



**BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

MEETING AGENDA

**June 2, 2016
1:00 PM
Roberts Room
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
June 2, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** **TAB A**
- III. Reports/Comments:**
 - Provost's Administrative Report
 - i. Chaouki Abdallah, Provost & EVP for Academic Affairs*
 - Academic Affairs Budget Update**
 - Academic Affairs Service Center Update**
 - Hiring Review Process Update**
 - Member Comments
 - Advisor Comments
- IV. Action Items:**
 - A. Form C: Commercial Driver's License Certificate, Taos Branch Campus** **TAB B**
TBD
- V. Information Items:**
 - A. College of Education Update** **TAB C**
Hector Ochoa, Dean of College of Education
 - B. Capital Projects Update** **TAB D**
Lisa Marbury, Executive Director, Institutional Support Services
Amy Coburn, University Architect
 - C. Residential Living Requirement and Enrollment Update** **TAB E**
Terry Babbitt, Associate Vice President for Enrollment Management
 - D. Extended Learning Update on On-Line Courses** **TAB F**
Monica Obando, Vice Provost for Extended Learning
- VI. Public Comment**
- VII. Adjournment**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

May 5, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

**Meeting Summary
(All “TABS” correlate to the May ASAR E-Book)**

Committee members present: *Regent Bradley Hosmer, Regent Susan Quillen, Regent Ryan Berryman, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Staff Council President Crystal Davis, Faculty Senate President Stefan Posse, Regent Marion Lee*

Regents’ Advisors present: *ASUNM President Jenna Hagengruber, GPSA President Texanna Martin, and Parent Association President Daniel Perea*

- I. Call to Order 1:02 p.m.**
Approval of the agenda
Motion: Provost Abdallah
Second: Regent Quillen
Motion Passed

- II. Approval of Summarized Minutes from Previous Meeting**
Motion: Provost Abdallah
Second: Faculty Senate President Posse
Motion Passed

TAB A

III. Reports/Comments:

Provost’s Administrative Report

Chaouki Abdallah, Provost & EVP for Academic Affairs

- Presentation attach
- Taos Branch has an interim CEO
 - Martinez Hewlett, Health Sciences Director, will serve as the Interim CEO while a search is conducted
- University Secretary search is underway
- Jenna Crabb has been serving as the Interim Dean of Students while a search is underway
- Explanation of the time to degree
- Explanation of degree productivity based on degree level
- Breakout of campus conversations related campus climate and concerns
 - Associate Provost Scharff & VP for Equity & Inclusion Josephine De Leon presented on the history of the UNM Seal
 - Presentation attached

Member Comments

Faculty Senate President Stefan Posse

- Proud of his team and committees this year and feel it was a good term as he reflects on the year
- Feels the high graduation rates are something the university should be proud of
- Still have concerns over shared governance, the budget and replacing retiring faculty.

Staff Council President Crystal Davis

- Would like to see a staff graduation ceremony

Advisor Comments

ASUNM President Jenna Hagengruber

- Kyle Biederwolf will be the new ASUNM President
- Lottery think tank was successful
- Students want to be heard, an ASUNM resolution was passed at the end of the last term in regards to the UNM Seal

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- President Hagengruber indicated that ASUNM resolutions only last for a duration based on term of office

Per Debbie Morris, Student Activities Director & ASUNM Advisor:

Senate Resolution – An expression of intent or sentiment of the Senate. A Senate Resolution does not have the effect of law and may not be used to provide for the establishment of any rule or regulation; nor may it provide for an appropriation; nor may it provide for the establishment of any committees. A Senate Resolution is limited to the life of the session of the Senate in which it was passed. (one semester is session)

Joint Resolution – A Senate Resolution may become a Joint Resolution if it is signed by the President, at which time it will become an expression of intention or sentiment of the Government. A Joint Resolution is limited to the term of the President who signed it.

GPSA President Texanna Martin

- Glenda Lewis will be the next GPSA President

IV. Public Comment

The public comment for this meeting was utilized to express concerns over the UNM Seal. Written comments that were submitted during the meeting are attached. The topic was given a total of roughly 25 minutes and each speaker was given 3 minutes to express themselves about the seal. The only point of view spoken was from groups wanting to change the seal. A letter in favor of not changing the seal was sent to the Regents' office because the speaker cannot attend the meeting. Comments included but were not limited to the following.

- The official UNM seal needs to be changed as some view it offensive
- Elven total demands were outlined (see attached)
- Faculty have voiced concern with the Faculty Senate over the seal
- The depiction of a conquistador and frontiersman are viewed as inappropriate
- The seal lacks a connection to Native Americans despite the high population in New Mexico

V. Action Items:

~~**A. Family Studies Program Consolidation & Degree Concentration** TAB B
(Impact on Family Studies Program)~~

~~*Greg Heileman, Associate Provost for Curriculum*~~

~~This item was removed from the agenda~~

B. GPSA Constitution Update TAB C

Hillary Wainwright, GPSA Council Chair

Motion: Regent Quillen
Second: Provost Abdallah
Motion Passed

C. ASUNM Bylaws Update TAB D

Jenna Hagengruber, ASUNM President

Motion: Provost Abdallah
Second: Regent Quillen
Motion Passed

D. Spring Degree Candidates TAB E

Stefan Posse, Faculty Senate President

Motion: Provost Abdallah

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**Second: Regent Quillen
Motion Passed**

TAB F

E. Posthumous Degree: Joshua Duran
Lisa Lindquist, Dean of Students Office
Motion: Faculty Senate President Posse
Second: Provost Abdallah
Motion Passed

VI. Information Items:

TAB G

A. Faculty Compensation
Carol Parker, Senior Vice Provost

- Presentation available upon request
- Breakdown of compensation by various factors
- Breakdown of future goals and needs as well as the immediate ones
- Looking for ways to obtain better/more data as well improve internal capacity to manage data

TAB H

B. KUNM Radio Board Annual Report
Carol Parker, Senior Vice Provost

- Presentation available upon request
- Annual board report as mandated by the Regents

TAB I

C. Graduate Certificates
Julie Coonrod, Dean of the Office of Graduate Studies

- Presentation available upon request
- Overview of graduate level certificates
- Overview of value and student need
- Breakdown of the different graduate certificates at UNM
- Breakdown of UNM graduate certificates vs other universities

TAB J

D. Honors College: Lobo Scholars Program
Ryan Swanson, Associate Professor

- Presentation available upon request
- Overview of the Lobo Scholars program within the honors College
- Works with the top 25% NCAA student athletes at UNM
- Multi-tiered program that started in 2013
- Helps with recruitment as well as facilities leadership

VII. Adjournment 3:35
Motion: Regent Berryman
Second: Regent Quillen
Motion Carried

Office of Academic Affairs

Provost Update

May 5, 2016

¡Feliz Cinco de Mayo!

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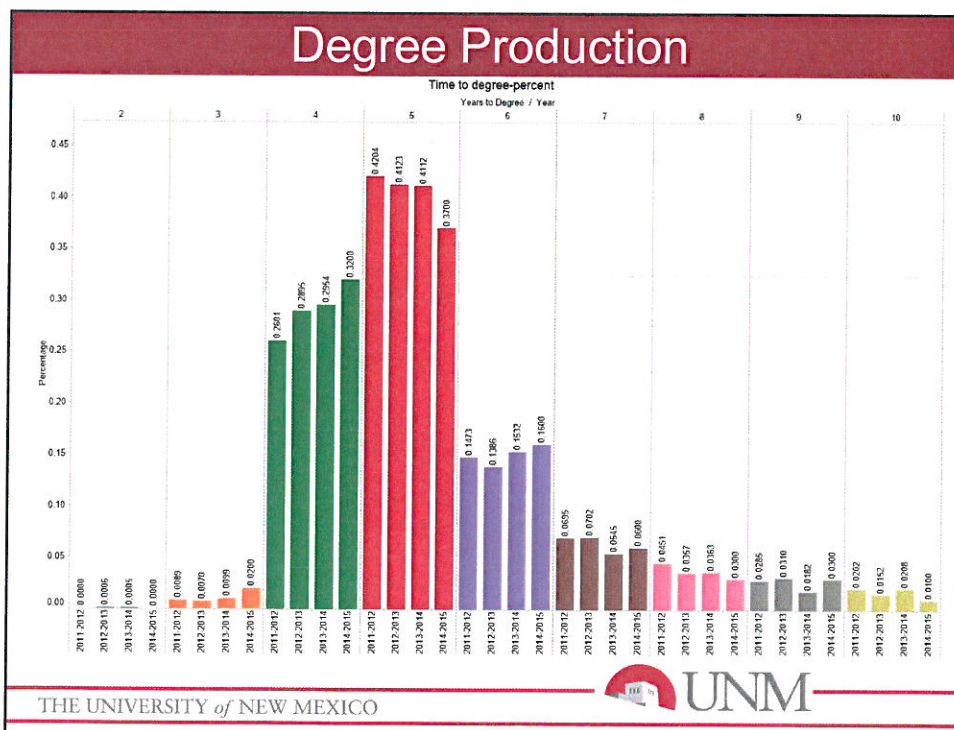
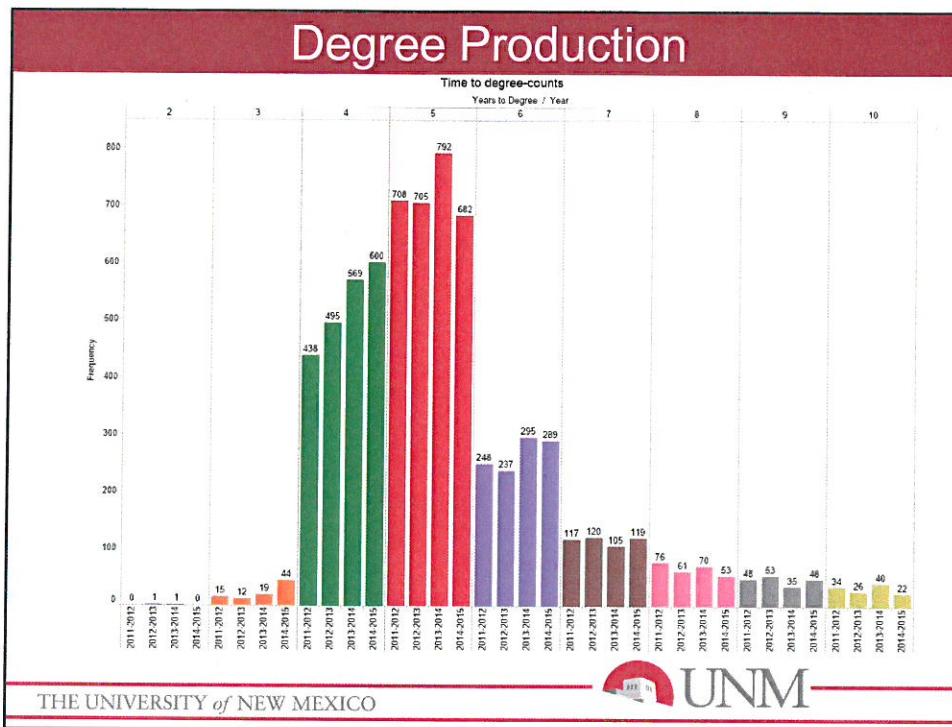
Office of Academic Affairs

Personnel Matters

- Taos Branch Interim CEO & Search
- Interim University Secretary
- Dean of Students

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Degree Productivity

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 (estimated)
Baccalaureate	3350	3379	3493	3736	3666	4153
Master's	1190	1255	1231	1308	1266	1002
Doctoral	165	200	202	231	222	233
Professional	303	297	286	289	335	227
Total	5008	5131	5212	5564	5489	5615

THE UNIVERSITY of NEW MEXICO



Retention & Graduation Rates

Year	3rd Sem. Retention	4-year graduation	5-year graduation	6-year graduation
	%		%	%
2006	76.7	12.6	37.2	45.8
2007	77.3	15.0	39.6	48.2
2008	79.2	15.1	37.6	47.6
2009	78.3	15.8	39.7	49.0
2010	74.1	16.7	36.7	45.3
2011	76.6	19.0	39.8	48.1
2012	77.7	18.3		
2013	79.1			
2014	79.5			

Red are predicted values based on regression models.
We believe we will break 20% and 40% in our 4- and 5-year grad. rates.

THE UNIVERSITY of NEW MEXICO



Campus Conversations

- Students concerns around institutional climate and culture.
- Faculty concerns around shared governance & Academic Freedom.
- Staff/faculty concerns around compensation, benefits and climate.
- BOR/Administration/Faculty/Staff/Students concerns around affordability and performance.

A Brief History of UNM's Official Seal

Prepared by Pamina M. Deutsch, Director of UNM Policy Office

NMSA 1978, § 21-7-4 (“Corporate powers of board”), which is based on the Enabling Act that created the University of New Mexico in 1889, states that:

The Board of Regents “shall constitute a body corporate...with the right...of making and using a common seal and altering the same at pleasure.”

This power of the Board is also expressed in Regents’ Policy 2.7 (“Use of the University’s name and Symbols”).

The earliest known seal appeared in 1898-1899 on the University catalog. It resembled the Territorial Seal of New Mexico and featured the motto "Vita Lux Hominum," the founding date, and an eagle.

The Territorial Seal

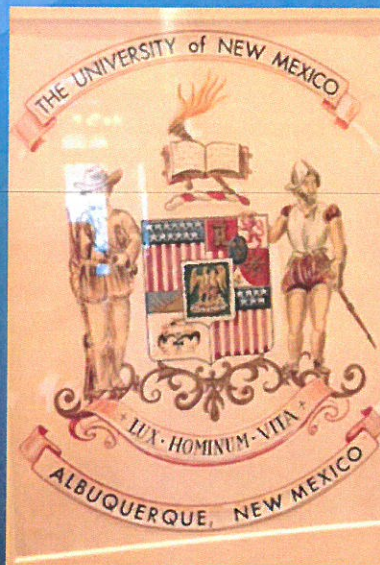


UNM's Earliest Known Seal

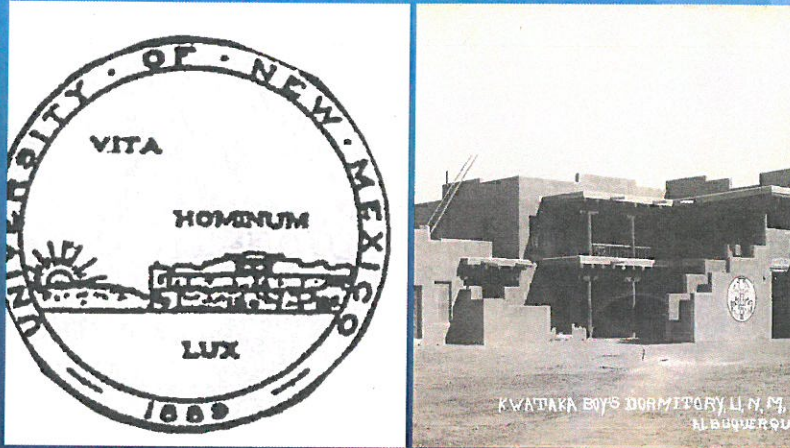


The First Appearance of the Conquistador and Frontiersman

Sometime between 1909-1912, University President Edward Dundas MacQueen Gray, a Scotsman, designed an heraldic seal (pictured in a watercolor on display at Hodgkin Hall). His seal superimposed the State of New Mexico seal upon a shield and included Spanish, French, and what were believed to be Native American symbols, as well as the figures of the conquistador and frontiersman.



President Gray's seal was not officially adopted until 1923. The University's catalog for 1918-1919 displayed the seal pictured below on the left, with a building that may have been modeled on the Kwataka men's dormitory pictured on the right.

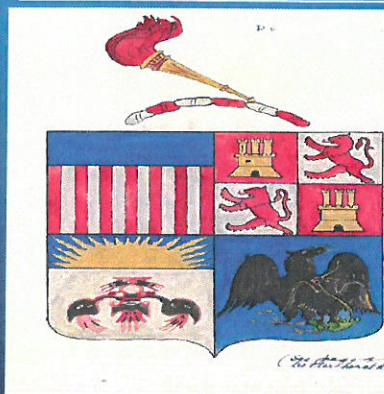


In 1923, the Executive Committee of the Board of Regents designated President Gray's design as the official seal. It was noted "that considerable confusion has occurred during the past years" with several versions of the seal being used.

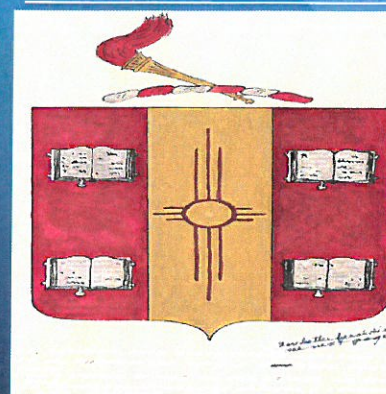


In 1934, Paul Walter, a professor of sociology, summarized concerns about the current seal and said the “heraldic design is incorrect in several important details.” The New York firm of Heinigke and Smith designed two versions of a new seal, A and B below.

Version A



Version B

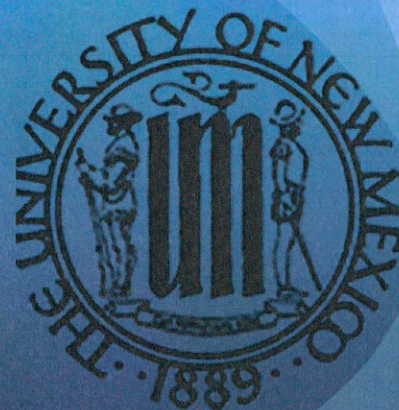


However, on April 4, 1934, the Board of Regents postponed taking any action on the University seal.

On November 11, 1968, the New Mexico Lobo noted that President Ferrel Heady was presented with a medallion, which “incorporates elements of the University seal—the frontiersman, the conquistador, and the Latin motto...and utilizes a Zia Indian symbol of the roadrunner.”



On September 27, 1969, at the request of University Secretary John N. Durrie, the Board of Regents replaced the old seal (on left) with a new seal (on right) based on the presidential medallion designed by emeritus professor Ralph Douglass.



On November 9, 1978, the Daily Lobo reported that Burger King had used the UNM seal to sell fast food. Tony Hillerman, assistant to the University President, said “the University doesn’t care much.” The University’s attorney, Hillerman noted, “convinced us it would cost too much to register the seal as a trademark.”

Hillerman added, “If the average consumer thought the University had anything to do with cooking that food at Burger King, they wouldn’t go near the damn place.”

Note: The official seal was first registered as a trademark in 1999.

Irene Blea, the Director of Hispanic Student Services, wrote to University President Richard E. Peck on October 30, 1991 after seeing a banner that displayed the official seal:

“[R]ecently I concentrated on the symbol on the rich red banner behind the speakers [at a forum]. I found the symbolism somewhat contradictory to what was being said. A review of the banner will exhibit two white European males (no females) holding military arms in traditional male garb. This symbol completely overlooks the fact that women and Native Americans were very much present in the region UNM serves before the appearance of the European. I suggest a review of the banner and a different design that is inclusionary and more contemporary.”

To the UNM Board of Regents:

The UNM seal depicts a frontiersman and conquistador and, thus, celebrates the Spanish, Mexican, and U.S. genocide, conquest, dispossession, rape, torture, and enslavement of the original Indigenous Peoples of this land: the Pueblos of Acoma, Taos, Santa Clara, San Ildefonso, Tesuque, San Felipe, Jemez, Zuni, Zia, Nambe, Picuris, Ohkay Owingeh, Santo Domingo, Laguna, Isleta, Santa Ana, Sandia, Cochiti, and Pojoaque; the Navajo Nation; the Jicarilla Apache Nation and the Mescalero Apache Tribe; the Southern Utes; and the Comanches.

None of these diverse Nations are represented in the seal, nor is there acknowledgement within the institution that UNM's campus sits atop the unceded lands of Pueblo of Sandia.

The current seal was officially adopted in 1968. The two manifestations in the past century have not addressed the main overarching issues that the two men, agents of conquest, the conquistador and the frontiersman, stand as armed colonial gatekeepers. Both represent systems that have inflicted immeasurable violence, loss, death, and destruction upon Indigenous peoples. There is nothing redeeming, honorable, respectful, accurate, humane, or culturally appropriate about the seal—and no institutional survey can disqualify our claims. While violence and conquest are thought of as things of the past, they inform present inequalities at UNM and do not deserve celebration.

