



12-2-1982

December 2, 1982

University of North Dakota

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MINUTES OF THE UNIVERSITY SENATE MEETING

December 2, 1982

1.

The December meeting of the University Senate was held at 4:05 p.m. on Thursday, December 2, 1982, in room 7, Gamble Hall. Richard Ludtke presided.

2.

The following members of the Senate were present:

Ahlen, Michael	Hess, Carla	Perrone, Vito
Antes, James R.	Hill, Lawrence	Phillips, Monte
Bender, Myron	Hill, Richard	Pynn, Ronald E.
Bolonchuk, William	Jacobsen, Bruce	Reid, John R.
Bostrom, Donald	Kolstoe, Ralph	Ring, Benjamin
Brown, Ralph	Korbach, Robert	Rowe, Clair
Bryan, William	Lambeth, Sharon	Samson, Mark
Clark, Alice	Lang, Gretchen	Schubert, George
Curry, Mabel	Loendorf, Lawrence	Schwartz, Paul J.
Davis, W. Jeremy	Ludtke, Richard	Shireman, Joyce
Donaldson, Sandra	Markovich, Stephen C.	Skarvold, Jane
Fuller, Mary Lou	Medalen, Rodney	Skogley, Gerald
Greff, Louise	Nowacki, Melanie	Tomasek, Henry
Haffner, Peter	O'Kelly, Bernard	Wermers, Donald
Hamerlik, Gerald	Oberpriller, John	White, Harvey
Hampsten, Elizabeth	Odegard, John	Yeager, Bradford
Hampsten, Richard	Omdahl, Lloyd B.	
Henry, Gordon H.	Pederson, Steven	

The following members of the Senate were absent:

Clifford, Thomas	Kemper, Gene	Plawecki, Judith
Berg, Marty	Langemo, Mark	Waitsman, Eileen
Boyd, Robert	Lee, Randy H.	Warner, Edward
Fletcher, Alan	Lewis, Robert	Wilborn, Graciela
Grow, Crystal	Markovich, Denise	Wilson, Todd
Johnson, A. William	Miller, Jack	Young, Robert
Johnson, Tom	O'Keefe, Kerry	
Karunatileka, Parakrama	Peltier, Suzette	

3.

The Chair announced that there will not be a regular meeting of the Senate in January because the meeting date is a vacation day, but there will be a special meeting of the Senate on January 20, 1983, to consider the role of the

deans in academic matters which involve the Administrative Procedures and the Academic Standards Committees. Information regarding this will be mailed to senators. Mr. Ludtke also announced that he has been informed by Robert Young that an application has been submitted to the Bush Foundation for renewal of funding for instructional development purposes.

4.

Mr. Tomasek moved that the minutes of the November 4, 1982, meeting be approved as distributed. Mr. Schubert seconded the motion which was voted upon and carried by a vote of 44 for and 2 abstaining.

5.

Mr. Wermers presented the tentative list of Candidates for Degrees in December, 1982, and moved that the list be approved for recommendation to the State Board of Higher Education for the awarding of the degrees indicated, upon satisfactory completion of the work of the present semester. Ms. Curry seconded the motion which was voted upon and carried unanimously. (See attachment # 1.)

6.

Walter Koenig, Chairman of the ROTC Committee, presented the annual report of that committee. (See attachment # 2.) Mr. Ring moved that the committee resubmit its report and include the areas outlined in the committee charge. Ms. Hampsten seconded the motion. Discussion followed. The motion was voted upon and carried by a vote of 28 for, 14 against, and 9 abstaining.

7.

Connie Cleveland, Chairperson of the Student Policy Committee, presented the annual report of that committee. Mr. Bryan moved to file the report. Ms. Hess seconded the motion which was voted upon and carried by a vote of 50 for and 1 abstaining. (See attachment # 3.)

8.

Connie Cleveland, Chairperson of the Student Policy Committee, presented the proposed amendment to the Code of Student Life. Mr. Yeager moved to approve the amendment. Mr. Bryan seconded the motion. Discussion followed. The motion was voted upon and carried by a vote of 50 for and 1 abstaining. (See attachment # 4.)

9.

Kenneth Dawes, Chairman of the General Education Requirements Committee, presented the progress report of that committee. Mr. Schubert moved that the report be filed. Ms. Clark seconded the motion which was voted upon and carried by a vote of 50 for and 1 abstaining. (See attachment # 5.)

10.

Lucy Schwartz, Chairperson of the Curriculum Committee, presented the report of that committee. Mr. Bostrom moved to approve the report. Mr. Yeager seconded the motion. Discussion followed. The motion was voted upon and carried by a vote of 46 for, 4 against, and 1 abstaining. (See attachment # 6.)

11.

Mr. Schubert moved to adjourn. The motion was seconded, voted upon and carried unanimously. The meeting adjourned at 4:35 p.m.

