2-12-1991

Faculty Senate Meeting Minutes, 02/12/1991, vol 15, p 300-428

UNM Faculty Senate

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Members of the UNM Faculty Senate

Anne J. Brown, Secretary

February Meeting

The UNM Faculty Senate will meet on Tuesday, February 12, 1991 at 3:30 pm in the Kiva.

The agenda will include the following items:

1. Summarized Minutes of December 11, 1990

2. Memorial Minute for Professor Harry Nadler — Professor Nick Abdalla

3. Candidates for Degrees, Semester I, 1990-91 — Representatives from schools and colleges


5. Senate President’s Report — Professor Gloria Birkholz

6. Institutional Planning Process (for information only)

7. Items from the Curricula Committee

   a. Associate of Arts in Pre-Business Administration (Los Alamos)

   b. Associate of Arts in Southwest Studies (Los Alamos)

   c. Associate of Arts in Studio Art (Los Alamos)

   d. Associate of Science in Environmental Science (Los Alamos)

   e. New Minor in Computer Engineering (for Mathematics students)

   f. New Minor in Computer Engineering (for Computer Science students)

8. Proposal for Adoption of Official Academic Regalia

9. Open Discussion — National Association of Scholars

10. Honorary Degree Nominations — Professor Pauline Turner
The February 12, 1991 meeting of the UNM 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 (Pharmacy), Edith Cherry (Arch & Planning), Robert Coghurn (A&S), James Dawson (Gallup), Peter Dorato (Engineering), Luisa Duran (Education), Paul Edwards (Dental Programs), Marilyn Fletcher (Library), Walter Forman (Medicine), Gregory Franchini (Medicine),发布会上 Gardner (Medicine), Douglas George (Fine Arts), Elinda Gonzales-Jerry (A&S), Mary Grizzard (Fine Arts), Shyam Gurbaxani (Engineering), Mary Harris (Education), Kathleen Matthews (University College), Richard Harris (A&S), Salome Kari (Engineering), Jerry King (Medicine), Elizabeth Nielsen (Education), Joseph Martinez (Education), Donald Lee (A&S), David McPherson (A&S), David Mill (Library), Glynn Raymond (Pharmacy), Helen Muller (Management), Jose Rivera (Public Admin), Gordon Hodge (A&S), Michele Riel (Valencia), Russell Snyder (Medicine), James Standerfer (Medicine), Charlie Steen (A&S), Alexander Stone (A&S), Ron Storey (Medicine), Sheri Burr (Law), Connie Talmage (Library), James Thomson (A&S), Polly Turner (Education), Benjamin Walker (Medicine), James Wallace (Medicine), Margaret Werner-Washburne (A&S), Bhtian Wilkins (Engineering), William Woodside (Medicine), Estelle Zanes (A&S).

Senators Absent: Douglas Brookins (A&S), Carl Cordts (Medicine), Marion Cotrell (Engineering), Daniel Derksen (Medicine), Peter Rabin (A&S), Susan Pearson Davis (Fine Arts), Priscilla Smith (Gallup), Donald Vichick (Medicine).

Addition to the Agenda. President Gloria Birkholz announced that there would be one additional item (8a) for the agenda—"Recommendation re the Organization of the Office of Graduate Studies."

Minutes of December 11, 1990. The minutes of December 11, 1990 were approved as distributed.

Candidates for Degrees, Semester I, 1990-91. As recommended by representatives from the various schools, colleges and the Office of Graduate Studies, the candidates for degrees for Semester I, 1990-91 were approved and a motion was made and passed to send the list to the Regents for ratification.

Memorial Minute for Professor Harry Nadler. A memorial minute for Professor Harry Nadler was presented by Professor Nick Abdalla. The Senate adopted the minute by rising vote and Secretary Anne Brown was asked to send a copy to Mrs. Nadler.

Report on Legislative Issues. Since Provost Paul Risser was unable to attend the Senate meeting the report on legislative issues was deleted from the agenda.
Senate President's Report. Professor Gloria Birkholz said that she would report as best she could on matters concerning UNM during the current legislative session. Both the University and the Commission on Higher Education put forth a proposal for a 7% salary increase plus fringe benefits. However, the Governor is recommending a 5% compensation package increase including salaries and fringe benefits. The Governor's proposal is still being refined as of this date.

At the last meeting it was announced that Professors Birkholz and Leonard Stitelman would be registered lobbyists for UNM. This was in error. Leonard Sepulitano and Phillip Larragoite are the only lobbyists for the University. Professor Birkholz does attend weekly meetings of the President's Council for discussions on legislative matters. If any senator is interested in a particular bill or bills, the University has established a center for bills and bill locators in Room 119 of Scholes Hall.

The Faculty and Staff Benefits Committee has put before the Education Retirement Board a proposal to increase the factor by which retirement benefits are calculated. Currently retirement benefits are calculated at 2.14% of average wage for five consecutive years. There is now a bill before the Senate which will increase that to 2.35%. Unfortunately, at this point there is not sufficient funding available. The bill is still being studied.

Professor Birkholz noted that the members of the search committee for the Associate Provost for Research were listed on the chalk board. The members of the committee are: Nasir Ahmed, Chair, Electrical and Computer Engineering; Lila Birt, Graduate Student Association; Peggy Blackwell, College of Education; Bilalie Brooc, General Library; Karen Brounfield, Associated Students of UNM; Howard Bryant, Physics and Astronomy; Paul de Gouvea, Anderson Schools of Management; Nick Matwiyoff, Cell Biology; William Miller, Psychology; David Mc Kinney, Physics and Astronomy; Susan Patrick, Music; Ann Powell, Office of Research Administration; and Mike Wartell, Sandia National Laboratories.

In November, the Faculty Senate referred to the Committee on Governance a request from the UNM Los Alamos Branch for representation on the Senate. The Committee on Governance has ruled that, since the Faculty Constitution states that only units with full-time faculty are eligible for faculty representation and since Los Alamos has one full-time faculty member, that at this time it is not appropriate for Los Alamos to have a seat on the Faculty Senate.

The Repeat Grade Policy passed by the Senate is now in effect. Grades on record before the Spring semester do not qualify for grade rehabilitation.

The University Planning Council membership and charge is now complete and materials concerning the institution planning process were included in the agenda as an item of information only. Voting membership of the planning council includes ten persons, two of whom are faculty members.

Professor Birkholz noted changes in dates for future Senate meetings. The next meeting will be on March 19 because of Spring Break. The April meeting will be the regular second Tuesday (April 9), and the May meeting will be held on May 7 since that is exam week.

In an attempt to reduce book costs to students, the University needs access to
the national used book market. All faculty are urged to get book orders in early so that UNM may take advantage of this pool of less expensive text books.

All faculty should have received in January a notice concerning the Regents' Scholars Program. One aspect of the program is that each scholar will be mentored by an outstanding faculty member. Any one interested in mentoring a Regents' Scholar should contact Associate Vice President Richard Holder. President Peck will distribute sometime during the Spring semester guidelines for three new half-time administrative faculty fellowships. The fellowships will begin in the Fall of 1991 and will be in the areas of academic, student and financial affairs.

Professor Birkholz stated that she had previously announced that there would be a Vice President for University Relations in the university organization. That position will not be filled and the units which would have reported to such a Vice President have been assigned to Ms. Judy Jones, Executive Assistant to the President. Those units are Alumni Relations, Development, and Public Affairs. Contrary to reports, Ms. Jones received no salary increase nor upgrade in rank.

to conclude her report, President Birkholz reminded senators that during discussions of items before the Senate, a senator may not speak a second time until all who wish to address the issue have spoken. Also, the time limit is five minutes per address which includes time yielded to another person.

Senator James Dawson asked that the minutes reflect that there is no branch representation on the university Planning Council. President Birkholz said that the Operations Committee had recommended more faculty representation on the council and had also suggested branch representation.

Items from the Curricula Committee. Upon recommendation by the Curricula Committee the Senate approved the following new degrees: (1) Associate of Arts in Pre-Business Administration at Los Alamos; (2) Associate of Arts in Studio Art at Los Alamos; and (3) Associate of Science in Environmental Science at Los Alamos.

Senator Douglas George questioned the inclusion of FA 152, Continuation of Artistic Traditions of the Southwest in the Associate of Arts in Southwest Studies degree. This item was tabled until the matter can be clarified at the next meeting.

Senator Peter Dorato said that the courses for the minors in Computer Engineering as presented in the agenda had previously been approved by the Senate Operations Committee and he asked that these items be referred to the Operations Committee for review. (Note: Subsequent review revealed that the courses had been approved.)

Adoption of Official Academic Regalia. President Birkholz noted that a proposal had been received for the adoption of official academic regalia for the University's doctoral degree recipients. The proposed cap, gown, and hood were displayed and it was explained that the purchase of the regalia was optional. Students could continue to use the traditional black doctoral robe if they did not wish to purchase the regalia as shown.
the Senate approved the adoption of the official academic regalia for UNM's doctoral degree recipients.

Organization of the Office of Graduate Studies. President Birkholz reported that the Senate Graduate Committee had approved a proposal (distributed to all Senators) to combine the positions of Associate Provost for Research with the Dean of Graduate Studies. The Committee felt that this would heighten the visibility of the graduate program and would take advantage of the close relationship between research and graduate studies. The Senate was not asked to formally vote on the proposal; however, the Operations Committee felt that Senators should be aware of the matter and should have the opportunity to express their opinions as to the feasibility of the combined position.