Due to these ongoing effects of colonialism, it is essential that UNM students, faculty, staff, and community stand for Indigenous self-determination, liberation, and sovereignty. To achieve justice, we present the following eleven demands:

1. Reconstruction of a Native Cultural Center

Where Dane Smith Hall stands today, there once stood a building that housed ethnic resource centers such as American Indian Student services (AISS), African American Student Services, Hispanic Student Services (currently El Centro De La Raza), and more. After it was demolished, all of the resource centers were relocated to Mesa Vista Hall. The relocation of AISS brought forth protests fronted by Kiva Club and other student organizations. There was a call to rebuild the student resource centers, and UNM responded with the intent to do so. Currently no efforts to reconstruct the student resource centers outside Mesa Vista Hall have been made.

2. More Native Faculty and Faculty of Color at the Administrative Level

Native faculty and faculty of color are presently and historically underrepresented in the upper echelons of the University administration. Having diverse leadership at the Regent's, University, and department level is necessary because while one's identity doesn't necessarily guarantee particular politics, those who are subjected to racism, sexism, and colonial violence are more likely to recognize and intervene in those dynamics and better advocate for change. Lack of Native representation at the higher administrative level in a school with a high Native student population further marginalizes and works towards the disappearance of Native peoples.

3. A Cluster Hire for Native Studies Faculty

A cluster hire involves hiring multiple scholars. We are asking for a cluster hire of Native American Studies faculty to be housed in Native American Studies and other complimentary departments and programs like Women's Studies, American Studies, Anthropology, History, etc. in order to promote interdisciplinary research that centers Native liberation. A cluster hire is a way to advance faculty diversity, help foster a shift in the anti-Indian culture of the University, and create a critical mass of scholars that can promote institutional change across fields.

4. Higher Education Council of Tribal Leaders Established at the Board of Regents Level

We demand the formation of a higher education council of Tribal leaders, which would consist of selected leadership from the Tribes. This would give New Mexico Tribes a voice in how UNM policy affects their citizens attending and working at the University, as well as a decisive role in how Tribal scholarship money is spent and allocated, currently the University does not track the money processed from tribal nations that supports students and the University, nor does it identify the self-determination status of tribal nations. A council of Tribal leaders would allow for an anti-colonial approach to implementing policy for Native Students. This contributes to the goal of restructuring UNM's administration in a way that denounces ongoing effects of racism and colonialism.

5. Formal Adoption of the United Nation Declaration on the Rights of Indigenous Peoples as UNM Policy

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is designed to recognize the sovereignty and self-determination of Indigenous peoples across the world. Indigenous peoples have been erased from history and are not adequately acknowledged at UNM. New Mexico has 22 federally recognized tribes and over 200 tribes located in the state. The University also has a high number of Native students. When the Associated Student of UNM (ASUNM) passed resolution 7S calling for the recognition of "Indigenous Peoples Day of Resistance and Resilience," UNDRIP was included as a demand demonstrating student support. UNDRIP is a formal recognition of Indigenous rights as distinct from, yet informed by, internationally recognized universal human rights.

The following UNDRIP articles specifically apply to UNM:

Article 2: "Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

Article 3: "Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development."

Article 4: "Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions."

6. Abolition of Racist Imagery and Cultural Appropriation

The Board of Regents policy of Historic Preservation states that all buildings, landscapes and places or objects of historic significance be preserved and protected. However, the racist imagery and cultural appropriation of art and objects uphold and celebrate conquest and genocide across campus. Symbolic violence translates into material violence, reinforcing an atmosphere that can make Native students feel unsafe and isolated in their homelands.

For example, the "Pueblo Revival" design implies there was in fact a death or decline in Pueblo culture that needs revival. It is inappropriate that Pueblo architecture is adorned with the names of conquistadors who brutally murdered, tortured, raped, and enslavement Natives. The University also displays many dehumanizing murals and artwork. Examples exist in Zimmerman Library, especially in the West Wing. The University also displays sacred objects such as the Kachina Dolls on the third floor of the SUB.

7. Tuition Waiver for Students from Federally Recognized Tribes

Fort Lewis College, located in Southern Colorado, was once a federal off-reservation boarding school. In 1911, it was turned into a state high school and the deed from the federal government to the state government for the new high school came with two conditions: the land would remain as an educational institution and was "to be maintained as an institution of learning to which Indian students will be admitted

free of tuition and on an equality with white students.” (Act of 61st Congress, 1911). These conditions have been honored as a part of the Fort Lewis school mission statement over the past century. The tuition waiver was put in place in order to establish ownership of the land and buildings. Today over 1,000 Native students attend Fort Lewis, or 27% of the student body. These students represent 146 federally recognized tribes in the US and 46 states. Students from New Mexico utilize the greatest amount of tuition waivers.

The following private and public colleges and universities have tuition waivers for Native students from either state or federally recognized tribes: University of Maine, Massachusetts University, Michigan Haskell Indian Nations University, Montana University System, University of Minnesota, and North Dakota State Universities and Colleges.

8. Permanent Funding and Space Allocation for Nizhoni Days Powwow

The Nizhoni Days Pow-wow is New Mexico’s oldest running Pow-wow, pre-dating and even inspiring the “World’s Largest Pow-wow” of the Gathering of Nations Pow-wow. Since 1955, Nizhoni Days Pow-wow honors a community-based celebration that showcases and promotes Native culture and identity through dance, singing, and drumming exhibitions, and vendor arts and crafts market. Upholding the foundational tenet of traditional pow-wow community-oriented custom, the Nizhoni Days Pow-wow is an inclusive, free all-day event, featuring a no-contest pow-wow, and community dinner that is offered free-of-charge to all visitors and participants. It is with heartfelt passion and excitement that we continue this beautiful ceremonial legacy for our community at the University’s Johnson Field. The Nizhoni Days Pow-wow is run entirely by donation, and every year since its founding, Kiva Club must request appropriations from ASUNM and undergo the process of reserving Johnson field and a back up space on campus. We demand that the Nizhoni Days Pow-wow have permanent funding and a permanent space allocation at Johnson field and an indoor space to allow a venue of 1,000 people.

9. Recognition of Indigenous Peoples Day of Resistance and Resilience

In Spring 2015, students called for and wrote an “Indigenous Peoples Day of Resistance and Resilience” resolution in order to combat glorification of settler colonialism at the University campus. This resolution was unanimously supported by the ASUNM senators and had enormous support from the student body. Despite the resolution being forwarded to the Board of Regents, they made no public acknowledgement of it nor did they use their power to officially establish Indigenous Peoples Day of Resistance and Resilience on University calendars. This refusal to recognize and implement the demands of the resolution looked absurd when that same year the City of Albuquerque passed a similar resolution at the city level.

10. Recognition and Tracking of American Indian Political Identity According to Federal Standards

American Indian is not a racial identity, but a federally recognized political identity and should be tracked as such. When Native students, faculty, staff, and employees are tracked statistically, the numbers are artificially lower because Native is seen as a racial or ethnic group. Additionally, when Native people are classified as a racial group, they are subjected to civil rights law which has and continues to deny and interrupt the particular political demands of decolonization. Native is better understood as a political status and should be tracked as such to allow more accurate understandings of representation of Native populations at the University.

11. Repatriation of Ancestors and Sacred Items to Sacred Spaces and Tribes

The existence of the Maxwell Museum and the Hibben Center was made possible through the unethical sourcing and extraction of Native sacred items and ancestors. Our ancestors are not artifacts nor are our ceremonial materials. A large amount of the university’s collection is made up of items, materials, and ancestors taken without consent from various tribes and sacred sites such as Chaco Canyon, much of which

took place before the passing of the 1990 Native American Graves Protection and Repatriation Act. After this act passed the University has yet to acknowledge this act or return sacred materials.

Therefore, we strongly urge the Board of Regents to abolish the UNM seal, and stand on the side of justice for Native peoples, by acting upon and implementing our 11 demands, rather than continuing to celebrate injustice, racism, and genocide.

Good afternoon Board of Regents, administrators, faculty, staff, students, and community members.

First, I'd like to take this opportunity to recognize the courage of all the students associated with the movement to remove the current university seal. Regardless of differing perspectives both in this room and on this campus, members of the Kiva Club, the Red Nation, and their many allies have demonstrated a deep dedication to addressing an ongoing issue at UNM.

President Edward Gray developed the first version of the current seal around 1910 in an effort to formalize and streamline university correspondence. That seal, as a reflection of Gray's values and perspective of higher education and western civilization, imposed upon UNM a problematic identity that brings us here today.

Use of the American frontiersman, representing progress and the pacification of an unruly, unfamiliar land, suggests that Gray was familiar with the ideas of Frederick Jackson Turner's so-called "Frontier Thesis" (1893) that attributed the development of American nationalism and democracy to the exploitation of western lands perceived to be unutilized. This figure, in his clothing and with his musket, alludes to the violent assimilation tactics used to control, contain, and even exterminate entire Native communities from the map. Some of those tactics included forced relocations and boarding schools. As opposed to representing any Indigenous people in human form on the seal, homage was given to them – or perhaps to their cultural production – as birds or "Aztec buzzards." Scholars have noted that such a form of natural or spiritual representation of Native people was one strategy used to eliminate them as a threat to Western progress, and effectively promoted the idea of the "vanished race" in the American popular imagination.

In a similar way, the representation of the other human figure – the Spanish conquistador – poses a problem in terms of the complicated history of colonialism and the identities of Spanish-speaking people of New Mexico - Nuevomexicanos. New Mexico and Arizona were the last of two territories gained from the US-Mexico War (1846-1848) that achieved an incredibly delayed statehood. This was partly due to the demographic imbalance of Mexicans and Indigenous people compared to white Americans. We see the gradual shift to identify publicly as "Spanish American," i.e. white or European among many Nuevomexicanos in an effort to survive culturally and politically in the dawn of American takeover. When we contextualize the early years of UNM and the creation of the 1910 seal in terms of the stark socioeconomic realities facing Nuevomexicanos at that time, and even now – the conquistador becomes a mythological, heroic figure of whiteness and grandeur in the tri-cultural fantasy promoted in the territory then, and in the state currently, that served as a counter to the "greaser" and peasant image associated with a non-white Mexicano identity. The conquistador was and is a troubling figure for Nuevomexicanos, especially at UNM, simply because out of fifteen faculty members in 1910, only one was Spanish-surnamed, and out of forty undergraduates, again, only one was Spanish-surnamed. Admittance into the university consisted of one

requirement: fluency in reading, writing, and speaking English. Needless to say, attending UNM was out of reach for most Spanish Americans, Nuevomexicanos, and Natives alike.

It should come as no surprise that the seal upholds the tri-cultural myth of white, Nuevomexicano, and Native harmony, and in doing so, denies the existence of centuries of African-descent people in New Mexico. The exclusion of any groups outside of the tri-cultural schema, and by extension, outside of the UNM official seal, and the endorsement of problematic colonial figures only further communicates who is and who is not welcome in the institution.

UNM is participating in a national conversation about the importance of symbolism, identity, history, and healing that many other entities have faced recently and in decades past.

I ask all in attendance to weigh the importance of upholding divisive symbols that cause grief, trauma, and distress to many in our academic, local, and regional communities over the opportunity to create emblems celebrating the value that diversity – in its many forms – brings; symbols that uplift, unite, and underscore inclusivity and equity at the University of New Mexico.

Dra. Alicia M. Romero
Albuquerque, Nuevo México
5 mayo 2016

It doesn't seem to me that the tribal people represented here today need to repeat to deaf ears that the UNM Official Seal is a racist seal. Evidently, protests have occurred over the years and the seal remains. This time, you officials need to throw out your defense thinking and really, really listen and hear the messages behind our frustrated voices.

The UNM President recently stated that he did not think the seal is racist. That should not have been a surprise to tribal people as we have experienced this type of responses for centuries. May I request that the UNM President and the Board of Regents let go of defensive thinking and hear the messages the UNM students, staff, and other supportive people need to convey and be heard. Walk in our moccasins for just a bit, please.

Recently, the UNM President was quoted as saying that he did not believe the seal to be racist. Really? Your message to me is that you truly believe and agree that it was okay for your ancestor, the white frontiersman to have used the musket against us? You agree that it was okay for the Spanish man to have used his superior weapons against my ancestors whose only weapons were bows and arrows used for hunting food and these were all they had to defend themselves.

Do I understand that your stance that the UNM seal is not racist means you and the Board of Regents approve of the white frontiersman and Spanish perpetrator when they enslaved, raped, and murdered my ancestors' the Pueblo people?

Since the return of the Spaniards to Pueblo country, their violent actions have enabled your ancestors to divide up our lands, force Catholicism and its churches onto Pueblo lands, and eventually to build UNM on this land which was once the land of the people from Sandia Pueblo or Isleta Pueblo or they shared the land.

Please do not tell us that all of what took place then is a thing of the past. Please do not tell us to "Get over it". You see, we tribal people do not see it as a

thing of the past and we will never get over it because our ancestral blood runs through our veins, now, and from the cells they passed on to we descendants, we still feel their horror, fear, and powerlessness at the hands of strangers who came here and took what was once ours. You have to own your ancestors blood that runs through your veins. They are still a part of you and your non actions seem to demonstrate they speak through you.

For myself, I have completed the UNM requirements for a PhD and I am telling you, I do not want to carry the UNM approved racist seal on my chest when I don the university graduation gown.

I am respectfully requesting that the present UNM seal be redesigned, perhaps by eliminating the frontiersman and the Spaniard. It is okay with me that the stylized Zuni bird remains. The frontiersman and the Spaniard must be eliminated from the seal so that their genocidal actions against tribal people no longer serve as reminders of the violent, racist past.

Angelina Medina
Acoma-Zia-Zuni

April 21, 2016

Robert G. Frank
President of the University of New Mexico
MSC05 3300
Scholes Hall Suite 144
1 University of New Mexico
Albuquerque, NM 87131
E: unmpres@unm.edu

UNM Board of Regents
MSC05 3200
Scholes Hall Suite 141
1 University of New Mexico
Albuquerque, NM 87131
E: regents@unm.edu

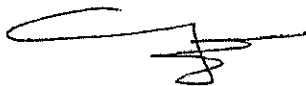
To the UNM President and Board of Regents:

I am in full support of the efforts by students, the community, faculty, and Indigenous Peoples across the region to remove the official institutional seal of UNM that depicts a white frontiersman and Spanish conquistador. Through the politics of selective tradition, UNM is complicit in confirming a racial hierarchy that situates Whites and Spaniards in dominant positions.

As a faculty member of UNM, I voiced my opposition to the continued use of the seal at a Faculty Senate meeting, at several Diversity Council meetings between 2013 and 2016, at a College of Education Leadership Team meeting in 2015, and directly with this university's leadership at a rebranding session in late 2015. At the rebranding presentation, I suggested to UNM Leadership that this would be an opportunity to remove the seal and replace it with one that speaks to equity and diversity.

I hope that you will seriously consider the messages conveyed to you by your constituents who are seeking an end to the symbolic violence represented in the seal. Consider this act as one that will mark your legacy as an advocate of civil rights and social justice.

Sincerely,



Glenabah Martinez, Ph.D
Associate Professor
Department of Language, Literacy, and Sociocultural Studies
University of New Mexico

Mallory Reviere

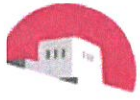
From: ELMER MAESTAS <emaestas1@q.com>
Sent: Thursday, May 05, 2016 2:10 PM
To: Mallory Reviere
Subject: Inpup for today's UNM SEAL meeting

Hello Ms M. Reviere,

I am Elmer Maestas, whom you have spoken to regarding today's UNM Seal meeting. I am tied up in Santa Fe, but wish to submit the following input for the record - Thank You:


Background: New Mexico has had a long and stormy history, and often been very difficult and varied - the Spanish takeover then the U.S. takeover - and both of which had negative impacts for New Mexico's long enduring Native American populations. Then the U.S. takeover also had a very negative impact on the both the Hispanic and Native American populations, as millions of acres of farming and ranching lands were expropriated. However, recently through the help of the U.S. government, millions of dollars and millions of acres of lands have been returned/turned-over to various New Mexico Native American tribes, but NONE of either to Hispanic New Mexicans. With the advent of Indian gaming Casinos, business ventures, Pueblo housing and various and numerous additional government programs, including University of New Mexico programs set up specifically to help Native Americans, there should now are less things to complain about. There is always room for improvements and more can always be done, depending on funding and funding sources, however, Native Americans should be taking full advantage of these programs. As concerns the UNM Seal, as a UNM graduate (MA degree), I strongly Object to any change of the American Frontiersman or the Spanish Conquistador, as both are historically true and long held New Mexico/UNM symbols and part of our long, and varied history. Thus, should the Native Americans wish to change their own already in place symbol on the Seal, this must be taken up with the various entities /institutions which represent New Mexico's Native American populations, not only the few Native American "activist" types, including some "outsiders". I further feel that the 'buring' of the UNM Seal leaves a 'destructive' and/or a very undignified and unbecoming of our good and decent UNM student populations. Let all pitch in and help build a better and stronger state Flagship University - Go Lobos!

Best Regards and Very Sincerely,
Elmer E. Maestas
13800 Crested Butte Dr.
Albuquerque, NM 87112
connotation



DATE: November 19, 2015

TO: Randi Archuleta, Dean of Instruction, UNM-Taos

FROM: Gregory L. Heileman, Associate Provost for Curriculum 

RE: Approval of Preliminary Proposal for a Commercial Driver's License Certificate

CC: Chaouki Abdallah, Provost and EVP for Academic Affairs
Kate O'Neill, Branch Campus Director, UNM-Taos
Carolyn Montoya, Faculty Senate Curricula Committee Chair
Rick Lynn, Faculty Senate Undergraduate Committee Chair
Nancy Middlebrook, University Accreditation Director
Elizabeth Barton, Associate Registrar

Thank you for submitting the preliminary review proposal for a Commercial Driver's License Certificate. The proposed certificate will provide training based upon industry standards that culminates in a credential necessary for becoming a commercial vehicle driver. The certificate program will also contribute to workforce development for the region. In my judgment, the proposal is sufficiently well developed to advance through the stages of faculty review and approval. Please proceed.



THE UNIVERSITY *of* NEW MEXICO

New Mexico's Flagship University

Office of the Provost and Executive Vice President for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

NEW CERTIFICATE/UNDERGRADUATE CERTIFICATE PROGRAM PRELIMINARY REVIEW AND PROPOSAL OUTLINE UNM-Taos, Commercial Driver's License Certificate (CDL)

Executive Summary

1. Program Description

The CDL program is intended to prepare students with the knowledge and ability required to pass the CDL written and driving skills tests; helping students become safe and knowledgeable entrants into the commercial vehicle driver work force, and to provide short-term workforce training certificates that meet industry standards and earn an industry-recognized credentials for the truck driving industry.

2. Evidence of Need

UNM-Taos is currently operating as a preferred training provider for Werner Transportation. As well, UNM-Taos is partnering with the Taos County Government, which will assist in the provision of necessary equipment for the program and who promises to employ trained drivers when positions are available. Also, with the recent shut down of the "Moly Mine" in Questa, NM by Chevron mining, displaced workers are looking for alternative employment opportunities. Industry professionals estimate reclamation of the area will take over 20 years, with a continuous need for a skilled employment field including those with Class A and CDL endorsements.

3. Program Content and Quality

Commercial Driver's License: CDL-A (total of 15 credit hours) Provides lecture, lab and driving experience

CDLA 110. CDL A. (3) Knowledge portion of the CDL training which covers a broad range of topics, including preparation for NM CDL knowledge test, safety, career choices, log books, mapping, load weights and distribution.

CDLA 111. CDL ROAD DRIVING. (3) Student time is spent behind the wheel of tractor-trailer driving on public roads and developing the skills necessary to operate a tractor trailer safely and prepare the students for the road portion of the NM CDL Skills test.

CDL 120. CDL RANGE & YARD SKILLS. (3) Yard skills focuses developing the skills needed to successfully maneuver a tractor trailer. These are comprised primarily of backing skills and replicate what

it would be like to back into a customer's loading dock, as well as other maneuvers. These skills are also necessary for passing the NM CDL skills test.

CDL 121. ENDORSEMENT TRAINING (3) prepares students to acquire endorsements such as Hazardous materials, tankers and doubles and triples.

CDLA 210. ENDORSEMENT TRAINING (3) Prepares students for their pre-trip inspection, air brake inspection, and will cover braking systems.

4. Evaluation and Assessment

The program currently uses New Mexico Department of Motor Vehicle test pass rates to evaluate program effectiveness and instructor effectiveness. This is done after each program completion. The entire program/course is completed in 16 weeks. The program consists of 8 weeks of classroom instruction, 8 weeks of behind the wheel time.

