in Playwriting, Directing and Theatre Education. The proposed concentrations in Dance parallel the existing M.A. concentrations in Theatre in terms of core courses, degree plans and size. Dance will utilize the same sequence of core courses, modified appropriately to include Dance, and parallel the degree plans (Plans I & II) already in place in Theatre. The size of the Dance component of the M.A. will have a ceiling of 15 as does the existing Theatre Emphasis.

No new resources will be required, as the full and ongoing part-time Dance Faculty possess the skills and credentials to conduct these degree plans in conjunction with faculty from other UNM departments, primarily through existing courses. The Department of Health Promotion, Physical Education and Leisure Programs has been supportive of our proposal to develop this concentration in Dance Kinesiology and has offered to develop a new course, Applied Kinesiology for Dancers, especially for our M.A. students.
The new degree plans will have minimal impact on the workloads of full-time Dance Program faculty, for the following reasons:

1) Most of the purely Dance courses in the MA concentrations are already being offered as 400-level courses which may be taken for graduate credit.

2) The new graduate courses in the Dance Education area can be taught at the same time and place and by the same instructor as existing courses, which have small enrollments.

3) The new graduate course in Dance History will be offered in a three-semester rotation with the two existing Dance History courses, so that Dr. Chazin-Bennahum's workload will not be increased in any given semester.

4) Second-year graduate students will be engaged to teach introductory-level courses, for smaller fees than we are now paying part-time instructors, allowing us to cover more 100-level courses with part-time funds than was previously possible, and to free up senior-level faculty for graduate supervision.

We will continue to require a Graduate Diagnostic Examination, appropriately modified for Dance. We require a minimum of 24 hours preparation in undergraduate dance courses, paralleling the Theatre Emphasis and we expect that the Graduate Diagnostic Examination will reveal deficiencies in many of our students which will result in their having to take additional undergraduate courses.

The addition of properly prepared graduate dance students to our Department will enhance the quality of our undergraduate courses, as the more mature students become positive role models, and as our dance productions benefit from the experience of these new students as performers and/or choreographers. Many of the students who have expressed interest in these new concentrations have impressive academic backgrounds as well as extensive professional achievements. We hope to enlist graduate students to teach courses in our Saturday children's program in creative movement, to take leadership roles in the touring engagements of the UNM Flamenco, Ballet and Contemporary Dance Ensembles and to assist in other areas of community outreach.
JUSTIFICATION FOR CONCENTRATION IN CHOREOGRAPHY:

There is no advanced training in choreography currently available in New Mexico. Our state's studios, companies and college dance programs are producing hundreds of performers but very few choreographers. The dearth of qualified applicants for New Mexico Arts Division project grants in choreography and for UNM's recent Centennial Choreography Award speaks strongly of the need for advanced training in this discipline. Bill Evans, who would provide much of the guidance to the choreography students, has been recognized internationally for his choreographic achievements, and has received 15 major choreographic awards, including a Guggenheim Fellowship and several fellowships from the National Endowment for the Arts. The M.A. in Choreography will respond to a significant need in the state and region and elevate the quality of creative work in our program until such time as an even more demanding M.F.A. in choreography and/or performance can be developed at UNM.

JUSTIFICATION FOR CONCENTRATION IN DANCE HISTORY & CRITICISM:

The field of dance history and criticism is growing rapidly. Approximately 300 universities throughout the United States now require dance history and/or criticism courses of dance majors and minors and there are many new books being written to enhance academic dance literature. However, only one graduate institution in the country currently offers an M.A. in dance history. Dr. Judith Chazin-Bennahum and her colleagues Bill Evans (M.F.A.), Jennifer Predock-Linnell (Master of Arts in Education, on a Ph.D. track) and other faculty from the Department of Theatre Arts and the College of Fine Arts are prepared to develop this degree plan with the continuing assistance of Jim Wright, the Fine Arts Librarian. Dr. Chazin-Bennahum has been working with Mr. Wright for the past ten years in the building of a proper collection of books on dance and dance studies. UNM, at present, has adequate slide, video and book collections to begin this concentration because of the collections in support of the Ph.D. in art history and those in support of instructional programs in music, film, theatre and visual arts. We expect that students following this concentration will eventually move on to Ph.D. programs at other universities.
JUSTIFICATION FOR CONCENTRATION IN KINESIOLOGY:

This concentration will train teachers of dance technique who understand kinesiology and are able to conduct classes which prevent rather than produce the chronic overuse injuries which plague our profession. It would also enable us to prepare specialists in dance kinesiology who could work with professional dancers, dance schools and dance companies, analyzing technique problems resulting in injuries or hampered expressivity and suggesting exercise programs to help correct such inappropriate movement patterns. Those who follow this concentration could initiate and conduct programs in strength, flexibility and conditioning for dancers and other performing artists in professional schools, private studios, and college and university dance programs. There is an increasing demand for dancers educated in the scientific as well as artistic aspects of our art form. However it is the belief of the UNM Dance faculty that dance kinesiology is most successfully approached from an artistic point of view. Hence, the appropriateness of the M.A. rather than an M.S. degree. We expect that many of these students will eventually choose to continue their graduate studies at other institutions which offer the Ph.D. in dance, exercise physiology, kinesiology, and related fields.

JUSTIFICATION FOR CONCENTRATION IN DANCE EDUCATION:

This concentration will train creative artist/educators who understand dance as a fine art and as a discipline within various classroom environments. This plan of study will go beyond the Fine Arts Licensure recently approved by the New Mexico State Board of Education to further prepare K-12 teachers to develop and implement dance programs in our public schools. Licensure with a dance emphasis has been developed here in the College of Fine Arts and its approval by the Board of Education is pending. It will enable prospective teachers to become proficient and licensed in dance either through the College of Education or the College of Fine Arts. Since the undergraduate requirements in dance for the licensure will be only 36 hours, the M. A. in Dance Education will be essential in properly equipping the serious dance artist/educator for the multi-faceted demands s/he is likely to face in the teaching environment. Only sixteen states have dance as part of their public education curriculum, and New Mexico is not among them. Students in this concentration will become the dance education pioneers who establish dance programs in our public schools. It will prepare
students for positions in those states such as North Carolina which have more openings for certified dance specialists than qualified applicants. In addition, it will also train dance education specialists for college and university dance programs, for private schools (i.e., Montessori schools), private dance studios, day care centers, fitness centers, artists-in-the-schools programs, and for work with drill teams, cheer leading squads and special education programs.
To: Richard Holder, Vice President for Academic Affairs
From: R. C. De Vries, Chairman FS Curricula Committee
Subject: Doctor of Pharmacy

The Faculty Senate Curricula Committee approved the enclosed Form C for the Doctor of Pharmacy Degree at the April 27, 1990 meeting. Included with the Form C are the proposal, copies of the subcommittee report on the proposal, a memo from Doug George indicating that the FS Graduate Committee does not have jurisdiction over the program, and a memo from Daniel Nona of the American Council on Pharmaceutical Education regarding a revision of Accreditation Standards and Guidelines for Colleges of Pharmacy.

I recommend that the full Senate consider the program. This program involves a rather radical change for the department. In addition, it is not a Ph. D. degree, but rather a professional degree. Also, the new degree will be expensive to implement. Nevertheless, because of upcoming changes in accreditation standards for Pharmacy, the new degree will have to be implemented in the near future if Pharmacy is to retain accreditation.
To: R. C. DeVries
From: Douglas R. George, Chair, Faculty Senate Graduate Committee
Subject: Doctor of Pharmacy Degree

The Senate Graduate Committee considered the proposal for the Doctor of Pharmacy program on December 1. The Committee concluded that it had no jurisdiction over such a professional degree. I am returning the proposal.

DRG/Dr
Enclosure
MEMORANDUM

TO: William M. Hadley, Dean

FROM: Daniel A. Nona

RE: Revision of Accreditation Standards and Guidelines in 1990's

Accreditation standards reflect professional and educational qualities identified by the Council as essential to quality professional programs of Colleges and Schools of Pharmacy. These standards and their derivative guidelines serve as the basis for both collegiate and external program evaluation. Standards are set by the ACPE in accordance with a procedure which provides adequate time and opportunity for all parties significantly affected by the accreditation process to comment on such standards prior to their adoption.

Since the first accreditation standards were published in 1937, these evaluative criteria have been revised periodically, about every six or seven years, in keeping with changes in pharmaceutical education and pharmacy practice. The current standards and associated guidelines were adopted July 1, 1984, and became effective January 1, 1985, following a two-year period during which open hearings were held and written comments were received. Formulation of these revisions were initiated, with the assistance of the pharmacy community, in the late 1970's.

The enclosed "Declaration of Intent" to initiate the revision process, which was unanimously approved by the Board of Directors of the ACPE at a meeting held in Chicago on September 16-17, 1989, provides notice of revision in the 1990's and sets-forth the Council's intention to formulate accreditation standards and guidelines, within the sole framework of a doctor of pharmacy program. Due to the degree program construct for the proposed revisions, the Council expects the period for formulation of revisions and the time necessary for comments and hearings to take substantially longer than revision processes of the past. However, the goal of the Council is to adopt standards and guidelines for a doctor of pharmacy program as soon as the year 2000. In accord with ACPE policies and procedures, revised standards become effective on a date designated by the Council, generally later than that of their adoption.

The "Declaration of Intent" to revise accreditation standards within the framework of a doctor of pharmacy program is also intended to serve as a resource for academic and professional studies planned and in progress.

