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FACULTY NEWSNOTES

Edited by Debbie Gough

October 24, 1986

# 190

OFFICE OF THE PROVOST

Summer Sessions Enrollment - 1986:

College of Arts and Sciences, Schools of Business, Education, and Nursing, with the last three years' figures included for comparative purposes, are reported below.

		<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Pre-Session	Men:	85	77	79	79
	Women:	<u>218</u>	<u>316</u>	<u>141</u>	<u>153</u>
		303	393	220	232
Regular Session	Men:	116	165	167	186
	Women:	<u>248</u>	<u>324</u>	<u>305</u>	<u>391</u>
		364	489	472	577
Post-Session	Men:	68	41	79	55
	Women:	<u>92</u>	<u>96</u>	<u>127</u>	<u>110</u>
		160	137	206	165
1st 6-week Business Session	Men:	153	222	185	159
	Women:	<u>111</u>	<u>139</u>	<u>165</u>	<u>118</u>
		264	361	350	277
2nd 6-week Business Session	Men:	141	158	132	149
	Women:	<u>79</u>	<u>113</u>	<u>112</u>	<u>144</u>
		220	271	244	293
GRAND TOTAL:		1311	1651	1492	1544

School of Law (on campus and foreign centers), with the last three years' figures included for comparative purposes:

	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
On-campus	366	393	366	321
Paris	96	70	96	67
Oxford	76	58	68	84
Guadalajara	35	-	-	-
London	55	63	67	39
Russia/Poland	19	19	40	16
Dublin	26	31	10	33
Alexandria	13	-	-	-
Mexico City	<u>-</u>	<u>28</u>	<u>25</u>	<u>-</u>
GRAND TOTAL:	686	662	672	560

	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Guadalajara Program:	279	284	238	307

Graduate Student Profile:

Attached to these Newsnotes is the annual profile of new graduate students entering the University of San Diego in the fall semester, 1986.

Open Budget Hearing:

There will be an open meeting on the 1987-1988 budget at 3:00 p.m. on Tuesday, November 11, 1986, in Salomon Lecture Hall, DeSales Hall. Everyone is encouraged to attend.

1986 Incoming Class Interest Profile:

Attached to these Newsnotes is a copy of the 1986 Incoming Class Interest Profile, the results of an activities interest survey administered by the Office of Student Affairs to incoming students each year since 1974. The survey profiles both activities interests and developmental expectations of entering students.

Section 504:

USD recognizes that it is most important that all members of the community know the requirements contained in Section 504 of the Rehabilitation Act of 1973. Therefore, we are publishing the following information regarding academic and employment areas:

- no student may be excluded from any course or any course of study solely on the basis of handicap;
- modifications in degree or course requirements may be necessary to meet the requirements of some handicapped students (examples: extended time, less units per semester);
- prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some handicapped students;
- auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of handicapped students;
- alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);
- classes may have to be rescheduled to permit access for students with mobility impairments;
- special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases;
- it is discriminatory to counsel handicapped students toward more restrictive careers than nonhandicapped students, unless such counsel is based on strict licensing or certification requirements in a profession;
- auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills.
- there may be no discrimination on the basis of handicap in any employment decision or action, policy, procedure or practice;
- prior to posting or advertising any job, essential and non-essential functions of the job should be defined;

- alternate tests are available for applicants or employees with impaired sensory, manual, and speaking skills, and should be used whenever employee testing is affected by such impaired skills;
- there may be no pre-employment medical examinations required;
- there must be no discrimination based on handicap in recruitment, advertising, or processing forms for employment;
- tests and criteria that screen out handicapped persons must not be used;
- either: 1) pre-employment questions regarding the nature or severity of handicaps may not be asked - if not taking voluntary, remedial, or affirmative action; or 2) pre-employment questions regarding the nature or severity of handicaps may (or must) be asked because the institution is taking voluntary, remedial, or affirmative action;
- pre-employment questions regarding one's ability to perform essential functions of a job effectively and safely may be asked;
- reasonable accommodations will have to be made to the known physical and mental limitations of otherwise qualified handicapped persons;
- there may be no discrimination based on handicap regardless of the provisions in contractual agreements with unions, employment or referral agencies, providers of fringe benefits, providers of training or apprenticeship programs, and similar organizations;
- recreational and social opportunities for employees must be provided equally to handicapped employees;
- handicapped persons must have an equal opportunity to use parking and housing facilities provided to employees;
- there may be no discrimination based on handicap in any leave programs, including sick leave, vacation, leaves of absence, and so forth;
- there may be no discrimination based on handicap in opportunities for apprenticeships, internships, and staff or professional development, including travel to meetings and conferences; and
- handicapped applicants and employees must not be counseled toward more restrictive careers than nonhandicapped persons.