D. J. Wermers
Secretary

TENTATIVE

NOT FOR PUBLICATION

University of North Dakota
Office of Admissions and Records

LIST OF CANDIDATES FOR DEGREES

December 1982

GRADUATE SCHOOL

Dean A. William Johnson

DEGREE OF DOCTOR OF ARTS

Sharon Eileen Neet

DEGREE OF DOCTOR OF PHILOSOPHY

Janet Lee Clark
Keith Neil Cohen

Christine Jean Kuchler
Donald Ray Kvernen
Michael Warren Lame'

Kathleen Ann Murphy
Joann C. Russell
Nat Jorn Suwarnasarn
Mary Louise Hill Turner
Steven Harold Weaver

DEGREE OF MASTER OF ACCOUNTANCY

Claude L. Beach
Gregory Alan Hoistad
Katrina Rose Jaworski

Terry F. Johnson
Joan Louise Morris
Timothy J. Swenson

DEGREE OF MASTER OF ARTS

Tegan J. Blackbird
Gerald John DeMartin
Pam M. Donelan
Eric Paul Furuseth
Kathy Sue Jordan
Harry Robert Keller
Elizabeth Marie Kotalik
Michael Joseph Kramer
Jane Annette Lien

Steven L. Millican
John Paul Olson
Helena Maria Moura Peres
Kelley Patricia Ritchie
Kristin Ruth Sorenson
Breck Stattman Speers
Stephen D. Sturm
Curtis Lee Togstad
Ellen Weber

DEGREE OF MASTER OF SCIENCE

Emily Kay Aase
Mohan Shrinivas Badami
Gregory F. Belanus
Jeffrey James Carminati
Tak Kuen Cheung
Cecilia Marie Conway
Sharon Lynne Cook
Deborah A. Dale

Cynthia Howden Davies
Micheal Conrad Deitz
Gwen Rossmiller Ericson
James Edward Ericson
John Bernard Fuhr
Michael Jon Gilberg
Sharyn Ann Gusdal
Nellie B. Hall

DEGREE OF MASTER OF SCIENCE (CONT.)

Richard Eric Jacobsen
 Douglas Scott Kenaley
 Chris Ann Korgel
 Mark J. Lande
 Paula Himmelheber Lee
 Mary Lee Metelak Leikas
 Peter Todd Loeffler
 Dana Jon Maas
 Patricia A. McKay
 Sherrie L. Nelson
 Robert Joseph Nemgar
 Sandra G. Norstedt
 Thomas Joseph Obelenus
 John Funso Oyedele
 Jerry Jerome Phelan

Gayle A.N. Reiten
 Jon Charles Reiten
 Denise Conroy Shablow
 Allan R. Sinning
 Karla Jane Smart
 Geertruida Maria Stoopendahl
 Sandi Renee Strinden
 Michael Lawrence Swanson
 Paulette Rae Swartz
 Robert James Thibedeau
 Rick Lee Webster
 Debra Ann Widener Bruce
 Susan Aileen Zimmer-Dauphinee
 Bruce Joseph Zobeck

DEGREE OF MASTER OF BUSINESS ADMINISTRATION

Sohail Ali
 Charles L. Boyle
 Peter Bladon Buckley
 David Gene Burnett
 Manuel Enrique Carcano
 Richard Wallace Chase
 Nancy Jean Clairmont
 John Laurence Gezelius
 Douglas James Goebel
 William Sim Huggins
 Charles Andrew Hunt
 Henry Wendell Jordan
 Frank-Matthew Canada Kahren
 Marlin Kent Kling

Mark Steven Kolstoe
 Leslie Paul McKown
 Philip Ramsay McLean

Michael John Moch
 Thomas Alan Munson
 William Aubrey Ogden
 Gary Lee Olson
 Richard Joseph O'Shea
 Roger Alan Schill
 Edward Anthony Sekac
 Steven Edward Thompson
 Warren Jay Tobin
 Jeffrey Carl Valiton

DEGREE OF MASTER OF PUBLIC ADMINISTRATION

Clarence A. Bina
 Mary Frances Hedges
 Roger M. Kramer

Thomas James Longmire
 John Campbell Staley

DEGREE OF MASTER OF EDUCATION

Dean Charles Blais
 Dennis Blue
 Scott Perkins Bouranis
 Marilyn Catherine Buresh
 Jim Bruce Gebur

Ellen Beth Kramer
 Jeanette Susan Lindquist
 Thomas Franklyn Nagle
 Janice Marilyn Pedden

DEGREE OF MASTER OF FINE ARTS

Duane Keith Mickelson

Kathryn Brownlee Sandstead

DEGREE OF MASTER OF ENGINEERING

Ardeshir Asadi-Rad
 Michael William Greenwood

Esmail Hadjhabib

COLLEGE OF ARTS AND SCIENCES
Dean Bernard O'Kelly

DEGREE OF BACHELOR OF ARTS

Timothy Charles Anderson
Viola M. Bergquist
Karen Marie Bopp
Lonny Ray Brakel
Nadine Marie Driscoll
Steven Ray Finney
Ronald Jay Foss
Rebecca Lynn Gander
Chad Michael Gilchrist
Marcella Ann Gorlinsky
Kristi Dee Heffern
Michael William Hogan
William Thomas Huebsch
James David Ingstad
Brad Keith Johnson
Brent Quentin Johnson
Karen Louise Jorde
Cheryl Arlene Kellerman
Linda Marie Kleinschmidt
David Scott Kolpack
Feryn Lisa Kowall
Mary Kathryn Lafleur

Marvin Lynn Leier
Lisa Catherine Light
Guy M. Martin
Nancy Jeanne Monteith
Gordon Brian Nord
Timothy B. O'Bannon
Alice M. Robb
Thomas Scott Robert
Lisa RaeAnn Romsos
Gary Wayne Schultz
Mark Joseph Sheehan
Ronald Anthony Slaathaug
Shaune Jamieson Slobodzian
Gregory James Stein
Dwayne Alden Stich
Jeffrey Mark Ulness
James Peter Wang
Mary Clare Weaver
Michael William Whalen
Nicolette Ann Wiemann
Paul D. Woolfrey
Terrance Michael Wynne