RECEIVED
Declaration of Intent: Revision of Accreditation Standards in 1990's in Keeping with Changes in Pharmacy Practice and Pharmaceutical Education

The American Council on Pharmaceutical Education recognizes the changes occurring and contemplated in health care and acknowledges that the societal purpose of pharmacy dictates that it be a patient-centered practice. Hence, it is the view of ACPE that the mission of the pharmacy practitioner is to assume responsibility for providing pharmaceutical services that ensure rational drug use in the individualized care of patients.

The goals of the pharmacy practitioner's services are:

1) to provide drug therapy that is appropriate, safe, efficacious and cost effective;

2) to educate and motivate patients to assume an appropriate and active role in self-care and the management of their drug therapy as related to their particular medical conditions; and

3) to effect the appropriate distribution of medication to patients.
The ACPE intends to establish new programmatic accreditation standards that reflect and respond to the above mission set-forth for the pharmacy practitioner. Based upon the Council's analysis and assessment of current practice developments, future practice challenges and the corresponding educational preparedness needed, the Council foresees the time when the accreditation standards will focus upon a doctor of pharmacy program as the only professional degree program evaluated and accredited. This new direction may become adopted as soon as the year 2000.

The ACPE presents this opinion to the pharmacy community and the public. Full and open discussions are intended, including hearings and written comments regarding revision of curricular and other standards. The procedure for hearings and submission of written comments will be released in 1990.

Developed and unanimously approved by the Board of Directors of the American Council on Pharmaceutical Education, September 17, 1989.

Ellen E. Chaffee
Robert K. Chalmers
Jack L. Coffey
Jack R. Cole
Leonard J. DeMino
Harold W. Godwin
Michael E. Hart, Jr.
William J. Kinnard, Jr.
Evelyn O. Timmons
John H. Vandel
# Form C
## Major and Minor Curricular Changes

**Date:** 9/12/89

**Unit:** College of Pharmacy

### Major Change

<table>
<thead>
<tr>
<th>Degree</th>
<th>New</th>
<th>Revision of</th>
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<th>(Doctor of Pharmacy)</th>
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<tr>
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<td>Revision of</td>
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<td>existing concentration</td>
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Give exact title and requirements as they should appear in the catalog in the space provided or on attached sheets.

(See Attached)

### Minor Change

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

Minor program revision (3-5 hours)

### Reasons for Request (attach extra sheets if necessary)

**New Professional Degree**

**Effective Date of Proposed Change:** Fall, 1991

**Budgetary and Faculty Load Implications:** (attach statements)

Might this change impinge in any significant way on student or departmental programs? Yes ☐ No ☐

If yes, have you resolved these issues with department involved? Yes ☐ No ☐

**Signature:**

**Approvals:**

- Dean of Library Services
- College Curricula Committee
- College or School Faculty
- College or School Dean
- FS Undergraduate Acad. Affairs and/or FS Graduate Committee
- Office of Graduate Studies
- FS Curricula Committee
- Provost
- Faculty Senate

- Date: 9/1/59
- Date: 10/10/89
- Date: 11-7-89 (RIS)
- Date: 10/10/89
- Date: 5/7/90
- Date: 8/1/90

University of New Mexico (Revised 6-1-81)
### Advanced Placement (limited)

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<tr>
<td>Community Pharmacy Externship</td>
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<tr>
<td>Hospital Pharmacy Externship</td>
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### First Year Pharm.D.

#### Fall Semester

- Adv. Pathophysiol. and Therapeutics I: 701
- Clinical Seminar: 705
- Statistical Methodology: 3
- Health Services: 703
- Clinical Science: Patient Interviewing & Physical Assessment: 2

#### Spring Semester

- Adv. Pathophysiol. and Therapeutics II: 702
- Clinical Seminar: 705
- Applied Clinical Pharmacokinetics: 704
- Electives*: 3

*Pharmacy 782,482 (Clinical Toxicology) for advanced placement students

### Second Year Pharm.D.

#### Summer, Fall and Spring

- Clinical Clerkships: 706
- Clinical Seminar: 705
- Elective Clerkships: 8

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Electives* represent the possibility for advanced students to choose from a variety of courses to fulfill the remaining credit hours necessary for graduation. These electives can be selected based on personal interest or career goals, offering flexibility in academic exploration.
IMPACT ON BUDGET AND FACULTY

The creation of a new degree program almost invariably requires the addition of new faculty if it is to be successful. Doctor of Pharmacy programs are especially labor intensive and require not only the faculty time and effort to provide new instruction, but also the establishment of new practice sites. This is especially true in New Mexico where the pharmacy community has yet to develop a significant number of clinical practices in the private sector. As a result, it is necessary to engage new faculty before the instructional need is present. The growing size of the baccalaureate degree program in pharmacy will preclude the dedication of any existing Clinical Pharmacy faculty resources to a new degree program. The calculation of minimum faculty needs is based on the assumption that the present Clinical Pharmacy faculty shortage in the College has been alleviated. New Clinical Pharmacy faculty hired to support this program will share baccalaureate and doctoral instruction with the existing Clinical Pharmacy faculty.

Effective implementation of this initial phase of the Doctor of Pharmacy program will require the addition of a faculty member with expertise in pathophysiology and four Clinical Pharmacy FTE faculty, three prior to the first year of the program and the fourth prior to the second year. Examples of needed areas of Clinical Pharmacy practice expertise include clinical pharmacokinetics, adult internal medicine, ambulatory care and psychiatry. Sharing of faculty positions with local hospitals and other institutions may permit the College to access the services of more than four faculty practitioners while limiting costs to four FTE. These new faculty will require clerical and travel support, as well as suitable office space, a commodity in short supply in the existing Nursing/Pharmacy Building. Expansion of the program beyond the needs of the fourth year to accommodate more students will require more new faculty, but will be accomplished with fewer FTE/student because the need will be for practice site instructors rather than both practice sites and classroom instructors.
IMPACT ON STUDENTS AND EXISTING PROGRAMS

The creation of a Pharm.D. program will have an impact on the existing baccalaureate pharmacy program in that some students may be selected for early placement into the professional doctoral program. These students would have first priority for placement into Summer Session clinical rotation and externship experiences.

The admission process will emphasize the selection of qualified New Mexico residents and current UNM College of Pharmacy students. Outstanding applicants from other institutions will be considered. A limited number of students from the UNM College of Pharmacy may be selected for admission by the end of the second semester of their fourth professional year. These students, initially not to exceed one half the total admitted during that year, will be tracked directly into the Pharm.D. curriculum through the utilization of the Summer session following their fourth year for completion of the required pharmacy practice elements of the conventional fifth year curriculum.
EXECUTIVE SUMMARY

This proposal outlines a professional doctoral degree in pharmacy (Doctor of Pharmacy, Pharm.D.) for the University of New Mexico College of Pharmacy. The College is the sole provider of professional education in pharmacy in the State of New Mexico, offering the B.S. degree. In the mid-1980's it introduced graduate programs in Toxicology, Hospital Pharmacy, Radiopharmacy and Pharmacy Administration.

The Doctor of Pharmacy degree was introduced in the late 1950's. Currently, two-thirds of the nation's schools and colleges of pharmacy offer Pharm.D. degrees, with at least 40% offering it as either their only professional degree or as an alternative to the baccalaureate as a first professional degree. Both of these figures are growing rapidly and the American Association of Colleges of Pharmacy has twice considered recommending that the Pharm.D. degree be the sole entry level degree in pharmacy. The two major professional organizations in pharmacy (the American Pharmaceutical Association and the American Society of Hospital Pharmacists) have both called for the adoption of the Pharm.D. as the entry level degree in pharmacy, thus paralleling the adoption of professional doctoral degrees in other health professions (M.D., D.D.S., D.V.M., etc.). Currently, New Mexico students must leave the state in order to pursue advanced professional education. Few of these skilled practitioners return to New Mexico. Nationally, only about 3% of Pharm.D. degrees are awarded to Hispanics. The UNM College of Pharmacy is in a unique position to help correct this unfortunate situation.

The graduate of the proposed Pharm.D. program will be prepared to have a significant positive impact on the quality of drug therapy provided to the citizens of New Mexico. The advanced pharmacotherapeutic education and clinical training will produce a practitioner who will be both professionally confident and competent. The graduate will be prepared to either enter into an advanced practice opportunity or to compete successfully for placement in residencies or fellowships.

The proposed program will have a limited enrollment and the curriculum of the program is designed to permit the admission of post-baccalaureate students or the tracking of currently enrolled students. This flexibility in admission will permit the accommodation of the considerable interest in advanced professional training expressed by the community of New Mexico practicing pharmacists as well as the time-efficient education of outstanding students already in the College. Post-baccalaureate students will complete the curriculum in two years.
(four semesters and one summer session) while utilization of two summer sessions would allow a current student to complete the Pharm.D. curriculum as a first professional degree in six years.

The additional faculty manpower required to institute a large Pharm.D. degree program can be significant, especially for a small college of pharmacy like UNM. Clinical education, which is the core of any Pharm.D. degree program, is faculty labor-intensive. Unlike many other states which have long-standing Pharm.D. degree programs, New Mexico does not have a large number of advanced level pharmacy practitioners in the community who might serve as volunteer and part-time faculty. The significant initial investment in faculty asked by this proposal will pay benefits by building a body of qualified preceptors for the future.
To: Ronald C. DeVries, Ph.D.
Chairman, University Curricula Committee

From: Subcommittee on Evaluation of Pharm.D. Proposal

Subject: Pharm.D. Proposal from the College of Pharmacy

Background

On January 11 and 19, 1990, the subcommittee met to evaluate the Doctor of Pharmacy (Pharm.D.) degree proposal submitted by the College of Pharmacy. The subcommittee, prior to the January 11 meeting, had received for review the official proposal submitted on September 11, 1989. The members then came to the meeting with their questions and concerns about the proposal document content. This memorandum consists of, in principle, questions and concerns expressed by the members of the subcommittee during the January 11 meeting. The questions and concerns were then conveyed, via Glynn Raymond, in a January 12 meeting with Bill Troutman, Pharm.D., and Bill Kelly, Pharm.D. (both are UNM College of Pharmacy Clinical Faculty). These two individuals were instrumental in drafting the proposal for the Pharm.D. degree. After reviewing the clarifications received from the C.O.P. (College of Pharmacy) Clinical Faculty, the subcommittee, at the January 19 meeting, unanimously recommended approval of the Professional Pharm.D. Degree for the College of Pharmacy.