Academic Calendars for 1988-1989 and 1989-1990:

On Tuesday, September 30, 1986, the ad hoc Committee to propose an academic calendar for all units of the University except the School of Law, met to formulate a proposal for the academic calendars for 1988-1989 and 1989-1990.

The Committee included administrators and faculty members from each of the four Schools/College (Arts and Sciences, Business, Education, Nursing), plus student representation. The ad hoc Committee's proposal is attached to these Newsnotes in order to seek faculty comment prior to finalizing the calendars. Faculty comments may be forwarded in writing to my office. Those who prefer to make verbal comments may call Mrs. Debbie Gough (x4553): these verbal comments will be jotted down and included with any written comments. Comments should be received by Friday, October 31, 1986. If there is no substantial objection voiced, the calendars as proposed by the ad hoc Committee will be adopted for the College of Arts and Sciences, and the Schools of Business, Education, and Nursing. Since you are the ones who have to teach according to the academic schedule, please let us know your views.

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UNIVERSITY SENATE

1986-1987 Officers:

Chair:	Dr. Lynne Small (Mathematics)
Vice-Chair:	Dr. Joseph Rost (Education)
Secretary:	Dr. Daniel Rivetti (Business)
Parliamentarian:	Prof. Michael Navin (Law)
Members-at-Large:	Dr. Mary Ann Hautman (Nursing), Fr. Ron Pachence (ICM)

Evaluation of Tenured Faculty:

After extensive study, On May 1, 1986, the Senate passed a resolution on the evaluation of tenured faculty:

MOTION: The University Senate recognized that tenured faculty are evaluated at various times: regularly for salary recommendations and at other times for promotion, sabbaticals, and leaves of absence. The University Senate, while affirming its support of the faculty tenure system, endorses the principle of evaluation of tenured faculty. Consistent with this statement, the University Senate strongly suggests that evaluation of tenured faculty be conducted primarily through the process of salary recommendation reviews currently in place with such modifications as may be necessary. The University Senate urges each College or School to re-examine its salary recommendation procedures to:

1. Determine the relative emphases that the evaluations will place on the various areas of faculty performance (teaching; university and public service; research, creative work, and professional activity; and commitment to USD).
2. Insure that faculty members be fully informed of the results, positive and negative, of their evaluations.
3. Assure that the procedures allow the faculty member the opportunity to respond to the evaluation submitted.
4. Assure that the faculty members participate in both the development and implementation of the evaluation process.

And, further, the University Senate recommends that no new level of review procedures be established to evaluate tenured faculty.

## NROTC

There will be a Navy/U.S. Marine Corps Birthday celebration on Tuesday, November 4, 1986, at 3:00 p.m. at Torero Football Field. The 250 midshipman battalion and Naval Science staff cordially invite all faculty and staff at USD to participate in this event. Refreshments will be served after the cake-cutting.

## GRANTS IN INTERNATIONAL AFFAIRS

Grant information for faculty with interests in international affairs and area studies can be found in Grants for International and Foreign Programs which is published by the Foundation Center, 1001 Connecticut Avenue, Washington, D.C., 20036. This publication lists grants which are available to organizations or institutions. For faculty seeking individual grants, a review of a section on international affairs in the Annual Register of Grant Support would be very useful. This book is published by National Register Publishing, 3004 Glenview Road, Wilmette, Illinois, 60091. Dr. Jack Adams, Director of Special Projects, has both of these publications available in his office.