DEGREE OF BACHELOR OF SCIENCE

Roger Alan Boeck
Julie L. Bowles
Joy Marie Carlson
Martin F. Chagnon
George Claffy Collins
Brian Patrick Dodd
Robert Kenneth Duchscher
Brian John Feight
Thomas Jerome Fender
Lynn Amond Flaten
Lynn Renae Fraser
Steven Paul Getty
Donovan Paul Goertzen
Merle Jerome Goter
Jerry Paul Hastings
Robert Francis Hedrick

Hung Viet Hoang
Victoria Anne Liberty
Steven Robert Lingle
Don Wayne Meissner
Jeffrey Lee Miller
Jeffrey Todd Moe
Timothy B. O'Bannon
Teresa Ann Olson
Virginia Lorraine Olson
Tommy Lee Oswald
Kathleen Ann Pease
Vicki Lynne Rod
Karen Rose Schaefer
Neil Thomas Swanson
James Andrew Vanvig
Judith Lynn Lake Wasserman
Evan William Weintraub
Chris A. Wilborn

DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY

William Kevin Reagen

DEGREE OF BACHELOR OF SCIENCE IN FISHERY & WILDLIFE BIOLOGY

Scott William Schiermeister

DEGREE OF BACHELOR OF SCIENCE IN AERONAUTICAL STUDIES

Karen Christine Bandorf
 Jeffrey Dean Beck
 Daniel C. Carlson
 Daniel James Dougherty
 Lynn Amund Flaten
 Perri Parnell Hagen

Val Doran Hardy
 Michael Robert Holehouse
 Pamela Kae Kornkven
 Donald Ray Krull

CENTER FOR TEACHING AND LEARNING
 Dean Vito Perrone

DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Catherine Lynn Alexander
 Tammi Jo Szczepanski Anderson

Carol Borgen Braaten
 Lonny Ray Brakel
 Michael Dale Bruce
 Bonnie Braids Janelle Carlson
 Sherry Laura Chaput
 Barbara Jill Crawford
 Catherine Carol Dagoberg
 Dean Jerome Dosmann
 Carole Jean Dullum
 Gary J. Feist
 Sheila C. Fischer
 Lisa Jean Friederichs
 Judith Louise Goodall
 Ramona Ruth Gunderson
 Vicki Ellen Held
 Catherine J. Hensrud-Johnston
 Kelly Anne Holt
 Sharon Mae Hsu
 Jon Michael Hughes
 Bunnie Ranae Johnson
 Lisa Linner Kolstad
 Tori Alyson Langheid
 Victoria Anne Liberty
 Diane Lee Lindfors
 Jeffrey Charles Loe

Vicki Lynn Mattson
 Dawn Victoria Michelson
 Cathy Jayne Muus
 Mary Jean Ness
 Bonnie Lorraine Olafson
 Cynthia Elizabeth Olson
 Teresa Ann Olson
 Patricia Marie Platt
 Emerald Jane Preston
 Kenneth Ray Radke
 Troy Steven Reinke
 Joleen Lindstrom Risovi
 Donald Jeffrey Rood
 Adella Jean Ryckman
 Sandra Dee Schoenborn
 David Mark Soldner
 Julie Marie Steffens
 Doreen Kay Tenneson
 Bryan David Thomas

Bruce Thomas Walton
 Valerie Jean Wessman
 Sheila Mary Wiedman
 Linda Kay Wiens
 Sharon Rose Wold
 John Edward Woleske
 Deena L. Wolf
 Susan Lynne Wright

SCHOOL OF ENGINEERING AND MINES
 Dean Alan G. Fletcher

DEGREE OF BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING

Timothy William Bohan
 Kirk Jason Cantrell
 Jeffrey Gordon Eisenhuth
 Sheila Jane Galegher

Craig Lee Knutson
 Barry Charles Olson
 Todd Alan Potas
 Randy Lee Roosdett

DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Derril Easley

DEGREE OF BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Mark Adam Bobbin
 Bernard Charles Franzen
 Hung Viet Hoang
 Teow Hua Khoo
 Abbas Maghdid Masifi

Kenneth Paul Miller
 Ralph Paul Newman, Jr.
 Diep Van Nguyen
 David Martin Ricci
 Jeffrey Tracy VanDerWal

DEGREE OF BACHELOR OF SCIENCE IN ENGINEERING MANAGEMENT

Loren Dean Pfau

Randy Lee Ritterman

DEGREE OF BACHELOR OF SCIENCE IN GEOLOGICAL ENGINEERING

Loel James Gregoire
 Ahmed A. Harki
 Scott Allen Jacobson
 Karl Dean Johnson

Robert John Kuttas
 Patrick L. Rivard
 Bruce Gerald Sandy

DEGREE OF BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Robert Joseph Balcom
 James Richard Bugliosi
 Ronald Joseph Cackoski
 James Alan Cook
 David James Gaerwer
 Lawrence Ray Hoffman

Randy Joseph Lorenz
 Gregory Steven Lukach
 Conrad Arthur Miller
 Peter Andrew Oberg
 James Allen Stevenson
 William Robert Teman

COLLEGE OF FINE ARTS
 Dean Bruce C. Jacobsen

DEGREE OF BACHELOR OF FINE ARTS

Bryon Wayne Billings
 Sharyl Lynne Elshaug

Melody Dawn Letzring

COLLEGE FOR HUMAN RESOURCES DEVELOPMENT
 Dean Henry J. Tomasek

DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE STUDIES

Patty L. Dunn
 Nancy Jane Larson
 Bret Allen Letzring
 James Michael McCue

Leslie Arnold Moe
 Bruce Alan Romanick
 Teresa Ann Sauter
 Grant David Schiller

DEGREE OF BACHELOR OF SCIENCE IN HEALTH, PHYSICAL EDUCATION AND RECREATION

Wesley Owen Bailey	Ann Carroll Miller
Lori Ann Barsness	Pamela J. Roller
Kathryn Joy Bradseth	Shaune Jamieson Slobodzian
Beverly J. Hance	Diane Margaret Svingen
Janet Lynn Jacobson	BettyLou Vorland
Kent Allan Mazur	Rebecca Cristine Zeitler
Nancy Lynn McConachie	

DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

Diane Marie Olson	Brenda Darlene Samdahl
Leland Lyle Richau	Mary Clare Weaver

DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY

Brenda Jane Hanson	Randy Joseph Nikunen
John Paul Hutton	Ronald L. Racine
Mushtaq Khalique	Garry Allen Roth

DEGREE OF BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY

Nancy Dawn Cann Anderson	Jill Machart Newtran
Sandra Kay Bulger	Janine Kay Palmer
Kimette Kay Carlson	Debra Dee Prekker
Mary Kathryn Chimzar	Lois Christine Schmitt
Kristi Mae Hammer	Kelly Anne Sweet
Susan Jean Hellie	Ruth Ellen Thompson
Molly Kathleen Humphry	Susan Marie Tomasek
Judy Kay Jagt	Sandra Ann Van Horn
Monica Kay Johnson	Gayle Marie Willford
Sharon Kaye Lien	

DEGREE OF BACHELOR OF SCIENCE IN SOCIAL WORK

Gail Lyn Beck	Mary Beth Miller
Timothy Ray Hamley	Renae Ann Molvig
Pamela Jean Huntley	LaVon Joy Raugutt
Julie Ann Kolsrud	Bonnie L. Ryan
Sharon Rae Lee	

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION
Dean Clair D. Rowe

DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Renee Jean Andersen	Gwendolyn Ann Bjornson
Steven Axel Anderson	Susan Dawn Black
Steven Mark Ask	David Leroy Boeck
Joseph Michael Askew	Cindy L. Bollinger
Carl Rutherford Bergquist	William Dean Brandt
Bradley Thomas Berntsen	Brian Lee Burley
Russell James Bertsch	Regina Leah Butler

DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (CONT.)

Duane Jacob Carlson	JoAnn Darlene Matechen
Randy Mark Christinson	Joel Peter Metz
Harry P. Collins	Michelle Marie Miller
Wendy Jane Condiff	Scott Layne Modin
John William Dagg	Mohand-Cherif Mokrani
Stephen Raymond Danmeier	Gordon John Moland
Ronald Clark Davis	Larry Steven Morrison
Jeffrey William Dick	Karla Ann Neigum
Thomas James Dolan	Barbara Jean Neitzke
Sandra Rae Dosch	Robert David Nelson
Diann Louise Dunlevy	Kirby Alan Newborg
Gary Alan Ewing	Ralph Robin Novak
Rodney William Fisher	Timothy Dean Oehlert
Dave Alan Foss	Peter J. O'Toole
David George Gabbert	Ronald Dwayne Partlow
Patrick Jay Gaddie	Dawnelle Marie Patten
Cynthia Louise Ganser	Thomas Kelly Persson
Thomas Charles Gasper	Carla Jean Prindiville
	Thomas James Prochaska
Donald Lynn Gette	Tamara Joy Purcell
David Edward Godec	John Hewitt Raben II
Thomas Michael Grahek	Perry Brian Rector
Thomas Dean Gunderson	Jerry Lee Rehak
Steven Jay Gustafson	Mark Steven Riesberg
Elaine Marie Haisley	Ross Ole Robinson
Neal Anthony Hoefflin	Craig Lewis Roble
Peter James Hoistad	Daniel John Rogers
Brenda Lea Holcomb	Jon William Sauer
Timothy Alan Hroza	Philip Fredrick Schultz
Gail Elizabeth Huelskamp	Diana Marie Schulz
Thomas Edward Jaeger	Patrick Steven Scott
Richard Alan Jecha	Jane Patricia Shorma
Carmen Lee Johnson	Karen Louise Skjoiten
Jay Dean Johnson	Sharon Arline Sorensen
Joy Lavonne Johnson	Mark Thomas Stannard
Kristi Ann Johnson	William Allen Stenberg
Derryck L. Jones	Michael Jerome Sweeney
Gregory Nerses Karamanian	Douglas Allen Syrstad
Richard Paul Kerzman	Danny Ram Syrup
Timothy M. Klabo	David Lawrence Thiele
Katherine Dee Kline	Jay William Thorsland
Christopher Hammond Kneen	Douglas Lloyd Todahl
Julie M. Koll	Thomas Brian Tschider
Terry Michael Kuntz	Tena Marie Tutor
Debbie M. Lamia	Leslie Dean Vaagen
Lori Lynn Laschkewitsch	James Richard Vasatka
E. Craig Laub	Mark Irwin Waind
Renee Annette Lean	Lynn R. Watson
Patirice Joy Ledin	Carol J. Wessman
Allan Wayne Lerud	Jeffrey Todd Westrem
Thomas Max Lounsberry	Harriet Anne Wolff
Christopher Charles Lovell	Todd Earl Zahnow
Timothy James Lyle	Patricia Ann Zimmerman
Steven Daniel Lysne	