In the discussion which followed the following points were made:

- There is more to graduate education than research and there is more to research than graduate students. There is no logic in combining the two positions.
- The UNM 2000 document calls for the strengthening of the graduate program and combining the position of Dean with the Associate Provost for Research would accomplish this goal.
- Combining the positions would assure more resources for the graduate program.
- Rather than combining the positions, the position of Dean of Graduate Studies should be strengthened.
- The qualities which make a most effective dean are not necessarily the qualities which make a most effective provost for research. Traditionally, the associate provost for research has been associated with the hard sciences.

After extended discussion, President Birkholz asked the Senators to vote on the question, "Should the Office of Graduate Studies be strengthened?" The vote was unanimously affirmative. The straw vote on the question, "Should there be a combined position of Associate Provost for Research and Dean of Graduate Studies?" was twenty-four against the combined position and eleven for the combined position.

National Association of Scholars. The National Association of Scholars which promotes traditional values in the university curriculum has come under criticism both locally and nationally. This open discussion item was intended to solicit Senators' views on the subject. It was pointed out that the goals of the University as expressed in the UNM 2000 Plan seems to be in conflict with the aims of the NAS. However, it was also pointed out that a more diverse curriculum is advantageous to the University and to the student body.

Since no members of the NAS were present at the meeting to present their views, it was suggested that the Operations committee arrange for a forum so that all interested parties could come together to discuss the issues.

Honorary Degrees. Upon recommendation by Senator Pauline Turner for the Honorary Degree committee, the Senate approved the nominations of three persons to receive honorary degrees at this year's commencement ceremony. The names of the recipients will remain confidential until they have been notified and have indicated that they will accept the degrees.
The meeting adjourned at 5:15 p.m.

Respectfully submitted,

Anne J. Brown, Secretary
SUBJECT: Institutional Planning Process

REQUESTED ACTION: Information only, no action requested

BACKGROUND INFORMATION:

The following memo from President Richard E. Peck is printed for the Senate’s information only.
January 16, 1991

To: President's Council
    President, Faculty Senate
    President, ASUNM
    President, GSA
    President, Staff Council

From: Richard E. Peck, President

SUBJECT: INSTITUTIONAL PLANNING PROCESS

The UNM 2000 long-range plan, adopted by the Board of Regents in November 1990, contained the following language regarding planning:

"Setting institutional goals and objectives is necessary to provide a common vision within the University and to describe this vision to those outside the institution. The University will focus its efforts on those activities and goals described in this UNM 2000 Plan and will have a planning process at the institutional level to assure that planning is an ongoing process and that the participants include faculty, staff and students.

Even prior to adoption of the plan by the Regents, a proposal for a Planning Council was developed and circulated in draft form. That initial proposal has been revised to incorporate many of the suggestions made during the review process.

The new institutional planning process will be implemented during the Spring Semester 1991 in connection with institutional planning related to the 1992-93 budget cycle and will be refined as necessary thereafter. This memo summarizes the planning process. Further communication on this topic will come from Provost/Vice President for Academic Affairs Paul Risser."
Planning Council Membership

The membership of the Planning Council is intended to provide continuity in the planning process, to assure an active role in the process by the administration, to allow substantive and meaningful participation by the various constituencies, and to make planning an essential element in achieving meaningful and positive change in the institution. As a means of assuring the strength and continuity of the Planning Council, members will not appoint designees to represent them.

The Planning Council would have 10 voting members (listed below). Since continuity will be very important to the success of the Planning Council, appointments should be for more than one year. At this point, it does not seem necessary to dictate the length of terms for members; rather, this will be a matter left to the discretion of the official organization.

- 2 Faculty Senate representatives (one from the Faculty Senate Long Range Planning Committee);
- 3 deans appointed by the Provost;
- 1 non-academic director appointed by the President;
- 2 ASUNM representatives;
- 1 GSA representative;
- 1 Staff Council representative.

The Provost/Vice President for Academic Affairs who will chair the Planning Council in a non-voting capacity.

The following will be ex officio members of the Planning Council:

- Vice President for Student Affairs;
- Vice President for Business and Finance;
- Dean/Director of the Medical School/Medical Center;
- Executive Assistant to the President;
- Director of Planning.

Role of the Planning Council

The Planning Council will serve in an advisory role to the President’s Council. In some instances, planning issues will require action by the Board of Regents.
The Planning Council will deal with both short-term (annual budget cycle) and long-term institutional-level planning and resource allocation policy issues. The Council will develop broad policy guidelines for planning, as well as make specific institutional-level recommendations.

The Planning Council, in effect, is a stronger and more effective version of the University Budget Committee by virtue of the membership on the Council and the presence of a full-time director. Therefore, the Planning Council would replace the Budget Committee, beginning with planning for the 1992-93 budget cycle which starts in the Spring and Summer of 1991. The Economic Impact Task Force would remain as a separate committee, focusing primarily on tuition and financial aid, and would report to the Planning Council in much the same way that it has worked with the Budget Committee.

The following are among the planning functions with which the Planning Council is expected to be involved:

1. UNM 2000 Planning and Updating: While the UNM 2000 long-range planning document is not expected to change dramatically over the next several years, there will undoubtedly be a need for the Council to re-examine some of the issues, to consider additional issues, and possibly to update the document itself.

2. Annual Planning Per UNM 2000: Each of the units within the University would be expected to do annual action planning, translating the general goals and objectives from the UNM 2000 plan into specific strategies for implementation and relating their action plans to their budgets. The Council would recommend policy guidelines for the annual planning, including the use of the annual plans as part of the budget process.

3. Legislative Requests: The Council would recommend general guidelines and priorities for units to follow in developing legislative requests and would then recommend a legislative package for consideration by the President and the Board of Regents.

4. Budget Allocation: The Council would recommend the budget allocation policy, over the long-term and annually depending on legislative appropriations and the amount of revenue from other sources. Long-term policies relating to faculty salaries might be addressed as part of this process.

5. Capital Budgeting: The Council would recommend priorities, policies and a process for consideration of capital budget requests, and would recommend annual and long-term capital budget proposals based on specific project requests. This area would involve consideration of the campus master plan, current and future revenue sources for capital projects, as well as the goals of UNM 2000.

6. Long-range Tuition Planning: While it is closely related to budget allocation, long-range tuition planning is an issue which merits separate consideration by the Planning Council.
The Planning Council might be expected to recommend to the President's Council for consideration by the Board of Regents a specific long-range tuition policy which would guide the setting of tuition within a defined range from year-to-year. The Planning Council would work with the Economic Impact Task Force in developing tuition policy recommendations.

7. CHE Planning Issues: The Planning Council would recommend the institution's response to major planning issues raised by the Commission on Higher Education. The intent would be to assure that statewide planning for higher education reflected UNM's institutional goals.

8. Reallocation Planning: The Planning Council would recommend institutional guidelines for reallocation planning. Actual reallocation analysis and detailed recommendations would take place within vice presidential areas and at the institutional level by reallocation planning groups. Following this process, the Planning Council would suggest institutional reallocation priorities for consideration by the President's Council.

9. Campus Master Planning: In the past, campus master planning has been facility- and space-driven. Through the Planning Council, campus master planning would not be a separate effort but would occur within the context of the UNM 2000 long-range institutional goals. The Planning Council would assure that the physical plan and the institutional goals were compatible.

**Director of Planning**

A full-time director of planning, reporting to the Provost and serving as staff to the Planning Council, will give continuity and professional expertise to the planning process. The director of planning will develop carefully formulated proposals (and, in some instances, alternatives) for consideration by the Planning Council.

**Benefits of the Planning Process**

We believe this model will provide for broad participation of the various constituency groups on campus, will assure the involvement of senior-level administrators who will have responsibility for implementation, and will improve the quality of the planning effort.

mcm
SUBJECT: Items from the Curricula Committee

REQUESTED ACTION: Approve items

BACKGROUND INFORMATION:

The following items from the Curricula Committee have been approved by all appropriate committees and units.
Form C  
Major and Minor Curricular Changes

Date: 10 April 1990

Unit: UNM-Los Alamos
(Dept., Div., Prog.)

I. Major Change

Degree: New x

Major: New

Minor: New

Concentration: New

Revision of existing degree

Revision of existing major

Revision of existing minor

Revision of existing concentration

Deletion

Deletion

Deletion

Deletion

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

Associate of Arts Degree in Pre-Business Administration

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

To provide the complete first two years of the BBA program based on a formal articulation agreement worked out with the Anderson Schools of Management.

Effective Date of Proposed Change: FALL 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? (attach statement)

Signature: [Signature]

Department Chair: [Department Chair]

Approvals:

Dean of Library Services: [Signature]

College Curricula Committee (if necessary): [Signature]

College or School Faculty: [Signature]

College or School Dean: [Signature]

FS Undergraduate Ac. Affairs: [Signature]

FS Graduate Committee: [Signature]

Office of Graduate Studies: [Signature]

FS Curricula Committee: [Signature]

Provost: [Signature]

Faculty Senate: [Signature]

(Received, Apr 23, 1990)
REQUIREMENTS FOR AN ASSOCIATE OF ARTS DEGREE IN
PRE-BUSINESS ADMINISTRATION

This degree program is designed to introduce students to the field of business administration/management and to provide the first two years of the Bachelor of Business Administration program offered by the Robert O. Anderson Schools of Management at UNM Main Campus. Students may complete all the requirements needed for application to the Anderson Schools. A formal articulation agreement has been worked out with the Anderson Schools. All of the required courses for this Associate Degree program transfer to the BBA program and students will be admitted in junior status if the conditions in the formal agreement are met, namely:

- that the student has a 2.0 cumulative GPA overall and
- that the student has a 2.4 cumulative GPA in the Specific Requirements of the AA Pre-Business Administration and
- that there are no waivers or substitutions in the printed curriculum of the AA Pre-Business Administration and
- that the student is eligible to enroll at UNM Main Campus.