Examples of grants currently available include the following:

<u>Latin America</u> -	Tinker Foundation	\$25,000
	55 East 59th St.	one-year stipend
	New York, NY 10022	

	Howard Heinz Endowment (412) 391-5122	\$25,000
<u>Chinese Studies</u> -	American Council of Learned Societies (212) 697-1505	\$25,000
	Pacific Cultural Foundation Suite 807, Palace Office Bldg. 346 Wawking East Road, Sec.3 Taipei, Taiwan (02) 7527424-9	\$500 - \$12,000 per award
<u>India</u> -	Council for International Exchange of Scholars (202) 939-5401	\$1500 per month
<u>Southeast Asia</u> -	Institute of Southeast Asian Studies Heng Mui Keng Terrace Pasir Panjang Singapore 0511, Republic of Singaproe 7780955	\$2,300-\$3,000 (Singapore dollars per month)
Social Science Research Council (212) 661-0280		
<u>Near and Middle East</u>		\$10,000 maximum
<u>Korean Studies</u>		Not available
<u>South Asia</u>		\$5,000-\$15,000
<u>Japanese Studies</u>		\$25,000 maximum

#### CONSULTANT ON INTERNATIONALIZATION

Dr. Mordechai Razanski, a consultant on internationalization of the curriculum, will address interested faculty on the issues of internationalization at 4:30 p.m. on Monday, November 3, in Olin Hall 229. Dr. Razanski is Dean of Arts and Letters at Fairleigh Dickinson University and has substantial experience with curricular planning on internationalization. For further information, contact Dr. Drinan, extension 4332, or members of the Internationalization of the Curriculum Committee.

#### VARIA

\*\*\*\*\*

Dr. Susan Zgliczynski, School of Education, has been awarded a Fulbright Scholar Grant for 1986-1987. She will be lecturing at the National Kaohsiang Teachers College in Taiwan from August, 1986 to June, 1987.

\*\*\*\*\*

Professor Hugh Friedman, School of Law, gave the keynote address at a five-day conference in June at UC, Berkeley, on how schools respond to societal change. In early August, he presented a morning lecture on Comparative Business Law to the foreign attorneys attending the Mexico-U.S. Law Institute.

\*\*\*\*\*

Professor John Chambers, Political Science Department, was awarded a memorial plaque at a dinner meeting for the members of the San Diego Chapter of the American Statistical Association. The award was for significant contributions to the local chapter which contains 70 members from local universities, businesses, industry and government. Professor Chambers is chairman of the San Diego Chapter.

\*\*\*\*\*

Visiting Professor Steven Goldstein, School of Law, will have an article entitled "Settlement Offers Contingent upon Waivers of Attorney Fees: A Continuing Dilemma after Evans v. Jeff.D." appear in the October issue of the Clearinghouse Review. Professor Goldstein has also prepared a video tape in which he speaks on the subject of Procedural Obstacles to Litigating Public Interest Claims in Federal Court.

\*\*\*\*\*

Academic Computing's John Paul attended the 5th Annual Meeting of the National Sytek Network Users Group in Denver on October 8-10. At that time, the National board voted for new members and Mr. Paul was nominated Vice President of the group.

\*\*\*\*\*

Professor Barbara Banoff, Law School, attended the American Law Institute meeting in Washington, D.C. in May. She also attended a conference on corporate governance sponsored by Cardoza Law School in New York City.

\*\*\*\*\*

Laura Berend, Legal Clinic Professor, continues to do involuntary certification review hearings for the Superior Court. She is an active member of San Diegans for an Independent Judiciary and is faculty advisor for the Las Colinas Women's Detention Facility Project. Ms. Berend was appointed a member of the California State Bar Commission on Corrections, taught in the NITA Pacific Regional Program last May, attended the AALS National Clinical Teachers Conference in Boulder, Colorado, and was asked to sit as a judge pro tem in the juvenile division of the Superior Court. She continues to serve on the Board of Directors for the Defenders Program of San Diego, Inc. as the USD faculty representative.

\*\*\*\*\*

Dr. Lou Burnett, Department of Biology, published an article "The CO<sub>2</sub> Sensitivity of the Hemocyanins and its Relationship to Cl<sup>-</sup> Sensitivity" in the journal Biological Bulletin 171:248-263. The article was coauthored by Charlotte P. Mangum of the College of William and Mary.

\*\*\*\*\*

Dr. Bart Thurber, Chair of the English Department, has received a \$1000 grant for Desert Sea, his soon-to-be-completed historical novel about the creation of the Salton Sea. The award is from the Combined Arts and Education Council of San Diego County (COMBO).

\*\*\*\*\*

Dean Ed DeRoche, School of Education, presented a workshop on "Using Current Events Literature to teach about Hunger, Population and International Education" at California State University, Long Beach, on October 16, 1986.

