



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

MEETING AGENDA

**April 2nd, 2015
1:00 PM
Roberts Room
Scholes Hall**

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

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** (*February 26, 2015*) TAB A
- III. Reports/Comments:**
 - A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - B. Member Comments
 - C. Advisor Comments
- IV. Action Items:**
 - A. Approval of Masters of Legal Studies Degree TAB B
David Herring, Dean, School of Law
Robert Desiderio, School of Law
 - B. Approval of Associate of Applied Science in Public Safety (Los Alamos) TAB C
Barbara Yarnell, Faculty, UNM Los Alamos
 - C. Approval of Associates of Science in Health Information Technology (Valencia) TAB D
Michael Ceschiat, Faculty, UNM Valencia
 - D. Approval of Professor of Practice Policy Language in Faculty Handbook Section B TAB E
Marsha Baum, Chair, Academic Freedom & Tenure Committee
 - E. Approval of Program Elimination: TAB F
AA Criminal Justice (Taos) & Secondary Education Certificate (Valencia)
Greg Heileman, Associate Provost for Curriculum
- V. Information Items:**
 - A. UNM CEC Presentation On Healthcare Enrollment In Centennial Care & NMHIX TAB G
UNM 2020 Goal 1: Become a Destination University
ASAR GOAL 14: Identify needs of UNM & US for 2025
Kiran Katira, Program Operations Director, Community Engagement Center
 - B. New Mexico Computer Science 4 All (CS 4 All) TAB H
UNM 2020 Goal 2: Prepare Lobos for Lifelong Success
Melanie Moses, Associate Professor, UNM Computer Science Department
- VI. Faculty Presenters**
 - A. "Design + Innovation" TAB I
Tim Castillo, Associate Professor School of Architecture and Planning
- VII. Public Comment**
- VIII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, February 26, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

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

Committee members present: Regent Bradley Hosmer, Regent Suzanne Quillen (via phone), Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle and Staff Council President, Renee Delgado-Riley

Regents' Advisors present: ASUNM President Rachel Williams, GPSA President Texanna Martin

- I. Call to Order** 1:02 PM
- II. Approval of Summarized Minutes from Previous Meeting:** (*January 29, 2014*) TAB A
Motion to Approve: Faculty President Pamela Pyle
Second: Provost Abdallah
Motion carried unanimously
- III. Reports/Comments:**
- A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
Presentation available upon request
- VPR candidates coming to campus with the goal to have a candidate selected by the end of March
 - Innovation Academy: Director will be Rob Del Campo and there was a grant secured for the project
 - Chicano/Chicana studies will be its own standalone program within Arts and Sciences
 - The ASAR action log was passed out for review
 - Points about the budget were discussed
- B. Member Comments
- Staff Council:
- Staff as students scholarship was discussed
- Faculty Senate:
- Faculty Senate has concerns over the budget
 - Mayor Berry attended a meeting with the faculty
 - Regents have been attending the Faculty Senate meetings
- C. Advisor Comments
- ASUNM:
- Planning the first student success week
 - Blue books for test taking will once again be passed out free of charge
 - Special advising sessions
 - Lottery resolution was passed by ASUNM and information sessions held with students
- GPSA:
- Held a town hall meeting
 - Will have a parking summit with the Law School
 - Food for Thought will be starting
 - Grant cycle is getting ready to close

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, February 26, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

IV. Action Items:

- A. Posthumous Degrees: Briana Hillard and Matthew Grant TAB B
Linda Lindquist, Student Affairs Specialist – Dean of Students Office
Motion to Approve: Provost Abdallah
Second: Regent Overton
Motion carried unanimously
- B. Key Management Personnel Security Managerial Resolution TAB C
Deborah Kuidis, Manager of Industrial Security/Facility Security Officer
Motion to Approve: Faculty President Pamela Pyle
Second: Staff Council President Renee Delgado-Riley
Motion carried unanimously

V. Information Items:

- A. Differential Tuition Requests for AY 2015-16 TAB D
ASAR Goal 3: Understand fully student expenses & make progress on tuition and fee planning
Nicole Dopson, Financial Officer and Chaouki Abdallah, Provost & EVP for Academic Affairs
 - Presentation available upon request
 - This presentation was moved forward to the full Board of Regents
- B. College of University Libraries & Learning Sciences Update TAB E
UNM 2020 Goal 6.3: Continuous Evaluation of Programs
Richard Clement, Dean of University Libraries
 - Presentation available upon request
 - Covered the HathiTrust
 - Library is getting a good return on investment by utilization of the HathiTrust
 - HathiTrust allows universities to share resources
- C. UNM Press Update TAB F
UNM 2020 Goal 6.3: Continuous Evaluation of Programs
John Byram, Director of UNM Press
 - Presentation available upon request
 - Presentation moved to the Full Board of Regents
 - Covered the history and operation of UNM Press
- D. The Role & Value of Certificates in the Higher Education Environment TAB G
UNM 2020 Goal 6.3: Continuous Evaluation of Programs
Chaouki Abdallah, Provost & EVP for Academic Affairs
Gregory Heileman, Associate Provost for Academic Affairs
 - Presentation available upon request
 - Covered the various certificates that UNM students are obtaining
 - Moved forward to the full Board of Regents
- E. Office of Graduate Studies Update TAB H
UNM 2020 Goal 6.3: Continuous Evaluation of Programs
UNM 2020 Objective 2.4: Increase the number doctorates awarded in targeted areas
Julie Coonrod, Dean, Office of Graduate Studies
 - Presentation available upon request