Requirements

1. A minimum of 64 hours of which at least 15 hours must be University of New Mexico credits (with a minimum GPA of 2.0)

2. Six hours of Communication Skills:
   - English 101 - Writing with Readings in Exposition (3)
   - English 102 - Analytic Writing (3)
   - Math 150 - Elements of Calculus I (3)
   - Math 162 - Calculus I (4)

3. Mathematics to the level of Math 162, Calculus I (4)

4. Four hours of a laboratory science: chemistry, physics, biology, geology or astronomy (courses may be non-major laboratory science courses)

5. Fifteen hours of Social Sciences including:
   - Economics 200 - Principles and Problems (3)
   - Sociology 101 - Introduction to Sociology (3)
   - Sociology 200 level or higher (3)

The remaining nine hours will be selected from areas of history, geography, anthropology or political science

6. Six hours of Behavioral Sciences:
   - Psychology 102 - General Psychology II (3)
   - Psychology 201 - Principles of Psychology (3)
   - or
   - Sociology 101 - Introduction to Sociology (3)
   - Sociology 200 level or higher (3)
one group only may be chosen, the courses cannot be mixed

7. Nine hours of Humanities:
- Literature
- Communication 130L
- Modern languages
- Fine Arts (Art Studio, Art History, Film, Music)
- Philosophy
- Religious Studies

8. Ten hours of Business courses:

a. C S 150 - Computing for Business Students (BASIC) (3), or C S 155L (PASCAL), or Engr-F 120L (FORTRAN), or C T 1001E (4)

b. Mgt 202 - Principles of Financial Accounting (3) or Mgt 101 and Mgt 102 - Fundamentals of Accounting I and II (6)

c. Mgt 290 - Statistical Methodology (3) (Math 245)

Mgt 291 - Business Statistics Laboratory (1) Students are advised to take Mgt 290 and 291. Math 145 will transfer to the BBA program as an equivalent of Mgt 290 but students transferring to a BBA will need to take Mgt 291 at UNM to complete the statistics requirements. At UNM-IA Mgt 291 can only be taken in conjunction with Mgt 290.

9. The remaining nine hours will consist of electives. The following courses may not be used:

- Any Introductory Studies course
- Academics 120 or 121
- No physical education courses
- No business technology/business education courses

The following courses may be included:

- Mgt 113: Management: An Introduction (3)
- Mgt 237: Business Law (3)
- Math 145: An Introduction to Probability and Statistics (3)

10. Courses developed and offered by UNM-Lox Alamos, designated with a suffix T which do not automatically transfer to UNM Main Campus will not be accepted toward the degree, with the exception of C T 1001E.
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>Math 150</td>
<td>Math 162 or Math 180</td>
</tr>
<tr>
<td>Math 123</td>
<td>*Electives (or 6 credits</td>
</tr>
<tr>
<td>Engl 101</td>
<td>if Psych 102 is taken in Sem II</td>
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<tr>
<td>Econ 200</td>
<td>instead of Soc 101)</td>
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<tr>
<td>Soc 101 (instead of Psych 102)</td>
<td></td>
</tr>
<tr>
<td>*Electives (or 6 credits if Psych 102 is taken in Sem II instead of Soc 101)</td>
<td></td>
</tr>
<tr>
<td>*Please Note: Mjt 113, 237, or Math 145 can be used as electives</td>
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<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
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<tbody>
<tr>
<td>*Mjt 202</td>
<td>Mjt 290</td>
</tr>
<tr>
<td>+C S 150</td>
<td>Mjt 291</td>
</tr>
<tr>
<td>Lab Science</td>
<td>Soc Sci or Psych</td>
</tr>
<tr>
<td>Humanities/Fine Arts Elective 3</td>
<td>200 level</td>
</tr>
<tr>
<td>Soc Sci Elective</td>
<td>Humanities/Fine Arts Elec 6</td>
</tr>
<tr>
<td></td>
<td>Soc Sci Elective</td>
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<td>16</td>
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</tbody>
</table>

**Mjt 101, and then Mjt 102 in fourth semester.**

*EB Engr-P 120L, or C S 155L, or C T 1021L.*
The University of New Mexico

AGREEMENT

The Robert O. Anderson School of Management and Graduate School of Management
Albuquerque, NM 87131
(505) 277-4671

The University of New Mexico Anderson Schools of Management and The University of New Mexico - Los Alamos enter into the following agreement:

In acknowledgement of quality academic preparation through The University of New Mexico - Los Alamos transfer programs, and

In the interest and support of improved articulation of students from two-year branch campuses to the UNM Main Campus, and

Toward the end of articulation of specific pre-baccalaureate two-year curricula with baccalaureate curricula,

the University of New Mexico's Anderson Schools of Management agree to admit students into the ASM, UMM Pre-Management Curriculum subject to the specific hours necessary (as noted on the attached, specific matrix) to complete the 62-hour Pre-Management Curriculum subject to the following academic conditions: Students will be admitted in Junior status.

- that the student has a 2.0 cumulative GPA* overall and
- that the student has a 2.4 cumulative GPA* in the Specific Requirements of the AA/Pre-BBA, and
- that there are no waivers or substitutions in the printed curriculum of the AA/Pre-BBA, and
- that the student has completed re-admission to (or is otherwise eligible to enroll at) the main campus of the University of New Mexico.

It is further agreed that The University of New Mexico - Los Alamos endeavor to inform students expressing interest in the BBA at ASM, UMM that management courses taken at The University of New Mexico - Los Alamos (except those denoted on the attached Articulation Matrix) cannot be applied toward a BBA at the Anderson Schools of Management.

* These current minimum grade point averages are subject to revision by ASM for all applicants.

Datum, Anderson Schools of Management, UMM

April 14, 1990

Laura Stuart, Dir. of Admissions, UMM

April 14, 1990

James R. Corcoran, Associate Vice Pres. for Acad. Affairs, UMM

April 14, 1990

Campus Director, UMM-Los Alamos

A Place in Your Future
### ARTICULATION MATRIX

Anderson Schools of Management (ASM) and University of New Mexico-Los Alamos

ASM Courses for Pre-Management Curriculum credit toward BBA are listed in the left column. University of New Mexico-Los Alamos equivalent courses are listed in the right column.

**ASM (UNM) Pre-Management Curriculum (62 hours total)**

<table>
<thead>
<tr>
<th>A. General Education Requirements (22 hours)</th>
<th>University of New Mexico-Los Alamos equivalent courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Humanities (9 hours) (excluding English 101/102) Choose from: English, Speech Communications 130L (Public Speaking) or 132 (Parliamentary Procedures - 1 hour credit) (no other Speech Communications courses allowed); Modern Languages (French, Spanish, German, etc.); Philosophy, Fine Arts (Dance, Film, Theatre Arts, Art Studio, Music).</td>
<td>2 courses from: Humanities electives (see exceptions noted at left)</td>
</tr>
<tr>
<td>2. Social Sciences (9 hours) Choose from: Anthropology, Geography, History, Political Science.</td>
<td>3 courses from: Social Science electives</td>
</tr>
<tr>
<td>3. Laboratory Science (4 hours, must have lab) Choose from: Biology, Chemistry, Geology, Physics, Astronomy (not 104, 105).</td>
<td>1 Lab Science elective (4 hours)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>B. The Specific Requirements (28-31 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 GPA overall, required for these courses. Note: Courses with * symbol have pre-requisites.</td>
</tr>
<tr>
<td>1. English 102 (or equivalent) (3 hours)</td>
</tr>
<tr>
<td>2. Math 121 (3 hours) College Algebra (Math 150 may be used)</td>
</tr>
<tr>
<td>3. Math 180 (3 hours) Calculus (Math 162 may be used)</td>
</tr>
<tr>
<td>4. Econ. 200 (3 hours) Principles &amp; Problems (MACRO)</td>
</tr>
<tr>
<td>5. Econ. 201 (3 hours) Principles of Econ. (MICRO)</td>
</tr>
</tbody>
</table>
6. Behavioral Sciences (6 hours)

Choose one group only: courses cannot be mixed (i.e., one from Psychology, one from Sociology)

- Psych. 102 General Psych. II and 200-level or higher Psychology (pre-requisite Psych. 102)
- Soc. 101 Intro. to Sociology and 200-level or higher Sociology (pre-requisite Soc. 101)

7. Computer Science 150 (3 hours) Computer for Business Students

(Engr. Gl20, CS 154, 155 may be used; these have pre-requisites)

8. Mgt. 290 (3 hours) Statistical Methodology (pre-requisite Math 180 or 162)

9. Mgt. 291 (1 hour) Statistical Methodology Lab

10. Mgt. 202 (3 hours) Principles of Financial Accounting (3 hours) (pre-requisite: 2 semesters college-level Math and 1 semester of Economics with grades of "C" or better)

C. Electives (9-12 hours)

Choose other courses. No 100-level University Skills courses; no Management courses except Mgt. 113; no Commercial Skills courses. General CLEP/ACT credit and English 101 can be used here.