Future Intent of Pharmacy Education

Accreditation standards reflect professional and educational qualities essential to quality professional programs of Colleges and Schools of Pharmacy. These standards and their derivative guidelines serve as the basis for collegiate and external program evaluation. Standards are set by the American Council on Pharmaceutical Education (ACPE) in accordance with a procedure...
which provides adequate time and opportunity for all parties significantly affected by the accreditation process to comment on such standards prior to adoption.

A "Declaration of Intent" as part of an accreditation revision process (unanimously approved by the ACPE Board of Directors September 1989) provided notice of revision in the 1990's and sets forth ACPE's intention to formulate accreditation standards and guidelines, within the sole framework of a doctor of pharmacy (Pharm.D.) program. Based upon ACPE's analysis and assessment of current practice developments, future practice challenges and the corresponding educational preparedness needed, ACPE foresees the time when the accreditation standards will focus upon a Pharm.D. program as the only professional degree program evaluated and accredited. The goal of ACPE is to adopt standards and guidelines for a Pharm.D. program as soon as the year 2000. Even though this may not be a requirement until the year 2000, it would be wise to begin the program a few years earlier, so that initial problems could be resolved before the Pharm.D. is the sole mandatory professional pharmacy degree at UNM.

Out-of-State Pharm.D. Education for UNM Graduates

Currently, UNM College of Pharmacy B.S. graduates must leave the state in order to pursue an advanced professional education. On the average, in most recent years, there have been two or three students per year, upon graduation at UNM, who have gone to states where there has been an established Pharm.D. program in order to pursue his/her advanced professional education. Within the last year, the interest of the current 5th year (May 1990 graduation) and 4th year (May 1991 graduation) classes have shown much greater interest in pursuing a Pharm.D. degree even if it requires attending school in another state. Those interested individuals have also stated that they would stay at UNM if there was a Pharm.D. program.

Hispanic Pharm.D. Graduates

Nationally, only about 3% of Pharm.D. degrees are awarded to Hispanics. The organization who keeps track of statistics in Colleges of Pharmacy is The American Association of Colleges of Pharmacy (AACP). AACP statistics show that there are only 4% of B.S. degrees in pharmacy awarded, on a national level, to Hispanics. The enrollment, according to AACP statistics, in the B.S. Pharmacy professional program here at UNM consists of 30% Hispanics. With a Hispanic enrollment such as this, UNM can have a significant impact on placing Hispanics in the profession of pharmacy with a Pharm.D. degree.

Future Job Market Considerations of UNM Pharmacy Graduates

The graduate of the proposed Pharm.D. program will be prepared to have a significant positive impact on the quality of drug therapy provided to the citizens of New Mexico. As far as the future job market of Pharm.D. graduates from UNM, there are some immediate
local impact changes in employment structuring. On a national level, Veterans Administration (VA) Hospital Pharmacy Services has made a commitment to updating patient care services provided by the hospital pharmacy. Those who will do the hiring of clinical pharmacists will take a more critical look at the qualifications of their future employees. One of the qualifications that will stand out will be whether the applicant has advanced professional training, such as a Pharm.D. degree. Since we have a VA facility located in the southeastern part of town, it would portray a less than positive picture if none of the UNM College of Pharmacy graduates met the criteria to be employed at the VA only because they had not received a Pharm.D. degree. Some of the other hospital pharmacies in the state have expressed an interest in the hiring of Pharm.D.'s in their long-term expansion plans for providing progressive pharmacy services to their patients. On a national classified advertising level, there has been a steady increase in the minimal qualifications for hiring a clinical pharmacist with a Pharm.D. degree. If a Pharm.D. degree cannot be awarded to UNM College of Pharmacy graduates then those individuals will be at a disadvantage if they choose to compete for jobs on a national level.

**Competence Evaluation of UNM Pharm.D. Student**

The Pharm.D. student competence will be measured by how he/she performs in the clinical or experiential setting. The C.O.P. Clinical Faculty will develop behavioral objectives and measurements of the Pharm.D. student consistent with what is consistent and recommended by AACP and current established Pharm.D. programs.

**Source of Proposed UNM Pharm.D. Curriculum**

The proposed UNM Pharm.D. curriculum is both a combination of what current established Pharm.D. programs are offering and AACP guidelines.

**Ratio of Experiential Versus Traditional Classroom Hours**

The proposed UNM Pharm.D. curriculum has a proportional difference in experiential hours spent in the practice setting in comparison to the time spent in the traditional classroom setting. Since this is a professional or practice-oriented degree and not a graduate degree in pharmacy, the proposed UNM Pharm.D. curriculum like in many other current established Pharm.D. programs requires such more time spent in a clinical setting. The rationale for this educational structure is because the ultimate outcome of what the graduate applies with the advanced training of the degree is providing clinical pharmacy services. The student is better served by learning about these services in a combination of the actual clinical setting, seminar, and case study format, instead of strictly in a traditional classroom environment.
Rationale of Pharm.D. Course Numbering

The UNM Pharm.D. curriculum courses were numbered in the 700-series and not the 500-series. Upon the advice of the Registrar's Office, the C.O.P. Clinical Faculty numbered the courses in the proposed Pharm.D. curriculum in the 700-series. It should also be noted that there are courses in the School of Law that are numbered in the 700-series. Since this is a professional and not a graduate degree, numbering Pharm.D. courses as distant as possible from the 500- and 600-level courses in the M.S. and Ph.D. programs in the College of Pharmacy will avoid registration confusion.

Rationale of Summer Session Advanced Placement Courses

Summer Session Advanced Placement courses were created in the Pharm.D. proposal as a means of "fast-tracking" exceptional students already enrolled at UNM. In its most recent evaluation of the UNM College of Pharmacy, ACPE called for the development of a Pharm.D. program with this feature included. Required 5th year Clinical Rotations, Community Pharmacy Externship, and Hospital Pharmacy Externship experiences will be compressed into a summer session. These compressed experiences will serve as a springboard into the actual two-year Pharm.D. curriculum. The B.S., required, 5th year experiences are 400-level courses already on the books for the B.S. program, however the Pharm.D. student will enroll in those same courses but in the 700-level series. These 700-series courses will have higher expectations than the traditional 5th year of the B.S. program. If a graduate with a B.S. in Pharmacy from UNM is accepted into the UNM Pharm.D. Program, he/she will not have to enroll in the Summer Session Advanced Placement courses. The reasoning for this is since the UNM B.S. Pharmacy graduate enrolled in similar courses (over a longer period of time) they would not have to repeat the experiences even though they were of the 400-level series. The Summer Session Advanced Placement is not a tentative admission. If the Pharm.D. student does not conform to the standards set by the C.O.P. Clinical Faculty during that short period of time, then that student will not be allowed to progress into the Fall Semester of the First Year Pharm.D. Curriculum.

Difference Between Clinical Rotations and Clinical Clerkships

Clinical rotations are introductory clinical pharmacy settings where the Pharm.D. student observes, under constant supervision of a faculty member, the everyday clinical pharmacy functions and roles of a Pharm.D. in a progressive pharmacy practice. In a clinical clerkship, the Pharm.D. student learns to provide those same services while receiving graded degrees of supervision. These experiences are similar to the training programs of other advanced degree health professional students.
Advanced Pathophysiology and Therapeutics Courses

The C.O.P. Clinical Faculty will develop further specific course goals, objectives, and methods of student expectations, evaluation and content for both 12 credit hour Advanced Pathophysiology and Therapeutics courses. The material content of both Pharmacodynamics 701 and 702 (Advanced Pathophysiology and Therapeutics I & II) courses is that each organ system or section is an intensive short course of one to three weeks duration taught by a combination of lecture, seminar, and case study formats. Even though the course content may warrant a slight change in the mixture, it was felt by the C.O.P. Clinical Faculty that the percentage distribution of the courses would be approximately 60% lecture, 20% seminar, and 20% case study format.

Proposed Pharm.D. Curriculum Statistics Course

When designing the proposed Pharm.D. curriculum, the C.O.P. Clinical Faculty wanted to accomplish two major goals with a statistics course: 1) a basic statistics course for a Pharm.D. student and 2) the ability of the Pharm.D. student, upon completion of the course, to be able to read and understand the statistics employed in articles that he/she would need to extract information pertinent to his/her clinical specialty area.

Pharm.D. Student Enrollment in the School of Medicine Clinical Science: Patient Interviewing and Physical Assessment Course

There have been conversations between the School of Medicine and the College of Pharmacy about the enrollment of Pharm.D. students into the Clinical Science: Patient Interviewing and Physical Assessment course offered by the School of Medicine. The C.O.P. Clinical Faculty have spoken with S. Scott Obenshain, M.D., who is in charge of the Clinical Science course. Dr. Obenshain said that he anticipated no problems with an additional six to eight students from the Pharm.D. program in his course.