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, February 26, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

- Highlighted several graduate students and their research
- Included a breakdown of the number of graduate students
- Included data on degrees being awarded

F. UNM Sexual Assault & Awareness Coordination Update

TAB I

UNM 2020 Goal 1: Become a Destination University

Tomas Aguirre, Dean of Students

Helen Gonzales, Chief Compliance Officer

- Presentation available upon request
- Overview of LoboRespect and the C.A.R.E. model
- LoboResect and C.A.R.E. are still evolving butt committees have been formed
- Goal is to be purpose driven and reduce incidences of sexual assault
- Evaluation and assessment plans are being created

VI. Public Comment – None

VII. Adjournment - 3:54 PM

Motion to adjourn: Faculty President Pamela Pyle

Second: Regent Overton

Motion to adjourn carried



Faculty Senate

March 9, 2015

TO: Board of Regents Academic, Student Affairs, and Research Committee

FROM: Selena Salazar, Office of the University Secretary

SUBJECT: Form D – Graduate Certificate in Law, Environment, & Geography

The Faculty Senate approved Form D – Proposal for Master of Legal Studies Degree for Non-Lawyers at the Tuesday, February 24, 2015 meeting.

Please place this item on the April 2, 2015 Board of Regents Academic, Student, Affairs, and Research Committee meeting agenda for consideration.

Thank you.

Attachment



Proposal for Master of Legal Studies Degree for Non-Lawyers



Proposal for Master of Legal Studies Degree for Non-Lawyers

Table of Contents

Tab #	Item
1	Memorandum from the Associate Provost for Curriculum
2	Memorandum from Dean David Herring
3	Form D
4	Executive Summary
5	Program Proposal
6	Attachment A: National List of Masters Programs
7	Attachment B: New Mexico Department of Workforce Solutions Statistics
8	Attachment C: Western Interstate Commission for Higher Education
9	Attachment D: Six-Year Enrollment Projection
10	Attachment E: Projected Program Cost Estimates and Resources
11	Statement Regarding Effect on Juris Doctor Program
12	Catalog Description
13	Library Impact Statement
14	Letters of Support
	Albuquerque Hispano Chamber of Commerce
	Center for Native American Health, UNM Health Sciences Center
	Department of Economics, UNM
	Department of Geography and Environmental Studies, UNM
	Leadership Institute at the Santa Fe Indian School
	Leger Law and Strategy
	Native American Studies Program, UNM
	New Mexico Environment Department
	New Mexico Tribal-State Judicial Consortium
	Pueblo of Isleta Appellate Court
	School of Public Administration, UNM
	Water Resources Program, UNM
15	Accreditation of the Higher Learning Commission of the North Central Association
16	Documentation of UNM's Priority for the Proposed Program
17	Minutes of UNM Board of Regents Meeting Documenting Approval of MLS Proposal
18	Form B New Course Request
19	Form B Catalog Listing
20	Form B Syllabus and Bibliography
21	Form B Investigation of Course Duplication

1.



THE UNIVERSITY *of*
NEW MEXICO

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

Date: July 15, 2014

To: Daniel Ortega, Research Professor of Law

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: MLS Degree for Non-Lawyers – Pre-Approval

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Nancy Middlebrook, University Accreditation Director
Elizabeth Barton, Associate Registrar

Thank you for submitting the preliminary review outline for the Master of Legal Studies (M.L.S.) degree for non-lawyers. In my judgment, the proposed M.L.S. has been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee, please feel free to proceed.

2.



MEMORANDUM

August 2014

To: Associate Registrar Elizabeth Barton

From: Dean David Herring *David Herring*

Re: Submission of Form D - Proposal for Master of Legal Studies Degree for Non-Lawyers

I am pleased to submit Form D in quadruplicate to initiate the review process outside the law school. Please let me know if any additional information or documentation is needed. Thank you very much for your assistance.

3.