Every applicant for a CDL driving test will have to complete a very specific set of training requirements at an accredited institution before they will be permitted to take the driving test. The new training requirements are based very closely on the PTDI standards which the UNM-Taos CDL program is intended to be patterned after. The enrollment in this program could increase dramatically because of the number of programs which do not meet the requirements and CDL applicants will no longer be able to train at a facility that is not an "accredited institution". This program needs to maintain current training standards based on present and future state and federal regulations.

5. Required Resources

All CDL instructors are approved by the UNM-Taos Department of Instruction. The program delivery requires a minimum of one approved faculty, or the delivery can be divided into separate cohorts (depending on the capacity of the trucks used; day-cab or full condo cabs), in which case it can be 1 – 3 faculty. UNM Taos already has approved faculty that have been providing these courses for several years. UNM Taos additionally has purchased a vehicle for instructional use and collaborates with Taos County for additional vehicles used during weekend classes.

6. Projected Enrollment and Costs

There were 9 students that entered the first cohort of the CDL Program in spring 2013. Future cap on each class is 8 students, and it is anticipated that classes will consistently fill to capacity. The adjunct faculty pay scale applies. Since its inception, the CDL class has consistently met cohort limits each semester including spring and fall 2013 and spring and fall 2014. Spring 2013 had 8 students complete the program, with 5 finding employment within the industry, Fall 2013 had 6 students complete the program with all 6 finding employment within the industry and Spring 2014 had 5 students complete with all 5 also finding employment within the industry. The fall 2014 currently has 8 students in the cohort with 7 scheduled to complete the program. The eighth student unfortunately has a disability that may prevent him from passing the Department of Transportation physical exam.

There will be a lab fee of \$1600 attached to the CDL Class A course that covers the following expenses: Fuel, vehicle maintenance, DOT physical, DOT exam, and DOT manual. No new costs have been assessed.

Justification for Program:

To provide short-term workforce training certificates that meet industry standards and earn an industry-recognized credentials for the truck driving industry.

Budgetary & Faculty Load Implications:

Courses are currently taught by adjunct faculty who are approved by UNM-Taos. UNM-Taos adjunct faculty page policies apply.

Long-range Planning Statement:

The CDL program at UNM-Taos was funded for its first cohort during the spring 2013 semester through institutional funding. Cost saving measures will be applied, including a partnership with Taos County Government, which has agreed to provide necessary equipment to operate the program for the CDL certification. Adjunct faculty costs will be covered through the Instructional Budget. The purchase of a used CDL vehicle has greatly decreased the cost of program administration.



**The University of New Mexico – Taos
Commercial Driver’s License Program**



Exact title and requirements as they should appear in the catalog. Submit proposed catalog text.

Commercial Drivers License: CDL-A (total of 15 credit hours) Provides lecture, lab and driving experience. Includes:

CDLA 110. CDL A. (3)

CDLA 111. CDL ROAD DRIVING. (3)

CDL 120. CDL RANGE & YARD SKILLS. (3)

CDL 121. ENDORSEMENT TRAINING (3)

CDLA 210. ENDORSEMENT TRAINING (3)

The program includes preparation for NM CDL Knowledge and Skills Test

The reason for request:

To provide short-term workforce training certificates that meet industry standards and earn an industry-recognized credentials for the truck driving industry.

Library Impact Statement: The students and faculty in the Commercial Driver's License Program are provided access to a computer lab staffed and maintained by the college library; handouts and instruction in the use of and access to online CDL Knowledge Tests, Endorsement Practice Tests, Preparation Guides/Manuals for each state and e-books through electronic resources provided by the library such as Learning Express and Brainfuse. Other services such as interlibrary loan are provided free of charge to students and faculty to acquire materials from other libraries such as the Barron's CDL Truck Driver's Practice Tests.

The Library does pay an annual subscription fee for access to these online resources.

Budgetary & Faculty Load Implications:

Courses are currently taught by adjunct faculty who are approved by UNM-Taos. UNM-Taos adjunct faculty page policies apply.

Long-range Planning Statement:

The CDL program at UNM-Taos was funded for its first cohort during the spring 2013 semester through institutional funding. Cost saving measures will be applied, including a partnership with Taos County Government, which has agreed to provide necessary equipment to operate the program for the CDL certification. Adjunct faculty costs will be covered through the Instructional Budget. The purchase of a used CDL vehicle has greatly decreased the cost of program administration.

Effect on Other Departmental Program/Branch Campuses.

CDL programs have been run at the UNM Gallup branch campus in the past, but are only currently being offered by the Gallup branch in partnership with a private provider. Because the proposed course curriculum is specific to UNM-Taos and the request for a certificate program, curriculum may differ from past offerings at the other branches that may have offered a CDL program (Gallup). There is no articulation agreement at this time.

Effective date of Proposed Change: PER UNM approval.

Program Description

a. What is the program and why should we offer it? (Include the program's major goals).

The CDL program is intended to prepare students with the knowledge and ability required to pass the CDL written and driving skills tests; helping students become safe and knowledgeable entrants into the commercial vehicle driver work force, and to provide short-term

workforce training certificates that meet industry standards and earn an industry-recognized credentials for the truck driving industry.

A Bureau of Labor Statistics forecast estimates the need for new CDL drivers to be 507,000 by 2014. This is equivalent to 50,700 new CDL drivers each year. The FMCSA estimates that 76,600 new CDL drivers will need to be trained each year. Local trucking companies report that they have equipment idle and are forced to turn away work because of the shortage of drivers in the local labor market.

According to the Federal Motor Carrier Safety Administration, The Commercial Motor Vehicle Safety Act of 1986 was signed into law on October 27, 1986. The goal of the Act is to improve highway safety by ensuring that drivers of large trucks and buses are qualified to operate those vehicles and to remove unsafe and unqualified drivers from the highways. The Act retained the State's right to issue a driver's license, but established minimum national standards, which States must meet when licensing CMV drivers.

Drivers have been required to have a CDL in order to drive a CMV since April 1, 1992. The Federal Highway Administration (FHWA) has developed and issued standards for testing and licensing CMV drivers. Among other things, the standards require States to issue CDLs to their CMV drivers only after the driver passes knowledge and skills tests administered by the State related to the type of vehicle to be operated. Drivers need CDLs if they are in interstate, intrastate, or foreign commerce and drive a vehicle that meets one of the following definitions of a CMV:

Class A -- Any combination of vehicles with a GVWR of 26,001 or more pounds provided the GVWR of the vehicle(s) being towed is in excess of 10,000 pounds.

Class B -- Any single vehicle with a GVWR of 26,001 or more pounds, or any such vehicle towing a vehicle not in excess of 10,000 pounds GVWR.

Class C -- Any single vehicle, or combination of vehicles, that does not meet the definition of Class A or Class B, but is either designed to transport 16 or more passengers, including the driver, or is placarded for hazardous materials.

Drivers who operate special types of CMVs also need to pass additional tests to obtain any of the following endorsements on their CDL:

T - Double/Triple Trailers (Knowledge test only)

P - Passenger (Knowledge and Skills Tests)

N - Tank Vehicle (Knowledge Test only)

H - Hazardous Materials (Knowledge Test only)

X - Combination of Tank Vehicle and Hazardous Materials

b. How does the program fit within the Branch's mission?

The CDL program provides a quality education for a lifetime of success. Instructor Max Kaufman profoundly stated, "This program can launch a student from poverty to the middle class in eight or sixteen weeks". Students gain both a viable skill which prepares them for employment upon completion, and an entry level requirement for future education in the commercial vehicle driver work force. UNM-Taos is committed to offering sustainable, high wage, high demand programs in our service area.

c. How does the program fit within the UNM mission and strategic plan?

This program is consistent with the UNM mission in that the CDL program offers the student a comprehensive educational program in a demand occupational field, and affords a

significant contribution to the quality of life in New Mexico by providing students a demonstrably viable and in-demand career opportunity.

As part of the UNM strategic plan, the CDL program fills a vital role in fulfilling our responsibility to the public to provide relevant technical vocation training. In the implementation phase of the plan, the CDL program meets the objective of applying the University's education abilities for the advancement of the interests and aspirations of people of New Mexico by provide a career pathway for trained commercial vehicle drivers. Consistent with UNM-Taos's Strategic Plan, we are creating new short-term certificate programs and courses based on community and industry needs and interests.

d. How does the program fit with related offerings at other UNM branch campuses?

There are no discrepancies or articulation issues, as no other branch currently offers CDL training (Gallup does offer a program in partnership through a private provider). The UNM-Taos CDL program curriculum is specific to UNM-Taos - and may differ from past offerings at the other branch(es) that have offered a CDL or Heavy Equipment program (UNM-Gallup). There is no articulation agreement with other branches or main campus at this time.

e. If it is a vocational program, describe plans to involve potential employers in its development.

UNM-Taos is currently operating as a preferred training provider for Werner Transportation. As well, UNM-Taos is partnering with the Taos County Government, which will assist in the provision of necessary equipment for the program and who promises to employ trained drivers when positions are available. Also, with the recent shut down of the "Moly Mine" in Questa, NM by Chevron mining, displaced workers are looking for alternative employment opportunities. Industry professionals estimate reclamation of the area will take over 20 years,

with a continuous need for a skilled employment field including those with Class A and CDL endorsements. Since the Mine's closure, UNM-Taos has trained five cohorts of 20 dislocated workers – empowering them to find gainful employment within Taos County.

f. If it is a transfer program, describe its intended articulation to UNM four-year programs. Does it contemplate articulation with institutions other than UNM?

There is no intended articulation as a transfer program.

g. Assuming timely approval, what is the program development and implementation timeline?

PER UNM approval. The CDL program continues to grow and has quickly gained a reputation for its quality instruction and helpful staff. UNM-Taos' administration is extremely committed to this program and Executive Director, Dr. Kate O'Neill approved the purchase of a used tandem axle, nine speed sleeper cab for instruction. This will greatly reduce the costs of this popular program, as UNM-Taos will no longer need to lease a vehicle during the course of each semester. Also, our collaborative relationship with Taos County has also empowered the program as County vehicles are also used during the regular weekend CDL class.

2. Evidence of Need

a. Indicate how you plan to recruit students.

Recruiting will be consistent with UNM-Taos outreach and sponsored events to include recruiting functions, a web presence, newspaper advertisement, other events and coordination with the public affairs officer. In addition, we work closely with the Taos County and Town of Taos governments which help to disseminate program offerings. In addition, UNM-Taos staff has been working closely with the displaced Chevron Mining workers and the Village of Questa as well as our elected officials on offering viable, high demand, high wage opportunities to our

service area. Taos Pueblo Educational Outreach has expressed a need for CDL instruction/certification for their clientele.

The CDL program basically recruits for itself. The reputation of a high quality program has spread throughout Northern New Mexico and instructor Max Kaufman regularly receives calls for customized training. During the fall 2016 semester alone, UNM-Taos has run its regular weekend course (a full course with a waiting list), a special CDL Class A cohort for dislocated Chevron employees and customized training for one of the region's largest employer - Taos Ski Valley (TSV). TSV came to UNM-Taos with the request for CDL Passenger Endorsement training for their shuttle drivers. Mr. Kaufman has recently completed training for a cohort of ten TSV employees – all who successfully received their CDL certification.

b. How does the program fit with similar and related offerings in the state and region?

CDL Programs are offered at colleges throughout New Mexico. There is not an accrediting body for commercial driver training programs. The only process for certification of commercial driver training programs is the “Professional Truck Driver Institute (PTDI)”. Certification by this organization is voluntary. The UNM-Taos CDL program is structured to meet the PTDI certification requirements (certification has not been requested), and the program will seek certification upon program approval from the State of New Mexico HED.

List of other NM Schools offering CDL Training:

- San Juan College
- Rocky Mountain Truck Driving School (Private)
- Central New Mexico Community College
- Mesalands Community College

- Dona Ana Community College

c. Provide evidence of demand for program graduates.

A Bureau of Labor Statistics forecast estimates the need for new CDL drivers to be 507,000 by 2014. This is equivalent to 50,700 new CDL drivers each year. The FMCSA estimates that 76,600 new CDL drivers will need to be trained each year.

Local trucking companies report that they have equipment idle and are forced to turn away work because of the shortage of drivers in the local labor market. A number of entities and companies support the UNM-Taos CDL Program because they are unable to hire enough drivers. Some examples are: Werner Trucking, Taos County, Kit Carson Electric Co-op, Chevron Mining reclamation, Regional Transportation Department and the Town of Taos.

The outlook for trucking jobs is one of positive and continued growth. Trucking is usually one of the first industries to emerge from a recession, and especially with the rise of E-commerce, more and more firms are using trucking services to get their goods across town - and across the world.

Truck driver jobs are constantly being created by small local owner-operators as well as by major trucking companies and container trucking providers, as there is a constant shortage of truckers due to high demand. Salaries for truckers are consistently rising, and trucking has always provided a respectable and steady income especially for experienced truckers who are willing to handle long haul jobs.

With more and more people using online commerce for even large purchases, trucking companies have seen a surge in business, as trucks are used to ship merchandise ordered online either directly or to a distribution and fulfillment center from which they are shipped directly to consumers. Some of the largest online stores now offer trucking jobs either themselves or via

their dedicated trucking company or truck leasing company, which may either be in-house or outsourced. These truck driver jobs offer competitive starting salaries and benefits, and their stability is backed by the promise of constant growth of the online commerce sector.

3. Program Content and Quality

a. Describe the curriculum.

Commercial Drivers License: CDL-A (total of 15 credit hours) Provides lecture, lab and driving experience

CDLA 110. CDL A. (3) Knowledge portion of the CDL training which covers a broad range of topics, including preparation for NM CDL knowledge test, safety, career choices, log books, mapping, load weights and distribution.

CDLA 111. CDL ROAD DRIVING. (3) Student time is spent behind the wheel of tractor-trailer driving on public roads and developing the skills necessary to operate a tractor trailer safely and prepare the students for the road portion of the NM CDL Skills test.

CDL 120. CDL RANGE & YARD SKILLS. (3) Yard skills focuses developing the skills needed to successfully maneuver a tractor trailer. These are comprised primarily of backing skills and replicate what it would be like to back into a customers loading dock, as well as other maneuvers. These skills are also necessary for passing the NM CDL skills test.

CDL 121. ENDORSEMENT TRAINING (3) Prepares students to acquire endorsements such as Hazardous materials, tankers and doubles and triples.

CDLA 210. ENDORSEMENT TRAINING (3) Prepares students for their pre-trip inspection, air brake inspection, and will cover braking systems.

b. What are the expected student learning outcomes for the program?

This certificate will provide the training and skills for individuals to pass the three- part CDL exam. Students learn in the classroom, practice hands-on driving on our training course and on the highway. They receive instruction on such topics as Tanker, Doubles/Triples and Hazmat endorsements as well as hours of service, weight and balance, and vehicle out of service regulations. CDL program trainees will receive a Certificate of Completion and an Air Brake Training card that will be issued upon successful completion of those elements of the CDL Program.

c. What instructional model(s) will be used to deliver the program?

Teaching/Learning Strategies: Lecture, discussion, work groups, workbook exercises and practical driving skills practice. This practical experience will place students in “real world” over the road driving situations.

d. If applicable, describe any accreditation issues:

There is not an accrediting body for commercial driver training programs. The only process for certification of commercial driver training programs is the “Professional Truck Driver Institute (PTDI)”. Certification by this organization is voluntary. The UNM-Taos CDL program is structured to meet the PTDI certification requirements (certification has not been requested), and, the program will seek certification upon program approval from the State of New Mexico HED.

4. Evaluation and Assessment

a. How will the program’s learning outcomes be measured?

The program currently uses New Mexico Department of Motor Vehicle test pass rates to evaluate program effectiveness and instructor effectiveness. This is done after each program

completion. The entire program/course is completed in 16 weeks. The program consists of 8 weeks of classroom instruction, 8 weeks of behind the wheel time.

Every applicant for a CDL driving test will have to complete a very specific set of training requirements at an accredited institution before they will be permitted to take the driving test. The new training requirements are based very closely on the PTDI standards which the UNM-Taos CDL program is intended to be patterned after. The enrollment in this program could increase dramatically because of the number of programs which do not meet the requirements and CDL applicants will no longer be able to train at a facility that is not an “accredited institution”. This program needs to maintain current training standards based on present and future state and federal regulations.

b. What other measures to evaluate program effectiveness are contemplated?

Student learning outcomes are measured through final assessment via the CDL tests; successful skills integration will be demonstrated via successful passage of the CDL tests via licensure and certification.

c. A plan for learning outcomes assessment at the course and program level will be required for the full proposal.

Please see attached

5. Required Resources

a. How many faculty are necessary for program delivery and what are their qualifications?

All CDL instructors are approved by the UNM-Taos Department of Instruction. The program delivery requires a minimum of one approved faculty, or the delivery can be divided into separate cohorts (depending on the capacity of the trucks used; day-cab or full condo cabs),

in which case it can be 1 – 3 faculty. UNM-Taos' CDL Program founder and lead instructor, Marc "Max" Kaufman, has constantly worked on improving and growing the program. Mr. Kaufman works with one other instructor during the weekend class and both instructors have years of commercial driving experience and proven track records for safety and positive student outcomes. Due to the success of the program, Mr. Kaufman has been offered a full time faculty contract (Term Teacher) at UNM-Taos for the spring 2016 semester. With this assignment, Mr. Kaufman will continue meeting the current demand for CDL Class A and Passenger Endorsement training and will be able to assist the Area Coordinator for Business and Professional Skill in creating a much asked for Heavy Equipment Certification training program.

b. How will this program affect the workload of current faculty and support staff?

Lead Instructor Max Kaufman will join UNM-Taos as a full time faculty member in spring 2016. As this is a specialized program, it will affect the workload of current faculty members. Support staff administer the program through their regular work assignment.

c. Will additional faculty or staff be required? What is the cost?

Additional staff or faculty will not be required..

d. What faculty and staff development services will be needed?

None anticipated at this time.

e. What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?

All institutional resources are available to the CDL Program students, including classroom capture technology via the Media Site system. Also, all course materials are available in the UNM-Taos Library and CASA.

f. Are there any needs for additional or renovated space?

No space is needed.

g. What student support services are likely to be needed and to what extent (tutoring, library, ITS, advising, etc.)? What is the estimated cost?

Students can access a full array of student support services including tutoring, academic advising, and financial aid advising, at no additional cost.

h. What student support will be needed (scholarships, student employment, work study, internships, etc.)?

Students may qualify for various scholarships, Pell grants, student employment, and work study. As part of the program, UNM-Taos is currently seeking ways that we may partner with County and Town government, as well as other organizations, to find ways to provide scholarship funds and other resources to support the program. Also, many of our CDL students work with the Workforce Investment and Opportunities Act – WIOA and receive additional support from the State of New Mexico.

i. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

The UNM-Taos CDL Program requires a \$1,600 program fee per class which includes a CDL textbook, with NM CDL testing materials; Program costs will cover the cost of CDL testing, and the requisite DOT transportation physical as well as fuel and maintenance of the vehicles used in instruction.

6. Projected Enrollment and Costs

There were 9 students that entered the first cohort of the CDL Program in Spring 2013. Future cap on each class is 8 students, and it is anticipated that classes will consistently fill to capacity. The adjunct faculty pay scale applies.

Since its inception, the CDL class has consistently met cohort limits each semester including spring and fall 2013 and spring and fall 2014. Spring 2013 had 8 students complete the program, with 5 finding employment within the industry, Fall 2013 had 6 students complete the program with all 6 finding employment within the industry and Spring 2014 had 5 students complete with all 5 also finding employment within the industry. Fall 2015 currently has 8 students in the cohort with 7 scheduled to complete the program. The eighth student unfortunately has a disability that may prevent him from passing the Department of Transportation physical exam.

The program continues to grow due to the demand for customized training. Taos County and the Town of Taos have asked for training assistance through the program as well as Taos Ski Valley, Kit Carson Electric, Regional Transportation District and the Village of Questa.

a. Provide a three-year projection of enrollments and program costs.

I. The current CDL Program will continue offering regular weekend classes, capped at ten students. This will be twenty students per year, sixty students projected over the next three years. Customized training will significantly add to the total numbers of students trained by the program.

ii. (For full proposal, a detailed program budget is required.)

A detailed program budget is difficult to forecast as this program offers customized training outside of our regularly scheduled class during the course of the semester.

b. If applicable, describe anticipated sources of new revenue required for the program.

N/A

7. Additional Information

a. Provide any additional information needed to make the case for development of a full proposal. (For full proposal, provide any additional information to support the request for the proposed degree program.)