Future Space Implications of the Pharm.D. Program

The C.O.P. Clinical Faculty cannot predict the demand for space as the Pharm.D. program progresses in years. This difficulty is shared by all C.O.P. programs.

Expected Budget Growth

The 1992-1993 budget is portrayed as having no growth in such areas as faculty, guest faculty, clerical support, travel, and total costs. The C.O.P. Clinical Faculty said that they did not have any figures which could help them anticipate the type of budget growth to be awarded to the University.
Medical School Campus Library Support

The C.O.P. Clinical Faculty feels that since the Medical Center Library is currently supporting the educational needs of the clinical specialty areas of the School of Medicine, then that is adequately sufficient to support similar clinical specialty areas in the Pharm.D. program.

Letters of Support from Pharmacy Practitioners

The C.O.P. Clinical Faculty said that the Pharm.D. proposal was reviewed by not only officers of both The New Mexico Pharmaceutical Association and The New Mexico Society of Hospital Pharmacists but also by pharmacy practitioners belonging to both organizations. Concerning the specific letters of support, the C.O.P. Clinical Faculty said that the voice of the respective professional organization presidents are indeed the voices of the pharmacy practitioners.
SUBJECT: Guidelines for Awarding Posthumous Degrees

REQUESTED ACTION: Approve the Guidelines

BACKGROUND INFORMATION:

Recently the Vice President for Academic Affairs has received requests for the awarding of a degree to a student who has died before completing his or her course of study. The Vice President has asked the Senate to formulate guidelines to be followed in answering such requests.
POSTHUMOUS DEGREES

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for the students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and rank to be bestowed upon a student who dies before he/she is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1) The student is in degree status.
2) The death of the student occurs after the student has successfully completed at least half the credit hours necessary for the degree.
3) The student is currently enrolled or was enrolled the previous academic year.
4) The faculty of the college or department must approve, and also may initiate, the recommendation to award a degree posthumously.
5) A request to award a degree posthumously may also be initiated by the student's family, or a UNM administrator, and then approved by the degree department.
6) Requests for a posthumous degree should be made within one year of the death of a student.
7) Posthumous degrees, after department or college approval, are added to the college degree approvals granted by Faculty Senate.
8) The degree and the word "posthumous" will be added to the diploma and transcript as appropriate in each case; i.e., B.A. (posthumous), M.S. (posthumous).
During its first century the University of New Mexico has become a major state university engaged in teaching, research and public service activities. It has grown from a student population of 150 and a faculty of a dozen to one numbering more than 24,000 students and more than 1,100 tenured or tenure-track faculty. As the University has grown it has become a more complex and diverse institution.

As a nation and as an institution, we face a future of changing demographic patterns, of scarce resources, of increasing economic competitiveness and of closer international ties, all of which contribute to the urgency of achieving greater diversity and maximizing our use of human resources. The University's record on increasing access and participation in its full mission by Hispanics, Native Americans, African Americans and Asian Americans and by European American women is mixed. Its hiring exceeds the national availability data in many disciplines, the academic performance of its students is improving and its curricular offerings and research programs are as varied as its faculty. Therefore, as the University enters its second century, it must renew its commitment and to establish its leadership in securing the fullest participation of Hispanics, African Americans, Native Americans, Asian Americans and women traditionally underrepresented groups in the full range of academic functions and roles.

The University is envisioned as a community characterized by its cultural pluralism where differences in values, life experiences, and perspectives contribute to one's overall education and are recognized as strengths to be validated, respected and preserved. There is a need to create a community of women and men of different ethnic, racial, religious backgrounds, with varying physical abilities because of disability or age, with the range of family responsibilities and experiences; a community dedicated to expanding the opportunities for learning and working in harmony with diversity. UNM seeks to become a community dedicated to expanding the opportunities for learning and working in harmony with diversity: a community of women and men of different ethnic, racial, religious backgrounds, with varying physical abilities because of disability or age, with the range of family responsibilities and experiences.

The campus is already acclaimed for architecture at ease with its surroundings, drawing its distinctiveness from a synthesis of indigenous styles and forms with modern materials and methods. An parallel academic environment will be sought that is open, participatory, collegial and free of discrimination, however subtle. As a model of diversity, The University of New Mexico must be a model of diversity, proving that equity need not compromise excellence, indeed that intellectual vitality and rigor are enhanced by it. There will be a future of changing demographic patterns, of scarce resources, of increasing economic competitiveness and of closer international ties, all of which contribute to the urgency of achieving greater diversity.
ASSURING DIVERSITY ON UNIVERSITY COMMITTEES

BACKGROUND

At its June 12, 1990 meeting, the University of New Mexico Board of Regents adopted a resolution reaffirming its commitment to having representation from underrepresented groups on University committees, including search and standing committees. The resolution also called on the administration to develop strategies and opportunities for increasing the participation of these groups on University committees and directed the administration to report to the regents within 90 days.

This report is submitted in response to that resolution. It was prepared in cooperation with the leadership of the elective constituent bodies (Faculty Senate, ASUNM, GSA, Staff Council) and represents a formal step in the ongoing process of assuring that diversity on University committees continues to be an important institutional priority.

Although the Regents' resolution specifically addressed appointed committees, the same commitment to diversity is relevant to the elective constituent bodies (Faculty Senate, ASUNM, GSA and Staff Council) and to elected committees (such as the Academic Freedom and Tenure Committee). Strategies for assuring diversity of these elective bodies will be influenced by the nature of the election process itself, including the self-selection of candidates.

UNDERLYING PRINCIPLES

The following are among the principles which underlie UNM's efforts to assure diversity on committees and in elective bodies.

1. Diversity on committees is both desirable and necessary; it is evidence of cultural pluralism, as well as a mechanism for achieving greater diversity of viewpoints and, in the case of search committees, of candidates.

2. There are many current processes at the University to encourage and facilitate diversity on University committees. These should be acknowledged and used as a base for additional efforts.

3. Because the University is a large and complex organization, there is no one method for assuring diversity on committees which will be appropriate for all parts of the institution.

4. Ultimate responsibility for implementing the Regents' policy rests with the President of the University. Operational responsibility rests with the following officials and
organizations with respect to their particular areas:

- Vice President for Academic Affairs and Research
- Vice President for Student Affairs
- Vice President for Business and Finance
- Dean/Director of Medical School/Medical Center
- Faculty Senate
- ASUNM
- GSA
- Staff Council

5. It is important that the University have realistic expectations for committee participation by faculty members from underrepresented groups; this is particularly true in the case of non-tenured faculty members. The University must be careful not to overburden the faculty members with committee assignments.

6. Assuring diversity on University committees may require non-traditional strategies and approaches.

7. Appointments to committees should reflect broad consideration of both gender and ethnic representation, but should not be circumscribed by specific numerical goals. Appointing authorities are urged to seek broad participation when appropriate, including representation from the various campus constituencies (students, faculty and staff) as well as community members.

GUIDELINES AND REPORTING

The Regents' Resolution establishes the institutional policy with respect to diversity on University committees. This policy is currently in effect and serves to guide the actions of University students, faculty and staff. In a letter to University administrators and to the leadership of the Faculty Senate, ASUNM, GSA and the Staff Council, President Peck will reinforce this policy by outlining guidelines for making appointments to committees. The President will also request that annual reports be submitted showing committees formed during the year, the total membership of each committee, the ethnic and gender composition of each and the constituencies represented by the members (e.g., faculty, staff, students, community).

POLICY ON SEARCHES FOR SENIOR ACADEMIC AND ADMINISTRATIVE POSITIONS

Currently, there are two Board of Regents' policies which deal with searches for senior academic and non-academic administrative positions. One deals with the role of the
Regents in connection with searches for certain positions, and the other contains specific requirements for committee composition from various constituencies (e.g., faculty, staff, students). These policies do not provide adequate flexibility to assure ethnic and gender diversity. The administration is working with the constituent bodies (Faculty Senate, ASUNM, GSA, and the newly elected Staff Council) on a proposed regents' policy to replace the current detailed procedures. The policy, which will be submitted to the Regents in October, would be a general statement of intent with respect to the use of search committees for senior administrators and the general composition of committees in terms of constituencies, diversity and expertise. The development of detailed written guidelines would be left to the administration, not included in the regents' policy.

STATEMENTS OF UNM OFFICIALS AND ELECTIVE BODIES

The remainder of this report contains statements by each of the officials and organizations with operating responsibility for assuring diversity on committees. These statements indicate steps which are currently being or will be taken to assure diversity on all types of committees.
includes a provision that committee members should be selected to ensure participation from underrepresented groups.

4. MEDICAL CENTER

The academic units of the Medical Center will follow the guidelines submitted by the Academic Affairs and Research offices concerning diversity of committee structure.

5. FACULTY SENATE

The Faculty Senate Operations Committee supports the seven underlying principles related to diversity on University committees identified by the President in his policy statement. It will assist the administration in developing strategies and opportunities for increasing participation of underrepresented groups on faculty standing committees, search committees, and other ad hoc groups. Considerable discussion about appropriate strategies has already occurred, and several preliminary efforts have been initiated.

It should be emphasized at the outset, however, that the primary way to increase diversity on committees is to increase the total number of faculty members from underrepresented groups in order to provide an adequate pool from which to draw. This will require that all faculty become involved in identifying potential faculty members from diverse backgrounds, recruiting them to UNM, and mentoring them as new faculty through to successful tenure. This will be a long-term process. At the present time, there is simply an insufficient number of underrepresented faculty to fulfill our goals for diversity. Further, the service component of a faculty member's contribution to the University is the least rewarded in considerations of tenure, promotion, and merit pay increases, falling far behind research and teaching as judgment criteria. For this reason, untenured faculty from both majority and minority groups are unwilling to assume a heavy service responsibility and should not be encouraged to do so under present University policy of not rewarding service.