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: April 30, 2014

David J. Herring
(Name of individual initiating Graduate Degree or Graduate Certificate)

Dean and Professor of Law, 505-277-4700
(Title, position, telephone number)

herring@law.unm.edu
(Email address)

School of Law
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Fall Semester Year 2016

Required Signatures:

Department Chair _____	Date _____
College Curricula Committee <u>Steven K. Hamer</u>	Date <u>7-21-2014</u>
College or School Dean <u>David J. Herring</u>	Date <u>7-22-2014</u>
Dean of Library Services <u>Michael</u>	Date <u>7/23/14</u>
Office of the Registrar—Catalog <u>Elizabeth A. Barton</u>	Date <u>12/01/14</u>
FS Graduate Committee <u>Judy C. Hiestand</u>	Date <u>12/11/14</u>
Dean of Graduate Studies <u>Cherie Coomel</u>	Date <u>12/17/14</u>
FS Curricula Committee <u>Carlynn Montoya</u>	Date <u>2/10/15</u>
Office of the Provost _____	Date _____
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

Additional Approvals for Degrees:

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D**

UNIT PREPARES IN QUADRUPPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: April 30, 2014

David J. Herring
(Name of individual initiating Graduate Degree or Graduate Certificate)

Dean and Professor of Law, 505-277-4700
(Title, position, telephone number)

herring@law.unm.edu
(Email address)

School of Law
(Department/Division/Program)

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

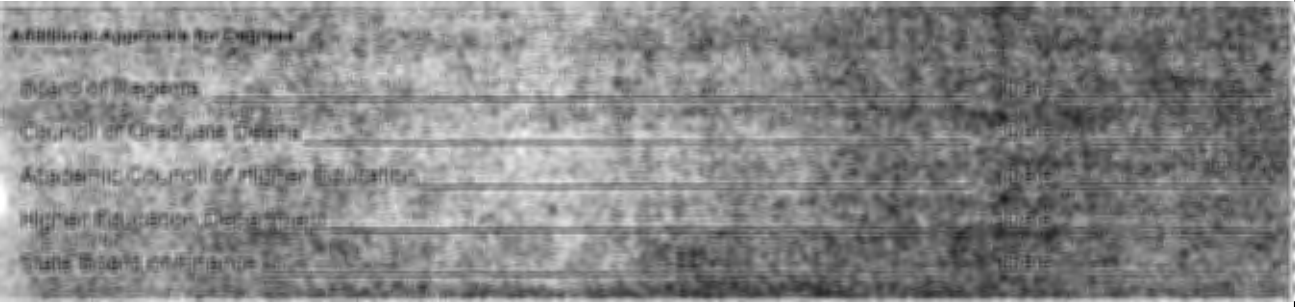
1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Fall Semester Year 2016

Required Signatures:

Department Chair _____	Date _____
College Curricula Committee <u>Steven K. Homer</u>	Date <u>7-21-2014</u>
College or School Dean <u>David J. Herring</u>	Date <u>7-22-2014</u>
Dean of Library Services <u>N. Royal</u>	Date <u>7/23/14</u>
Office of the Registrar—Catalog _____	Date _____
FS Graduate Committee _____	Date _____
Dean of Graduate Studies _____	Date _____
FS Curricula Committee _____	Date _____
Office of the Provost _____	Date _____
Faculty Senate _____	Date _____
Board of Regents _____	Date _____



Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D**

UNIT PREPARES IN QUADRUPPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: April 30, 2014

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

David J. Herring
(Name of individual initiating Graduate Degree or Graduate Certificate)

Dean and Professor of Law, 505-277-4700
(Title, position, telephone number)

herring@law.unm.edu
(Email address)

School of Law
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

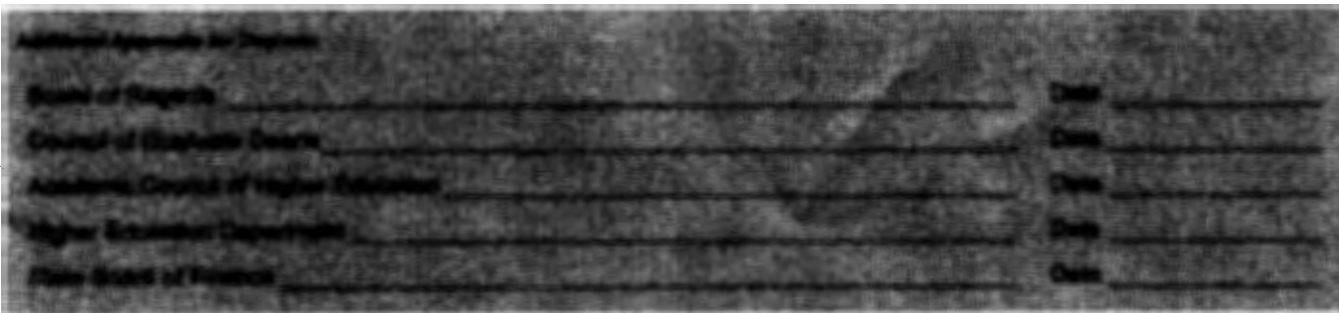
1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Fall Semester Year 2016

Required Signatures:

Department Chair _____	Date _____
College Curricula Committee _____	Date _____
College or School Dean _____	Date _____
Dean of Library Services _____	Date _____
Office of the Registrar—Catalog _____	Date _____
FS Graduate Committee _____	Date _____
Dean of Graduate Studies _____	Date _____
FS Curricula Committee _____	Date _____
Office of the Provost _____	Date _____
Faculty Senate _____	Date _____
Board of Regents _____	Date _____



Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

4.