8. Attachments (for full proposal only).

a. As the transportation industry is tightly tied to the overall economy, the available jobs will go up and down with the amount of goods that are made and sold within the country.

However, when one considers that almost every item that is sold sees the inside of a commercial truck at least once, it is clear that there are many jobs available for CDL drivers.

The United States Bureau of Labor Statistics forecasts that the number of CDL jobs will grow at a rate of 11% each year between 2015 and 2025. In a day and age where many other types of jobs are being outsourced to foreign countries, this is an encouraging number.

In addition to the growth in this area that creates new job openings, current CDL drivers often move up in the company or make other career moves which leaves their position open for new drivers. All one has to do is take a look at the recruiting signs on the back of many trucks as they travel down the highway to know that there are always openings for experienced drivers.

UNM-Taos partners with the Workforce Investment and Opportunities Act – WIOA and CDL programs as listed on the Department’s ETPL as a profession with a Bright Outlook.

b. Formal Needs Assessment.

Not Applicable

c. List of similar programs (state and regional).

List of other NM Schools offering CDL Training:

- San Juan College
- Rocky Mountain Truck Driving School (Private)
- Central New Mexico Community College
- Mesalands Community College
- Dona Ana Community College

d. List of potential employers.

- Chevron Mining Reclamation
- Municipalities in Taos County
- Taos Ski Valley
- Kit Carson Electric
- Regional Transportation District – RTD (local transportation)
- Local, private construction companies
- Private companies within the commercial driving industry

e. List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable. – Not Applicable

f. Letters of support from external partners or stakeholders.

Please see attached

g. If applicable, letters of support from related UNM programs from other campuses.

Not Applicable

9. Additional Attachments for submission to NMHED (supplied by Provost's Office)

a. Minutes from the Board of Regents meeting, noting approval.

SUSANA MARTINEZ
GOVERNOR



CELINA BUSSEY
SECRETARY

JOHN SANCHEZ
LT. GOVERNOR

STATE OF NEW MEXICO
DEPARTMENT OF WORKFORCE SOLUTIONS
401 Broadway, NE
PO Box 1928
Albuquerque, NM 87103
(505) 841-8405/ FAX (505) 841-8491

November 16, 2015

University of New Mexico – Taos
1157 County Road 110
Ranchos de Taos, NM 87571

To Whom it May Concern

Re: Letter of Support

We understand UNM-Taos will be submitting a Certificate of Proposal for their Commercial Drivers' License (CDL) program. We whole heartedly support this endeavor.

UNM-Taos has a long history of partnering closely with the New Mexico Workforce Connection – Taos Office to ensure they are providing quality training to meet Taos County's workforce needs. The truck driving occupation is on the National High Growth Industry list and certainly is one of the most challenging occupations to fill when we receive Taos County employer requests for qualified candidates. As truck drivers leave the industry due to age, physical limitations, career changes, etc., there is a great need in to train and certify the next generation of drivers.

Additionally, job seekers who are heavy equipment operators sometimes find it difficult to find employment because many employers look for someone who is not only an experienced heavy equipment operator, but also has a CDL to move that equipment around. That is especially true in rural communities such as Taos where small businesses cannot afford to hire both a heavy equipment operator and a CDL driver.

UNM-Taos is uniquely well positioned to expand the CDL program as they already offer these classes. UNM-Taos is known for their cooperative relationship building within the community they serve and we are proud to be their partner.

Sincerely,

A handwritten signature in blue ink that reads "Dean M. Archuleta".

Dean M. Archuleta
Site Manager
Taos Workforce Connection
1036 Salazar Road, Taos, NM 87571
575-758-4219

“AN EQUAL OPPORTUNITY EMPLOYER”

List any additional Assessment activities to be held by your School or department: *(examples: send 1 faculty to Assessment conference; devote one school meeting per semester to assessment issues; work in small groups to come up with new classroom and course assessments; host a school artifact reading using rubrics; schedule conversations to take a serious look at courses or tracks; share best practices in school meetings; attend or organize assessment workshop; etc.)*

The CDL Chair will coordinate with the Area Coordinator for Business and Professional Skills on any improvements to the program. Dean of Instruction will schedule an assessment conference with the Area Coordinator after the completion of each semester.

DRAFT



CDL 110 CDL A CRN: 48998

Fall 2015

Syllabus may be subject to change

Instructor: Max Kaufman

Email: UNMDriverTraining@gmail.com

Office Phone: 575-779-3234

Office Hours: By Appointment

COURSE TITLE: CDL 110 CDL A

LENGTH OF TIME: This is a sixteen week course.

OBJECTIVE:

To provide students with the knowledge, training and necessary skills to prepare for the Class A Commercial Driver's License exam.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to complete and receive the New Mexico State CDL – A Learners Permit.

EXPECTATIONS FOR COURSE:

- Attend every class session
- Complete assigned readings and exercises
- Successfully complete sample tests
- Acquire a New Mexico CDL-A Learners Permit

LATE ASSIGNMENTS:

If you discover yourself in situation that requires you to submit late work, please remember these guidelines:

1. Arrangements for extensions are made with your instructor. As much as possible, requests for extensions are to be made prior to the time the assignment is due, especially if the assignment involves others.

2. Make every effort to honor any extension deadlines you make with your instructor.
3. Grading of late work is at the sole discretion of your instructor.

COURSE OVERVIEW

Students will taken through sections 1-1, 2-1,3-1,5-1, 6-1 of the New Mexico CDL manual by program instructors.. Upon completion students should acquire their Class A CDL Permit by successfully passing their General Knowledge exam, Air Brakes exam, Combinations exam, as administered by the State of New Mexico. Students will also be required to submit all needed documentation to the State including an approved D.O.T. medical form.

REQUIRED TEXT

CDL Road Test Manual

SUPPLEMENTAL TEXTS & ADDITIONAL READINGS

Will be provided by instructor

ACADEMIC INTEGRITY

The policy of the University of New Mexico-Taos is that academic honesty is one of the basic steps toward personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog or online at <http://taos.unm.edu>.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

In accordance with UNM Policy 2310 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Services, at the Center for Academic Success and Achievement (CASA), coordinates accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with Director, Diego Trujillo privately to discuss your specific accommodations needs and how they relate to course expectations and assignments. CASA is located on the Klauer Campus and can be reached at (575) 737-3695.

STUDENT CODE OF CONDUCT

Even in an online course, students are expected to know and abide by the Student Code of Conduct. Here is the link for your knowledge and review: <http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

COURSE REQUIREMENTS

- Exams – 3 tests administered by the State of New Mexico
- Quizzes – 8 announced quizzes (please see Course Schedule)
- Participation and attentiveness is required for safety

GRADING

Any grade below a C- according to UNM policy is considered a non-passing grade.

Attendance:	10%
Participation	60 %
Tests	20%
Quizzes	10%

UNM EMAIL

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<https://support.office.com/en-US/article/Connected-accounts-in-Office-365-operated-by-21Vianet-dd1b305b-3634-46c4-ba5a-b1d74388dead>

STUDENT GRIEVANCE

Students should always first work with their instructor regarding issues or situations with the course. If the issue is not resolved, students and/or instructors should contact the appropriate Department Chair at UNM-Taos (refer to Schedule of Classes). The Area Coordinator is the next person in the chain of command with the Dean of Instruction having final say in unresolved issues.

CDL Course Schedule – Subject to Change

WEEK	Sections	Description	Assessments	Lab/Practicum
1	1.1 – 1.5	Independent Study NM CDL Manual and In Classroom Work		
2	2.1 – 2.2	Independent Study NM CDL Manual and In Classroom Work	Quiz	
3	2.3 – 2.4	Pre- Trip Inspections and Knowledge Test Prep		
4	3.1 – 3.3	Pre- Trip Inspections and Knowledge Test Prep	Quiz	
5	3.4 – 3.5	Backing and Shifting Skills		
6	3.6	CDL Endorsement Prep		
7	4.1 – 4.2	Backing and Shifting Skills	Quiz	
8	4.3 – 4.4	Career Choices, Log Books		
9	4.5	Mapping, Load and Weight Distribution	Quiz	
10	5.1 – 5.3	Advanced Operating Practices	Quiz	
11	5.4 – 5.5	Air Brake Test and Safe Operating Practices	Quiz	
12	6.1	Basic Control, Coupling and Uncoupling Vehicle Maintenance	Quiz	
13	6.2 – 6.3	Road Driving & Range Skills		
14	6.4	Road Driving & Range Skills		
15	7.1 – 7.2	Road Driving & Range Skills	Quiz	

16	Review	State Skills Test	3 Tests Administered by the State of New Mexico	
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CDL 121 Endorsement Training CRN: 49001

Fall 2015

Syllabus may be subject to change

Instructor: Max Kaufman

Email: UNMDriverTraining@gmail.com

Office Phone: 575-779-3234

Office Hours: By Appointment

COURSE TITLE: CDL 121 Endorsement Training

LENGTH OF TIME: This is a sixteen week course.

OBJECTIVE:

To provide students with the knowledge, training and necessary skills to prepare for the Class A Commercial Driver's License exam.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to successfully complete their New Mexico State endorsement tests Hazardous Materials, Doubles and Triples, Tankers, and develop additional skills and abilities as outlined in the Course Overview.

EXPECTATIONS FOR COURSE:

- Attend every class session
- Complete assigned readings and exercises
- Take New Mexico State endorsement exams
- Demonstrate knowledge of subject matter described in Course Overview.

LATE ASSIGNMENTS:

If you discover yourself in situation that requires you to submit late work, please remember these guidelines:

1. Arrangements for extensions are made with your instructor. As much as possible, requests for extensions are to be made prior to the time the assignment is due, especially if the assignment involves others.
2. Make every effort to honor any extension deadlines you make with your instructor.
3. Grading of late work is at the sole discretion of your instructor.

COURSE OVERVIEW

Students will be taken through sections 7-1, 8-1, 9-1, 11-1, 12-1, and 13-1 of the New Mexico State CDL Manual by CDL Instructors. Students will be asked to take sample tests of these sections to demonstrate their knowledge. Students will have the opportunity take the above describe endorsement tests as administered by the State of New Mexico. The course will also cover Log Books, Mapping, Carrier Options – Problem Resolution – Protecting Your License and Defensive Driving.

REQUIRED TEXT

CDL Road Test Manual

SUPPLEMENTAL TEXTS & ADDITIONAL READINGS

Will be provided by instructor

ACADEMIC INTEGRITY

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their office, please do so as soon as possible. Also meet with Director, Diego Trujillo privately to discuss your specific accommodations needs and how they relate to course expectations and assignments. CASA is located on the Klauer Campus and can be reached at (575) 737-3695.

STUDENT CODE OF CONDUCT

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COURSE REQUIREMENTS

- Exams – 3 tests administered by the State of New Mexico
- Quizzes – 8 announced quizzes (please see Course Schedule)
- Participation and attentiveness is required for safety

GRADING

Any grade below a C- according to UNM policy is considered a non-passing grade.

Attendance:	10%
Participation	60 %
Tests	20%
Quizzes	10%

UNM EMAIL

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<https://support.office.com/en-US/article/Connected-accounts-in-Office-365-operated-by-21Vianet-dd1b305b-3634-46c4-ba5a-b1d74388dead>

STUDENT GRIEVANCE

Students should always first work with their instructor regarding issues or situations with the course. If the issue is not resolved, students and/or instructors should contact the appropriate Department Chair at UNM-Taos (refer to Schedule of Classes). The Area Coordinator is the next person in the chain of command with the Dean of Instruction having final say in unresolved issues.

CDL Course Schedule – Subject to Change

WEEK	Sections	Description	Assessments	Lab/Practicum
1	1.1 – 1.5	Independent Study NM CDL Manual and In Classroom Work		
2	2.1 – 2.2	Independent Study NM CDL Manual and In Classroom Work	Quiz	
3	2.3 – 2.4	Pre- Trip Inspections and Knowledge Test Prep		
4	3.1 – 3.3	Pre- Trip Inspections and Knowledge Test Prep	Quiz	
5	3.4 – 3.5	Backing and Shifting Skills		
6	3.6	CDL Endorsement Prep		
7	4.1 – 4.2	Backing and Shifting Skills	Quiz	
8	4.3 – 4.4	Career Choices, Log Books		
9	4.5	Mapping, Load and Weight Distribution	Quiz	
10	5.1 – 5.3	Advanced Operating Practices	Quiz	
11	5.4 – 5.5	Air Brake Test and Safe Operating Practices	Quiz	
12	6.1	Basic Control, Coupling and Uncoupling Vehicle Maintenance	Quiz	
13	6.2 – 6.3	Road Driving & Range Skills		
14	6.4	Road Driving & Range Skills		
15	7.1 – 7.2	Road Driving & Range Skills	Quiz	

16	Review	State Skills Test	3 Tests Administered by the State of New Mexico	
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CDL111 Road Driving CRN: 48999

Fall 2015

Syllabus may be subject to change

Instructor: Max Kaufman

Email: UNMDriverTraining@gmail.com

Office Phone: 575-779-3234

Office Hours: By Appointment

COURSE TITLE: CDL 111 Road Driving

LENGTH OF TIME: This is a sixteen week course.

OBJECTIVE:

To provide students with the knowledge, training and necessary skills to prepare for the Class A Commercial Driver's License exam.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to successfully demonstrate their proficiency at safely operating a Class A combination vehicle. The successful completion of all five sections is intended to lead to the acquisition of a New Mexico State Class – A CDL.

EXPECTATIONS FOR COURSE:

- Attend every class session
- Complete assigned readings and exercises
- Safely operate a Class A commercial vehicle on public roadways.

LATE ASSIGNMENTS:

If you discover yourself in situation that requires you to submit late work, please remember these guidelines:

1. Arrangements for extensions are made with your instructor. As much as possible, requests for extensions are to be made prior to the time the assignment is due, especially if the assignment involves others.

2. Make every effort to honor any extension deadlines you make with your instructor.
3. Grading of late work is at the sole discretion of your instructor.

COURSE OVERVIEW

This section is focused on the students developing the necessary skill to safely operate a Class A commercial vehicle on public roadways. Among these skills are right turns, left turns, starting, stopping, shifting, navigating traffic, driving on hills and mountains, problem solving, observing, as well as all aspects of general vehicle control.

REQUIRED TEXT

CDL Road Test Manual

SUPPLEMENTAL TEXTS & ADDITIONAL READINGS

Will be provided by instructor

ACADEMIC INTEGRITY

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STUDENT CODE OF CONDUCT

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COURSE REQUIREMENTS

- Exams – 3 tests administered by the State of New Mexico
- Quizzes – 8 announced quizzes (please see Course Schedule)
- Participation and attentiveness is required for safety

GRADING

Any grade below a C- according to UNM policy is considered a non-passing grade.

Attendance:	10%
Participation	60 %
Tests	20%
Quizzes	10%

UNM EMAIL

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STUDENT GRIEVANCE

Students should always first work with their instructor regarding issues or situations with the course. If the issue is not resolved, students and/or instructors should contact the appropriate Department Chair at UNM-Taos (refer to Schedule of Classes). The Area Coordinator is the next person in the chain of command with the Dean of Instruction having final say in unresolved issues.

CDL Course Schedule – Subject to Change

WEEK	Sections	Description	Assessments	Lab/Practicum
1	1.1 – 1.5	Independent Study NM CDL Manual and In Classroom Work		
2	2.1 – 2.2	Independent Study NM CDL Manual and In Classroom Work	Quiz	
3	2.3 – 2.4	Pre- Trip Inspections and Knowledge Test Prep		
4	3.1 – 3.3	Pre- Trip Inspections and Knowledge Test Prep	Quiz	
5	3.4 – 3.5	Backing and Shifting Skills		
6	3.6	CDL Endorsement Prep		
7	4.1 – 4.2	Backing and Shifting Skills	Quiz	
8	4.3 – 4.4	Career Choices, Log Books		
9	4.5	Mapping, Load and Weight Distribution	Quiz	
10	5.1 – 5.3	Advanced Operating Practices	Quiz	
11	5.4 – 5.5	Air Brake Test and Safe Operating Practices	Quiz	
12	6.1	Basic Control, Coupling and Uncoupling Vehicle Maintenance	Quiz	
13	6.2 – 6.3	Road Driving & Range Skills		
14	6.4	Road Driving & Range Skills		
15	7.1 – 7.2	Road Driving & Range Skills	Quiz	

16	Review	State Skills Test	3 Tests Administered by the State of New Mexico	
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CDL 120 Yard and Range Skills CRN: 48999

Fall 2015

Syllabus may be subject to change

Instructor: Max Kaufman

Email: UNMDriverTraining@gmail.com

Office Phone: 575-779-3234

Office Hours: By Appointment

COURSE TITLE: CDL 120 Yard & Range Skills 1

LENGTH OF TIME: This is a sixteen week course.

OBJECTIVE:

To provide students with the knowledge, training and necessary skills to prepare for the Class A Commercial Driver's License exam.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able demonstrate proficiency in the six backing maneuvers as described in section 12 of the New Mexico State CDL manual.

EXPECTATIONS FOR COURSE:

- Attend every class session
- Complete assigned readings and exercises
- Demonstrate ability and skills to complete maneuvers as described in CDL Manual.

LATE ASSIGNMENTS:

If you discover yourself in situation that requires you to submit late work, please remember these guidelines:

1. Arrangements for extensions are made with your instructor. As much as possible, requests for extensions are to be made prior to the time the assignment is due, especially if the assignment involves others.
2. Make every effort to honor any extension deadlines you make with your instructor.
3. Grading of late work is at the sole discretion of your instructor.

COURSE OVERVIEW

Beyond the skills required to be demonstrated on tests administered by the State of New Mexico, the intention is to help students develop problem solving and other skills needed to traverse real life driving situations they may encounter once employed as a commercial driver. The skills required to be taught and potentially demonstrated as outlined in the section 12 of the New Mexico CDL Manual are;

Straight Backing

Offset Right

Offset Left

Alley Dock

Sight Side Parallel Parking

Blind Side Parallel Parking

REQUIRED TEXT

CDL Road Test Manual

SUPPLEMENTAL TEXTS & ADDITIONAL READINGS

Will be provided by instructor

ACADEMIC INTEGRITY

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STUDENT CODE OF CONDUCT

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COURSE REQUIREMENTS

- Exams – 3 tests administered by the State of New Mexico
- Quizzes – 8 announced quizzes (please see Course Schedule)
- Participation and attentiveness is required for safety

GRADING

Any grade below a C- according to UNM policy is considered a non-passing grade.

Attendance:	10%
Participation	60 %
Tests	20%
Quizzes	10%

UNM EMAIL

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STUDENT GRIEVANCE

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CDL Course Schedule – Subject to Change

WEEK	Sections	Description	Assessments	Lab/Practicum
1	1.1 – 1.5	Independent Study NM CDL Manual and In Classroom Work		
2	2.1 – 2.2	Independent Study NM CDL Manual and In Classroom Work	Quiz	
3	2.3 – 2.4	Pre- Trip Inspections and Knowledge Test Prep		
4	3.1 – 3.3	Pre- Trip Inspections and Knowledge Test Prep	Quiz	
5	3.4 – 3.5	Backing and Shifting Skills		
6	3.6	CDL Endorsement Prep		
7	4.1 – 4.2	Backing and Shifting Skills	Quiz	
8	4.3 – 4.4	Career Choices, Log Books		
9	4.5	Mapping, Load and Weight Distribution	Quiz	
10	5.1 – 5.3	Advanced Operating Practices	Quiz	
11	5.4 – 5.5	Air Brake Test and Safe Operating Practices	Quiz	
12	6.1	Basic Control, Coupling and Uncoupling Vehicle Maintenance	Quiz	
13	6.2 – 6.3	Road Driving & Range Skills		
14	6.4	Road Driving & Range Skills		
15	7.1 – 7.2	Road Driving & Range Skills	Quiz	

16	Review	State Skills Test	3 Tests Administered by the State of New Mexico	
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CDL 210 Yard Skills II CRN: 49002

Fall 2015

Syllabus may be subject to change

Instructor: Max Kaufman

Email: UNMDriverTraining@gmail.com

Office Phone: 575-779-3234

Office Hours: By Appointment

COURSE TITLE: CDL 210 Yard Skills II

LENGTH OF TIME: This is a sixteen week course.

OBJECTIVE:

To provide students with the knowledge, training and necessary skills to prepare for the Class A Commercial Driver's License exam.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to demonstrate their ability to perform a Pre-Trip, an Air Brake Test, and drop and hook a trailer.

EXPECTATIONS FOR COURSE:

- Attend every class session
- Complete assigned readings and exercises
- Successfully perform tasks as listed in learning outcomes.