DEGREE OF BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION

Gregory Dale Remus

COLLEGE OF NURSING
Dean Judith Plawecki

DEGREE OF BACHELOR OF SCIENCE IN NURSING

Sheri Margaret Alme
Mary Kay Anderson
Linda Kay Bakke
Marty Jay Berg
Sara Lee Bervik
Kerri Allette Black
Linda Rose Bossert
Scott Bodine Carter
Joan Philomena Dosch
Susan Marie Eisenhuth
Randall Scott Hanson
Annette Renae Henry
VeAnna Rae Hillstead
Stephanie Ann Holkup
Rhonda Beth Holte
Shirley Ann Hooge
Sharon Ann Indergaard
Janet Lynn Jacobson
Laura Ann Jessen
Debora Jo Johnson
Carla Jean Keller
Cynthia Mary Kickert-Severson
Yvonne Marie Lagro
Nancy Sofie Land
Adele Marie Lausten

Sylvia Margaret Lehman
Caryn Jo Liebl
Steven Robert Lingle
Brent Dwight Longtin
Kristi Layne Lunsetter
Patricia Leigh McDonald
Jeanine Louise Melstad Senti
Jane Elizabeth Michaels
Kelly Ann Miller
Mary Joan Mueller
Angela Lawson Nash
Margaret Ann Nordlie
Stephanie A. Ochs
DeAnn Kay Ohnstad
Cynthia Jane Olson
Janell Marie Oppegard
Carol Deanna Palay
Arlene Jennifer Sauter
Judy Colleen Stotts
Gail Belinda Stroh
Eileen Marie Tabert
Maureen Audrey Teasley
Kent Allan Trantvet
Suzanne Mary Vingelen
Bonnie Ann Wilhelmi

SCHOOL OF MEDICINE
Dean Tom M. Johnson

DEGREE OF DOCTOR OF MEDICINE

Larry F. Berger

Craig Brede Grorud

SCHOOL OF LAW
Interim Dean W. Jeremy Davis

DEGREE OF JURIS DOCTOR

Curtiss Norman Lein
Glenn Allen Pomeroy

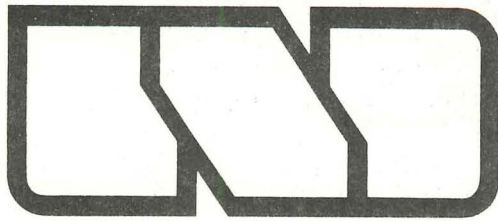
Randall Albert Werre

UNIVERSITY COLLEGE
Dean George W. Schubert

DEGREE OF ASSOCIATE IN ARTS

Sharon Caroline Bale
Su Ellen Ann Dahl
Mary Jane Doyle-Kutch
Julie Rae Gilbert
Eric William Johnson
Linda Mary Krom

Sharon Jean Kudek
Barbara Rae Mindeman
Renee Lynn Offerdahl
Charles Jacob Sandberg
Sherman Roby Sewell
Lynn Renee Weltz



memorandum

TO: Secretary of the Universtiy Senate
FROM: W. C. Koenig, Chair ROTC Committee
RE: Annual Report.

DATE: 11/18/82

Over the past few years there has been a continuous, gradual increase in enrollment in Army ROTC. From fall of 1981 to fall of 1982 there was an increase in enrollment of four percent (4%) in Military Science I courses. There was a seventy-one percent (71%) increase in enrollment in Military Science II classes. Enrollment in Military Science IV doubled during this time. Female enrollment has increased thirty-five perent (35%) from 29 students to 39. Total enrollment has increased nineteen percent (19%) from 202 students to 241.

There is, at present, a contingent of five officers, three enlisted personnel and three civilian support staff serving the ROTC Department. Several of the Military Science members team - teach in academic departments of the University, e.g. History, Political Science and HPER.

The Military Science Department offers several stimulating programs for students, along with an excellent scholarship program for those who qualify. During 1982--83, forty-two students are on ROTC scholarships. There are also excellent scholarships available for students in nursing and in medical school.

Recently the University has started a helicopter pilot training program. Of those enrolled, ninety percent are ROTC students who will be assured of an army pilot rating upon graduation. National Guard pilots serve as instructors and it is the only program of its kind in the United States - taught through an ROTC unit.

Respectfully submitted,



W. C. Koenig, Chair
ROTC Committee

rt

UNIVERSITY OF NORTH DAKOTA
STUDENT POLICY COMMITTEE
Annual Report to University Senate
1981-1982

The Student Policy Committee (SPC) met bi-weekly during the year (12 meetings). SPC is comprised of ten members: five students and five faculty. SPC Secretary is Patricia M. Nies. Members of the Committee for 81-82 were:

Students: Don Ondrasek (Chair), Burel Lane, Marten Hoekstra, John Bonzer (removed & replaced by Ron Jensen), Todd Carlson (replaced after his graduation by Jason Vachal)

Faculty: Lavernia Jorgensen (V. Chair), Virginia Norman, Lee Furman, Scot Stradley, Tim Messenger

CONSTITUTIONS/REVISIONS APPROVED

One of the functions of SPC is recognizing student organizations by approving their constitutions and constitutional modifications. The following groups were approved: American Society for Engineering Management, UND Society of Physics Students, UND Para/Scuba Club, Alpha Psi Omega, Students for Exploration and Development of Space, UND Astronomy Club, UND Gay Community.

COMMITTEE CONCERN

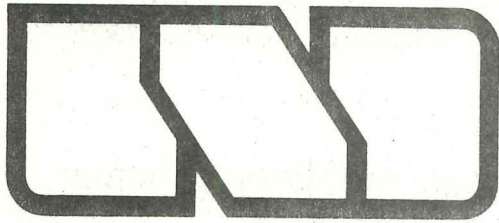
SPC expressed concern to Student Senate about the severely limited representation among appointments to committees of graduate students, women, and minorities. These constituencies need to be sought out and their participation encouraged.