UNM School of Law

Executive Summary of Proposal for Master of Legal Studies Degree for Non-Lawyers

Program Description: The Master of Legal Studies (M.L.S.) degree for non-lawyers will enhance the work skills of its graduates by giving them a condensed education about law and the legal process. The M.L.S. will benefit the entire state by making a scarce public resource--legal education--more broadly accessible to the workforce. Because the M.L.S. is open to recent college graduates and working professionals from all disciplines, it fits well with many undergraduate and graduate degrees. The two initial areas of concentration in this program are Indian Law and Natural Resources-Environmental Law.

Evidence of Need: Little data exist locally, regionally, or nationally demonstrating the demand for M.L.S. degree holders. A master's degree in law for non-law students is a new concept; most of the 36 degree programs offered nationally were established recently. Nonetheless, UNM's M.L.S. degree is expected to be successful as evidenced by the growing number of similar programs. Law schools are developing these degrees to meet the needs of non-lawyer professionals who must understand the judicial, legislative, regulatory, and policy-making process to perform their jobs effectively. Thus, the M.L.S. degree will serve non-lawyers and recent college graduates who need or want intensive, short-term training in the law but do not need or want a J.D. degree. M.L.S. students from a variety of disciplines and jobs will enrich the education of J.D. students because greater cross-disciplinary understanding will have a positive impact on new lawyers when they enter the legal profession or other fields.

New Mexico Department of Workforce Solutions statistics suggest that for jobs with a relatively high average number of annual openings in NM, the M.L.S. degree will significantly enhance an applicant's qualifications and potential value to likely employers. Note these jobs in particular: regulatory affairs managers (223 average annual openings), accountants and auditors (178), business operations specialists (148), child, family, and school social workers (79), civil engineers (48), construction managers (42), environmental compliance inspectors (33), regulatory affairs specialists (33), government property inspectors and investigators (33), post-secondary education administrators (27), occupational and safety specialists (26), reporters and correspondents (13), education administrators (12), and non-lawyer state magistrate judges and tribal judges (10). Moreover, graduates likely will become leaders in NM tribal judicial systems. Graduates also will be well suited for leadership positions in tribes' executive, legislative, managerial, and entrepreneurial sectors. Among American Indians and Alaska Natives in NM, as of 2010, 3,118 males and 4,848 females had Bachelor's degrees, for a total estimated in-state applicant pool of 7,966.¹ Moreover, total fall enrollment of American Indians or Alaska Natives in NM higher education in 2009-10 and 2010-11 was 13,184.² Thus, relative to the 8 FTE seats to be filled annually, there is a large and growing local applicant pool for the M.L.S. program among college graduates who may be particularly interested in the Indian Law concentration.

The M.L.S. program dovetails well with the Innovation Academy at Innovate ABQ. This Academy has good potential to benefit the state's workforce and economy by pooling the talents and insights of faculty and students from a spectrum of disciplines to solve difficult problems and incubate new industries and jobs. M.L.S. students will be ideal participants in this Academy

¹ <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

² <https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=4&s1=35>.

because they will be steeped in the process of crossing disciplinary boundaries throughout their entire degree program.

Duplication: UNM hosts the state's only law school, so by definition there are no similar degree programs for non-lawyer graduates or professionals at any NM institution of higher education. Moreover, there are no comparable programs available to UNM students through the WICHE professional student exchange or regional graduate program.

Program Content: 30 credit hours must be completed on a full- or part-time basis, primarily from existing upper-level law courses. All M.L.S. students must take the 4-credit-hour “Introduction to U.S. Law, Procedure and Legal Education” during their first fall semester. The other 26 credit hours will depend on a student’s area of concentration or course preferences. A faculty advisor in each area of concentration will help plan the students’ curriculum.

Evaluation and Assessment: Immediate learning outcomes will be measured by successful completion of course requirements, as evidenced by examination results. J.D. and M.L.S. students will take the same examinations in all courses except the introductory course, but M.L.S. exams will be blind-graded on a separate scale. After the first five years of the program, M.L.S. alumni and their employers will be surveyed to determine the value that the degree has added to the alumni’s job performance.