Note: Students completing the 65-hour AA Degree in Pre-Business Administration at the University of New Mexico-Los Alamos would have the equivalency of the 62-hour Pre-Management Curriculum for ASK (UNM).
## Major and Minor Curricular Changes

**Date:** 3 April 1990

**Unit:** UNM–Los Alamos (Dept., Div., Prog.)

### I. Major Change

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

**Associate of Arts in Southwest Studies**

### II. Minor Change

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

Minor program revision (3-5 hours)

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

Designed to provide students with a broad multidisciplinary program of humanities with emphasis on the Southwest in a context of cultural pluralism.

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

**Semester**  

**Year**

**Budgetary and Faculty Load Implications:** (attach statements) Covered by 1990–91 UNM–Los Alamos budget

**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:**

**Date:** 4/27/90

---

**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

---

**Date:**

**Date:** 4/18/90

**Date:** 9/6/90

**Date:** 11/30/90

**Date:** 12/13/90
REQUIREMENTS FOR AN ASSOCIATE OF ARTS DEGREE IN SOUTHWEST STUDIES

The Associate of Arts degree in Southwest Studies is designed for students who wish to gain a broad education in the humanities within a context of cultural pluralism. As a terminal degree the Associate of Arts in Southwest Studies will provide students with valuable knowledge of local and original history, language, art, ecology, anthropology, literature, and the three cultures of the Southwest. As a transfer degree, credits earned in the degree curriculum will meet the equivalent of the first two years of the UNM College of Arts and Sciences.

1. A minimum of 62 credit hours of which at least 15 hours must be University of New Mexico credits (with a minimum GPA of 2.0).

2. Nine hours of Communication Skills:
   - English 101: Writing with Readings in Exposition (3)
   - English 102: Analytic Writing (3)
   - Any course in Communication, Linguistics, Journalism, or English 219: Technical Writing (3).

3. Nine hours of Arts and Humanities including:
   - History 260: History of New Mexico (3), or any history course on the approved list.
   - Fine Arts 151: Artistic Traditions of the Southwest (3), or any art course on the approved list.
   - English 211: Topics: Southwest Literature or any literature course on the approved list.

4. Nine hours of Mathematics/Physical Sciences/Biological Sciences chosen from at least three of the following areas: Biology, Chemistry, Geology, Mathematics and Statistics, Physics and Astronomy.

5. Nine hours of Social and Behavioral Sciences including:
   - Anthropology - 3 credit hours. Any course from the approved list.
   - Courses from any two of the following areas: Economics, Geography, Political Science, Psychology, and Sociology.

6. Six hours of Modern Languages chosen from the following list:
   - Spanish 101: Elementary Spanish (3)
   - Spanish 102: Elementary Spanish (Span 101 prerequisite) (3)
   - Spanish 103/104: Elementary Conversational Spanish (1,1)
   - Navajo 101: Elementary Navajo (3)
   - Navajo 102: Elementary Navajo (Nav 101 prerequisite) (3)
7. A minimum of five hours of Southwest Studies including:
   
   **American Studies 286: Introduction to Southwestern Studies (3)**  
   **Library 266: Research Techniques in Southwest Studies (2)**

8. A minimum of 15 hours of Southwest Studies electives. Students may take a variety of courses or may choose areas of concentration (especially if they plan to transfer to a four-year institution and have already chosen a possible major in that field). Areas of concentration would include: Anthropology and Sociology, Language and Literature, History and Political Science, and Fine Arts. A maximum of two hours of Physical Education may count towards the degree.

9. No Introductory Studies courses (Math 100, English 100, Reading 100, Natural Science 100, or Academics 120 and 121) will be accepted toward the degree.

10. Courses developed and offered by UNM-Los Alamos designated with a suffix T, which do not automatically transfer to UNM Main Campus, will not be accepted toward the degree.

**Approved Courses**

**Anthropology:**
- Anth 105: Natural History of Humankind (3)
- Anth 120: Digging up our Past (3)
- Anth 130: Cultural Anthropology (3)
- Anth 221: Ancient Peoples of the Southwest (3)
- Anth 237: Indians of New Mexico (3)
- Anth 284: Ancient Mexico (3)

**English:**
- Engl 211: Topics: (any of the following)  
  - Southwest Literature (3)  
  - Native American Literature (3)  
  - Chicano Literature (3)  
  - Latin American Literature (3)  
  - Oral Literature of the Southwest (3)  
  - The Southwestern Image in Literature and Film (3)
- Engl 298: Topics: Bilingual Creative Writing (3)
- Engl 298: Topics: Modern and Classical Languages:
  - Spanish 101: Elementary Spanish (3)
  - Spanish 102: Elementary Spanish (3)
  - Spanish 103: Elementary Conversational Spanish (1)
  - Spanish 104: Elementary Conversational Spanish (1)
  - Spanish 201: Intermediate Spanish (3)
  - Spanish 202: Intermediate Spanish (3)
  - Spanish 203: Intermediate Conversational Spanish (3)
  - Navajo 101: Elementary Navajo (3)
  - Navajo 102: Elementary Navajo (3)
Fine Arts:
F A 151: Artistic Traditions of the Southwest (3)
F A 152: Continuation of Artistic Traditions of the Southwest (3)

Dance:
Dance 169: Introduction to Flamenco (2)
Dance 269: Flamenco I (3)

Music:
Music 113: Mexican Guitar (1)
Music 114: Mexican Guitar (1)

History:
Hist 260: History of New Mexico (3)
Hist 220: Studies in History (1-3) Appropriate topics in Southwestern history will be offered.

Sociology:
Soc 211: Social Problems: Race and Cultural Relations in the Southwest (3) Prerequisite: Soc 101
Soc 216: The Dynamics of Prejudice (3) Prerequisite: Soc 101
Soc 221: Rich and Poor Nations (3) Prerequisite: Soc 101

Physical Education:
P E-NP 128: Beginning Country Western Dance (1)
P E-NP 129: Intermediate Country Western Dance (1)
P E-NP 130: Advanced Country Western Dance (1)
P E-NP 193: Topics: Traditional Dance of the Southwest (2)

Conexiones (8-10 Hours):
Field classes in Mexico. Conexiones is an annual summer program sponsored by the General Honors Program and the Department of Modern and Classical Languages at UNM. Students may earn up to 10 hours of elective credit towards the Southwest Studies degree by participating in this intensive interdisciplinary program of language and cross-cultural studies at UNM and Morelia, Michoacán. Conexiones features a one week orientation at UNM, a 4 to 6 week field session in Mexico, and a closing week of seminars at UNM. Prerequisite for Conexiones: Applicants must have taken a college Spanish course (or equivalent) or possess a basic knowledge of Spanish. The core program of course work includes:

Span 276: Accelerated Beginning Spanish (3). Grammar and conversation with emphasis on Mexican culture -- for beginning students.
Span 203: Spanish Conversation (3). Intensive, structured conversational Spanish -- all levels.
General Honors 299: Conexiones: A Field Course in Mexican Culture (4). Students will complete investigative assignments in Michoacán, Mexico City, Uruapan, and Guanajuato.
Elective Courses: Individual Study (1-2). Problem courses can be arranged in various disciplines.

More information on Conexiones is available upon request.
Program Goals:
The Certificate Program in Southwest Studies is designed for students who wish to broaden their knowledge of the rich and diverse cultures of the Southwest. The program will provide students with valuable knowledge of the history, language, and expressive culture of the peoples of the Southwest.

Requirements: A minimum of 29 hours.

Southwest Studies Core Requirements: 23 hours, including:

Communication Skills (3):
Engl 101 (3)

Humanities (6):
Hist 260: History of New Mexico (3) or any other history course from the approved list.
Engl 211: Topics: Southwest Literature (3) or any other literature course from the approved list.

Fine Arts (3):
FA 151: Artistic Traditions of the Southwest (3) or any other art course from the approved list.

Social & Behavioral Science (3): Any anthropology course from the approved list.

Modern Language (3):
Span 101 (3) or Nav 101 (3)

Southwest Studies (6):
Am St 286: Introduction to Southwestern Studies (3)
Libr 266: Research Techniques in Southwest Studies (2)

Electives (6): Any 6 hours from the approved list of courses.
Dear Jim:

Sorry it has taken so long to respond to your excellent proposal for the Southwest Studies degree at LA. I wish to congratulate you and your colleagues on a very sound degree.

As we discussed on the phone, the Conexiones credit may indeed be granted through the 299 On Hon designation. We also have no problem with students registering for Conexiones credit under the regular 300 level number used on the main campus. In either case, we would acknowledge the Honors credit either for the AA degree or as transfer credit toward fulfillment of General Honors course requirements here.

Keep us informed on the progress of your degree. I also hope that sometime soon UNM-La might institute a General Honors freshman level Legacy core seminar so that transfer students from the hill can graduate from UNM with an Honors designation on their diplomas. We can now offer a number of stipend awards to transfers from the Branches and from T-VI who have taken Honors work. Let me know if there is anything we can do to support a Legacy seminar.

Thanks again for including Conexiones as an option in your new degree. We will send you some 1990 brochures on the program within the month.

Sincerely,

Charles D. Biebel
Director
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 23 April 1990

Unit: UNM-Los Alamos
(Dept., Div., Prog.)

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

Associate of Arts in Studio Art.

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

Effective Date of Proposed Change: Fall Semester, 1990 Year

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

Approvals:
Dean of Library Services
College Curricula Committee
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

Date: 12-4-90
Date: 12/11-90
Date: 11/14/90
Date: 5/29/90
Date: 11/25/90
Date: 12/18/90

University of New Mexico
(Revised 6-1-81)
Reason for the Request

The proposal for an Associate Degree in Studio Art is based on an expansion of the current Certificate in Studio Art, in response to growing enrollments in this curricular area. The program requirements are the equivalent of the first two years of study toward a Bachelor in Fine Arts degree at UNM Main Campus, although completion of the program does not guarantee acceptance into the four year program.