In the meantime, several initiatives, some of which have already begun, must be implemented. The process by which faculty are appointed to standing committees is largely self-selection. Each spring every faculty member is asked to return a form to the University Secretary indicating his/her preference for committee service. The Vice President of the Senate, following guidelines defined in the Faculty Handbook to ensure representation by colleges and in consultation with the Senate Operations Committee, makes recommendations for committee appointments. Often there is an insufficient number of self-selected individuals to fill all the slots, and recruitment of additional faculty is necessary. Once this process is completed, the full Faculty Senate approves the committee appointments. Each time a vacancy occurs, the Vice President recruits a replacement, with approval of the Senate. Sensitivity to diversity, in both ethnicity and gender, has always been a priority in this process.
The Faculty Senate has recently obtained data that identify faculty members in the areas of gender, ethnicity, and presence of handicap. While there are some obvious inaccuracies in these data, they do provide information previously unavailable to us. This list is currently being used to identify potential underrepresented faculty to recruit for vacant committee slots. In addition, the Senate will place a notice in the Campus News seeking underrepresented faculty for committee appointments. Further, the Senate is in the process of calculating the percentage of underrepresented faculty who indicated their desire to serve on committees this year. Each year an annual review of preferences and appointments will be implemented. By Spring, 1991 it is hoped that committee preference lists will be interfaced with the gender, ethnicity, and handicap data systems so that these faculty can be more readily identified.

Another initiative to be undertaken is to request that some Senate standing committees consider the appropriateness of expanding their membership to include community members in order to increase the pool from which to achieve diversity. Some committees already include community members (e.g., Continuing Education Committee, Campus Planning Committee).

The matter of diversity on elected faculty committees presents a somewhat more difficult challenge. These groups consist of the following: (a) the Faculty Senate itself, to which representatives are nominated and elected by the college faculty (one representative for each 30 full-time faculty equivalents) plus eight at large members elected by the general faculty; (b) the Committee on Governance, which consists of five people, usually senior, who have had considerable experience with the Faculty Senate and who oversee the Senate, and who are nominated and elected university-wide; and (c) the Academic Freedom and Tenure Committee, which consists of thirteen tenured faculty members nominated and elected university-wide. The members of the AF & T Committee are usually those individuals who have had considerable experience in faculty governance, who understand and are committed to the principles of academic freedom, and who have stature among their colleagues.

The Faculty Senate Operations Committee strongly believes that membership to the Senate and to the other two committees must continue to be by the current election processes. There are, however, some strategies that can be utilized to encourage faculty from underrepresented groups to seek election. For example, women's caucuses already exist in some of the larger colleges. Similar caucuses could be formed with one purpose being to nominate and support underrepresented faculty for elected positions. Mentoring systems could be put into place to advise faculty from underrepresented groups about what kinds of committee service lead to successful election to important committees.

The Senate will continue to engage in analysis, monitoring, and reporting efforts aimed at increasing diversity in both appointed and elected faculty committees. Progress will be continually evaluated. However, these temporary measures will not dramatically expand diversity until the University is more successful at recruiting and retaining faculty members from underrepresented groups.
The Economic Impact Task Force and University Budget Committee 1989-90
A Critique by Dodd Bogart, Chair Faculty Senate Budget Committee
(Discussion Draft 8/30/90)

Part 1: The Economic Impact Task Force

Section 1.1 Organisation of the EITF

1.1.1 Composition

In the Spring of 1990, the active members of the EITF (see yellow handout prepared by John Whiteside) included:

David Benavidez --Graduate Student (Law)
Albert Gallegos --Undergraduate Student
Bruce Harrison --Graduate Student (Geology)
Nancy Montano --Staff
Sam Johnson --Community Representative (Minority)
Brian McDonald --Administration Representative (BBER)
Patrick McDaniel --Community Representative (APS)
John Whiteside --Administrative Representative (Dir., Student Aid)
Fred Chreist -- Administrative (VP Student Affairs) Ex Officio.

The EITF may have originally had a faculty appointment but, apparently, no faculty member ever attended any meetings (and repeated efforts on my part to correct this problem were unsuccessful). The EITF included another Undergraduate Student, Amy Martel, who did participate in the Fall of 1989 but took leave from campus during the Spring of 1990.

1.1.2 Leadership

The EITF selected David Benavidez, graduate student in Law, as Chair. Benavidez had served for a number of years in a leadership capacity in the Public Interest Resource Group on campus. The EITF originally included Richard Cady, Director of Policy and Planning Studies at UNM. It is my understanding that he resigned from his technical support role on the basis that the committee lacked the means to fill its charge - i.e., the basis that the kind of study needed lay outside the task force's means. He was replaced by Brian McDonald, Director of Business and Economic Research.

1.1.3 Charge

(See 1.2, Paragraph 2.)

Comments:
1. The composition of the EITF is overwhelmingly unbalanced in favor of student, administration and staff, and community representatives. The EITF last year lacked the participation of ANY faculty member.
2. The selection of David Benavidez, graduate student and leader in PIRG type advocacy, was not conducive to the type of objective and balanced study that the University had a right to expect. (See Sections below.)
3. The Charge to the EITF is probably unrealistic and should be reviewed to determine if this is the case.

1.2 Research Methodology of the EITF
1.2.1 Income Distribution of Students at UNM

The University does not obtain, archive, or process good data on (family) incomes of the student body generally nor does it conduct representative sample surveys to obtain such data. It was, accordingly, impossible for the EITF to provide (a) satisfactory studies comparing the income distribution of UNM students with the state as a whole, (b) reliable studies of trends in the income distribution of UNM students, or (c) basic analyses of the correlation of past tuition and fee increases with any changes in the income distribution of students. It seems to me that it would have been the responsibility of the EITF to note this limitation of their research and, ideally, to recommend representative sample surveys to obtain such data. It was, accordingly, better data) have some value. There would appear no obvious reason for or (c) basic analyses of the correlation of past tuition and fee increases with any changes in the income distribution of students. It seems to me that it would have been the responsibility of the EITF to note this limitation of their research and, ideally, to recommend representative sample surveys to obtain such data.

The University does have some data on student (family) incomes (reported by students at the time of taking ACT and SAT tests). These data suffer from serious limitations (e.g., lack of accurate knowledge or distortion in student reporting) but they may (in the absence of better data) have some value. There would appear no obvious reason for or (c) basic analyses of the correlation of past tuition and fee increases with any changes in the income distribution of students. It seems to me that it would have been the responsibility of the EITF to note this limitation of their research and, ideally, to recommend representative sample surveys to obtain such data.

1.2.2 Student Aid at UNM

The University does maintain data and analysis in

The EITF issued a series of drafts of their report. Although a "final draft" was scheduled and promised for a reasonable date, this was not achieved. As late as May of 1990, it was unclear to me what would appear in the draft presented to the Administration and Regents. Neither the University Budget Committee nor the Faculty Senate Budget Committee were ultimately afforded a real opportunity to respond to the "final draft" before it went to the administration and Regents. As I understand it, moreover, the verbal presentation by the Chair of the EITF may have departed still further from prior drafts of the EITF.

Comments:

(1) The research methodology of the EITF was not adequate to (a) the central charge given the EITF, (b) the data and resources in fact available to the EITF, or (c) the types of inferences and conclusions repeatedly and insistently drawn.

(2) The EITF failed to make adequate use of expertise available on this campus for its investigation and the EITF was not responsive to criticism of its methodology.

(3) The methodology of the EITF was more consistent with an effort to support a predetermined conclusion and recommendation than an effort to provide an objective and balanced study of the questions posed.

1.3 Reports of the EITF

The EITF issued a series of drafts of their report. Although a "final draft" was scheduled and promised for a reasonable date, this was not achieved. As late as May of 1990, it was unclear to me what would appear in the draft presented to the Administration and Regents. Neither the University Budget Committee nor the Faculty Senate Budget Committee were ultimately afforded a real opportunity to respond to the "final draft" before it went to the administration and Regents. As I understand it, moreover, the verbal presentation by the Chair of the EITF may have departed still further from prior drafts of the EITF.

Comments:

(1) The process employed in issuing the EITF report produced something of a "moving target" such that it did not benefit from systematic review and correction.

(2) The reports of the EITF repeatedly and insistently (a) drew unwarranted inferences and conclusion, (b) failed to identify the limitations of the EITF's data and analyses, and (c) failed to provide a balanced presentation of issues and arguments.

1.4 Interaction of EITF with the University Budget Committee

During the Spring semester of 1990, the University Budget Committee held a series of public hearings. When there was very little response to the first hearing, another hearing was scheduled. And when there was still virtually no response, the UBC was pressured to call still another. And so on.

In these very sparsely attended hearings, the UBC was subjected to sustained criticism and rebuke -- a significant part of it hostile, strident, insulting, and abusive. This assault appeared to be led by a number of graduate students from the Law School including the Graduate Student Senate. It was sometimes not hostile, but the application of the studies to the situation at UNM was sometimes not appropriate with the Chair of the EITF to identify these problems and continued to identify them repeatedly during (or after) public presentations of various drafts of the EITF report. Despite his apparent acknowledgment of such objections, they remained largely uncorrected in all subsequent drafts I have seen. Nor did subsequent reports acknowledge possible limitations or problems in the bases of estimate of impact on enrollments.