Required Resources: The Dean’s fund will cover the first year of program expenses, so no loss will be generated. The M.L.S. is projected to produce net revenue from tuition and fees in year 2 that will increase in years 3 and 4 before reaching a plateau in year 5. Therefore, the M.L.S. is projected to rapidly become self-supporting. A .50 FTE program administrator likely will be needed later, but existing faculty and staff will implement the M.L.S. initially. Program revenue will pay for the portion of faculty and staff time devoted to the M.L.S. Otherwise, current space, technology, media, equipment, and instructional supplies will suffice.

Six-Year Enrollment and Cost Projection: See the cost projection in the attached table.

Year	Full-time Students @ 30 Credit Hours/Year		Part-time Students @ 10 Credit Hours/Year		Credit Hours
	New	Returning	New	Returning	
1 program start-up	n/a	n/a	n/a	n/a	n/a
2	1	n/a	7	n/a	100
3	3	n/a	1	7	170
4	5	n/a	1	8	240
5	5	n/a	7	2	240
6	5	n/a	0	9	240

Additional Information: Letters of support have been received to date from Albuquerque Hispano Chamber of Commerce, Leadership Institute at the Santa Fe Indian School, Leger Law and Strategy, New Mexico Environment Department, New Mexico Tribal-State Judicial Consortium, Pueblo of Isleta Appellate Court, and these UNM units: Center for Native American Health, Department of Economics, Department of Geography and Environmental Studies, Native American Studies Program, and Water Resources Program.

**Attachment E to UNM School of Law Master of Legal Studies Proposal:
Projected Program Cost Estimates and Resources**

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition				61,494	61,494	37,943	99,437	37,943	137,380		137,380	
Other *	45,000											
TOTAL REVENUE	45,000		61,494		99,437		137,380		137,380		137,380	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Director SAC		10,000	10,000		10,000	10,000	20,000		20,000		20,000	
Faculty Support				3,500	3,500	2,000	5,500	2,500	8,000		8,000	
TA support				5,760	5,760		5,760		5,760		5,760	
Administrative Support		10,000	10,000	10,000	20,000		20,000		20,000		20,000	
Recruitment Costs		25,000	18,000		18,000	2,000	20,000		20,000		20,000	
TOTAL EXPENSES	45,000		57,260		71,260		73,760		73,760		73,760	
DIFFERENCE (Rev.-Exp.)	0*		4,234		28,177		63,620		63,620		63,620	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	FTE Enrollment	Annual Credits Generated	Tuition Generated	FTE Enrollment	Annual Credits Generated	Tuition Generated	FTE Enrollment	Annual Credits Generated	Tuition Generated	FTE Enrollment	Annual Credits Generated	Tuition Generated
FTE Enrollment	0		3.3		5.7		8		8		8	
Projected Annual Credits Generated	0		100		170		240		240		240	
Tuition Generated	0		61,494		99,437		137,380		137,380		137,380	
* Year 1 expenses will be covered by Dean's Fund												

5.



Proposal for Master of Legal Studies

April 29, 2014

1. Program Description and Purpose

a. What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).

The proposed M.L.S. is a post-baccalaureate degree program for individuals whose career choices or current professions would be enhanced with an understanding of the U.S. legal system and process.

The major goals of the M.L.S. are (1) to enable professionals and recent college graduates, principally New Mexico residents, to enhance their skills by taking law courses dealing with legal and regulatory issues affecting their specialties, and (2) to enhance the Law School's Juris Doctor (J.D.) degree program by providing law students the opportunity to interact with M.L.S. students working in a variety of fields that our J.D. graduates are likely to encounter in their work as lawyers, judges, legislators, public officeholders, in-house counsel, entrepreneurs, CEO's, etc.

The M.L.S. degree will provide a condensed education about law and the legal process, enabling its graduates to:

- Understand cases decided by courts, statutes passed by legislatures, and regulations issued by administrative agencies
- Learn how the legal system addresses a particular situation
- Learn legal principles applicable to their particular areas of interest
- Gain a better understanding of how the law works and how to use it

The M.L.S. degree will require 30 hours of course credit. Full-time students can complete the degree in two semesters; part-time students in up to 8 semesters. Students begin their studies in the fall by completing an introductory course.

The Law School has the curriculum in place to support the M.L.S. Law students may concentrate in Natural Resources and Environmental Law or Indian Law, and M.L.S. students may do the same. Besides these two concentration areas, M.L.S. students, with prior approval, may plan their own areas of focus. These areas include, for example, Constitutional Law & Rights, Criminal Justice, Commercial and Consumer Law, and Business Practice. After the

first five years, the Law School may offer additional defined concentration areas, depending on demand and resources.

Approximately 5 full-time students (30 credits per year) and 9 part-time students (average of 10 credits per year) will be enrolled in the M.L.S. at any given time (or approximately 8 full-time-equivalent students). So as not to unduly burden faculty, the general rule will be that no more than 3 M.L.S. students may enroll in courses outside the two concentration areas. If more than 3 M.L.S. students want to register for such a course and the instructor makes no exception, then the students will be chosen by lottery.

b. How does the program fit within the unit's future plans?