Budget and Faculty Load Implications

Most of the required courses are already being offered by UNM-Los Alamos. Several new courses will be introduced in the 1990-91 academic year and will be covered by the UNM-Los Alamos 1990-91 budget.
REQUIREMENTS FOR AN ASSOCIATE OF ARTS IN STUDIO ARTS

The degree program provides students with the complete first two years of study toward a baccalaureate degree in fine arts (BFA) at the UNM Main Campus.

Requirements:

1. A minimum of 66 credit hours, of which at least 15 credit hours must be University of New Mexico credits (with a minimum GPA of 2.0 and a minimum GPA of 2.5 in Art Studio/Art History courses).

2. Nine hours of English:
   - Engl 101: Writing with Readings in Exposition (3)
   - Engl 102: Analytic Writing (3) and
   - Engl Elective: (above 102)

3. Six hours of Mathematics (Math 145, 150, or above)/Natural Science.

4. Three hours of Social or Behavioral Science.

5. Three hours from one of the following groups: Communications, Foreign Language, American studies, Journalism, or Philosophy.

6. Six hours of History:
   - Hist 101-102: Western Civilization (3,3)

7. Nine hours of Art History:
   - Art Hi 201: History of Art I (3)
   - Art Hi 202: History of Art II (3)
   - Art Hi 250: Modern Art (3)

8. Art Studio requirements:
   - Art St 106: Drawing I (3)
   - Art St 121: Two-dimensional Design (3)
   - Art St 122: Three-dimensional Design (3)

   Two Art Studio Core courses from the following group:
   - Art St 187: Photography I (3)
   - Art St 205: Drawing II (3)
   - Art St 207: Painting I (3)
   - Art St 274: Introduction to Printmaking (3)
   - Art St 287: Photography II (3)
   - Art St 288: Introduction to Color Photography (3)
   - Art St 293: Beginning Watercolor Painting (3)

   Two Art Studio Core courses from the following group:
   - Art St 107: Jewelry and Metalwork I (3)
   - Art St 168: Ceramics I (3)
   - Art St 216: Raku: A Ceramic Low-Firing Reduction Process (3)
   - Art St 268: Ceramics II (3)
   - Art St 213: Intermedia Sculpture (3)
Art St 214: Shop Foundations (2)
Art St 257: Jewelry and Metalwork II (3)

*Required courses for BFA

9. Nine hours of general electives: no more than two hours of physical education allowed

10. A student may earn a Certificate in Studio Art by completing the following courses:

- Engl 101 3
- Hist 101 3
- Art Hi 201 3
- Art Hi 202 3
- Art Hi 250 3
- Art St 106 3
- Art St 121 3
- Art St 122 3

and twelve (12) hours of Art Studio electives chosen from the following:

- Art St 157
- Art St 216
- Art St 168
- Art St 257
- Art St 187
- Art St 268
- Art St 205
- Art St 274
- Art St 207
- Art St 287
- Art St 213
- Art St 288
- Art St 214
- Art St 293

Total of 36 hours

11. No Introductory Studies courses (Engl 100, Engl 100L, Math 100, Math 100L, Natural Science 100, Reading 100, Academics 120 or 121) will be accepted toward the degree.

12. Courses developed and offered by UNM-Los Alamos, designated with a suffix T, which do not automatically transfer to UNM Main Campus, will not be accepted toward the degree.

Suggested Program by Semester

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Art Studio/Art History courses will be offered on the following semester basis. Courses asterisked (*) may be offered alternate years. Several Art History and Art Studio courses are offered during the Summer Session.

<table>
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<tr>
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<td>Art St 157*</td>
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**Reason for the Request**

The proposal for an Associate Degree in Studio Art is based on an expansion of the current Certificate in Studio Art, in response to growing enrollments in this curricular area. The program requirements are the equivalent of the first two years of study toward a Bachelor in Fine Arts degree at UNM Main Campus, although completion of the program does not guarantee acceptance into the four year program.

**Budget and Faculty Load Implications**

Most of the required courses are already being offered by UNM-Los Alamos. Several new courses will be introduced in the 1990-91 academic year and will be covered by the UNM-Los Alamos 1990-91 budget.
### Major Change

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

#### Associate of Science Degree in Environmental Science

### 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

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

Signature: Date: 11/13/90

Department Chair

Approval:

- Dean of Library Services
- College Curricula Committee
- College or School Faculty
- College or School Dean
- FS Undergraduate Ac. Affairs
- FS Graduate Committee
- Office of Graduate Studies
- FS Curricula Committee
- Provost
- Faculty Senate
REQUIREMENTS FOR AN ASSOCIATE OF SCIENCE DEGREE IN
ENVIRONMENTAL SCIENCE

This degree program is designed to introduce students to the field of environmental science, and to provide a basic science education at the freshman and sophomore level in chemistry, physics, and biology. The curriculum emphasizes mathematical and scientific principles that prepare a student to understand and assist in problem solving in the field of environmental science. Students will be introduced to the fundamentals of hazardous materials and hazardous waste management. The curriculum allows a student to explore the field of environmental science from the perspectives of both regulation and civil engineering. Students may continue toward a baccalaureate program or, after completing the associate degree, acquire an entry-level position as a technician in the field.

Requirements

1. A minimum of 67 credit hours, of which at least 15 credit hours must be University of New Mexico credits (with a minimum GPA of 2.0)

2. Six hours of Communication Skills:
   - English 101 - Writing with Readings in Exposition (3), and
   - English 102 - Analytic Writing (3)

3. Six hours of Arts/Humanities/Social Science electives


5. Twenty-six hours of science courses:
   - Chemistry 121L - General Chemistry (4)
   - Chemistry 122L - General Chemistry (4)
   - Chemistry 212 - Integrated Organic Chemistry & Biochem (4)
   - Physics 160 - General Physics (3)
   - Physics 161 - General Physics (3)
   - Biology 121L - Principles of Biology (4)
   - Biology 239L - Microbiology for Health Sciences (4)

6. Nine hours of Environmental Science courses:
   - Engr 130 - Introduction to Environmental Science (3)
   - Engr 201L - Fundamentals of Hazardous Materials (3)
   - Engr 202L - Introduction to Hazardous Waste Management (3)

7. Engr 120L - Engineering Computing (FORTRAN) (3)

8. The remaining six hours will consist of electives. Students who expect to transfer to a baccalaureate program in environmental science or environmental engineering should choose their technical electives in consultation with a UNM-IA advisor.
Suggested Electives:
- Biol 122L - Principles of Biology (4)
- CE 202 - Engineering Statics (3)
- ME 206L - Dynamics (3)
- Geology 101 - Physical Geology (3)
- Geology 102L - Historical Geology (4)
- English 219 - Technical Writing (3)
- Physics 262 - General Physics (3)
- Engr 122L - Introduction to Engineering Methods (3)
- Economics 200 - Principles and Problems (3)
- Economics 201 - Principles of Economics (3)

9. A student may earn a Certificate in Environmental Science by completing the following courses:


10. No Introductory Studies courses (English 100, English 101L, Math 100, Math 101L, Natural Science 100, Reading 100, Academics 120 or 121) will be accepted toward the degree.

Suggested Program by Semester

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>Engl 101</td>
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To: Jerry Shea, University College
From: David Kauffman, Associate Dean
Subject: UNM-Los Alamos A.S. in Environmental Science

UNM-LA staff, Angela Coop and Jack Barnes, have been in frequent contact with us concerning this program, and we fully support it.

Concerning the new ENGR-F courses:

We consider them good, solid courses. It will be up to the faculty in charge of each B.S. program, however, whether any or all of such courses would be applicable as electives toward B.S. degrees in the College of Engineering. We make no guarantees one way or the other.

The change from ENGR-N to ENGR-F was made at the suggestion of a member of the Undergraduate Committee. This was done since the catalog description of ENGR-N ("... designed for students in the humanities, social sciences, fine arts and education.") did not really apply here. The courses ARE quite appropriate for science and engineering students.

In short, ENGR-N courses could NOT be counted toward a B.S. in Engineering; ENGR-F courses COULD (I didn't say WOULD) be counted.
FORM C
MAJOR AND MINOR CURRICULAR CHANGES

Date: 9/25/90

Ronald C. De Vries
Professor
EECE

This form is for Minor in Computer Engineering (Math)
Name of New or Existing Program: 249
This program is or would be located in current catalog page 250.

I. Major Change-Mark appropriate category

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

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

Minor in Computer Engineering (for Mathematics students)
(see attached)

II. Minor Change-

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

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

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Spring 1991 ☐

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: ____________________________ Date: _/__/____

Department Chair

Approvals:
Dean of Library Services ____________________________ Date: _/__/____
CIRT ____________________________ Date: _/__/____
College Curricula Committee ____________________________ Date: _/__/____
(If necessary)
College of School Faculty ____________________________ Date: _/__/____
College or School Dean ____________________________ Date: _/__/____
FS Undergraduate Ac. Affairs ____________________________ Date: _/__/____
FS Graduate Committee ____________________________ Date: _/__/____
Office of Graduate Studies ____________________________ Date: _/__/____
FS Curricula Committee ____________________________ Date: _/__/____
Assoc. VP of Academic Affairs ____________________________ Date: _/__/____
Faculty Senate ____________________________ Date: _/__/____
Title and requirements -

Minor in Computer Engineering (for Mathematics students)

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Total: (21)

To be prepared for this minor, the student must take Physics 160 and 161 and CS 155 and 253.