\*\*\*\*\*

Associate Dean of Students Tom Cosgrove has been appointed chairman of the Leadership Development Committee of the National Association of Campus Activities. Dr. Cosgrove had an article entitled "Is Anybody Out There: Results of a National Survey on the Co-Curricular Transcript" published in the October issue of Programming magazine.

\*\*\*\*\*

Irving W. Parker, Professor of English, was re-elected to the Board of Directors for Episcopal Community Services for a three-year term on October 6. He has been named to the Executive Committee and appointed Chair of the Personnel Committee for the sixteen-agency social service organization.

\*\*\*\*\*

Dr. Pat Drinan, Political Science, presented a research paper entitled "U.S. Soviet Relations and Hunger Issues: The Case of Ethiopia" to a conference on Hunger, Population and Development at California State University, Long Beach, October 16. Dr. Drinan also has been re-elected to the Board of Directors of the World Affairs Council of San Diego and this year serves as president of the organization.



NEW GRADUATE STUDENTSM.B.A.

Applications 369  
 Accepted 221  
 Denied 101  
 Registered 92

Average GMAT: 539  
 Average TOEFL: 580  
 Average UGPA: 3.07

M.I.B.

Applications 56  
 Accepted 31  
 Denied 15  
 Registered 16

Average GMAT: 536  
 Average TOEFL: 590  
 Average UGPA: 3.21

COLLEGE OF ARTS & SCIENCESInternational Relations

Applications 49  
 Accepted 38  
 Denied 2  
 Registered 17

Average UGPA: 2.98

History

Applications 13  
 Accepted 12  
 Denied 0  
 Registered 8

Average UGPA: 2.99

English

Applications 16  
 Accepted 14  
 Denied 0  
 Registered 7

Average UGPA: 3.07

Practical Theology

Applications 16  
 Accepted 14  
 Denied 0  
 Registered 9

Average UGPA: 2.87

SCHOOL OF NURSINGM.S. Nursing

Applications 47  
 Accepted 34  
 Denied 1  
 Registered 19

Average UGPA: 3.07  
 Average MAT: 59  
 Average GRE: 1,045

D.N.Sci.

Applications 43  
 Accepted 28  
 Denied 5  
 Registered 12

Average MGPA: 3.67  
 Average MAT: 62  
 Average GRE: 943

SCHOOL OF EDUCATIONEd.D.

Applications 35  
 Accepted 27  
 Denied 3  
 Registered 18

GPA not calculated  
 Average MAT: 64  
 Average GRE: 984

Master of Education

Applications 117  
 Accepted 106  
 Denied 3  
 Registered 66

Average UGPA: 3.08

Credential Programs

Applications 56  
 Accepted 47  
 Denied 4  
 Registered 32

Average UGPA: 2.91

## 1986 INCOMING CLASS INTEREST PROFILE

On September 2, 1986, the Office of Student Affairs administered, for the fourteenth consecutive year, an interest questionnaire to 878 new students.

The interest survey included two sections: the first was designed to determine students' level of interest in various activities; the second was designed to determine some of their hopes and expectations for college in terms of various areas of personal development.

Section one lists thirty-five types of activities for which students were asked to indicate on a five-point scale how important it was for them to become involved in that activity during their first year at the University of San Diego. In section two, composed of fifteen items, the students were again asked to indicate on a five-point scale how important it was for them during their first year at U.S.D. to learn what the item indicated. The results, herein presented, were tabulated by adding the number of #4's (quite important) and #5's (of maximum importance) ratings for each item in each section.

This year the responses were divided between freshmen male residents and commuters, and freshmen female residents and commuters.

### OVERALL FINDINGS

#### Section I - Activities Interest

The top ten activities have changed very little during the past six years. Dances (55%) remain the top choice, but with a slightly lower percentage than last year. Sailing/water skiing (47%) and Career programs (46%) have regained their third and fourth positions among the top five activities.

Most items show a 2- to 3-point fluctuation in rank. Resident Activity Board (36%), however, has climbed back into its usual ninth position after a considerable drop last year. Discussion of current issues (28%) and classes in leadership (32%) were ranked at all-time highs this year. Movies (46%) and intramural sports (39%) are still popular, but are down in rank and percentage from last year. Wilderness activities (26%) and special interest clubs (24%) ranked lower than ever, but they were still selected as important activities by one-fourth of the students responding. Handball/racquetball, at 15%, was at an all-time low. While interest in cultural activities (27%) jumped five rank positions, it still drew the same percentage of student interest as last year.