Comments:

(1) The research methodology of the EITF was not adequate to (a) the central charge given the EITF, (b) the data and resources in fact available to the EITF, or (c) the types of inferences and conclusions repeatedly and insistently drawn.

(2) The EITF failed to make adequate use of expertise available on this campus for its investigation and the EITF was not responsive to criticism of its methodology.

(3) The methodology of the EITF was more consistent with an effort to support a predetermined conclusion and recommendation than an effort to provide an objective and balanced study of the questions posed.
Student President, Lila Bird; the (original) Graduate Student Representative to the UBC, Gall Evans; the future (1990-91) Graduate Student President, Mike Ordez; and the Chair of the EITF, David Benvides. Other members of the EITF joined in this assault.

Members of the EITF who took a clearly adversarial position appeared intent on forcing the UBC to adopt their position that tuition and fees cannot be raised since this would adversely affect low income (especially minority) students. The rhetoric and attitude of these individuals afforded virtually no opportunity for an examination of the objective evidence or for rational discourse.

Comment: It seemed to me that various members of the EITF appeared to define their purpose more in terms of a partisan cause and pursued this in relation to the UBC.

1.5 Conclusion.

I do not believe that the organization, methods, reporting, or other features of the EITF were appropriate to the task of providing the University with an objective, informed, balanced, or adequate study of the impact of tuition and fee rates on student enrollments by low income and minority students.

Part 2: The University Budget Committee

2.1 Organization of the UBC

2.1.1 Composition of the UBC

Members of the UBC included:

- Gloria Birkholz, Faculty (Nursing)
- Dodd Bogart, Faculty (Sociology)
- David Colton, Administration (College of Education)
- Kate Downer, Staff (Fine Arts)
- Gall Evans, Graduate Student (Law); Replaced second semester by Lila Bird, GSA Pres.
- Any Martel, Undergraduate Student; replaced second semester by Antonio Anaya, ASUNM Lobbyist
- Charles Penny, Undergraduate Student; ASUNM President
- Fred Perez, Staff (Leisure Services)
- John Whiteaside, Administration (Director of Student Aid)
- Jie Wiehmann, Administration (Director of Budget), Ex Officio

2.1.2 Executive Functions of the UBC

The UBC selected Gloria Birkholz as chair.

2.1.3 Charge

The UBC was charged with a very broad responsibility to study, hold hearings, make recommendations on the University Budget.

Comments:

1. The Graduate student representation on the UBC was problematic. The original representative was hostile, acrimonious, and abusive. His replacement was not much more constructive.

2. The three students of the committee (two undergraduate and one graduate) can form a majority with the assistance or support of any other two members. This is an advantage not possessed by any other constituency.

(3) The charge to the UBC is probably unrealistic.

2.2 Deliberations of the UBC

The student representatives of the UBC were quick to claim that the first order of business was to adopt their position that tuition and fees to the question of access to the university by low income and minority students. There was great resistance on their part even to entertaining the view that access could be dealt with by adequate aid while tuition and fees rose to otherwise appropriate levels. One expression of the students' position was the view that the UBC should wait until the Economic Impact Task Force had completed its study before the UBC made any recommendations. (This led to an extended delay since the EITF was long and overdue in issuing its report -- such as it was.)

Much of the early discussions on tuition and fees and student aid took place in an informational vacuum. Eventually, however, the Faculty Senate Budget Committee provided analyses on both (a) student tuition and fees and (b) student aid. In my opinion, the data on tuition and fees adequately demonstrated that these have been kept extremely low during the inflationary 1970's and had not yet reached appropriate levels in the 1980's. And, in my opinion, the data on student aid adequately demonstrated that it had kept pace with increases in student tuition and fees and had probably offset any adverse impact on low income or minority enrollments. These findings and conclusions were clearly not welcome to most students on the UBC. These data and analyses were specifically, treated with contempt by the graduate student representative. The undergraduate students attempted to limit the time perspective (to the recent years of substantial increases) and to insist (contrary to the data in front of them) that present levels of tuition and fees were appropriate to the state's income distribution and student's ability to pay.

Months went by and the UBC moved into the Spring semester without any appreciable progress on the basic issues of student tuition and fees and student aid. A major impendence was the position of the ASUNM President who adamantly opposed a statement that students should pay "a fair share" of the cost of instruction. In an effort to achieve a consensus position of the UBC, the UBC let his veto (in effect) stand.

Comments:

1. In my opinion, the success of the students in preoccupying the UBC with its issues until the students got the kind of recommendations they wanted prevented a balanced and sound review of budgetary policy at UNM.

2. I do not believe that the deliberations of the UBC generally afforded a suitable context in which to achieve rational, fair, or prudent budget policy at UNM.

-4-
In March of 1990, with virtually no recommendation yet from its months of deliberation, the UBC made a determined effort to achieve some resolution on the issue of student access. It, in fact, voted and approved the recommendation:

To the extent that tuition and fee increases adversely affect access for need-based student, funds will be provided to fully compensate for the increase.

I supported this position (with reservations about writing "blank checks") but with the understanding and expectation that the UBC would then be able to deal with setting tuition and fees rates on their own merits. Student representatives, however, did not honor this understanding. For the coming weeks and months, the issue of tuition and fee rates continued to be cast in terms of direct linkage to access.

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As the end of the school year approached, the UBC desperately attempted to achieve a recommendation on tuition and fees.

I supported this position (with reservations about writing "blank checks") but with the understanding and expectation that the UBC would then be able to deal with setting tuition and fees rates on their own merits. Student representatives, however, did not honor this understanding. For the coming weeks and months, the issue of tuition and fee rates continued to be cast in terms of direct linkage to access.

However, I supported this recommendation on the understanding that the UBC then would proceed to the important question of incremental ("long term goal") increases in the tuition and fee rates. Having achieved the base rate decision (and a resolution holding fourth year students safe from further increases), however, the students were not interested in proceeding to further increases.

They were joined in this position (so far as I could determine) by the rest of the committee which had no stomach for the more challenging and difficult question of incremental raises.

The Faculty Senate Budget Committee had provided the UBC with studies of faculty salaries at UNM. In my opinion, these clearly and convincingly demonstrated the urgent need for substantial faculty raises. These studies and deliberations on the question of faculty salaries were, however, held hostage to the student issues of tuition and fees and of ongoing strikes. As one to it turned out, this meant that the problem was never really addressed nor were recommendations forthcoming from the UBC in the 1989-90 academic year.

Comment:
I believe that the recommendations of the UBC were woefully incomplete and unbalanced.

2.4 Posture and Tactics in the UBC

The UBC is an experiment in consensual University politics and decision constituencies must be able to subdivide their particular interest in taking a general view of what is best for the University as a whole. I do not believe that this was achieved by the UBC last year. The problem was particularly pronounced in the case of student representatives.

The Graduate Student representative began the year in an acrimonious and accusatory posture relative to the rest of the UBC. This problem was not altered appreciably by her replacement with the Graduate Student Association President in the Spring Semester. Indeed, the transition led directly to further obstacles to UBC deliberations. In the final weeks of the Spring semester and as the UBC moved to deliberations on critical questions, the Graduate Student Association President abruptly challenged any further closed meetings of the UBC and threatened a subpoena if they continued. The UBC was forced to issue a report of its interrupted deliberations without benefit of the meetings it needed.

Tactical problems, however, were not limited to the Graduate Students. During the State Legislature, the ASUNM lobbyist was lobbying in Santa Fe for a 5% limitation on tuition and fee rate increases. The ASUNM President, moreover, selected this lobbyist to replace a UBC member going on leave. Similarly, the ASUNM President and lobbyist led the Student Senate in a resolution also recommending a limit of 5% on tuition and fee increases.

Comments:
(1) The posture and tactics of the Graduate Student Association were not helpful to the UBC or the type of budgetary process it is designed to achieve.
(2) The student representatives of the UBC appeared at times in contempt of the effort to let the UBC be a rational, consensually based mediator of budgetary issues at UNM.

2.5 Conclusion on UBC

(1) I have grave doubts about the ability of the UBC as currently constituted and currently conducted to serve the University budget process well.
(2) The Faculty should monitor this year's UBC carefully with a view to the possible need to recommend that it be abolished and/or replaced.

Part 3: General Problems

3.1 Scholes Hall

Both the Economic Impact Task Force and the University Budget Committee were created in response to the occupation of Scholes Hall by students.

During the year of deliberations, hearings, and exchanges since that time, students have repeatedly referred to this fact. The student's interpretation of this event, moreover, was repeatedly used by students as a rationale and basis for the kinds of positions they wanted supported and for the kind of "license" they sometimes demanded for their activities. In the mind of some students, in fact, this event took on the dimensions of a Boston tea party -- if not the French Revolution. It was my impression, moreover, that the student's rhetoric here was successful in obtaining cooperation and outcomes they would not otherwise have received. There seemed in particular an concerted effort on the part of administrators to deliver a student-protest-free budget for the coming year. This, I believe, was disadvantageous with respect...
to asking students to pay a fair share of the cost of instruction and
with respect to having the money for better faculty and staff raises.

3.2 Student Information.
I repeatedly asked the LOBO editor, Marcus Montoya, to inform the
University Community regarding objective information about the
University Budget. During the year, I was, I believe, assigned as many
as four different contact persons from the LOBO. None, so far as I was
aware, printed the kinds of materials I provided them about student
tuition and fees, student aid, faculty salaries, and so on. The LOBO
editor repeatedly described tuition and fee increases as unnecessary and
cast the issue in adversarial terms of administration versus students.
The UBC was frequently badly represented in LOBO coverage not only in my
view but, so far as I could tell, most of the UBC members.