LATE ASSIGNMENTS:

If you discover yourself in situation that requires you to submit late work, please remember these guidelines:

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2. Make every effort to honor any extension deadlines you make with your instructor.

3. Grading of late work is at the sole discretion of your instructor.

COURSE OVERVIEW

Successfully perform a Pre-Trip Inspection and Air Brake Test as outlined in section 11 of the New Mexico CDL Manual. Demonstrate the ability to drop and hook a trailer. Sliding tandems (weight distribution) and chaining tires will also be covered as part of this section.

REQUIRED TEXT

CDL Road Test Manual

SUPPLEMENTAL TEXTS & ADDITIONAL READINGS

Will be provided by instructor

ACADEMIC INTEGRITY

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In accordance with UNM Policy 2310 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Services, at the Center for Academic Success and Achievement (CASA), coordinates accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with Director, Diego Trujillo privately to discuss your specific accommodations needs and how they relate to course expectations and assignments. CASA is located on the Klauer Campus and can be reached at (575) 737-3695.

STUDENT CODE OF CONDUCT

Even in an online course, students are expected to know and abide by the Student Code of Conduct. Here is the link for your knowledge and review: <http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

COURSE REQUIREMENTS

- Exams – 3 tests administered by the State of New Mexico
- Quizzes – 8 announced quizzes (please see Course Schedule)
- Participation and attentiveness is required for safety

GRADING

Any grade below a C- according to UNM policy is considered a non-passing grade.

Attendance:	10%
Participation	60 %
Tests	20%
Quizzes	10%

UNM EMAIL

It is very important that you check your UNM email on a regular basis as this is the main method of communication utilized by the University. You can forward or connect your UNM email to another email address – please see the link below:

<https://support.office.com/en-US/article/Connected-accounts-in-Office-365-operated-by-21Vianet-dd1b305b-3634-46c4-ba5a-b1d74388dead>

STUDENT GRIEVANCE

Students should always first work with their instructor regarding issues or situations with the course. If the issue is not resolved, students and/or instructors should contact the appropriate Department Chair at UNM-Taos (refer to Schedule of Classes). The Area Coordinator is the next person in the chain of command with the Dean of Instruction having final say in unresolved issues.

CDL Course Schedule – Subject to Change

WEEK	Sections	Description	Assessments	Lab/Practicum
1	1.1 – 1.5	Independent Study NM CDL Manual and In Classroom Work		
2	2.1 – 2.2	Independent Study NM CDL Manual and In Classroom Work	Quiz	
3	2.3 – 2.4	Pre- Trip Inspections and Knowledge Test Prep		
4	3.1 – 3.3	Pre- Trip Inspections and Knowledge Test Prep	Quiz	
5	3.4 – 3.5	Backing and Shifting Skills		
6	3.6	CDL Endorsement Prep		
7	4.1 – 4.2	Backing and Shifting Skills	Quiz	
8	4.3 – 4.4	Career Choices, Log Books		
9	4.5	Mapping, Load and Weight Distribution	Quiz	
10	5.1 – 5.3	Advanced Operating Practices	Quiz	
11	5.4 – 5.5	Air Brake Test and Safe Operating Practices	Quiz	
12	6.1	Basic Control, Coupling and Uncoupling Vehicle Maintenance	Quiz	
13	6.2 – 6.3	Road Driving & Range Skills		
14	6.4	Road Driving & Range Skills		
15	7.1 – 7.2	Road Driving & Range Skills	Quiz	

16	Review	State Skills Test	3 Tests Administered by the State of New Mexico	
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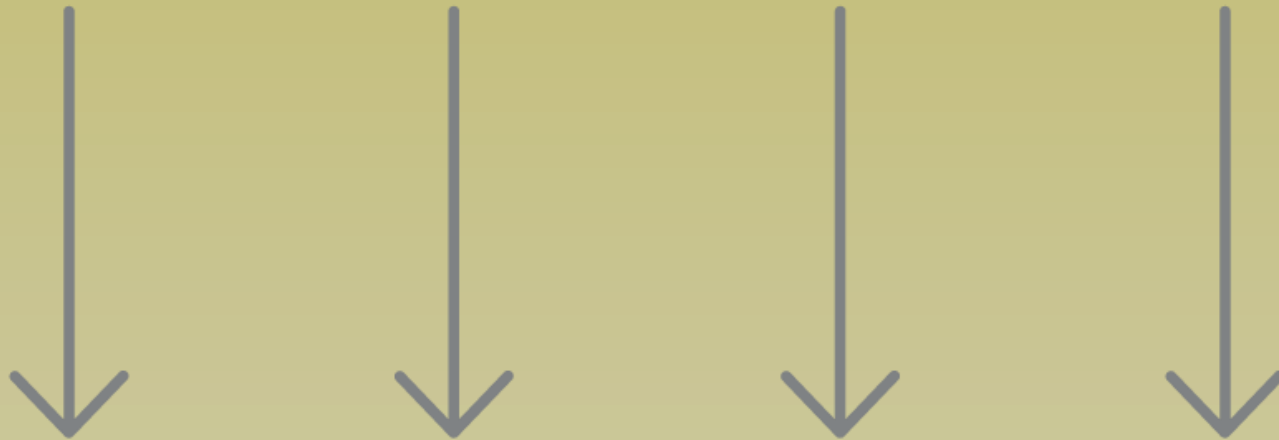
College of Education ASAR Presentation

June 2, 2016

Hector Ochoa, Dean

Gloria Napper-Owen, Associate Dean

4 Cornerstones of Re-imagination



Re-imagination → Transformation

New Mexico's Educator Preparation Priority Needs

- Increasing student educational outcomes
- Increasing teacher retention rates
- Increasing number of teachers in STEM fields
- Enhancing teacher preparation to serve students with disabilities
- Enhancing teacher preparation to serve English language learners
- Enhancing teacher preparation in the areas of data management & assessment
- Enhancing classroom management training
- Enhancing clinical experiences & student teaching

Curriculum Review & Revision Efforts

Teacher Educator Programs

- Early Childhood Program (Birth to 3rd Grade)
- Elementary Education Program (K-8)
- Secondary Education Program (7-12)
- Special Education Program (K-12)
- Physical Education Program (K-12)

Curriculum Review & Revision Efforts

- Established 3 task forces to examine ways to enhance our preparation efforts pertaining to educating
 - English language learners
 - Native Americans
 - Students with disabilities
- Renewed focus on classroom management and using assessment to improve student performance
- Established Curriculum Consensus Committee
- Reduction in all BS/BA Degree program hours to 120 where possible
- Established four separate and distinct pathways for Elementary Education (comprised of 9 hours)
 - Bilingual
 - TESOL
 - Special Education
 - General Diversity

Clinical Preparation

- Placing teacher education students in settings that are reflective of our state's demographics
- Collaborating with school partners to improve K-12 instruction
- Designing integrated field experiences to support cultural competency
- Embedding part-time & full-time clinical faculty into schools

Clinical Experience Placement Opportunities

Clinical Placement Models

- 3 TAG School locations
- Collaborative Community Schools partnerships
- Co-Teaching Collaborative Schools
- Traditional

NCATE Accreditation Results

BOE Report for Continuous Improvement Pathway

Standards		Initial	Advanced
Standard 1:	Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2:	Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3:	Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4:	Diversity	Standard Met	Standard Met
Standard 5:	Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6:	Unit Governance and Resources	Standard Met	Standard Met

Area for Improvement (AFI)

1.3.c New AFI Recommended

- Content knowledge is below the 80 percent passing rate standard in several programs
- Evidence of candidate professional dispositions is inconsistent across programs

2.3.b AFI Continued from last visit

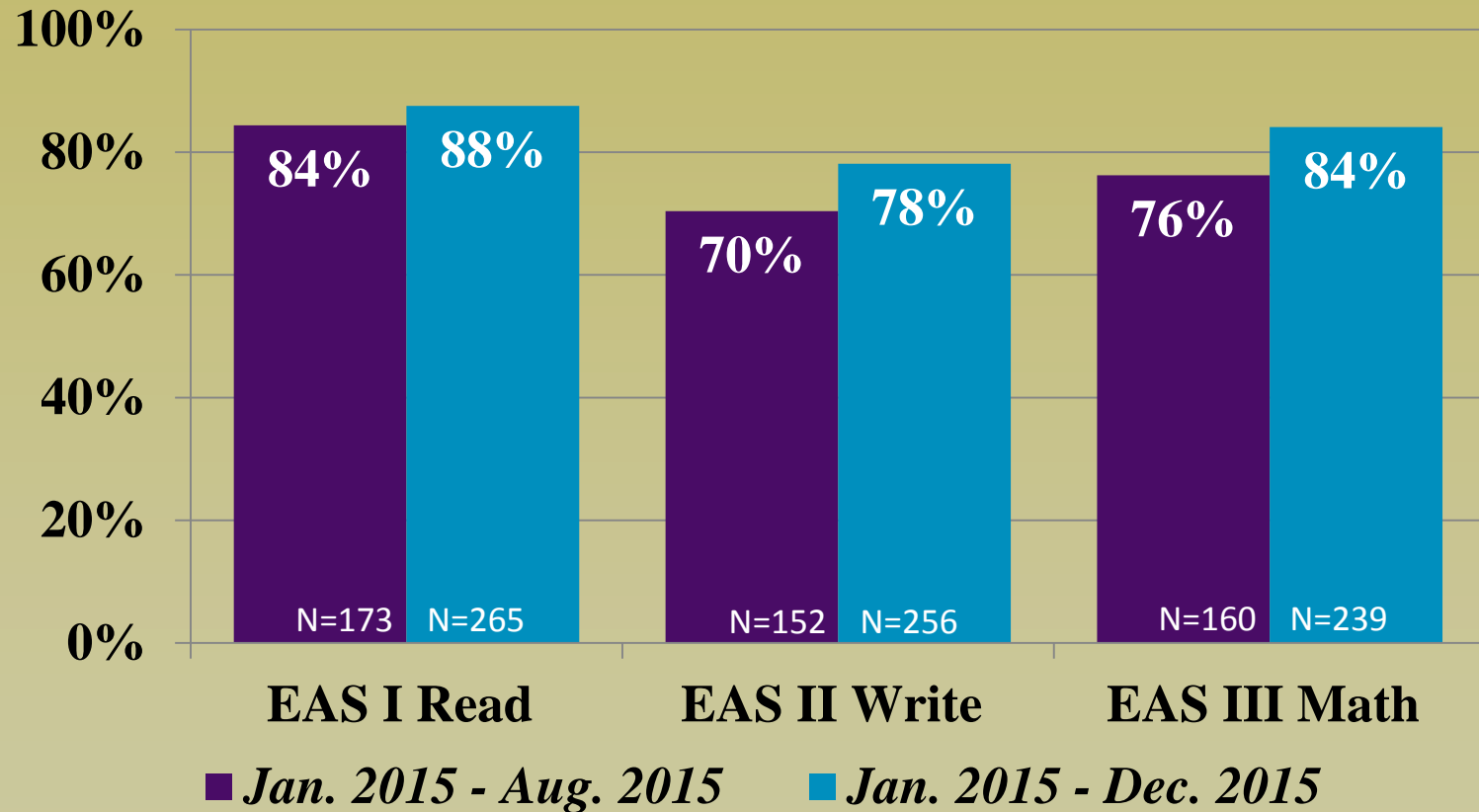
- The unit has not implemented procedures to ensure consistency, fairness, accuracy, and freedom from bias in the assessment of candidate performance

6.3.b AFI Continued from last visit

- The unit has not fully implemented a formal structure to coordinate programs in other colleges

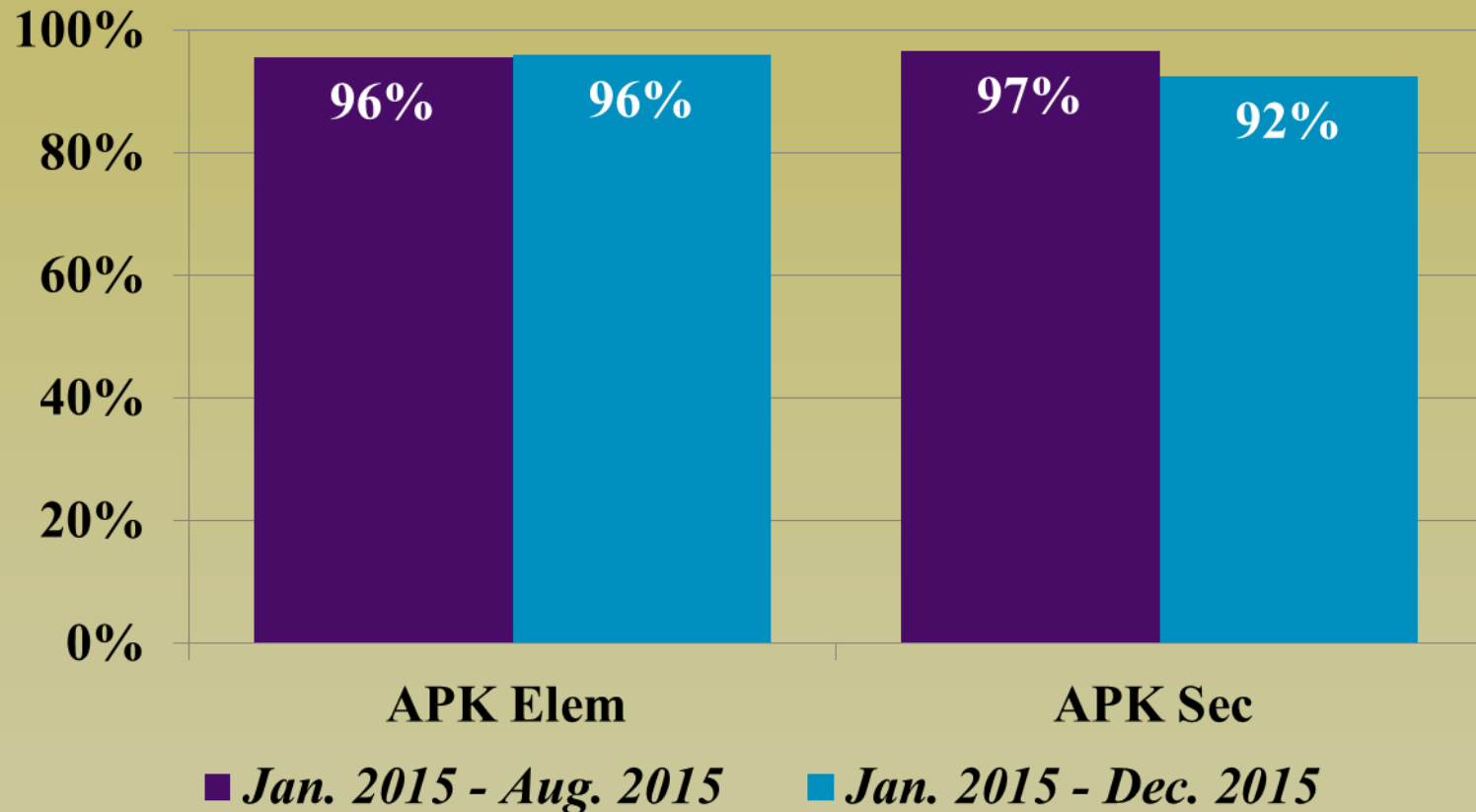
Entrance Exam

NES Pass Rates by Time Frame



Licensure Assessments

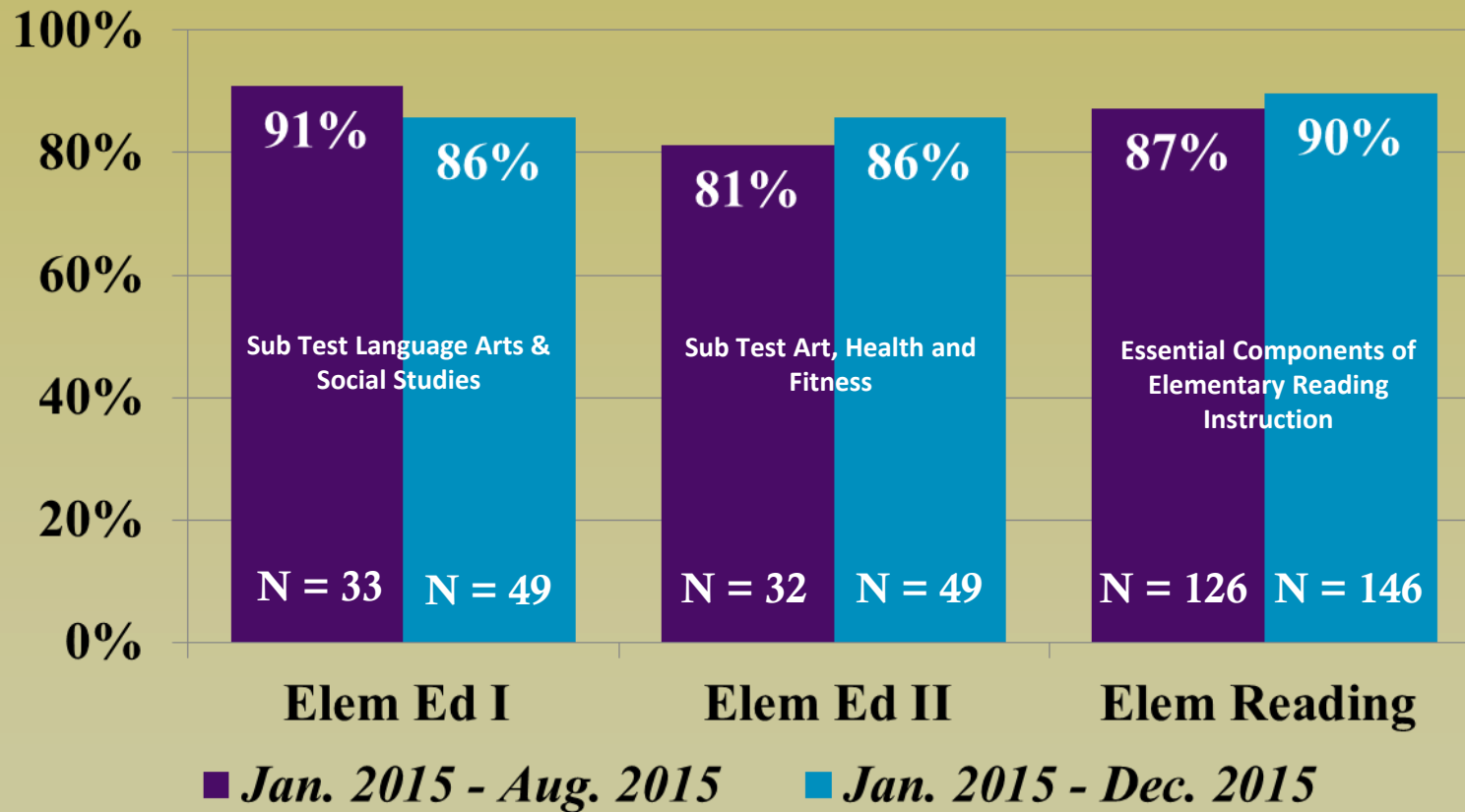
NES Pass Rates by Time Frame



APK: Assessment of Professional Knowledge

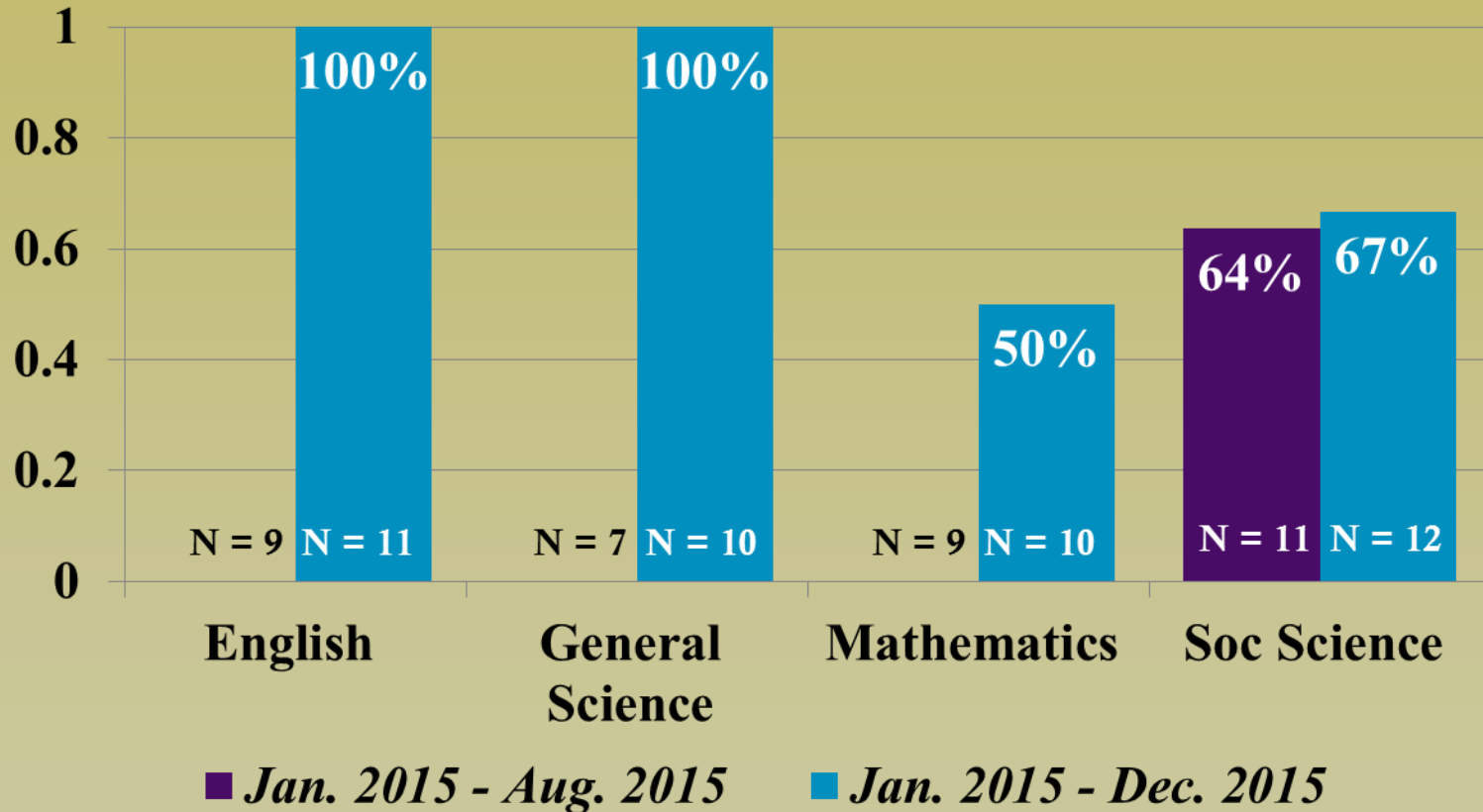
Elementary Education Licensure Assessments

NES Pass Rates by Time Frame



Secondary Education Licensure Assessments

NES Pass Rates by Time Frame



NOTE: Pass Rates are not reported for fewer than 10 examinees.