#### Section II - Developmental Expectations

For the first time since 1981, career opportunities (83%) was the most important consideration, while last year's top-ranking concern, gaining an understanding of what the future holds for me (72%), dropped to fifth place. Both items, however, have been consistently among the top five areas of concern. The only other item in this section to fluctuate more than one or two rank positions was learning to cope successfully with stressful situations; only 54% felt this area was of importance where 70% considered it important in 1985.

The second, third and fourth ranking items all dealt with communication skills. Communicating both verbally and non-verbally was second (81%), improving writing was third (79%), and improving reading speed and comprehension was fourth (74%).

While the rankings of several items remained the same, it should be noted that the percentage of students indicating a concern for those items consistently declined this year, sometimes as much as 9%. Previously, 32% was the lowest percentage assigned to any of the items. This year the lowest was 24%. The highest percentages have held steadily in the low 80's.

In comparing the two sections, it should be noted that the percentages of importance of the items in the second section (developmental expectations) are and always have been higher than the percentages for section I (activities interest), and the lowest percentage in this year's section II (24%) was equal to the middle-ranked item in section I. Incoming students have maintained a considerably higher level of interest in developmental issues than in activities per se.

We offer this information to assist you in understanding and working with this incoming class and welcome any of your observations and suggestions.

The figures below indicate the percent of students for whom the following activities were rated as either quite important or of maximum importance. The results are broken down among freshmen male & female commuters and residents, and transfers. The average percentage of the five groups is listed in the final column.

SECTION I		N=458	N=65	N=300	N=55	N=878	Item Number
		Female Residents	Female Commuters	Male Residents	Male Commuters	Total	
1.	Formal and informal dances	62	37	51	40	55	25
2.	Hearing personalities from political, entertainment and other fields speak on campus	51	43	44	44	47	28
3.	Sailing/water	48	18	52	35	47	23
4.	Career Program	49	52	41	40	46	21
5.	Movies on campus	53	29	41	31	45.6	26
6.	Snow Skiing	46	28	46	53	45	12
7.	Fraternities/Sororities	45	22	40	22	40	27
8.	Intramural sports	32	25	56	27	39	3
9.	Resident Activities Board - activity planning	48	14	27	13	36	22
10.	Class in leadership in student organizations	39	31	24	18	32	35
11.	Student government and activity committees	38	32	22	16	31	18
12.	Intercollegiate athletics	23	17	45	25	30	2
13.	Discussions of current political, social and economic issues	28	18	29	24	28	17
14.	Cultural activities (having professional drama, dance, choral groups perform on campus)	35	34	16	20	27	19
15.	Tennis	29	20	28	18	26.9	31
16.	Theatre arts - school plays, musicals	36	25	15	16	26.7	33
17.	Wilderness activities; backpacking, kayaking, camping	25	29	28	24	26.3	11
18.	Informal Rap Sessions on male - female roles, values, sexuality, loneliness, etc.	29	18	23	20	26	16
19.	Crew (sweep rowing)	28	17	23	16	25	29
20.	Interest - type clubs (accounting, French, Spanish, pre - med, etc.)	26	34	18	24	24	15
21.	Amusement games - pinball, ping - pong, pool, etc.	18	14	32	13	22	32
22.	Committees that affect academic matters, curriculum changes, etc.	23	17	18	20	21	5
23.	Coffee House Entertainment	25	20	14	18	20	34
24.	Student government officer	22	17	16	5	19	4
25.	Photography	21	14	15	13	18	10
26.	Student publications - layout or design - yearbook	23	11	10	9	17	9
27.	Competitive swimming/diving	19	9	15	13	16.5	24
28.	Volunteer service in community - tutoring, etc.	21	22	9	18	16.5	13
29.	Student publications and journalistic writing - student newspaper	19	15	13	7	16	8
30.	Handball/Racquetball	18	12	19	27	15	30
31.	Campus Ministry - participation and music - retreat weekends - liturgy	16	11	9	9	13	7
32.	Service - type organizations (cheerleaders)	17	12	5	4	12	14
33.	Ethnic cultural activities (MECHA, Black Student Union,	14	18	8	18	12	20
34.	Art - design or drawing	10	11	9	9	9	6
35.	Performing for others - playing a musical instrument; singing - solo or choir	9	9	5	7	7	1

SECTION II

The figures below indicate the percent of students for whom the following items were rated as either quite important or of maximum importance. The results are broken down among freshmen male and female residents and commuters, and transfers. The average percentage of the five groups is listed in the final column.