I repeatedly urged the ASUNM President to inform the student body more
adequately about the tuition and fee situation. In the Spring of 1990,
he invited Richard Cady, Director of Planning and Policy Studies, to
review some of his studies before the Student Senate. As I understand
it (and as the LOBO reported it), he was not well received. The great
part of the student community, unfortunately sustains the view that
tuition and fee increases have been and are unwarranted. And too many
student display a significant contempt for objective information to the
contrary.

3.3 General Conclusion:
(1) This institution (inclusive of its students) would be well served by
a student body which has a more adequately informed view of the
budgetary process generally at UNM and of the problem surrounding
student tuition and fees in particular.
(2) This must be achieved by faculty and administration if student
leaders continue to have difficulties in its achievement.

A. Procedure:
The implementation of necessary reductions and
re-allocations should be carried out, in accordance with the
officially adopted criteria and priorities, in two stages.
1. At the initial stage, the University Planning Group
(UPG), recently proposed by the Faculty Senate, or a
similar broadly representative body, should make
reductions and re-allocations by examining whole
programs and larger functions at UNM, but in such a
way that will least affect the central purpose and
quality of the institution.
2. Then, if additional cost saving measures are
required, the final decisions should be made by
individual academic departments and programs, while
bearing in mind the priorities set by UNM.

B. Scope:
The process should cover all of UNM, including all
its functions that have any financial considerations in the
University's I and G budget.

C. Criteria for re-allocation decisions about UNM's state
appropriated I&G funds.
Criteria are listed in the order of priority, and should
be applied with this in mind. Programs that satisfy the
earlier criteria should receive highest priority; programs
that fit only the latter criteria should most likely be
cut, or dropped.
1. CENTRALITY to the fundamental purpose of
universities. Both Teaching and Research in centrally important
subjects.
2. QUALITY of Programs, as assessed by objective
evaluations.
a. Multiple sources of evaluations

August 13, 1990
b. Applicable to all parts of each program

1. Faculty and Students
2. Resources.
   a. Libraries
   b. Laboratories
   c. Instrumentation
   d. Studios
   e. Museums
   f. External Funding
3. Undergraduate programs
4. Graduate programs
5. Service activities, especially those that contribute to the University's fundamental missions of teaching and scholarly activity.
   a. Direct interaction with the public, in a teaching context, i.e., patient care, engineering, legal or technical service practicums, etc.
   b. Service in professional societies, as journal editors and referees, etc.
   c. Committee or administrative service of direct benefit to teaching and scholarly activity.

c. Applicable evaluations must be objective, in the sense that they are not self-evaluations.
1. Outside Agencies (e.g., such as accreditation agencies, The American Council on Education, The Carnegie Foundation, etc.)
2. Internal objective evaluation processes
   a. Strategic Planning Committee Report
   b. Senate Graduate Committee evaluations
   c. Senate Undergraduate program evaluations

3. Student DEMAND
   a. Course offerings, including their frequency and scheduling, must be continually reviewed with both class size and need (to satisfy degree or professional requirements) in mind.
   b. Data about actual course enrollment, in terms of numbers who complete each course.

4. Constraints of the External ENVIRONMENT on academics.
   a. The specifics of UNM's environment in New Mexico, for example, Desert Biology should be emphasized over Marine Biology, Spanish over Tagalog, Anthropology over Oceanography.
   b. The demographic realities of the state of New Mexico.
      1. Characteristics of the population, and its university needs.
      2. Retirement policies, affecting Faculty
3. Returning (i.e., "non-traditional") students as an increasing fraction of the whole.
4. Others
c. State Economy, and its needs.
d. Special Opportunities.
e. External Support

5. Administrative EFFICIENCY
a. Institutional Autonomy, in that the university is responsible for its own operations, and is accountable for performing them as efficiently as possible.
b. Duplication of programs, which refers both to duplications of programs among the several state institutions, and also within UNM itself.

6. SERVICE to the public beyond the university.
a. Information
b. Entertainment
c. Athletics

The following are notes meant to clarify the above criteria.

1. "Centrality to the fundamental purposes of universities" means that some subjects and programs are more necessary than others in a university's curriculum. Those "Arts and Sciences," which have traditionally been regarded as the University "core" subjects in Western Universities are taken as being most central. These include languages, fine arts, physical sciences, social sciences and humanities.

These historical foci of University offerings are implemented at the departmental level. The depth and/or breadth of offerings are decided by the departments, in conjunction with the administration of the appropriate college or school. This "Centrality" criterion is not meant to interfere with the departments' increasing the breadth of their offerings, but is meant to distinguish "core" subjects from those that are more peripheral to Universities' academic functions.

Secondary subjects are those that are applied, aimed at specific occupations. Examples are Law, Medicine, Engineering, Business, Pharmacy, Nursing etc. Such programs also are essential to a modern public university, such as UNM. In considering the issue of centrality, recommendations from important national agencies should also be considered. For example, there have been several recent suggestions that teacher education be focused, or restricted, to the graduate level.

2. The Pre-eminence of quality programs is vital to the University. The existence of such quality must be judged...
by external peers. For example, the Senate Graduate committee has for several years been conducting such evaluations of graduate programs at UNM. The committees established for these reviews are composed of national-level experts in the appropriate area, both from outside of UNM and from UNM departments other than that being evaluated.

Other kinds of objective evaluations are available, both externally and internally generated, eg. periodic accreditation reports and the "Strategic Planning Committee report" that was prepared internally during President Farer's tenure.

Such evaluations should include appropriate physical facilities, such as studios, museums, laboratories, offices and equipment, as well as personnel.

This criterion does not refer to departmental or program self-evaluations or annual reports.

"External funding", in this context, refers to externally sponsored activities, from agencies such as the National Science Foundation, NASA, the Department of Energy, The National Endowment for the Humanities, Los Alamos National Laboratories or Sandia National Laboratory.

a. Such funds, judged within the national and local context of the discipline, are a significant measure, and can be an indication of quality.

b. Programs that pay their own way from outside funding are a valuable resource to the university.

"Student demand" refers to the "market" for particular academic programs and courses, and indirectly refers to the fact that much of UNM's state funding comes tied to a head count. While all of the above listed criteria must be considered together, and preferably in this order, when being applied to any particular program, this criterion especially must be determined in conjunction with the "centrality" and "quality" criteria.

Significant savings may be achieved, however, by not having many courses offered too frequently to too few students. Data about course enrollment should reflect the numbers that finish a course, not that begin it.

"External Support" refers both to the political support within the state, both from the citizenry and the Legislature, and also to the level of support from other organizations, such as business and alumni groups, etc.

"Special Opportunities" include such factors as the proximity of Government laboratories and their facilities, as well the unique aspects of New Mexico's environment.

"Administrative efficiency" refers to the financial
efficiency of each administrative component at UNM. An outside, objective attempt should be made to determine input and output, and to evaluate each part of the administration by this measure. Such an efficiency measure would be one criterion, among several, of effectiveness. It is noted, however, that "Efficiency" is not a reasonable concept when applied to the Research and Teaching functions of a university, because of its conflict with quality in many instances.

"Institutional autonomy" refers to the fact that UNM is a constitutionally authorized body. Therefore, the Regents, Administration and Faculty of UNM have certain responsibilities for the operation of the University. Other agencies should interfere only minimally with these accountable authorities.

"Duplication" refers both to duplication of programs among New Mexico's state-funded campuses, and also to possible duplication within UNM. UNM has the only programs in the state in some areas (e.g., Law, Medicine, Pharmacy, Architecture). However, several departments on campus duplicate departments on other state campuses. Further, some departments within UNM may offer courses and programs with very similar titles and goals, in effect duplicating internal UNM offerings.

6. "Public Service" refers to the role of universities that is encoded in the third paragraph of the official missions statement for UNM. It includes entertainment (e.g., Athletics, KNME, KUNM, Popejoy Hall), business research, library information and many other functions.
To: Faculty Senate  
From: Operations Committee  
Subject: Committee Replacements

The following are submitted for Senate approval:

**ATHLETIC COUNCIL COMMITTEE**

**BUDGET COMMITTEE**
- Anita Morse, Law Library, 1993 for William MacPherson, Law, 1993

**BUS ADVISORY COMMITTEE**
- Carlos Bustamante, Chemistry, 1993
- Mary Jo Campbell, NSFELP, 1993
- Richard Doughlin, Sociology, 1992
- Bill Evans, Th & Dance, 1991
- Hugh Rabot, Pharmacy, 1992
- Helen Muller, Management, 1993
- Frank Szaus, History, 1991
- Richard Williams, BUS, 1992 New Committee

**COMMUNITY EDUCATION COMMITTEE**
- Varo Atwater, Los Alamos, 1991
- Rita Gallegos-Logan, Valencia, 1992
- Luis A. Vargas, Psychiatry, 1991
- Roland Lee Watkins, Pharmacy, 1992
- Community Representatives:
  - Victoria Amada
  - Louis H. Franco
  - Manuel Garcia
  - Pearl Maestas