ACTIONS TAKEN

1. SPC and University Senate approved a Code of Student Life change allowing the Housing Office more flexibility in instances where a student may drop down below full time standing.
2. Rugby Club's Conduct Probation was renewed from February 18, 1982-February 17, 1983 with specific directives for action.
3. SPC and University Senate approved a Code change deleting "city ordinance" from 2-1-F-3.
4. SPC and University Senate approved a Code change deleting old Section 9 from the Code (which was duplicated in the Appendix).
5. SPC and University Senate approved an addition to the Code at 8-4-F-B-1 clarifying the authority of Student Relations Committee to impose the penalty of suspension.

UNFINISHED BUSINESS

1. A recommendation from SPC to University Senate for a Code change in the area of academic grievance procedures will be submitted fall '82.
2. Solicitation questions in the Union: student election campaigns and other solicitation.
3. Campaigning and solicitation procedures in the dorms. Work began on this spring '80 and SPC is still awaiting a recommendation from Student Senate on this issue.
4. Rights and responsibilities for general election campaigners on campus.



memorandum

TO: University Senate
FROM: Student Policy Committee
RE: Proposed Amendment to Code of Student Life

DATE: November 18, 1982

At its meeting November 17, 1982, the Student Policy Committee passed the following proposed amendment to the Code. This additional wording (which is underlined in the text below) has been suggested by the University Counsel to clarify the issue of notice to students of a disciplinary hearing. The need for this addition was made obvious by circumstances of a case this fall.

Amend paragraphs 8-4-III-B-3 & 4 to read as follows:

3. The Dean shall notify the student by letter of the date, time and place for the hearing. The Dean shall send the letter by certified mail, return receipt requested, to the student at his/her address appearing in the Registrar's records or the Dean may have the letter delivered personally to the student by a representative of the Dean of Students Office. If the student charged is an unmarried minor (under 18 years of age) a copy of the letter may be sent to his/her parent or guardian. In the event that the Dean is unable, after reasonable attempts, to have the letter personally served upon the student or the student does not sign the receipt for the certified mail copy of the letter, the Dean may show by sworn statement that a reasonable attempt has been made to provide notice to the student and SRC shall proceed with the hearing. The letter shall specify a hearing date not less than five class days after the receipt date of the letter. A student may request in writing that an earlier date be set if feasible. The SRC for good cause may postpone the hearing and notify all interested persons of the new hearing date, time, and place.
4. A letter mailed or served personally on the student under part 3 shall:

THE UNIVERSITY OF NORTH DAKOTA GENERAL EDUCATION PROGRAM INTRODUCTION

The University of North Dakota provides students opportunities to enrich their lives through a large number of major and minor fields of study designed both for general education and for academic specialization. This dual objective --non-specialized and specialized education--ideally is reciprocal and inclusive. Each kind of education is expected to inform and enrich the other and to contribute to those special qualities and abilities we have come to expect of university graduates.

While the directions and purposes of specialized programs usually are clear, the directions and purposes of general education have often been left undefined. For this reason, the General Education Review Committee has defined a number of broad and specific goals to serve as guideposts for faculty proposing and teaching courses designed to fulfill general education requirements and also enhance students' understanding of the purposes of a university education.

These broad goals are rooted in a belief that a general education program should help students develop (1) the ability to make informed choices, (2) the ability to communicate effectively, (3) intellectual curiosity and creativity, (4) a continuing commitment to learning, (5) a capacity and interest in serving others, (6) a sense of responsibility both to specific communities and to a culturally pluralistic world, and (7) greater personal satisfaction through access to the larger social, political, economic, scientific, and aesthetic culture.

The specific goals have been organized into two sets. The first set is not tied directly to any particular discipline and gives attention to integration around such abilities as critical thinking, effective communication, creative thinking, recognizing relationships and understanding value formation. The foundation for these abilities is rooted to a large degree in the identification, reading, and interpretation of important works of major writers of the past and present. The second set is more closely tied to the areas of study included in the general education program: the social and behavioral sciences, mathematics, science and technology; and humanities and the fine arts.

I. CROSS-DISCIPLINARY ABILITIES

A. Critical Thinking

Critical thinking can provide students confidence and assurance to make informed decisions. The processes of dissecting and reassembling ideas are personally liberating and serve as a powerful means for moderating dogmatism, arbitrariness and illogical thinking. Critical thinking develops the following abilities:

- 1) defining a problem and selecting pertinent information for its solution;
- 2) recognizing stated and unstated assumptions in order to formulate useful hypotheses;
- 3) understanding methods of inquiry as they are used in specific disciplines;
- 4) using imagination and insight to expand an exploratory process;
- 5) questioning what one has been told; and
- 6) relating skills to thought and action.

B. Communication

The ability to communicate is the ability to present information, ideas, feelings, and values in such a way that people may be able to understand one another. If people cannot communicate well, the bonds and benefits of people living and working together will likely be diminished. The University should help students learn how to communicate effectively in as many ways as possible.

In order to communicate one must know languages. Each culture and each discipline develops its own language, with unique symbols, terminology, and rules for using its symbols. Students must advance their skills in the use of English, develop abilities to use other languages, and become acquainted with the specialized languages which exist in many areas--mathematics, computer science, graphics, music, the arts, and others.

Communication also depends on experience in expressing oneself through language and experience in interpreting and appreciating what other people are trying to say. General education at the University should provide students with numerous opportunities to express their thoughts, feelings and values through language, and to learn how well others have been able to understand them. Communication skills may be taught both by courses specifically emphasizing written and oral expression and interpretation and by courses emphasizing other aspects of the arts, sciences, and humanities.