Reasons for this request:
A minor in Electrical and Computer Engineering has been available to mathematics students for a number of years. However, in recent years, the sole description of the minor is that it will be arranged with the EECE Department. The FS Curricula Committee has indicated its displeasure with such ill-defined minors. The introduction of this minor is intended to create a well-defined minor in Computer Engineering and allow the Mathematics student the alternative of either a minor in Electrical Engineering or Computer Engineering. The minor in Computer Engineering is a strong minor, in that it requires 21 hours, of which 11 hours are at the 300-level. This minor was developed with the idea of giving the Mathematics student a mix of Electrical Engineering, Computer Engineering, and software courses. The minor has the approval of the Chairman of the Mathematics Department. Note that a separate and distinct minor has been proposed for Computer Science Students. This distinct minor is necessary because of the fact that Computer Science students already have a background in computer software that the mathematics students do not have.

Budgetary and Faculty Loan Implications:
The number of students taking this minor can be expected to be small. Nevertheless, a Computer Engineering minor would be a valuable asset to those who want some Computer Engineering background. The minor requires no new courses. Therefore, this minor has no significant budgetary implications.
have consulted with the Chairman of the Physics Department, Dr. Chandler who agrees that the Course of Studies for Mathematics Majors wishing to minor in Computer Engineering should be essentially the same as for Physics Majors. Therefore, upon consultation with Dr. Ronald DeVries, we are listing these courses to be normally taken for minor studies for both Mathematics and Physics majors. The one exception is that EECE 206L and Physics 307L are directed toward similar goals and might be substituted for each other on a case-to-case basis, as covered by advisement.

Hansel D. Chandler
Assoc. Chairman E E E
10/2/90
FORM C
MAJOR AND MINOR CURRICULAR CHANGES
Date: 9/25/90

Ronald C De Vries
(Name of Individual Initiating curricular change form)

Professor
(Title, position)
EECE
(Dept., Div., Prop.)

UNIT PREPARES IN QUADRUPPLICATE
Routing (All four copies)

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

This form is for Minor in Computer Engineering (CS)

Reasons for Request: (attach statement)

Effective Date of Proposed Change: Spring 1991

Budgetary and Faculty Load Implications: (attach statements)

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

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

Signature: __________________________
Date: ________________________

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

249 to 250

This program is or would be located in current catalog page

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

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

Signature: __________________________
Date: ________________________

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

Date: 10-17-90
Date: 10-17-90
Date: 11-3-90
Date: 11-3-90

The University of New Mexico
[Stamp]
[Signature]
Ronald C. De Vries, EECE Department

Form C - Minor in Comp.E. (for CS students)

Title and requirements -

Minor in Computer Engineering (for Computer Science Students)

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</table>

Total: 20

*A CS student who has taken CS 255 may substitute a 300-level or above course in EECE.

To be prepared for this minor, the student must take Physics 160 and 161 and Math 316.

Reasons for this request:
A minor in Electrical and Computer Engineering has been available to Computer Science Students for a number of years. The objective is to allow the Computer Science student to have a minor in either Electrical Engineering or Computer Engineering. This minor spells out the requirements for a Computer Engineering minor. It is a strong minor, in that it requires 20 hours, of which 12 hours are at the 300-level or above. Because CS students already obtain a strong software background from their major, this minor concentrates on the Electrical Engineering and computer hardware courses. The minor has been developed in consultation with the Computer Science Department and has their approval.

Budgetary and Faculty Load Implications:
The number of students taking this minor can be expected to be small. Nevertheless, a Computer Engineering minor would be a valuable asset to those who want some hardware background. The minor requires no new courses. Therefore, this minor has no significant budgetary implications.
I have consulted with the Chairman of the Physics Department, Dr. Chandler who agrees that the Course of Studies for Mathematics Majors wishing to minor in Computer Engineering should be essentially the same as for Physics Majors. Therefore, upon consultation with Dr. Ronald DeVries, we are listing these courses to be normally taken for minor studies for both Mathematics and Physics majors. The one exception is that EECE 264L and Physics 307L are directed toward similar goals and might be substituted for each other on a case-to-case basis, as covered by advisement.

[Signature]

Harold D. Chandler
Assistant Chairman EECE

10-2-90
A proposal to adopt official academic regalia for UNM's doctoral degree recipients has been received and E.R. Moore, a supplier of academic regalia, has designed a distinctive robe for the University. The robe, hood, and cap were approved by the Graduate Committee on January 17, and have been displayed on campus so that faculty would have the opportunity to view the regalia.

If a doctoral degree recipient wishes to purchase the regalia, the total cost for robe, hood and cap is $437.50, and it must be ordered from E.R. Moore. If the degree recipient purchases a keepsake gown, which is now used at commencement, the robe will be the standard black doctoral robe with appropriate degree hood (Ph.D., M.D., J.D., Ed.D.) and will cost $36.95.
SUBJECT: National Association of Scholars

REQUESTED ACTION: Discussion only

BACKGROUND INFORMATION:

The following article from the Chronicle of Higher Education is included for information.
Colleges Becoming Havens of 'Political Correctness,' Some Scholars Say

By SCOTT HELLER

A series of recent academic skirmishes has ignited charges that college campuses are becoming havens of "political correctness" and intellectual intolerance.

A series of recent academic skirmishes has ignited charges that college campuses are becoming havens of "political correctness" and intellectual intolerance.

- At Hampshire College, a Panamanian-born professor contends he is being dismissed from his job because he does not follow the party line on third-world issues.

- At Duke University, the chairman of the English department suggests that professors allied with an organization that promotes traditional values in the curriculum should be excluded from important university committees.

- At the Pennsylvania State University, Muslim students lobby to remove The Satanic Verses from a course reading list, because they find it offensive to their religion.

- At Western Ontario University, a professor is confined to lecturing on videotape because his controversial views on race and intelligence might cause violence on the campus.

- At Pomona College, a male philosophy professor fights to have a course critical of feminist theory listed under women's studies.

Scholars are sharply—and predictably—divided about the meaning and importance of such incidents.

Some see them as a form of left-wing McCarthyism and as evidence that the liberal ideal of the university as a place of free inquiry has collapsed.

Others, including activists who were schooled in the 1960's, say that education has always been political and that most of the complaints over "political correctness" come from conservative scholars who have lost power and popularity on their campuses.

A changing of the guard is behind much of the tension: Women and members of minority groups have moved into positions of authority and are making their voices heard, especially in the humanities. White men, whether senior professors or the authors of works in the traditional canon, are increasingly under attack.

"To maintain peace in this situation is to maintain the status quo," says Mary Louise Pratt, professor of Spanish and Portuguese at Stanford University. "People—and while academics in particular—have to learn to live with an enormous amount more discomfort than they have in the past."

The American Association of University Professors reports that most faculty members feel intimidated about speaking out on such issues as race and gender. But an association official says there is no "wave" of fear.

Tense, Unforgiving Climate

At a time when fundamental disagreements about the role of the university are rampant, there is one point upon which almost everyone can agree: Campus life has become more contentious than at any time since the 1960's.

Christopher Lasch, professor of history at the University of Rochester, sees a climate on the campuses that is tense and unforgiving.

"There's a readiness to exclude other points of view because they're seen as hopelessly outdated or, worse, on political grounds, that they don't serve the cause of dispossessed groups," he says.

John K. Roth, professor of philosophy at Claremont McKenna College, compares campus politics to the debate over abortion. "It's not really a debate at all," he says. "It's people just digging in their heels and reasserting the positions they're comfortable with."

Susan Schweik, associate professor of English at the University of California at Berkeley, disagrees. She says the professors clamoring for change are in fact a minority on her campus, and do not serve on important committees with powers of the purse strings.

"Just as these voices are being heard, they're being chased as robotic arbiters of political correctness," she says. "It's an effective tool, the powerful presenting themselves as powerless."

The term "political correctness" was the focus of a meeting at Berkeley last month, organized by humanities professors on 20 campuses to consider whether scholarship had been narrowed by particular political agendas.

Robert L. Casper, an associate professor of English at the University of Utah, was chief organizer of the meeting, "Political Correctness and Cultural Studies." By his definition, political correctness is a "prefabricated sense of values, a predetermined set of assumptions about what is good for people and what is bad for them."

Like tie-dyed T-shirts, political correctness on today's campus is making a comeback from the 1960's. What's in style this time around? Efforts to combat racism, sexism, and homophobia, and to clean up the environment.

At Brown University the term has a self-mocking air. An undergraduate student cartoonist there has created a character called "Politically Correct Person," who chastises others for their anti-progressive goofy and gaffes.

On other campuses, faculty members and students aren't laughing.

"Are we going to be able to discuss black or women's studies in reasonable way without being called racist or sexist?" asks James David Barber, professor of political science and policy studies at Duke University. He recently founded a campus chapter of the National Association of Scholars to encourage debate about the nature of the Duke curriculum.

With chapters in 23 states, the association has become an organizing vehicle for professors who believe that debate is being stifled. The organization gave a major award this year to James S. Coleman, professor of sociology at the University of Chicago, for resisting efforts to suppress research considered by many sociologists to be "politically incorrect."

In his acceptance speech, Mr. Coleman said scholars shied away from research that might challenge public policies that aim to aid the poor or minority-group members. Such self-suppression threatens academic freedom, he said.