Educator Prep Assessment Framework

What		When	How
Understandings		Admission Point	SAT, ACT NES Entrance Exams GPA Faculty Interviews , Dispositions
		In Program	Student Learning Outcomes (SLO) (<i>direct assessment</i>) Key Assessments: <ul style="list-style-type: none"> • Student Assessment • Classroom Management • Dispositions • Diversity • Instructional Delivery • Lesson Planning Field Experience Survey (<i>by student candidate by semester</i>) Cooperating Teachers' Survey University Supervisors' Survey
Practices			
Identities		Program Completion	Certification Exams Completers' Survey Cooperating Teachers' Survey University Supervisors' Survey
		Early Career	Alumni Survey Employers' Survey
Current Unit Initiatives			
NMTeach	Uniform Process and Procedures	Educator Prep Standards	Uniform Rubrics

Unit Assessment Road Map

A Three Year Unit-wide Professional Development Plan

- Crucial Consultants
- Leadership
- Key Stakeholders
- Program Coordinators

Outcomes:

- Valid assessment measures
- Reliable rubrics providing evidence of student learning
- A robust quality assessment system
- Using data to improve policies, procedures, and practices with stakeholders

2016-2017 Work Scope Plan

Work Scope Plan	Summer 2016	Fall 2016	Spring 2017
CAEP	Assessment and Data Literacy Training	CAEP Standards and Assessment Training Aligned Dispositions	InTASC Alignment
NMPED	NMTeach Training of Trainers	Faculty Training	NMPED Program Review Model Map NMTeach to Curriculum
InTASC Standards	Align matrices	→	
NMPED Standards	Align matrices	→	
Dispositions	Fall 2017		
Diversity	Fall 2017		
Technology use and assessment			

Interdisciplinary Research & Outreach Center

- Creating collaborative research partnerships with K-12 schools to evaluate their current practices as well as to identify and empirically validate best practices that are specific to the needs of the student populations of New Mexico
- Improving educational achievement and development along a PK-20 continuum
- Increasing the number of New Mexican students to be college and career ready

ACADEMIC / STUDENT AFFAIRS & RESEARCH REGENT COMMITTEE

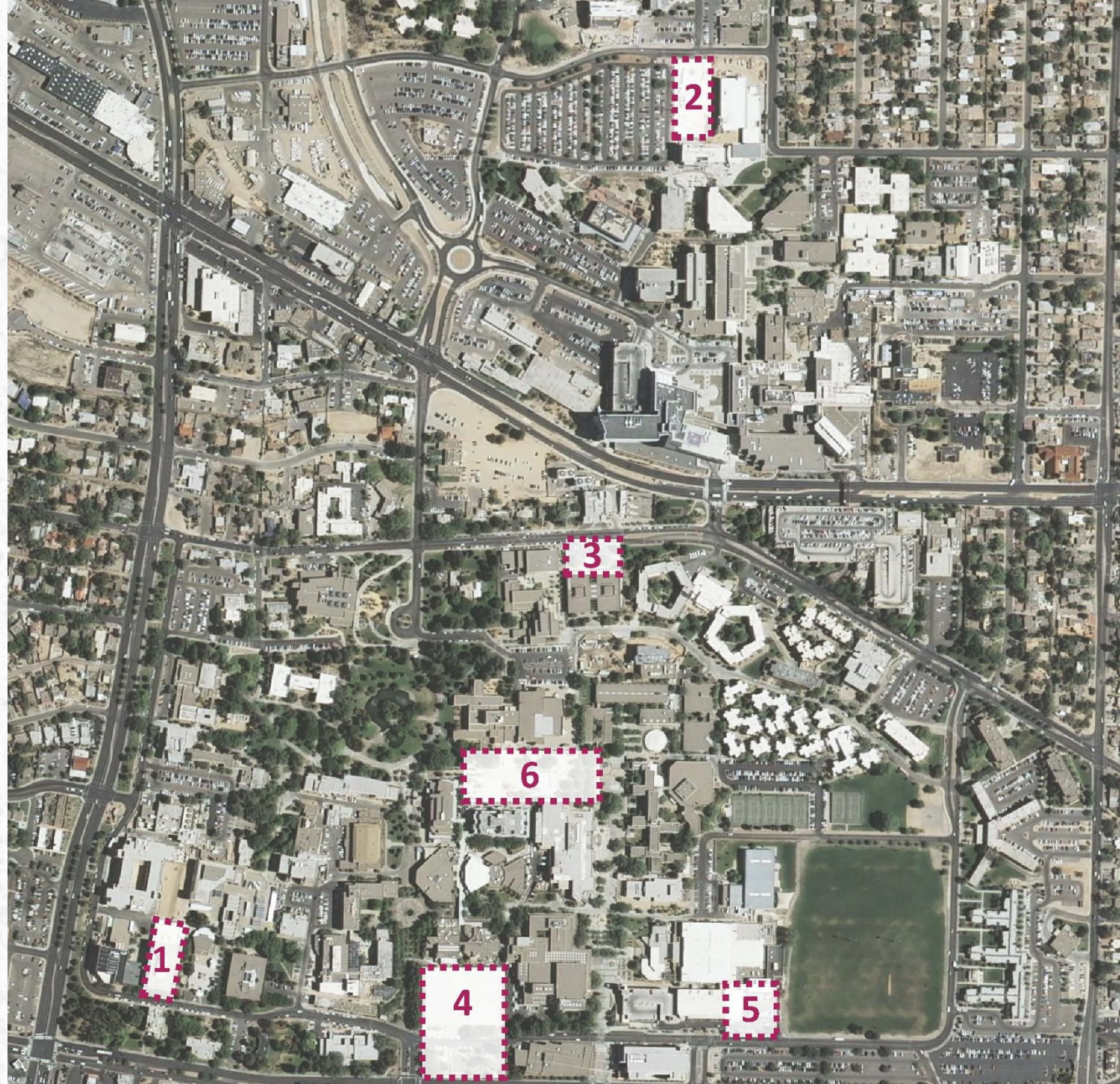
Information on Current Development Projects

Planning, Design & Construction

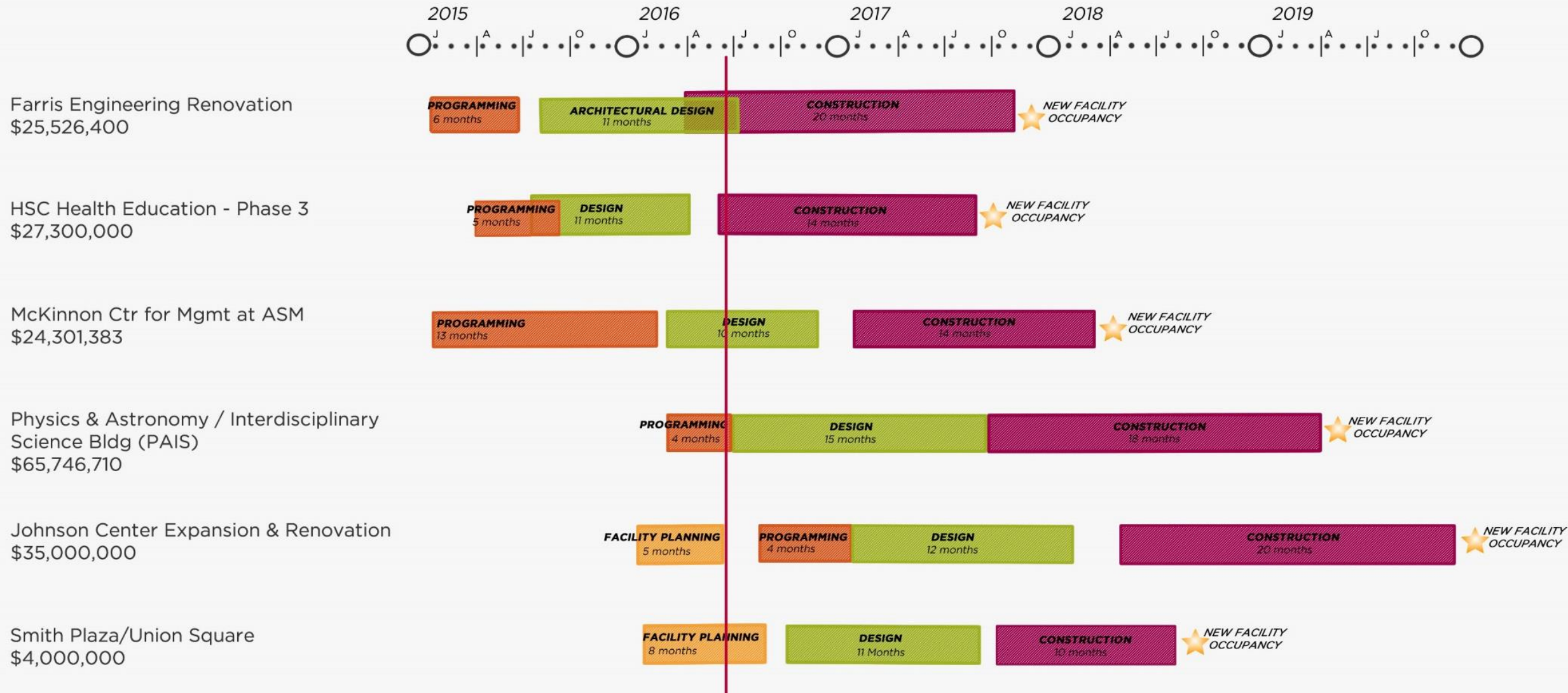
Capital Projects

(In Order of Construction Sequence)

1. Farris Engineering Center Renovation
2. HSC Health Education Phase 3 New Facility
3. McKinnon Center for Management @ ASM New Facility
4. Physics & Astronomy Interdisciplinary Science (PAIS) New Facility
5. Johnson Center Expansion & Renovation
6. Smith Plaza / Union Square Renovation & Infrastructure Improvement

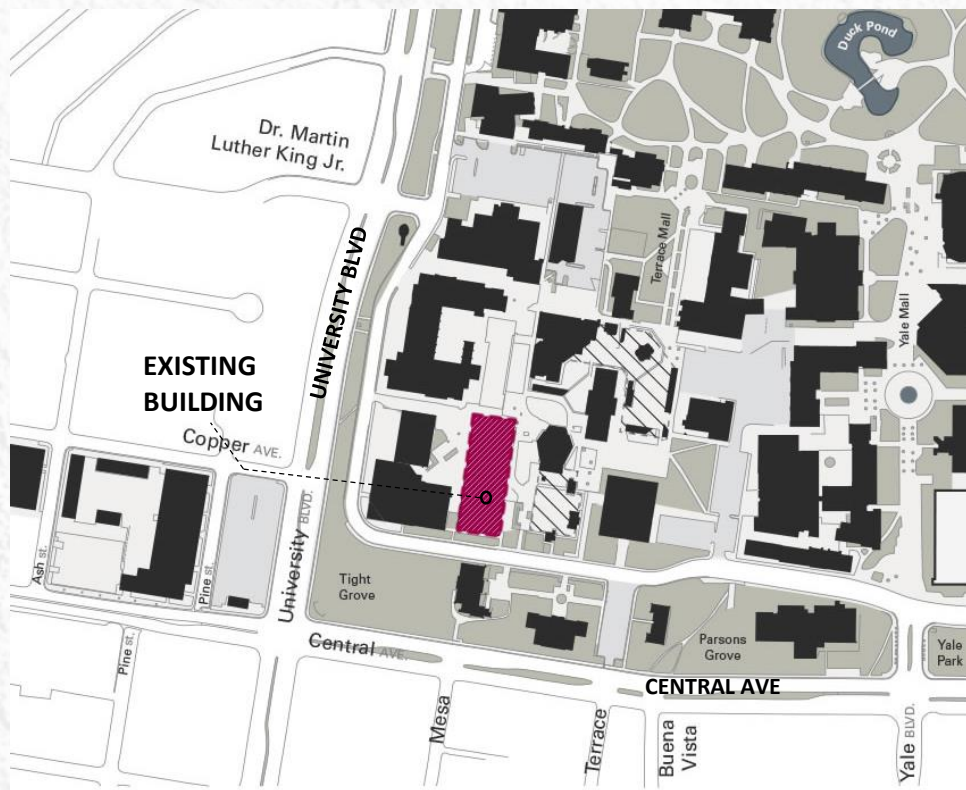


Capital Projects Timing



Farris Engineering Center (FEC)

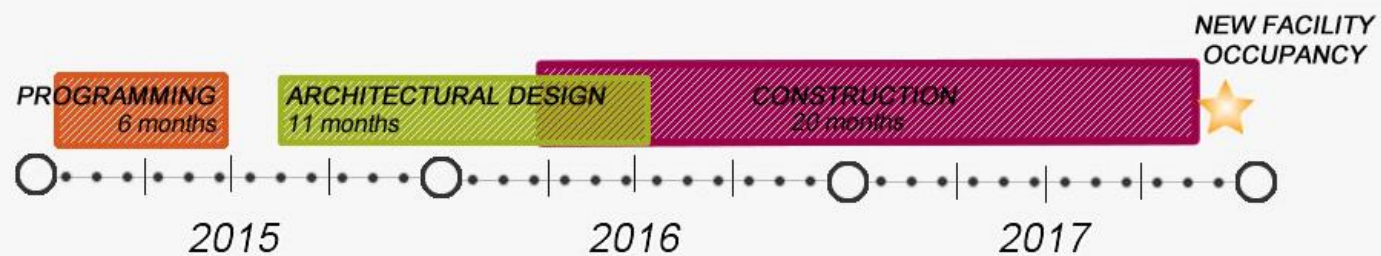
Renovated and Revitalized Building



Site

PROJECT SNAPSHOT – Phase 1

- Square Footage: 90,153 GSF
- Project Cost: \$25,526,400
- Construction Schedule: March 2016 – November 2017



Farris Engineering Center - Schedule

Farris Engineering Center (FEC)

VIEW: NORTHWEST FROM REDONDO DRIVE



Farris Engineering Center (FEC)



VIEWING SOUTH BENEATH THE ENTRANCE CANOPY



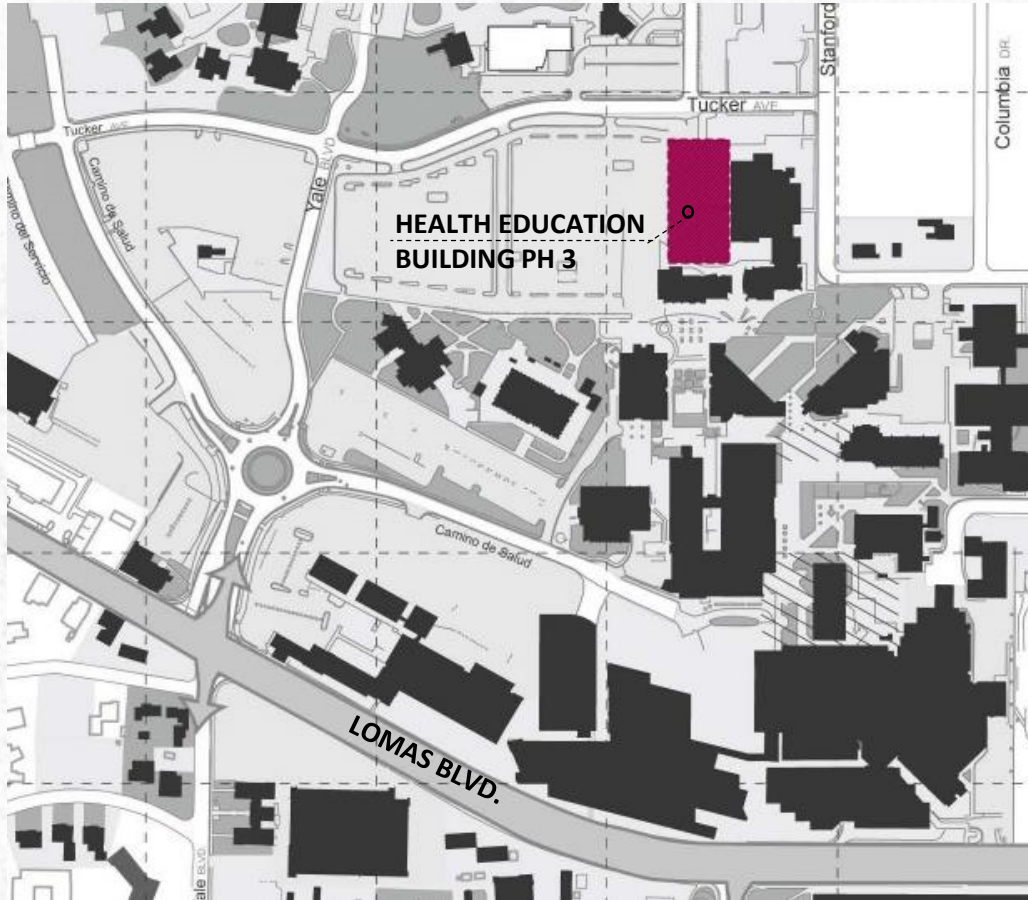
MAIN ENTRANCE LOBBY



VIEW: SOUTHWEST ACROSS THE NORTH ROOF

HSC Health Education Building Phase 3

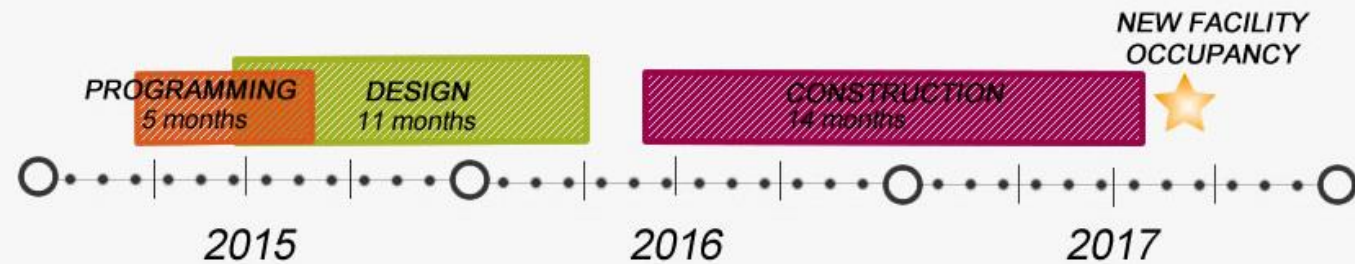
New Facility



Site

PROJECT SNAPSHOT

- Square Footage: 76,445 GSF
- Project Cost: \$27,300,000
- Construction Schedule: May 2016 – July 2017