C. Creative Thinking

While it is unrealistic to expect every student to bring into being original work of extraordinary merit, every person ought to be given opportunities and incentives to think creatively and to attempt creative work. Creative thinking can be encouraged by promoting students' ability and effort:

- 1) to imagine alternatives to accepted ways of solving problems or formulating questions;
- 2) to change categories or to think analogically;
- 3) to generate new ideas; and
- 4) to add details, transform, or extend an idea.

Characteristics of a teaching environment that fosters creativity include:

- 1) encouragement of risk taking;
- 2) use of a rich variety of stimuli;
- 3) support for curiosity, imagination and experimentation;
- 4) opportunities for self-expression; and
- 5) tolerance for ambiguity and complexity.

D. Recognizing Relationships

Focusing upon relationships among the parts--a process known as synergy, systems, holism, ecology--emphasizes connectedness and interdependency. This connectedness requires seeing any entity, event or idea in relation to its effects and what affects it, rather than seeing only its essential characteristics.

Learning to see connections is vital to general education which, therefore, must emphasize:

- 1) inter-relatedness: conceptualizing links between events, entities and ideas and the larger context in which they occur;
- 2) inter-dependency: conceptualizing mutual dependency or reciprocity of events, entities, or ideas--seeing that the impact on one part has ramifications for the other parts and for the whole;
- 3) holism: conceptualizing a totality rather than considering discrete or individual elements that only partially depict that totality; and
- 4) structure: conceptualizing the underlying and relatively stable relationships that exist among events, entities and ideas which unify any totality.

E. Recognizing and Evaluating Choices

Education concerning values is important in general education--not seeking one right way to behave, but recognizing that choices cannot be avoided. Students should be aware of how many choices they make, how these choices are based on values, and how to make informed choices.

General education courses should deal with at least some of the following issues:

- 1) how human choices influence the results and dominant values of all disciplines;
- 2) how these choices have been made in the past;
- 3) how some of these choices might otherwise have been made; and
- 4) how choices are made, evaluated, and used to explain phenomena.

II. DISCIPLINARY ABILITIESA. The Behavioral and Social Sciences

General education should include courses that help students understand the complexities and uncertainties of their personal and social environment; its differing goals and expectations, agreements and conflicts, actions and transactions; and how students intentionally and unintentionally can change and control their personal and social environment and be changed and controlled by it.

Specifically, general education in the behavioral and social sciences should give students knowledge about themselves and their human environment at three levels: 1) how human beings behave individually; 2) how individuals are linked to the social environment around them; and 3) how the social environment is organized and influenced by institutions.

For knowledge of individual behavior, general education should help students attempt to understand how human behavior originates, how it is integrated into a continuing and whole personality, and how it can deviate from what is intended or desired. To increase this understanding, general education courses should help students learn about how individuals think, obtain and use information, solve problems, make decisions, are motivated to act, develop over a lifespan, and can demonstrate a broad range of behavior.

For knowledge of the social environment, general education should help students attempt to understand how they are affected by the world around them, how they affect that world, and how they may be able to make intended changes in it. Improved understanding can come from learning about the following issues:

- 1) how groups of people make decisions intended to direct their own behavior and other people's, or to change the conditions in which they and others live;
- 2) how the behavior of individuals is socially organized into different patterns of coordinated activity that individuals are obligated to perform;
- 3) how the cumulative effects of individuals and their behavior have consequences for the environment that individuals have not intended or controlled; and
- 4) how people produce, expend and exchange social resources, those resources whose existence and usefulness depend on social interaction (such as money, authority, information, or loyalty).

General education should also help students understand how the structure, organization and resources in the social environment depend on social institutions such as family and household life, religion, education, business, politics

and health. General education about social institutions should address the origins of institutional characteristics, variations and options, how the institutional characteristics have changed and developed, and what the immediate and long-term consequences of these characteristics may be.

B. Mathematics, Science and Technology

General education in mathematics, science, and technology should provide students with knowledge of how human beings try to understand and control the fundamental phenomena and processes of the universe, and do so by means of readily understandable, accurate descriptions and explanations. General education courses should increase students' awareness that the work of science, as is true with all other attempts to understand reality, whatever the field, is often incomplete or speculative, and that it has a continuing history of uncertainty, error and revision.

Mathematics

General education in mathematics should help students to understand and use mathematics as

- 1) an intellectual discipline concerned with quantity and space and their relation to other categories;
- 2) a method for analyzing problems with logic and precision;
- 3) a way to communicate and interpret information provided by others; and
- 4) a continually developing tool, useful for describing and explaining phenomena.

General education in mathematics should improve a student's ability to think in terms of precise and quantitative relationships. It should develop abilities to perceive how things are logically related. It should also enable students to consider systematically alternative approaches to solving problems, and enable them to appreciate the accomplishment and elegance of solutions to problems.

General education courses should help students learn how to use mathematics as a basic tool for working in many different disciplines and for integrating the findings of different disciplines. To this end, there should be general education in the use and interpretation of mathematical symbols and relationships, in the techniques for formulating and solving problems mathematically, and in the construction and analysis of mathematical models of real phenomena.

Because it is important for students to understand that the concepts and methods of mathematics are not fixed, but are continually being expanded, revised, and refined, students should study the history of mathematics, and learn how mathematicians evaluate their achievements and decide on their goals.

The Natural and Physical Sciences

To make a significant contribution to general education, courses from the natural and physical sciences ought to attract those who find science fascinating, those who approach it apprehensively, and those whose outlook falls somewhere between. Given the wide range of attitudes toward science, science courses designated as part of a general education program must necessarily differ from each other structurally and pedagogically. All should share, however, certain common characteristics.