Politicalized Approaches

Those who formed the Duke chapter say they think that their concerns are widespread, and that labeling the group as conservative is misleading. Mr. Barber, a former chairman of the board of directors of Amnesty International U.S.A., describes himself as a liberal Democrat.

In recent years, the Duke English department has hired some of the nation's most prominent scholars, many of whom specialize in politicalized approaches to literature, including feminism and Marxism. In a letter to the campus newspaper this semester, Stanley Fish, the department's chairman, warned the university community about the N.A.S. chapter, calling the national organization "racist, sexist, and homophobic." Later, he suggested in a letter to the provost that N.A.S. members, with their "illiberal" attitudes toward new scholarship, should not be appointed to university committees that deal with promotion and tenure matters.

The ensuing outcry led Duke's president, H. Keith H. Brodie, to warn the faculty council that pressure from faculty members themselves was a threat to free speech and academic freedom.

Mr. Fish said in an interview that he had intended to raise philosophical questions about the N.A.S, but had not expected to keep certain
faculty members off committees. To his surprise, Norman S. Hollander, an assistant professor of Hispanic literatures at Hampshire College, finds himself agreeing with those who see political correctness being used as an academic litmus test. He contends he was denied reappointment because several colleagues accused him of being “Eurocentric” in his approach to the field and questioned his commitment to the college’s Third World Studies program.

Mr. Hollander says he is the victim of crass politics that makes “simplistic reductions” of complex issues. “Anything that tries to complicate the third world into a model other than the good guys and bad guys is suspect,” he says.

“I don’t want to believe in a tyrannical left,” he adds, “but that is what’s happened to me.”

Other Hampshire professors say that Mr. Hollander was an ineffective teacher, and that the decision had nothing to do with what he taught. Mr. Hollander is appealing the decision to deny him reappointment.

Healthier Than 1960’s

Political debates are hardly new to American higher education. In the 1930’s, academe was riddled by angry feuds over Marxism and Stalinism. In the 1960’s and 1970’s, the Vietnam War and defense research were controversial.

David Hollinger, a professor of history at the University of Michigan, considers today’s climate far healthier than that of the 1960’s. Now a visiting professor at Berkeley, he reports a more relaxed atmosphere than in 1969, when he finished graduate school there. “People are more tolerant of political incorrectness, as it were, than they were at that time,” he says.

Still, with academe consistently attacked from outside, internal debate on many campuses is either suppressed or erupts in shrill and testy exchanges.

With much of the new scholarship revolving around issues of race, class, and gender, intellectual disagreements often take on a distinctly personal tone.

The results can be uncomfortable. Take the scene at the annual meeting of the Association for General and Liberal Studies in Baltimore last month. Peggy McIntosh, associate director of Wellesley College’s Center for Research on Women, delivered a paper urging white people to consider the many ways they are the beneficiaries of “systems of over-advantage.” “They range,” she said, from the ability to live comfortably in a suburb to the freedom of not having one’s scholarship questioned as narrow or polemical.

In presenting the paper across the country, Ms. McIntosh typically asks that she share the stage and honorarium with a minority-group member. In Baltimore, she appeared with Enid J. LaGesse, assistant professor of interdisciplinary studies at Miami University of Ohio, who is black.

‘Ethnic Particularism’

The two professors’ papers were followed by several responses. When his turn came, Karl L. Schilling, associate dean of interdisciplinary studies at Miami, chose not to step onto the stage. Instead, standing in front of it, he announced he chose not to speak and suggested that rather than white men in the audience do the same. White men, he said, often used to dominating such discussions, need to understand the experiences of women and minority scholars whose voices aren’t often heard.

His request left many at the meeting uneasy. His move was an extreme example of what may be a new atmosphere on American campuses.

Michigan’s Mr. Hollinger describes the new atmosphere as one of “ethnic particularism.” Since the late 1960’s, he says, scholars have come to view works of art as representative of the particular racial or ethnic perspective of the person who produced them.

In the past, when new groups of non-mainstream scholars entered academe, their goals were very different, Mr. Hollinger said. For example, Jewish scholars of the 1940’s and 1950’s sought to assimilate through their scholarly work. Now academics express their cultural differences through their scholarship.

In a recent article in the arts and politics journal October, Cornel West defended the particularistic view, which he called the “new cultural politics of difference.” Mr. West is a professor of religion and director of Afro-American studies at Princeton University.

“The aim,” he wrote, “is to dare to recast, redefine, and revise the very notions of ‘modernity,’ ‘mainstream,’ ‘margins,’ ‘difference,’ ‘otherness.’”

He added: “We look to the past for strength, not solace; we look at the present and see people perishing, not profits mounting; we look toward the future and vow to make it different and better.”

Public Challenges by Students

Traditionally waged behind closed doors in curricular committees, arguments over curricular matters now surface regularly on numerous campuses as students challenge their professors publicly. At the University of Michigan last year, students petitioned one senior professor to include books by women and minority-group members in his contemporary-fiction course. At Penn State, Muslim students unsuccessfully lobbied a professor to strike Salman Rushdie’s The Satanic Verses from a course reading list, claiming its inclusion was a violation of the university’s commitment to cultural diversity.

Despite the wrath expressed on both sides, little is new about the current debates, says Helen Vendler, professor of English at Harvard University. The current skirmishes are part of an “eternal war” over what role literature and the other arts can have in the “moral formation” of students. What’s different is that both the faculty and student ranks are much larger and more heterogeneous than they once were.

Ms. Vendler published a stinging article on recent feminist literary criticism in the May 31 issue of The New York Review of Books. Generally, she says, feminists want to keep their disagreements out of the public eye, which is why some have accused her of being “cruel, cowardly, and disloyal.” “Sticks and stones can break my bones, et cetera,” she says. “Calling one names is not an intellectual refutation of one’s work.”

“The whole point of being an intellectual is to see things with reflection and from a distance. It means you don’t leap to the hussings and slap up posters.”
DATE: February 5, 1991

To Members of the UNM Faculty Senate

FROM: Anne J. Brown, Secretary of the University

SUBJECT: Recommendation from the Graduate Committee

The attached recommendation from the Graduate Committee will be considered as an addendum to the Senate agenda for February 12, 1991.
To: Gloria Birkholz, Chair, Faculty Senate  
From: Don Partridge, Chair, Faculty Senate Graduate Committee  
Subject: Organization of the Office of Graduate Studies

The Senate Graduate Committee considered at our meeting on 31 January the issue of reorganization of the Office of Graduate Studies. As a result of that discussion we approved the following proposal.

We support the recent stands that the Regents and the U.N.M. administration have taken in support of a strong Office of Graduate Studies. We feel that a quality graduate program at U.N.M. will be best accomplished with a full time and very high profile person with primary responsibility for graduate studies. To accomplish these ends, we propose the following reorganization of the administration of the graduate program:

1. A new combined position of Associate Provost for Research and Dean of Graduate Studies be created.

2. An additional associate Dean of Graduate Studies be selected who would be responsible for administrative affairs of the Office of Graduate Studies.

3. That the university provide additional funding for the Office of Graduate Studies. This office is currently under-funded and under-staffed to carry out their assigned responsibilities.

The Senate Graduate Committee reserves the right to provide further comment on the reorganization of the Office of Graduate Studies pending approval of this proposal.

Some of the reasoning that is behind this proposal is:

1. This would heighten the visibility of the graduate program.

2. This plan would take advantage of the close relationship between research and graduate studies with the possibility of better opportunities for support of graduate students.

3. It would allocate the administrative details of the Office of Graduate Studies to an Associate Dean instead of making them the responsibility of the Dean of Graduate Studies. The Associate Provost would then be in a better position to make higher level decisions concerning graduate programs.

4. In a recent national survey of graduate programs, it was found that most "Doctoral" universities surveyed had the same person overseeing these two areas. It appears to be a model that works well elsewhere.
JIMÉNEZ, ARMANDO CORTEZ

MAJOR
COMMUNITY & REGIONAL

MINOR
### Candidates for Degrees, Fall 1990

#### Main Campus

**College of Arts and Sciences**

**Bachelor of Arts**

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#### Candidates for Degrees, Fall 1990

#### Main Campus

**College of Arts and Sciences**

**Bachelor of Arts**

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Marketing Management
International Management
Accounting (Conct.)
Finance & Market
Financial Management
Accounting (Conct.)
Accounting (Conct.)
Accounting (Conct.)
Accounting (Conct.)
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General Management
General Management
Business Computer Systems
Marketing Management
Produced & Operation Management
Accounting (Conct.)
Business Computer Systems
Financial Management
Accounting (Conct.)
Marketing Management
Accounting (Conct.)
Business Computer Systems
Marketing Management
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Muñez, Dwayne Patrick
Ortega, Melisa Renee, Q
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Ortega, Yvonne
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Petty, Kristy Lynn
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Rice, Caryll Gene, II
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Rodrigues, Reuben Nathan
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Runyon, Matthew D.
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Soria, Anna Dolores
Sorensen, Laura Anne
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Staley, Barbara Ann
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Business Computer
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Business Computer
Accounting (Conct)
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In MGT & Market
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Accounting (Conct)
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Accounting (Conct)
Marketing Management
General Management (Conct)
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NUTRITION/DIETETICS
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FAMILY STUDIES
ATHLETIC TRAINING