HSC Health Education Building Phase 3 - Schedule

HSC Health Education Building Phase 3

VIEW: WEST ENTRANCE



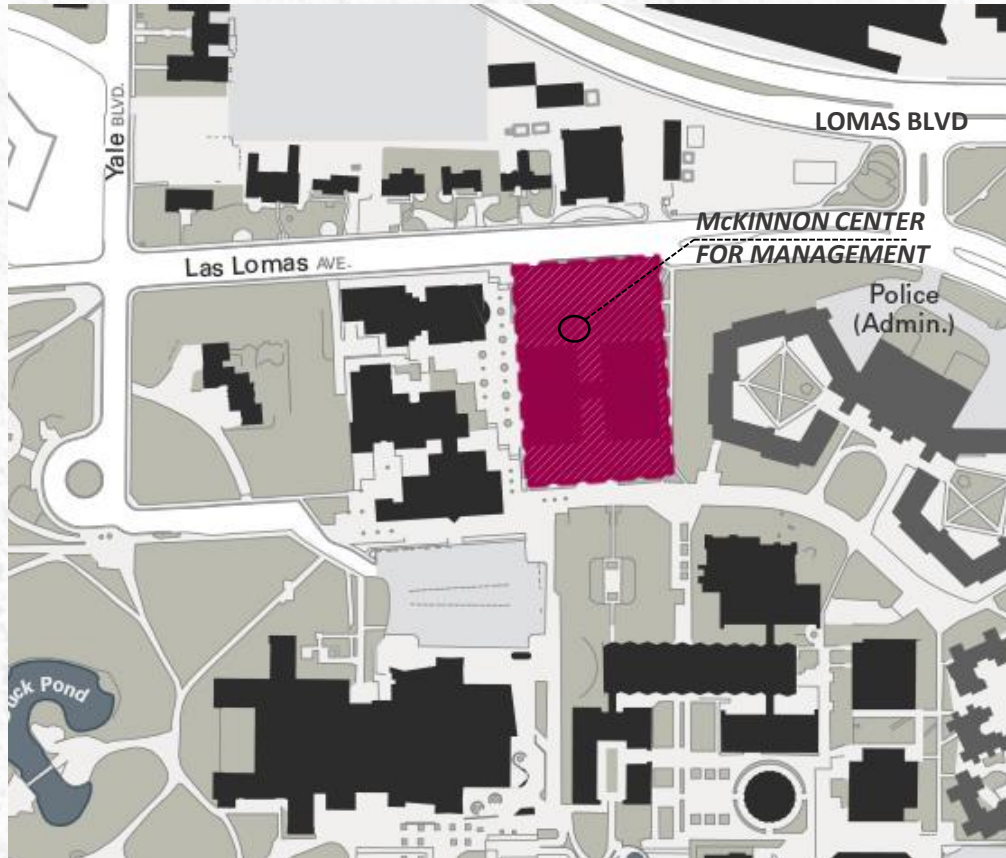
HSC Health Education Building Phase 3

VIEW: SOUTHWEST CORNER FROM PHASE 1



McKinnon Center for Management @ ASM

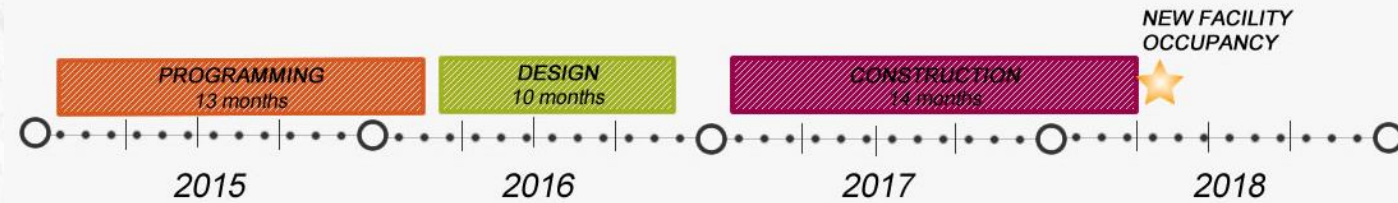
New Facility



Site

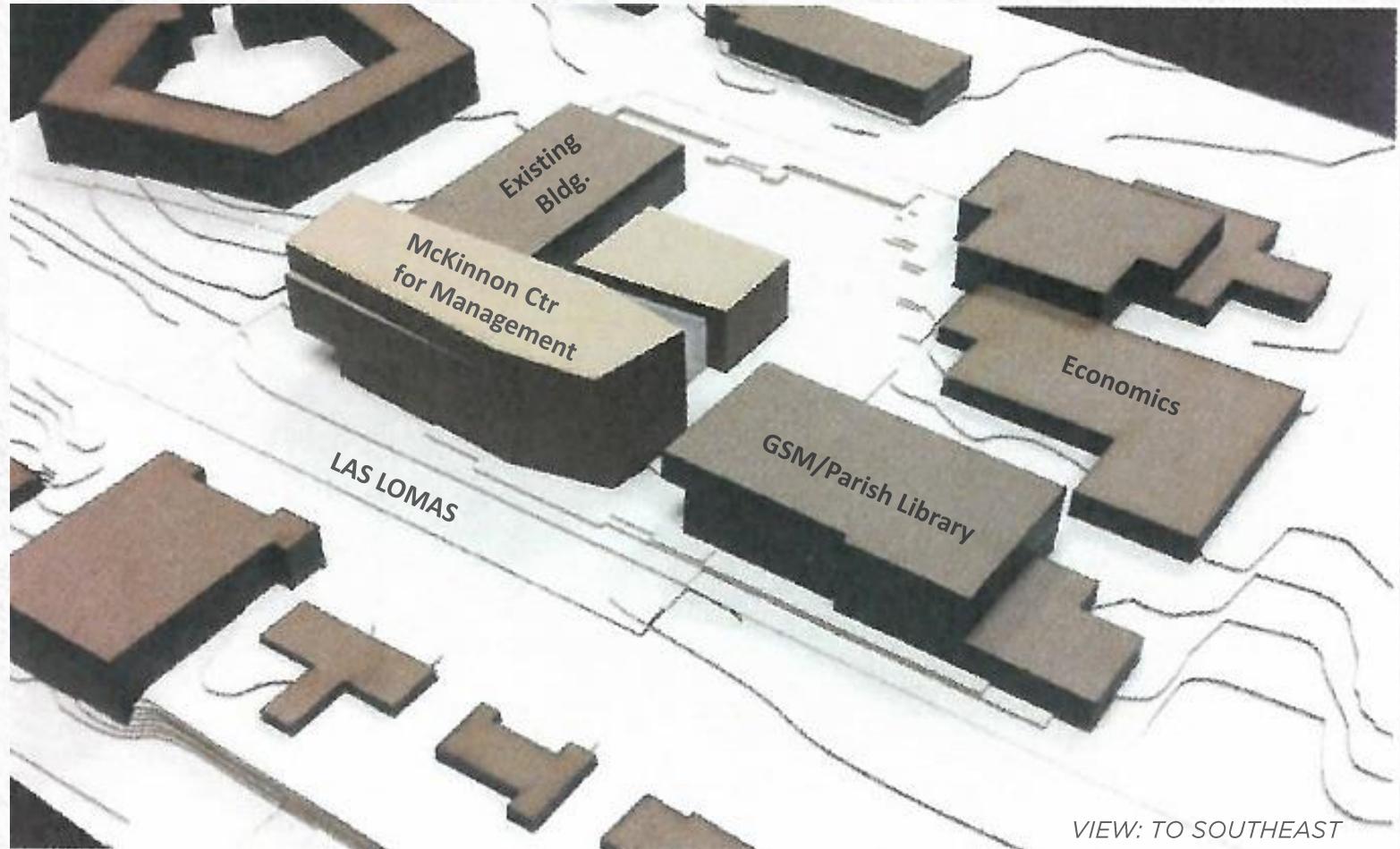
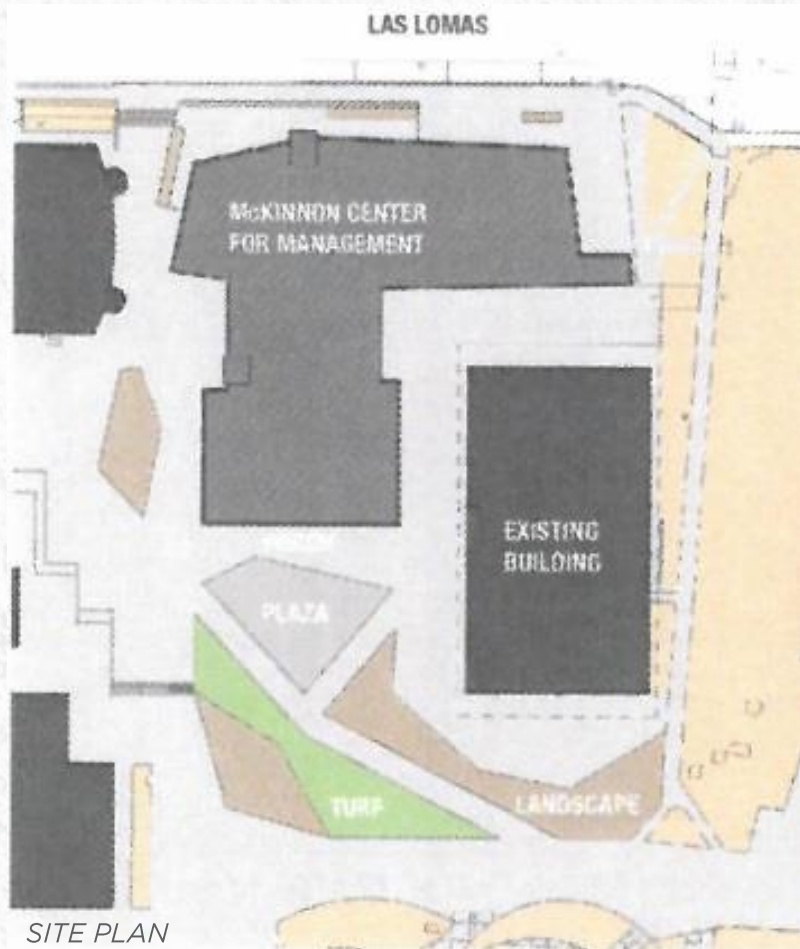
PROJECT SNAPSHOT

- Square Feet: 57,285 GSF
- Estimated Budget: \$24,301,383
- Construction Schedule: January 2017 – March 2018

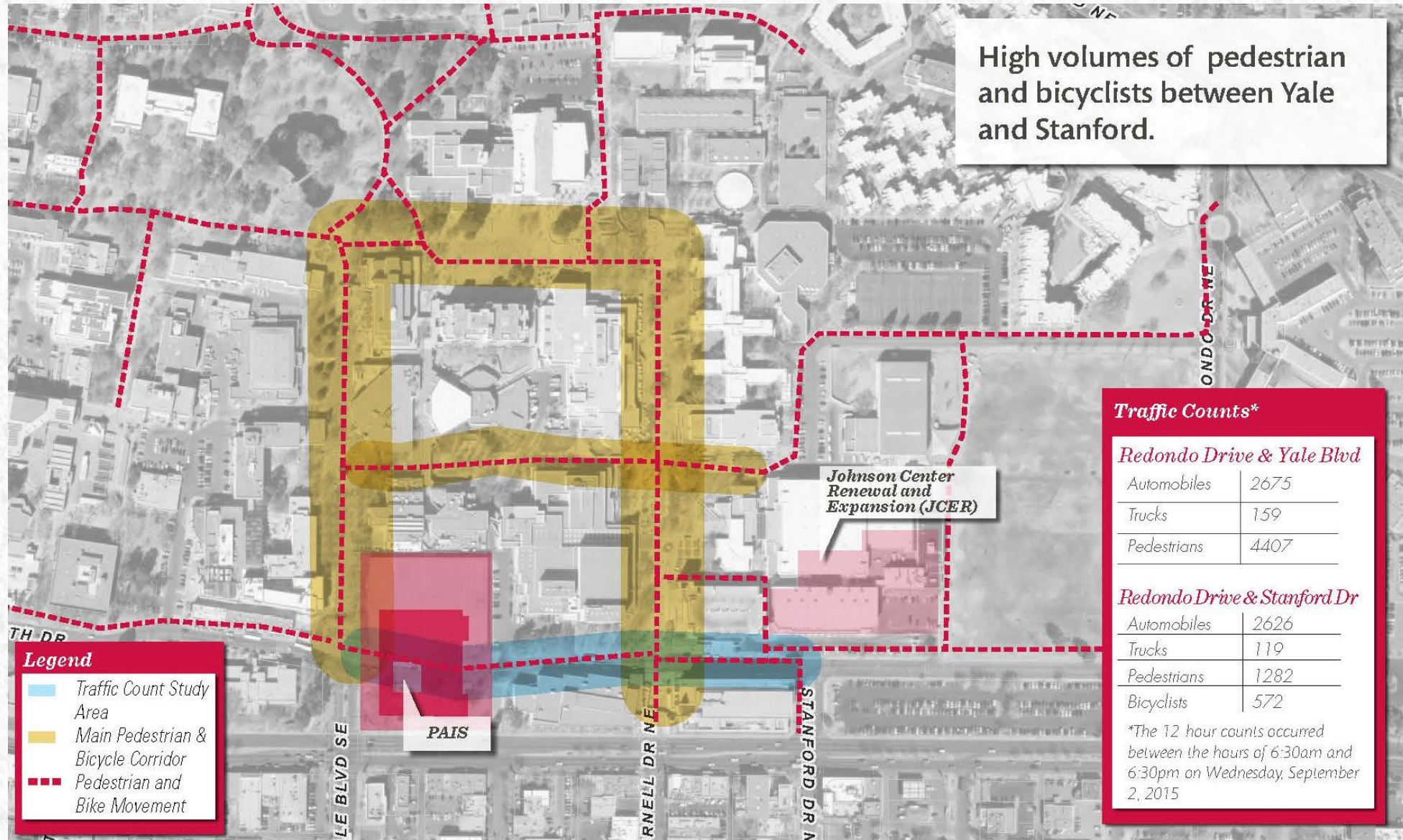


Anderson School of Management - Schedule

McKinnon Center for Management @ ASM

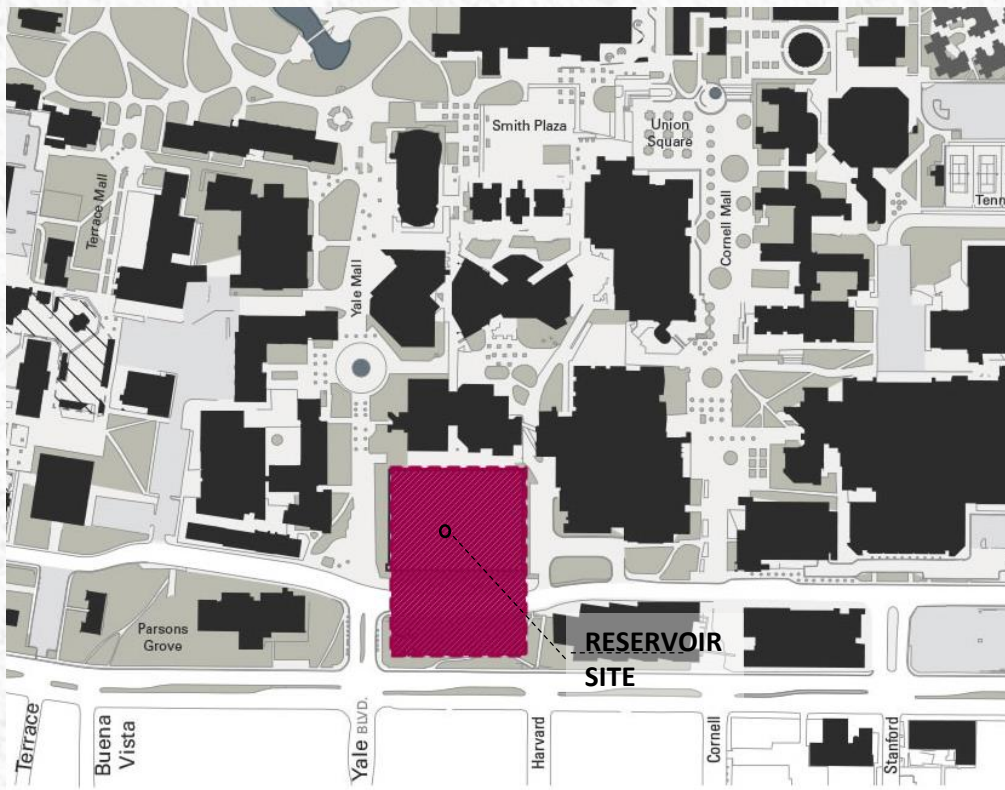


Existing Pedestrian & Bicycle Circulation



Physics & Astronomy Interdisciplinary Science (PAIS)

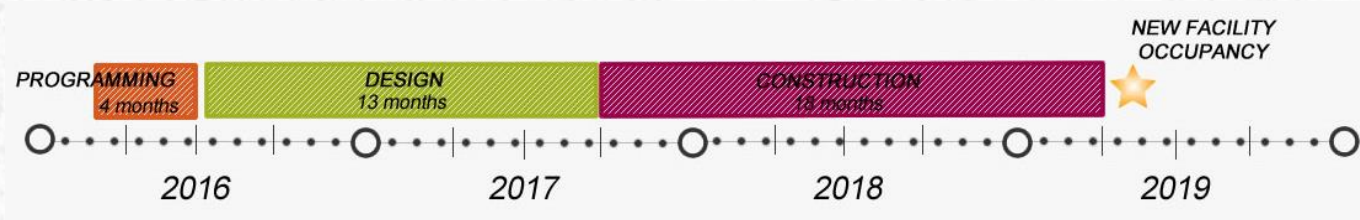
New Facility



Site

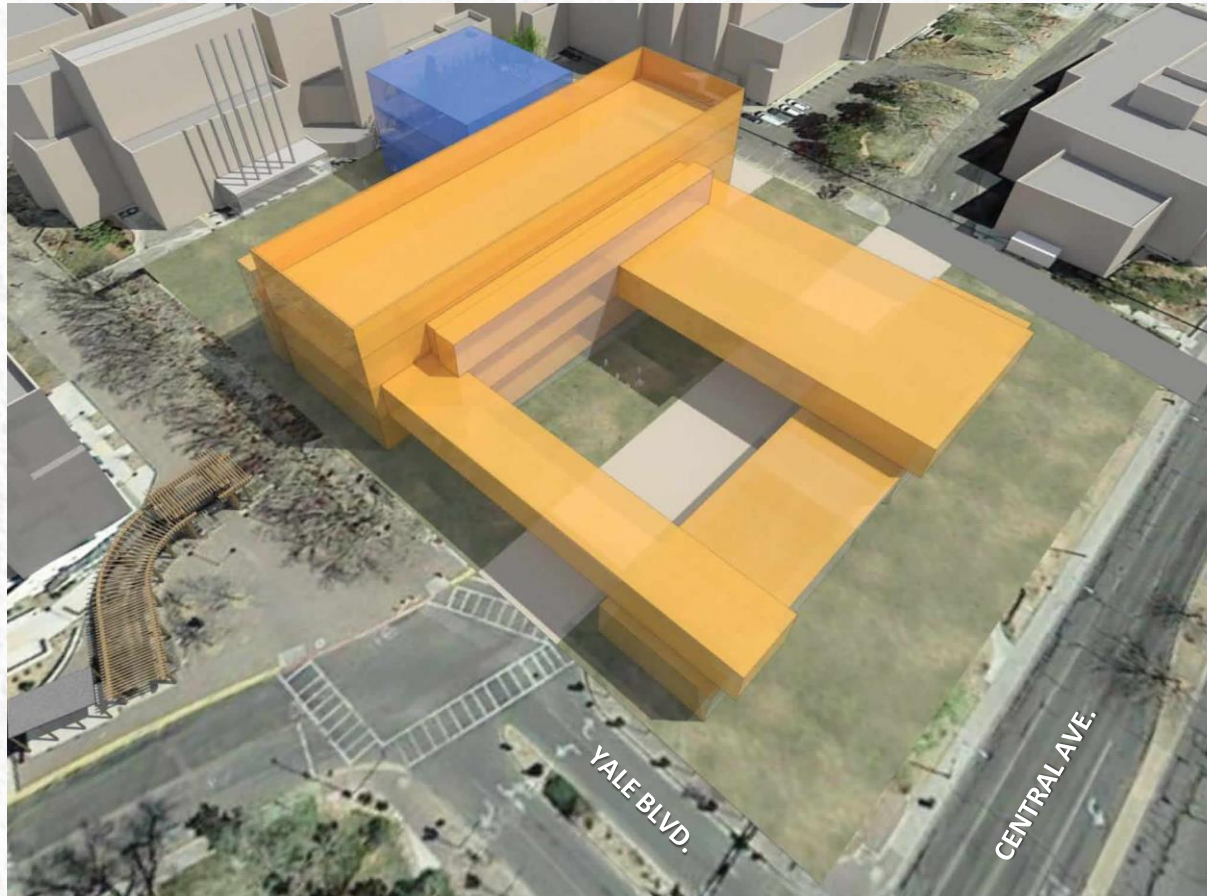
PROJECT SNAPSHOT – Phase 1

- Square Footage: 137,000 GSF
- Project Cost: \$65,746,710
- Construction Schedule: September 2017 – March 2019