	N=458 Female Residents	N=65 Female Commuters	N=300 Male Residents	N=55 Male Commuters	N=878 Total	Item Number
1. Begin to think about career opportunities	86	80	79	75	83	49
2. Increase my ability to communicate with other people, both verbally and non-verbally	84	78	76	89	81	39
3. Become more skilled in my ability to write	83	71	75	87	79	36
4. Increase my reading speed and comprehension	75	66	72	87	74	38
5. Gain an understanding of what the future holds for me	89	83	43	78	72	50
6. Improve my study habits	74	71	65	69	70	46
7. Become more aware of myself as a person	72	71	54	65	65	42
8. Become more skillful in working with groups of people	67	62	57	60	63	48
9. Become more knowledgeable about an academic discipline (biology, history, etc.)	61	63	72	87	62	37
10. Learn to live with people who are different from me	64	52	47	51	57	44
11. Learn to cope successfully with stressful situations	47	74	59	65	54	41
12. Become more proficient athletically	43	31	59	60	49	47
13. Learn more about the major problems (races, poverty, etc.)	48	46	38	51	44	43
14. Learn more about my faith	36	45	28	36	34	40
15. Become better acquainted with the Bible	25	34	20	27	24	45

ACADEMIC CALENDAR: 1988-1989Fall, 1988 (Class days: MWF -39 TTh -26)

Mon-Tues	Aug 29, 30	Orientation
Wed-Thurs-Fri	Aug 31, Sept 1-2	Registration
Monday	Sept 5	Labor Day
Tuesday	Sept 6	Classes begin
Friday	Oct 21	Fall Holiday
Thurs-Fri	Nov 24, 25	Thanksgiving Holiday
Mon-Fri	Dec 5-9	Last week of classes
Tuesday	Dec 6	Freshman Pre-registration (no daytime classes)
Friday	Dec 9	Last day of classes
Mon-Sat	Dec 12-17	Final Examinations

Interession, 1989

Wednesday, January 4 - Tuesday, January 24, 1989

Spring, 1989 (Class days: MWF - 39 TTh - 26)

Monday	Jan 23	Orientation
Tues-Wed	Jan 24, 25	Registration
Thursday	Jan 26	Classes begin
Friday	March 10	Spring Holiday
Mon-Mon	March 20-27	Easter Holiday (Easter: March 26)
Tues-Mon	May 2-8	Last week of classes
Thursday	May 4	Freshman Pre-registration (no daytime classes)
Monday	May 8	Last day of classes
Tuesday	May 9	Dead Day (no classes)
Wed-Tues	May 10-16	Final Examinations
Sat-Sun	May 20, 21	Commencements

ACADEMIC CALENDAR: 1989-1990Fall, 1989 (Class days: MWF - 39 TTh - 26)

Mon-Tues	Aug 28, 29	Orientation
Wed-Thurs-Fri	Aug 30, 31, Sept 1	Registration
Mon	Sept 4	Labor Day
Tues	Sept 5	Classes begin
Friday	Oct 13	Fall Holiday
Thurs-Fri	Nov 23, 24	Thanksgiving Holiday
Mon-Fri	Dec 4-8	Last week of classes
Tuesday	Dec 5	Freshman Pre-registration (no daytime classes)
Friday	Dec 8	Last day of classes
Mon-Sat	Dec 11-15	Final Examinations

Interession, 1990

Thursday, January 4 - Wednesday, January 24, 1990

Spring, 1990 (Class days: MWF - 40 TTh -26)

Monday	Jan 29	Orientation
Mon-Tues	Jan 29, 30	Registration
Wed	Jan 31	Classes begin
Friday	March 16	Spring Holiday
Mon-Mon	Apr 9-16	Easter Holiday (Easter: April 15)
Tues-Mon	May 8-14	Last week of classes
Thursday	May 10	Freshman Pre-registration (no daytime classes)
Monday	May 14	Last day of classes
Tuesday	May 15	Dead Day (no classes)
Wed-Tues	May 16-22	Final Examinations
Sat-Sun	May 26, 27	Commencements