SCIENCE IN EDUCATION

MAJOR

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PHYSICAL EDUCATION
ELEMENTARY EDUCATION
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EARTH SCIENCE EDUCATION
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PHILLIPS, KATHERINE MARIE
REINKE, PATTI ELLEN
SIMS, MYRA JEAN (LUCERO)
SKORCZ, DALE EDWARD
STECBAUER, ANN MARY
TERRAZAS, PAUL EZEKIEL
TORGES, OWENETH T.
VAR GILST, ROBERT LEE
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ENERGY & POWER SYSTEMS

MAJOR

CONSTRUCTION MANAGEMENT

MAJOR

CONSTRUCTION MANAGEMENT

MAJOR

IN CIVIL ENGINEERING

MAJOR

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**CANDIDATES FOR DEGREES, FALL 1990**

**MAIN CAMPUS**

**COLLEGE OF ENGINEERING**

- **Civil Engineering**
  - Major: Computer Engineering
  - Science in Computer Science
- **Computer Science**
  - Major: Computer Science
  - Mathematics

**THE UNIVERSITY OF NEW MEXICO -- OFFICE OF ADMISSIONS AND RECORDS**

**CANDIDATES FOR DEGREES, FALL 1990**

**MAIN CAMPUS**

**COLLEGE OF ENGINEERING**

- **Computer Science**
  - Major: Computer Science
  - Mathematics
CANDIDATES FOR DEGREES, FALL 1990
MAIN CAMPUS
COLLEGE OF ENGINEERING

MAJOR
NUCLEAR ENGINEERING

THE UNIVERSITY OF NEW MEXICO
OFFICE OF ADMISSIONS AND RECORDS

CANDIDATES FOR DEGREES, FALL 1990
MAIN CAMPUS
COLLEGE OF FINE ARTS

BACHELOR OF ARTS IN FINE ARTS

MAJOR
ART STUDIO
ART STUDIO
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ART STUDIO
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ART STUDIO

MINOR
FRENCH
ENGLISH
ANTHROPOLOGY
CANDIDATES FOR DEGREES, FALL 1990

COLLEGE OF FINE ARTS

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EDUCATION
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DARBOVA, CAMILLE ANITA
FISHER, CHARLES NICHOLAS

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MAIN CAMPUS

SCHOOL OF MEDICINE

DOCTOR OF MEDICINE

D'ALISE, MARK DAVID
GELINAS, CLAUDE DENNIS
LAMANNA, LORRAINE JEAN, Q
RODGERS, KEVIN A

MAJOR
MEDICINE

CANDIDATES FOR DEGREES, FALL 1990

THE UNIVERSITY OF NEW MEXICO — OFFICE OF ADMISSIONS AND RECORDS

MAIN CAMPUS

COLLEGE OF NURSING

BACHELOR OF SCIENCE IN NURSING

重大
NURSING

MAJOR
NURSING
CANDIDATES FOR DEGREES, FALL 1990

MAIN CAMPUS

COLLEGE OF NURSING

MONToya-Check, MARian NATALIE
Hoore, KARLA THERESA
Hoore, VICKI MINou
MOREAlS, MYRIAM
MOREAU, JEAN ELIE
MUZINGO, LEANNE M.
NEUenschwander, MARY M.
OFF, AMY LAURIE
ORTEGA, MARY TORRES
PAlMERT, KATHY A.
PLATT, HOLLY SUE
REINHARDT, ESTHER MORAN
SNYDER, NANCY LOUISE
STEEL, PHILLIP GORDON
TAGERT, NICIA SUE
THURSTON, KELLY S.
VANDYKE, CARLA L
WAGNER, JODY ANN
WHITTING, LEAH M. DEAcH
YOUNG, KAREN SUE ELiDOR

CANDIDATES FOR DEGREES, FALL 1990

MAIN CAMPUS

COLLEGE OF PHARMACY

BACHELOR OF SCIENCE IN PHARMACY

CLARK, VICKI GAIL
DASiLVa-I EAcH, DEBORAH ANN
Gomes, JOHN MICHAEL
HAlv, KIMBERLY SUE
JUb, KELLY ANZANNE
SALEH, WAHEED
SCOTT, RONALD V.
WAGNER, JODY ANN

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FAL, JOHN W
NIGG, LORRAINE CHERYL
BACON, MARGARET ANN
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ARMSTRONG, GLENDA LEE
ATENCIO, BRAD PETER
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BACA, DOROTHY LEE
BEAUREGARD, DONALD EARL
BENTON, JANICE HART
BERNSTEIN, BARBARA FAY
BLAUD, EMILY MARIE

MAJOR
TRAINING AND LEARNING
M-CULT TEACHER & CH

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SPECIAL EDUCATION
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COUNSELING
COUNSELING
SPECIAL EDUCATION
FRENCH
TRAINING AND LEARNING
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ENGLISH
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### THE UNIVERSITY OF NEW MEXICO -- OFFICE OF ADMISSIONS AND RECORDS

#### CANDIDATES FOR DEGREES, FALL 1990

#### MAIN CAMPUS

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GRADUATE PROGRAMS

NURSING

PHARMACY

ELECTRICAL ENGINEERING

MECHANICAL ENGINEERING

HEALTH EDUCATION

ELECTRICAL ENGINEERING

CHEMICAL ENGINEERING

GEOLOGY

NURSING

CIVIL ENGINEERING

COMPUTER SCIENCE

COMMUNITY DISORDERS

PHYSICAL EDUCATION

ELECTRICAL ENGINEERING

PHYSICS

ELECTRICAL ENGINEERING

PHARMACY

PSYCHOLOGY

MECHANICAL ENGINEERING

COMPUTER SCIENCE

MECHANICAL ENGINEERING

HEALTH EDUCATION

PHYSICAL EDUCATION

CHEMICAL ENGINEERING
THE UNIVERSITY OF NEW MEXICO -- OFFICE OF ADMISSIONS AND RECORDS

CANDIDATES FOR DEGREES, FALL 1990

MAIN CAMPUS

GRADUATE PROGRAMS

ENGINEERING

HEALTH PE & RECREATION

ENGINEERING

ANTHROPOLOGY

ADMINISTRATION & SU

HEALTH PE & RECREATION

MEDICAL SCIENCES

ENGINEERING

THE UNIVERSITY OF NEW MEXICO -- OFFICE OF ADMISSIONS AND RECORDS

CANDIDATES FOR DEGREES, FALL 1990

MAIN CAMPUS

SCHOOL OF ARCHITECTURE AND PLANNING

BACHELOR OF ARTS IN ARCHITECTURE

MAJOR

ARCHITECTURE

ARCHITECTURE

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ARCHITECTURE

MAJOR IN ENVIRONMENTAL DESIGN

THE UNIVERSITY OF NEW MEXICO -- OFFICE OF ADMISSIONS AND RECORDS

CANDIDATES FOR DEGREES, FALL 1990

MAIN CAMPUS

SCHOOL OF ARCHITECTURE AND PLANNING

BACHELOR OF ARTS IN ARCHITECTURE

MAJOR

ARCHITECTURE

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ARCHITECTURE

MAJOR IN ENVIRONMENTAL DESIGN
CANDIDATES FOR DEGREES, FALL 1990

BACHELOR OF UNIVERSITY STUDIES

ALBRECHT, STEVEN JOHN
ARCHULETA, JEFF J
BAUM, JAMES LESLIE
BILLAGUADEAU, BRAD ALAN
BIRNBAUM, JERRY SIMON
BUSTAMANTE, SILVIA MADONE
BUTTERFIELD, MAURA
CAPLAN, RACHAEL
CARLOW, THOMAS PATRICK
CLOUD, BARBARA ANN
COLEMAN, JOSEPH P
CRAGO, VERONICA ANNE
DAVIS, WALTER LYNN
DE LA O, ARTURO CARAYO
DUBA, AMY SUE
DUNN, KARLEEN SANCHEZ
EARLEY, DEAWE
EISENBERG, GREGORY FRANCIS
ESTRADA, MARGARET OHA
FISHER, CLINTON MORRIS
FLORENCE, TERESA LAVETTE
GALLEOS, MICHAEL STEVEN

MAJOR

UNIVERSITY STUDIES

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### Bachelor of Science in Physical Therapy

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SCHWIMMER, ALDON W.

ASSOC OF APPLIED SCIENCE IN COMPUTING SCIENCE

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TOLIND, PERRELL RAYMARD
WASETA, HIRAM
WEAHKEE, VERNON FRANCIS
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MINOR

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IN PRE-PROFESSIONAL

Main

PRE-PROFESSIONAL

PRE-PROFESSIONAL

EED SCIENCE IN MICROCOMPUTER

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MINOR

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ASSOCIATE OF ARTS IN HUMAN SERVICES

MAJOR
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HUMAN SERVICES (AA
HUMAN SERVICES (AA
HUMAN SERVICES (AA
HUMAN SERVICES (AA
HUMAN SERVICES (AA

COPSIN, ROBERT EARL
CORDERO-SANCHEZ, JOANN
FLORES, SUZANNE TERESA
GORTON, MARY HELEN
SWEENEY, RAMONA LOUISE
VALDEZ-ARAGON, CATHERINE SYLVIA
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HOMAN, JANELLE LANAE Q
JOJOLA, MELISSA LORETTA YVONNE
ZUNI, EDYTHE MARIE

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COMPUTER SCIENCE AAAS

MINOR
COMPUTER SCIENCE AAAS
WHITE, DENNIS ANTHONY

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MAJOR
LIBERAL ART (AA)

VEZ, SANDY RIDAN

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS TECHNOLOGY
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BUSINESS TECHNOLOGY
MINOR
BUSINESS TECHNOLOGY