Since it was founded in 1947, the School of Law has offered only the three-year J.D. degree (formerly called the LL.B. degree). Over time it added four-year J.D./masters degree programs in business administration, Latin American studies, and public administration. The Law School presently allows a student to design a combined masters or doctorate degree and law degree. The student must satisfy the admissions and academic requirements of both the law school and the graduate school.

The Law School has developed a national reputation for excellence as demonstrated by the following distinctions: fourth highest-rated law school (Above the Law 2014), fifth most popular law school (ABA Journal 2013), seventh best law school for Hispanics (Hispanic Business 2013), and eighth best public law school (Above the Law 2013).¹ In addition, the Law School's clinical program is recognized as a model for other law schools to emulate.² The Law School has achieved national prominence due to the very high quality of its instruction, which is facilitated in significant part by its 9:1 student-faculty ratio.

Although the Law School has produced many outstanding New Mexico leaders in the public and private sectors for decades, its small size (approximately 340 J.D. students) make legal education a scarce public resource that is needed by a greater portion of the state's workforce than is possible to serve solely through the J.D. degree. Just increasing the size of the Law School is not the answer. Some individuals do not have the desire, time, or resources to give three or four years to the study of law, but they understand that some education in law will allow them to become more attractive to employers and to make greater contributions in their chosen professions and society at large. Therefore, the Law School wants to offer the M.L.S. to make legal education more broadly accessible to the segment of the workforce that can devote limited time to an abbreviated legal education pertinent to their professions. Some examples of that segment of the workforce include accountants; arbitrators; architects; business administrators; civil engineers; construction engineers and managers; educational leaders; environmental scientists; journalists; mediators; legal/regulatory compliance officers; oil and

¹ <http://lawschool.unm.edu/about/index.php>.

² US News & World Report recently ranked UNM's clinical law program ninth in the country.

gas administrators; non-lawyer state magistrate judges and tribal judges; managers of tribal enterprises, public administrators working in local, state, tribal, and federal government; public health administrators; and water resources engineers. Moreover, the presence of working professionals from other careers and disciplines will enrich the experience of J.D. students by providing practical, applied insight into similar and different approaches to solving cross-disciplinary and interdisciplinary problems.

Many law schools throughout the country have recognized this need for legal education. Those schools offer degrees with different titles that are similar to the proposed M.L.S. degree; e.g. the Juris Master, Master of Jurisprudence, Master of Legal Studies, Master in the Studies of Law, or Master of Science in Legal Studies. Regardless of the title, these masters degree programs offered at law schools throughout the U.S. provide non-lawyers with career-relevant knowledge of the law in a short period of time. See **Attachment A**, “National List of Masters Programs.”

As host of the state's only law school, UNM is the sole institution that can broaden access to legal education to better meet the needs and demands of the New Mexico market. The delivery of legal education to non-law students, moreover, is consistent with its mission, which is to

educate and train students to become excellent lawyers who will enrich and serve local, state, tribal, national and international communities after graduation. We seek to maintain our long tradition of opening access to the profession. We also seek to make legal education more broadly available by educating practicing attorneys *and non-lawyers* in New Mexico. We endeavor to focus our resources on some of New Mexico's most pressing legal needs through educational, research and service programs of national and international prominence.

(Emphasis added)

Accordingly, the M.L.S. program fits within the Law School's mission because it will offer a degree program for students who will not become lawyers, but instead will apply their legal knowledge in a spectrum of disciplines. These M.L.S. graduates will be better qualified to enter or remain in various workforce positions.

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

UNM's mission is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.³ The M.L.S. further implements UNM's mission by offering the excellent teaching at the state's only law school to a new, unserved category of students.

³ http://www.unm.edu/president/documents/Strategic_Framework.pdf

UNM President Robert Frank’s pertinent objectives from the UNM 2020 Strategic Plan⁴ that was approved unanimously by the Board of Regents on May 14, 2013 are to:

- *Create structures and processes that allow for student degree customization:* The M.L.S. degree is designed to allow for degree customization as explained above.
- *Create and value opportunities for all members of UNM (students, faculty, staff, leadership) to serve local, state, regional, national, and global communities:* The M.L.S. degree creates an opportunity for UNM students, faculty, and staff to enhance their job skills in order to better serve surrounding and far-flung communities.
- *Take a leadership role in the cultural, social, and educational revitalization of the community:* The M.L.S. degree will strengthen workforce skills that will help to revitalize the community through its graduates' improved job performance.
- *Build the workforce of New Mexico by providing a premier and innovative education:* The M.L.S. degree will provide a premier education from a nationally prominent and highly respected public law school.
- *Develop a culture of entrepreneurship and innovation among students and faculty with the aim of fostering economic development in New Mexico:* The M.L.S. degree will help to develop a culture of entrepreneurship and innovation among students and faculty that will foster economic development because it will create new cross-disciplinary and interdisciplinary networks among lawyers and professionals in other disciplines.