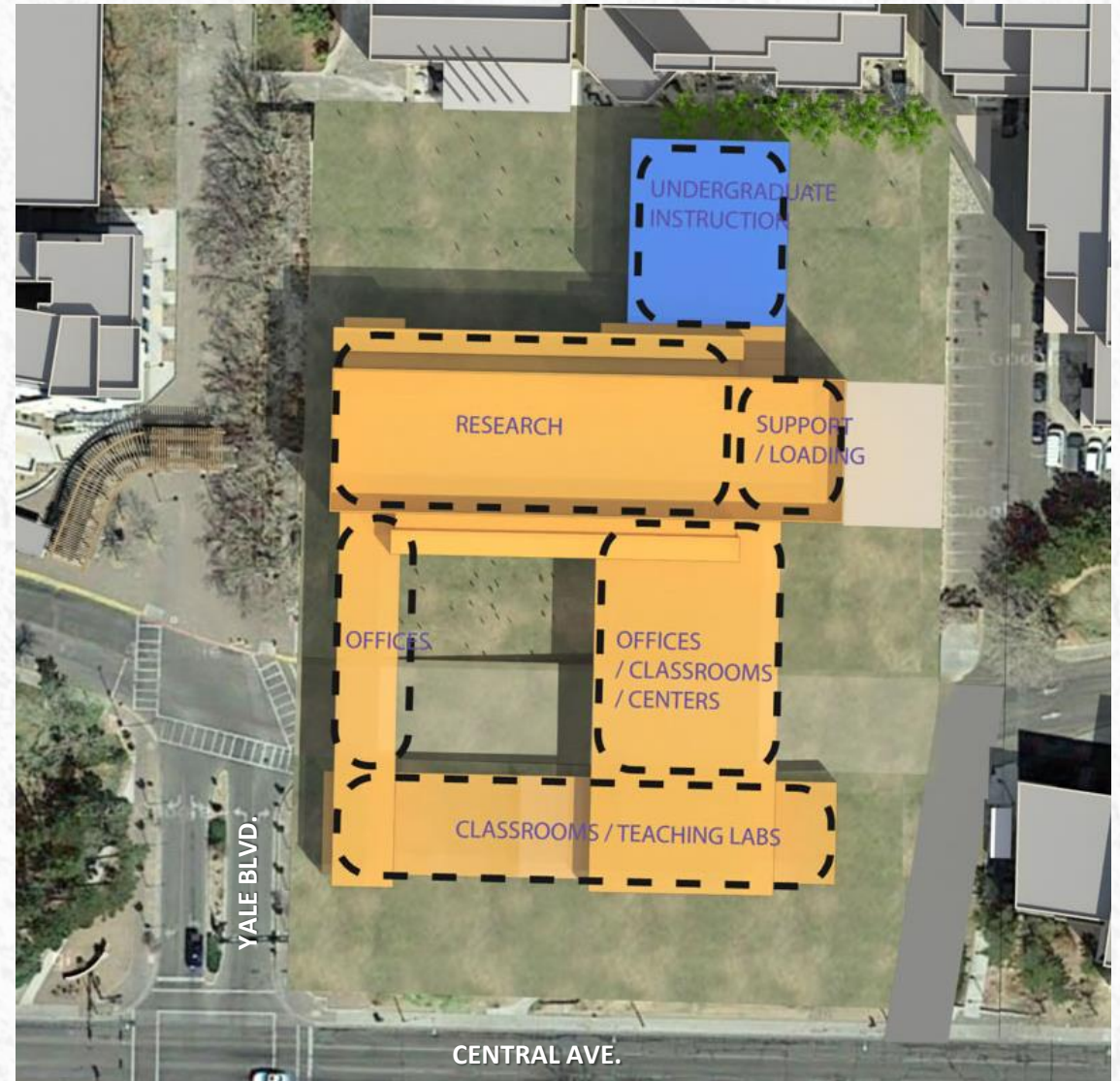


Physics & Astronomy Interdisciplinary Science - Schedule

Physics & Astronomy Interdisciplinary Science (PAIS)

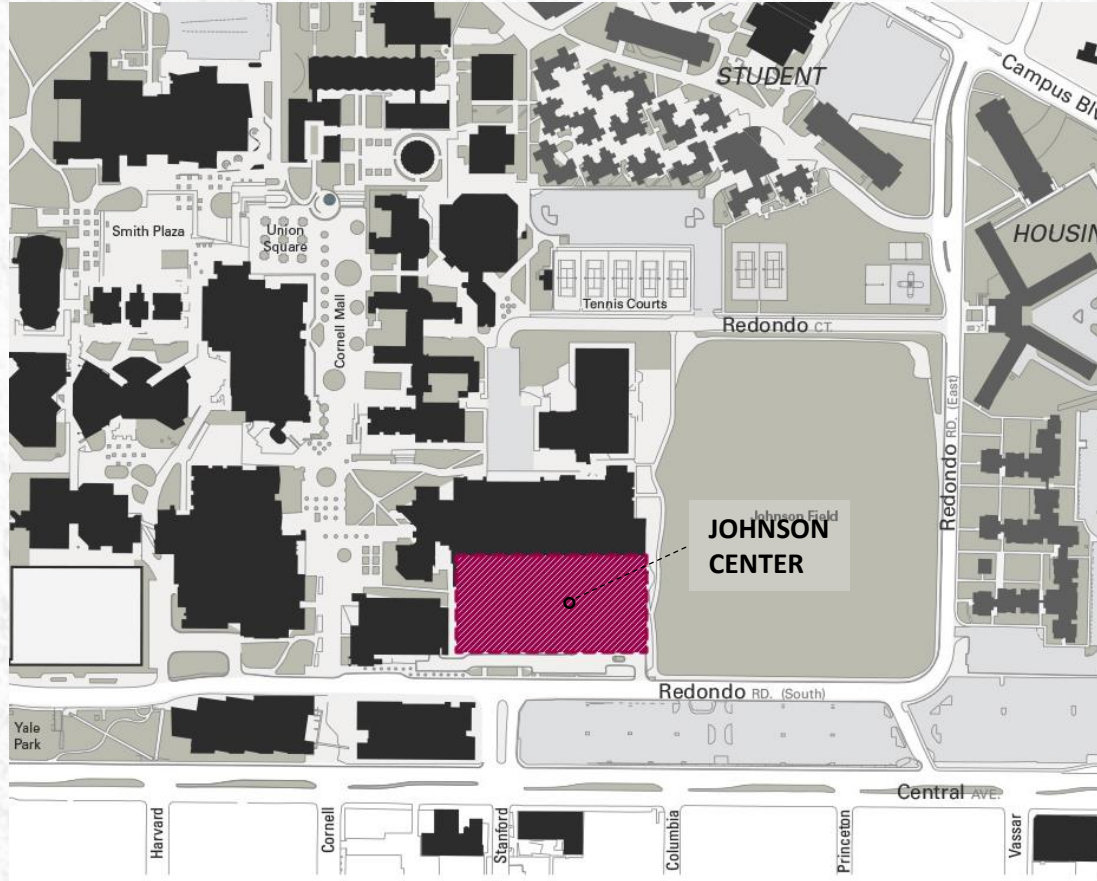


Phase 1 (137,000SF); Phase 2 (28,000SF)



Johnson Center

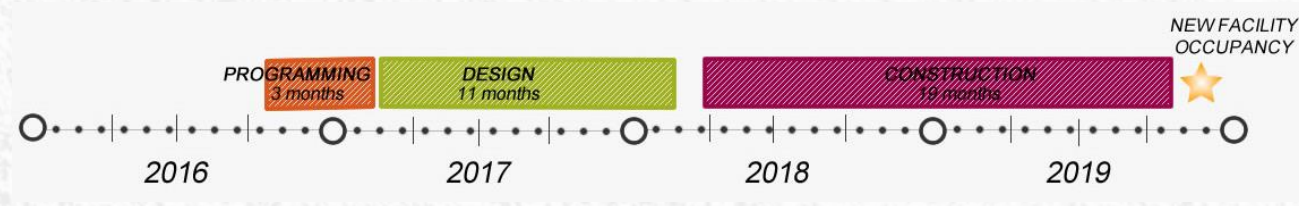
Expansion & Renovation



Site

PROJECT SNAPSHOT

- Square Footage: 80,000 GSF
- Estimated Budget: \$ 35,000,000
- Construction Schedule: March 2018 – October 2019



Smith Plaza/ Union Square - Schedule

Johnson Center



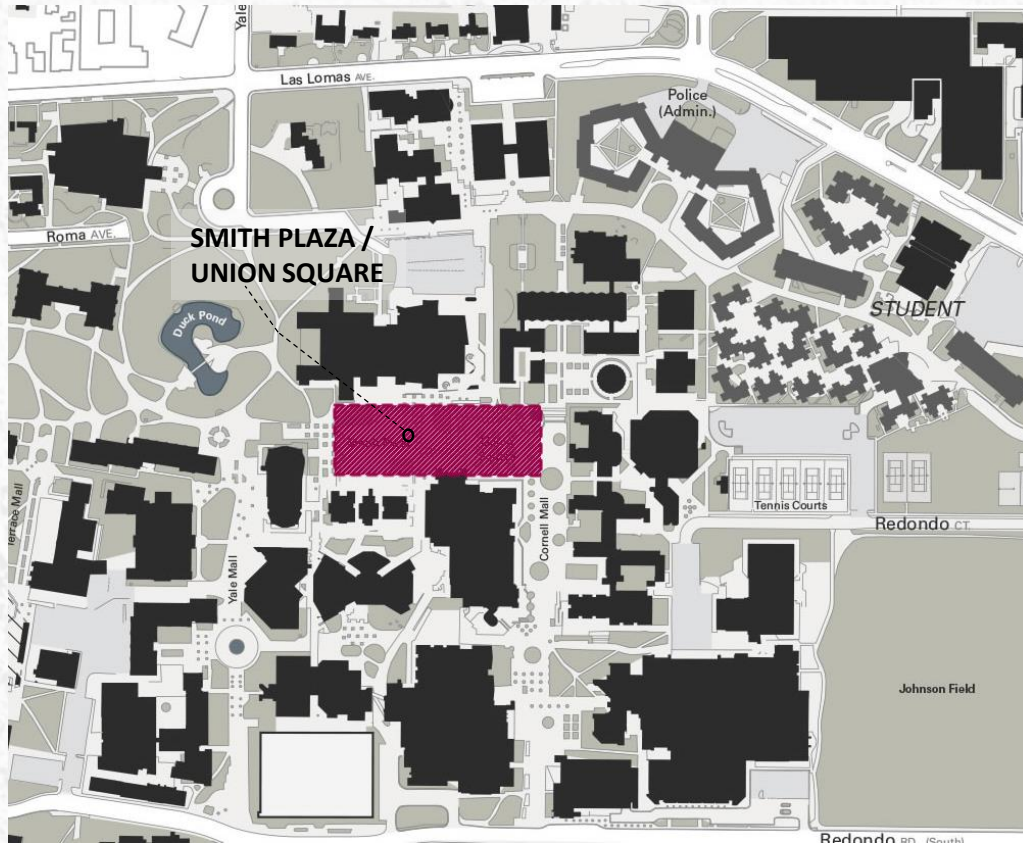
Existing Conditions



Proposed Climbing Wall

Smith Plaza/Union Square

Renovation, Infrastructure Improvement



Site

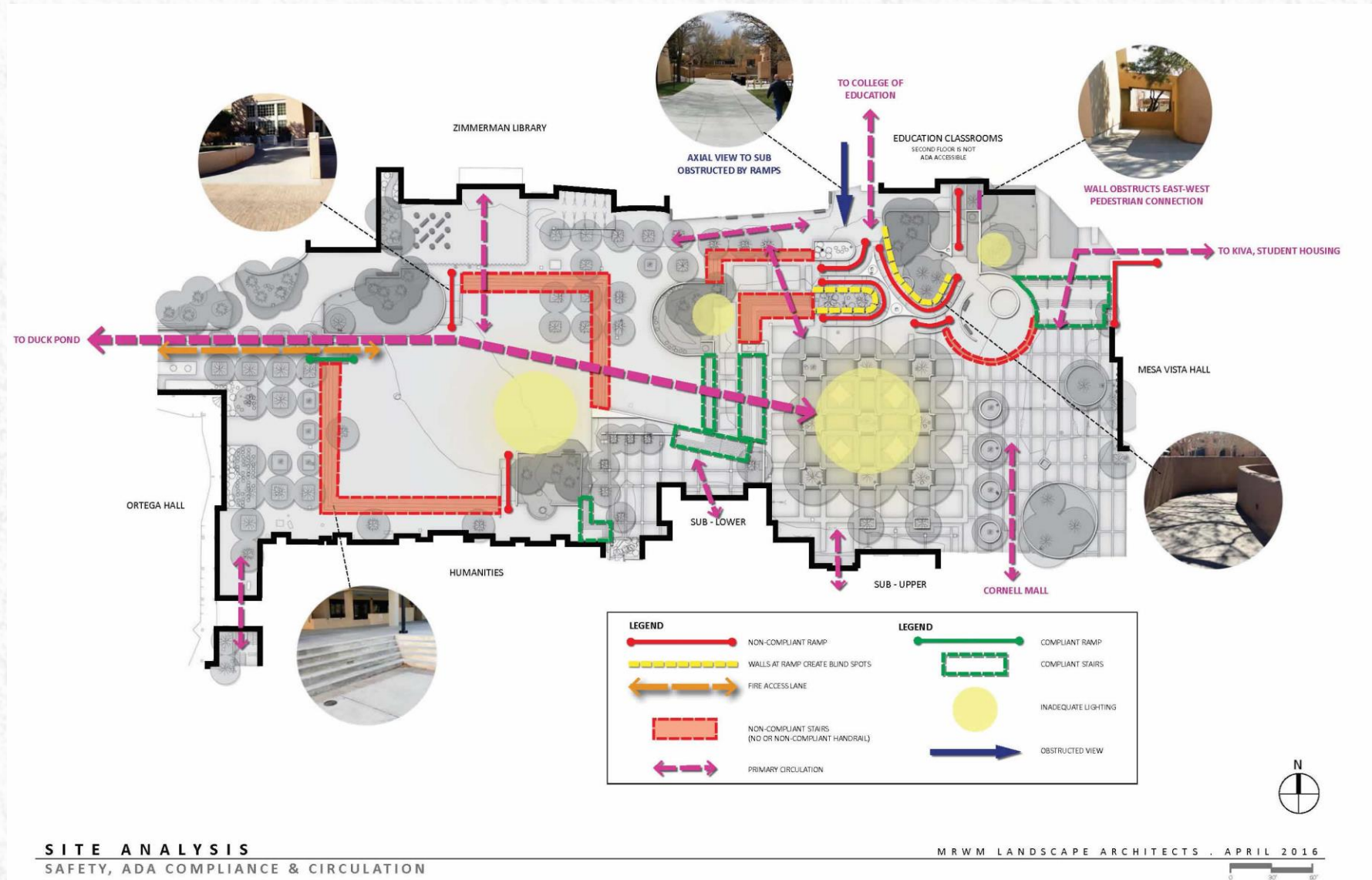
PROJECT SNAPSHOT

- Square Footage: 100,000 GSF
- Estimated Budget: \$ 4,000,000
- Construction Schedule: October 2017 – August 2018

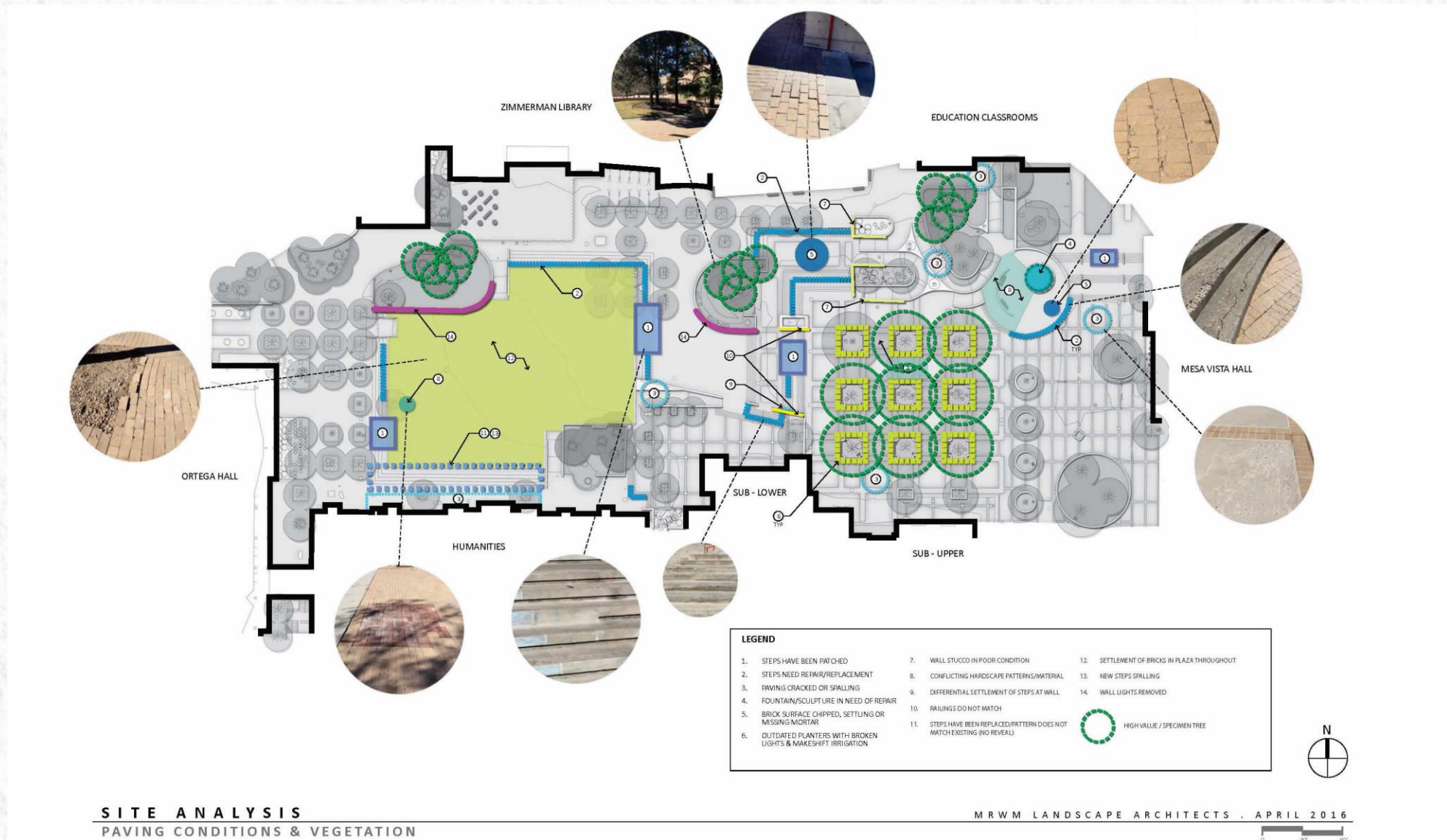


Smith Plaza/ Union Square - Schedule

Smith Plaza/Union Square



Smith Plaza/Union Square



Thank You

Residential Living Requirement and Enrollment Update

*Terry Babbitt, Associate Vice President for
Enrollment Management*

(Materials to be added)

Extended Learning Update on On-Line Courses

*Monica Obando, Vice Provost for
Extended Learning*

(Materials to be added)