**COMPUTER USE COMMITTEE**
- Joseph Ortiz, Chemistry, 1992 for faculty vacancy

***OVER***
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08/31/90 THE UNIVERSITY OF UTAH DEGREES, SUMMER 1990

MANAGEMENT

ALLEN, DONALD LYNN
ARCHIBALD, JERALD JOSEPH
ARTIAGA, MIKE ANTHONY
BACA, MONICA ANNE
BAUMANN, MARY TERESI
BISSELL, DENISE MARIE
BOYDEN, ALEX BERNARD
BONACORSA, KAREN ELIZABETH
BOND, JUDITH KIMBERDOUGH
BRIE, LYSIANNE
CARTER, JOHN STEPHEN
CASTILLO, JOHN VICTOR
CHAVEZ, PEGGY DOHERTY
CHAVEZ, STEVE MARK
CHAVEZ, SUSAN BARBARA
CHIERTOFF, BRAD JAY
CLACK, CHANTILLE
CLARE, MICHAEL STUART
CODDINES, LAURA JEAN
DEHMAN, MICHAEL PAUL
BOOD, DEBORAH DIANNE
BONHAM, MELANIE SUSAN MURHEAD
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**Degrees, Summer 1990**
AGUILAR, STEVEN MICHAEL
BLACK, WILLIAM RANDALL
BROWN, DAVID HAROLD
CARTER, DENNIS LLOYD
CUADRA, LUIS DANIEL
DE FLON, ERIC CHRISTIAN
EDWARDS, KRISTEN ALANE
HAYES, RONALD SCOTT
HAYNELL, CELESTE JEWEL
HAYNELL, LYNNETTE A.
IBRAHIM, ZAINABU C.
JOHNSON, KENT ANDREW
LEE, CAROL ANNE IRBY
LOTT, GLENN COLIN
MAHDOUB, RICHARD JOSEPH JR.
MARSH, RICHARD W. JR.
PATTERSON, JULIE
POHL, GILBERT DON
POMPEO, CAMILLE M
RANON, DOROTEA ZIALCITA
REID, MIKE W.
RUZ, TERESA MARIE

SMITH, DAVID A
SULLIVAN, ROBERT RICHARD
TUREY, JAMES H.
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<th>Name</th>
<th>Major</th>
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| Dej,
Raymond                         | Recreation                   |                               |
| Gray,
Barbara Ann                   | Recreation                   |                               |
| Simmons,
Karyl Frances              |                               |                               |
| Chont,
Deborah Helen               | Language Education in English|                               |
| Coshinear,
Kimberly Anne Franklin | Mathematics                  |                               |
| Grossman,
Lucille Louise Hopper    | History                      |                               |
| Kaplan,
Joy Ellen                 | Psychology                   |                               |
| Mataivish,
Katherine A. O Martinez| Mathematics                  |                               |
| Meadows,
Anneliese Maro            | Mathematics                  |                               |
| Price,
Lorraine Trudi Riggby       | Social Studies Composite     |                               |
| Sherman,
Andrew Neil             | Mathematics                  |                               |
| Adams,
William Harry Jr           | Elementary Education         |                               |
| Alderwick,
Kim M                 | Mathematics                  |                               |
| Barreras,
Kenneth Martin          | Social Studies Composite     |                               |
| Bohn,
Judith Lynn                | Mathematics                  |                               |
| Calhoun,
Douglas J.              | Mathematics                  |                               |
| Calhoun,
Candice Lynn            | Elementary Education         |                               |
| Cheinberg,
Ronald Scott          | Elementary Education         |                               |
| Demar,
Kim E.                    | Elementary Education         |                               |
| Dunnham,
Julie Rae                | Elementary Education         |                               |
| Faulhaber,
E. M.                 | Elementary Education         |                               |
| Garcia-Blea,
Ramona Anne Q      | Elementary Education         |                               |
| Gianopoulos,
Chris             | Mathematics                  |                               |
| Haralson-Hines,
Nancy Lynne    | Physical Education           |                               |
| Haussamen,
Carol Marie            | Social Studies Composite     |                               |
| Herlind,
Gaile Iris              | Elementary Education         |                               |
| Hickey,
Maureen Elizabeth        | Elementary Education         |                               |
| Jennings,
Tracey Ray             | Elementary Education         |                               |
| Lewis,
Larry Earl                | Elementary Education         |                               |
| Maes,
Rosemary M.                 | Elementary Education         |                               |
| Martinez,
Jamie Ronald          | Elementary Education         |                               |
| Haugh,
Charla Rae                 | Health Education             | Biology                        |
| Swisher,
Jeffrey Allan           | Exercise Technology          |                               |
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William Harry Jr           | Elementary Education         |                               |
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Kim M                 | Mathematics                  |                               |
| Barreras,
Kenneth Martin          | Social Studies Composite     |                               |
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| Haussamen,
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| Hickey,
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| Jennings,
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Rosemary M.                 | Elementary Education         |                               |
| Martinez,
Jamie Ronald          | Elementary Education         |                               |
| Adkins,
William Harry Jr         | Health Education             |                               |
| Alderwick,
Kim M                 | Exercise Technology          |                               |
| Barreras,
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| Bohn,
Judith Lynn                | Mathematics                  |                               |
| Calhoun,
Douglas J.              | Mathematics                  |                               |
| Calhoun,
Candice Lynn            | Elementary Education         |                               |
| Cheinberg,
Ronald Scott          | Elementary Education         |                               |
| Demar,
Kim E.                    | Elementary Education         |                               |
| Dunnham,
Julie Rae                | Elementary Education         |                               |
| Faulhaber,
E. M.                 | Elementary Education         |                               |
| Garcia-Blea,
Ramona Anne Q      | Elementary Education         |                               |
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Chris             | Mathematics                  |                               |
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Nancy Lynne    | Physical Education           |                               |
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Carol Marie            | Social Studies Composite     |                               |
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Gaile Iris              | Elementary Education         |                               |
| Hickey,
Maureen Elizabeth        | Elementary Education         |                               |
| Jennings,
Tracey Ray             | Elementary Education         |                               |
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Larry Earl                | Elementary Education         |                               |
| Maes,
Rosemary M.                 | Elementary Education         |                               |
| Martinez,
Jamie Ronald          | Elementary Education         |                               |
MCMANUS, RONNIE KATRINA
PICK, JANICE TONIETTE
PREVITTI, ANTOINETTE ELIZABETH
SAVAGE, DAVID WILLIAM
SODERBERG, CAROL JEAN
TOHTSONI, LEHA MARY

CANDIDATES FOR DEGREES, SUMMER 1990

MAIN CAMPUS

COLLEGE OF ENGINEERING

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Majors

BARAK, DENIS
BATOJN, STEVEN ALAN
CASADAS, DAVID F., JR.
MOJAHEDI, MOHAMMAD
ORTEGA, MELISSA ALVAREZ
RETZER, ROHINE LEE
SAHMOUS, DIANNA DAWN
SHARMA, ASHWINI KUMAR
SPICER, JAMES RAYMOND
STAPP, BRIAN ELLIOTT JOLIFFE

MINORS

CHAVEZ, FREDERICK JAMES

MAJORS

CIVIL ENGINEERING
CIVIL ENGINEERING
CIVIL ENGINEERING

MINORS

COMPUTER SCIENCE

MAJORS

ELECTRICAL ENGINEERING
ELECTRICAL ENGINEERING
ELECTRICAL ENGINEERING
ELECTRICAL ENGINEERING
ELECTRICAL ENGINEERING
ELECTRICAL ENGINEERING
ELECTRICAL ENGINEERING
ELECTRICAL ENGINEERING

MINORS

MECHANICAL ENGINEERING

MAJORS

MECHANICAL ENGINEERING
CZACHOR, LANCE RICHARD
DAVES-BRODY, JONATHAN
ERAS, KENNETH
FISHER, MICHAEL ALLEN
MCCLURE, PAUL DAVID
PARSONS, TY ANDREW
WENDER, DAVID LEE

GENTILE, DANIEL LORETO
SANCHEZ, STEVEN PATRICK

GONZALEZ, ENRICO RAUL
MCCLURG, DEBORAH JANE
CATRON, JULIA SARGENT
MAYSHARK, CASSANDRA
PETRILYAK, DONNA MARY
WARD, DANIEL PHILLIP
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CANDIDATES FOR DEGREES, SUMMER 1990

SCHOOL OF ARCHITECTURE AND PLANNING

BACHELOR OF ARTS IN ARCHITECTURE

MAJOR

ARCHITECTURE

ARCHITECTURE

ARCHITECTURE

MINOR

ARCHITECTURE

ARCHITECTURE

ARCHITECTURE

ACHE, JAMES FRANK
MCELHENNEY, ROBERT FRED
SALGADO, RANIA SUSANA

ARCHULETA, JAMES PAUL
ARNOLD, LORI LU
ASHLEY, MYRON
BURKHALTER, WILLIAM E.
CARABAJAL, ALBERT R.
CHRISTNER, ROBERT F.
COLLURA, GUY F
DANKE, LORETTA ELIZABETH GONZALES
DOYLE, MARY BETH
DURRETT, JAMES MELTON III
FOVAS, MICHAEL CONSTANTIN
FRYE DE ARELLANO, ROCHELLE CATHERINE
FULLER, GERALDINE ANTOINETTE WYDMAN
GARCIA, PATRICK P.
GRADY, BARBARA LEE
HAIGHT, MICHAEL DAVID
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**MAJOR:** MASTER OF ACCOUNTING

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CANDIDATES FOR DEGREES, SUMMER 1990

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ASSOCIATE OF SCIENCE IN PRE-ENGINEERING

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GREEN, JANE KATHERINE
HEINCELMAN, DALE RAY

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COMPUTER PROGRAMMING
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MAJOR
MINOR

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ASSOC OF APPLIED SCI IN MICROCOMPUTER TECHNOLOGY

MAJOR

MICROCOMPUTER TECHNOLOGY

MINOR

MICROCOMPUTER TECHNOLOGY

HOVERSON, MARK DOUGLAS

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ASSOCIATE OF ARTS IN HUMAN SERVICES

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