UNM President Robert Frank has stated that “the entire University is responsible for the UNM 2020 plan implementation and it [will] roll up to the President through his direct reports and through their direct reports and so on.”⁵ Accordingly, Dean David Herring launched the initiative to establish the M.L.S. degree in order to fulfill the law school’s responsibility to meet the state’s workforce needs by implementing UNM 2020.

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

Because the M.L.S. program is open to recent college graduates and working professionals from all disciplines, it fits well with dozens of degree offerings at UNM. Accordingly, legal knowledge imparted by the M.L.S. program likely would enhance the job skills of graduates of the following UNM programs, among others:

<u>Bachelor's Degrees</u>	<u>Masters Degrees</u>	<u>Doctoral Degrees</u>
Architecture	Accounting	Economics
Business Administration	Architecture	Educational Leadership
Civil Engineering	Business Administration	Family Studies
Construction Engineering	Communication	History

⁴ UNM 2020 Strategic Plan, Tactical Planning Recap, <http://regents.unm.edu/meetings/documents/2013/unm-goals-objectives-v9-130530-1-tactics.pdf> (last visited June 14, 2013).

⁵ UNM Board of Regents, Minutes of May 14, 2013 Meeting at 2, <http://regents.unm.edu/meetings/minutes/2013/bor-minutes-2013-05-14.pdf>.

Construction Management Criminology Economics Emergency Medical Services Environment, Planning & Design Environmental Science Family Studies History Interdisciplinary Liberal Arts Journalism & Mass Communication Mechanical Engineering Native American Studies Philosophy Political Science	Community & Regional Planning Construction Management Economics Educational Leadership Family Studies Health Administration History Mechanical Engineering Nursing Pharmaceutical Sciences Philosophy Political Science Public Administration Public Health Water Resources	Medicine Nursing Practice Pharmacy Philosophy Political Science ⁶
--	--	--

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

In the first year after the degree is approved, the Law School will recruit and admit the first class of M.L.S. students. In the second year, the law school will welcome the first class of M.L.S. students to the fall semester.

f. Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

M.L.S. students must complete at least 30 credit hours, primarily from courses offered to second- and third-year J.D. students. All M.L.S. students must take the 4-credit-hour LAW 560 “Introduction to U.S. Law, Procedure and Legal Education” (described below) during the fall semester.

The remaining 26 credit hours will depend on a student’s area of concentration or course preference. A faculty advisor in each area of concentration or focus will help plan the students’ curriculum. Students will choose electives in consultation with and as approved by their advisor. The law faculty already has developed required and elective courses for the two initial areas of concentration. The courses now available for M.L.S. students wishing to concentrate in Indian Law or Natural Resources and Environmental Law are as follows:

⁶ <http://catalog.unm.edu/catalogs/2013-2014/degrees-offered.html>

Indian Law

Required Courses:

- LAW 584 Indian Law – 3 hours
- LAW 628 Law of Indigenous Peoples (writing seminar) – 3 hours

Elective Courses:

- LAW 593 Tribal Natural Cultural Resources Law (writing seminar) – 3 hours
- LAW 593 State-Tribal Relations – 3 hours
- LAW 593 Indian Civil Rights ((writing seminar)) – 3 hours
- LAW 593 Criminal Law in Indian Country – 3 hours
- LAW 593 International Law & Indigenous Peoples (writing seminar) – 3 hours
- LAW 593 International Advocacy for Indigenous Peoples (writing seminar) – 3 hours
- LAW 593 Pueblo Indian Law - 3 hours
- LAW 579 Tribal Courts – 3 hours

Natural Resources and Environmental Law

Required Courses – at least two of the following three:

- LAW 614 Administrative Law – 3 hours
- LAW 580 Environmental Law – 3 hours
- LAW 565 Natural Resources – 3 hours

Elective Courses:

- LAW 593 Introduction to Natural Resources and Environmental Law – 2 hours (offered every year)
- LAW 544 Oil & Gas Law – 3 hours (offered every year)
- LAW 547 Water Law – 3 hours (offered every year)
- LAW 593 Advanced Oil & Gas Law – 3 hours
- LAW 670 Animal Law – 3 hours
- LAW 593 Environmental Litigation (drafting course) – 2 hours
- LAW 593 Federal Law of Water Resources – 3 hours
- LAW 554 Indian Water Law – 3 hours
- LAW 578 Natural Resources: Indian Country – 3 hours
- LAW 593 Wildlife Law (drafting course) – 2 hours

New Course

The M.L.S. degree will require one new course LAW 560 “Introduction to U.S. Law, Procedure and Legal Education.” All students must successfully complete this course during the first semester of the program. The course will be taught by law school faculty.