Science courses intended for general education should offer students opportunities to acquire an appreciation of science and its contributions to society. Through active participation, students should be provided opportunities to learn that science is a record of the endeavors of humans to understand the universe of which they are a part and through that understanding to

dispel fear of natural phenomena. As well as to modify their physical environment, acquaintance with the universe encourages humans to participate in it, rather than be spectators, and develops a fuller awareness that, while important participants, humans do not dominate the universe.

As a part of general education, science courses should assist the student in understanding that while science represents a means of recording human understanding, it is incomplete and continuously changing. More knowledge erases old errors in the record and writes new lines which may in turn be erased in the future. At the same time, it is the old errors that are in part responsible for the new lines, the better understanding.

Science courses qualifying for general education ought to demonstrate that in humans' quest to comprehend the universe they tend to make simplified models of it, or correctly, pieces of it. The models are simplified versions of the actual universe, seldom or never capturing the complexity of natural phenomena. Such models are often mathematical in character, and, as individuals gain more comprehension of the universe, the models tend to become more abstract, as well as complex. Paradoxically, the increased complexity of the model is a mark of the scientist's belief that nature is intrinsically simple. In spite of the abstraction, however, the model must always give a description of nature that can be verified and validated through experimentation. The scientist's creation, the model, possesses the beauty of a painting or a string quartet and provides the scientist with satisfaction in the same way that artists or composers find satisfaction in their art. This proposes that appropriate general education science courses should assist students in becoming aware of the fact that science seeks a quantitative understanding of the universe through mathematics, that experiment in science is important, and that science possesses a beauty not unlike that found in art and music.

Technology

Throughout history humans have sought to apply their scientific knowledge in ways that enhance material culture, enlarge their capacity to produce goods and services, or defend physically their territorial and ideological borders. This application of scientific knowledge is what is commonly referred to as technology. Technology is visible everywhere and has brought enormous material benefits as well as increasingly complex social and environmental problems. The need to understand the tensions and conflicts that arise over the uses and consequences of technology is as critical as the necessity of making human choices about technology.

Courses in technology as part of general education should encourage students to gain some historical perspective about technology--the benefits which have accrued from technological development as well as the losses. The relationship between scientific knowledge and technology should also be a basic ingredient in courses related to general education. Courses in technology should, in addition, give attention to issues related to human values.

C. Humanities and Fine Arts

The humanities and fine arts are expected to give principal attention to the human (individual and collective) search for meaning through order, values and aesthetics. While the resources are drawn primarily from the fields of history, philosophy, religious studies, literature and the arts, courses comprising general education ought not to be viewed principally as courses central to the related disciplines. By giving focus to "a search for meaning," a general education program would encourage courses and related experiences which challenge how individual students think about and relate to the culture in which they live, as well as introduce them to some of the major literature, ideas, forms of social order and art which are deeply rooted historically.

The search for meaning which is embodied in humanities and the arts is an exploration of many cultures' imaginative answers to the questions of the place of human beings in the universe. In this sense, the humanities and arts are attempts to understand human action and thought, to find languages which express ideas and beliefs, hopes and fears, certainties and uncertainties. They provide opportunities for students to see how their lives, lived in their own place and time, connect with the larger life of our culture as it has developed over time. To understand these connections assists individuals to gain greater control over their lives, and to understand more fully that their individual and collective actions influence the present as well as the future. The humanistic tradition embodies the age-long attempt to know and express self through works of the imagination and intellect. For example, this tradition encompasses the way diverse religions are given expression in language, art, architecture, science and politics; and the way they suggest what life might be like as opposed to the way it is.

While courses in the humanities and fine arts should help students examine their own values and ways of viewing the world, they also should provide students opportunities to encounter the great humanistic works as a means of enriching their minds with other human ways of seeing, recognitions of meaning, and modes of dealing with the world. This interplay should demonstrate the complexity of our world.

As much as possible, humanities and fine arts courses should assist students in appreciating the roles of historians, writers, painters, actors, philosophers, sculptors and musicians in giving voice to human understandings and aspirations. These courses should also help students to comprehend more fully the joys that come from personal expression. Such appreciation and understanding can be enhanced by providing within related general education courses opportunities to participate actively in the humanities and arts as writers, painters, musicians, potters as well as in campus-wide exhibits, performances, lectures and discussions.

CONCLUSION

General education as it is presented in this report has few unique qualities. Thinkers and writers in various ages and cultures have voiced ideals for individuals and societies that undergird the concepts of general education presented in this report. The pursuit of each of these ideals requires different, often specialized skills. The full realization of any one of these ideals may require a lifetime of experience to perfect, during which one progressively hones skills, encounters a range of practical experiences, and learns to deal with a level of complexity not previously recognized.

Yet there are commonalities. Each culture has an image of the person who has had the benefit of a general education. The goals set forth in the preceding sections mirror the idealized vision of our university and of our contemporary society. A set of courses of study certainly would make the achievement of these goals much easier. But no single general education curriculum is likely to be effective without the integration of the abilities defined in this report. A lack of serious effort at interpreting and integrating these abilities will render the effect of a general education program dispersed and haphazard. Faculty and students must create from their commitment to general education a sense of the unity of learning

New Program and New Courses Current
with New Programs Approved
by the University Curriculum Committee
November 1982

New Courses

Anthropology	510	Introduction to Anthropological Research and Writing	3 cr.
Anthropology	516	Quantitative Methods in Anthropology	3
Anthropology	520	Archaeological Method and Theory	3
Anthropology	530	Principles of Social and Cultural Anthropology	3
Anthropology	555	Topics in Anthropology	1-3

New Program

M.A. degree in Anthropology