The reason for the new course is that first-year J.D. students learn the legal method, the common law tradition, case and statutory analysis, legal procedure, and the basic principles of the core areas of law: contracts, torts, criminal law, constitutional law, and civil procedure. This training prepares J.D. students for upper division courses where it is assumed that everyone already knows how to “think like a lawyer.” Because M.L.S. students will not have had that same exposure, “Introduction to U.S. Law, Procedure and Legal Education” will provide M.L.S. students sufficient background in the U.S. legal system and the study of law to prepare them for upper-division law courses. There are several text books currently available just for this purpose, which are directed principally to non-law students studying law.

Impact of Curriculum on Existing Courses and Courses in Other Departments

The M.L.S. curriculum will have a minor impact on existing second- and third-year courses through the addition of up to 3 non-law students in some courses. There will be no impact on first-year courses because M.L.S. students generally will not enroll in them. M.L.S. students must have the permission of the dean and the specific faculty member before enrolling in a first-year course.

With respect to courses in other departments, the M.L.S. curriculum should have little or no impact because the small number of M.L.S. students (approximately 8 full-time-equivalents) likely will translate into an occasional M.L.S. student enrolling in, *e.g.*, MGMT 508 “Ethical, Political, Social and Legal Environment of Business” or another pertinent course at the Anderson School of Management or at another UNM college or school.

g. [Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution’s priority and refer to documentation provided by Provost’s Office (see section 9).]

2. Justification for the Program

a. Evidence of Need

The basic premise of the M.L.S. degree is that many current workforce positions can be performed more effectively and with more positive outcomes with the benefit of legal education and knowledge because judicial decisions, legislation, and administrative regulation are increasingly intertwined with the substance of many specialized areas. Accordingly, the M.L.S. degree will serve the sub-set of working non-lawyers and recent college graduates who need or want intensive, short-term training in the law but do not need or want a J.D. degree.

In addition to upgrading the skills of non-lawyer professionals working in New Mexico, M.L.S. students will enrich the education of J.D. students because greater cross-disciplinary and interdisciplinary understanding will have a positive impact on new lawyers when they enter the legal profession or other fields.

1. Provide evidence of student demand.

Little data exist locally, regionally, or nationally demonstrating the demand for M.L.S. degree holders. A master's degree in law for non-law students is a new concept; most of the 36 degree programs offered nationally have been in existence for only a few years. The forecast, however, is that the M.L.S. degree will be successful as evidenced by the growth in these programs. Law schools are implementing these new programs to serve non-lawyer professionals who must understand the judicial, legislative, regulatory, and policy-making process to perform their jobs effectively. Indeed, the budgets of government agencies and private enterprise would benefit by employing M.L.S. degree holders to reduce legal and regulatory compliance costs and avoid legal land mines. See **Attachment A**, "National List of Masters Programs."

Attachment B, "New Mexico Department of Workforce Solutions Statistics," lists dozens of potentially pertinent job titles in New Mexico. For those job titles with a relatively high number of positions in New Mexico as of 2011, the statistics tend to suggest that there is a large pool of potential applicants relative to the 8 full-time-equivalent positions in the M.L.S. program that the law school seeks to fill annually. Note these job positions in particular: accountants and auditors (5723 positions in New Mexico in 2011), business operations specialists (5009), construction managers (3558), environmental compliance inspectors (1172), child, family, and school social workers (1878), registered nurses (16,893), reporters and correspondents (376), mechanical engineers (821), education administrators (380), post-secondary education administrators (469), elementary and secondary education administrators (1538), regulatory affairs specialists (1172), regulatory affairs managers (7000), non-lawyer state magistrate judges and tribal judges (325), government property inspectors and investigators (1172), and hydrologists (167).

The U.S. Census Bureau's 2006-2010 American Community Survey reveals that among American Indians and Alaska Natives in New Mexico, 3,118 males and 4,848 females had Bachelor's degrees, for a total estimated in-state M.L.S. applicant pool of 7,966 as of 2010.⁷ Moreover, data from the National Center for Education Statistics indicates that total fall enrollment of American Indian or Alaska Native students in post-secondary education in New Mexico in 2009-10 and 2010-11 was 13,184.⁸ Thus, there is a relatively large and growing applicant pool for the M.L.S. program among the sector of the New Mexico population that is likely to be particularly interested in the Indian Law concentration.

⁷ <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

⁸ <https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=4&s1=35>.

2. Provide evidence of demand for program graduates.

i. (For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.)

The NMDWS statistics in **Attachment B** tend to suggest that for those job titles with a relatively high average number of annual openings, the M.L.S. degree will be a valuable credential that will significantly enhance an applicant's qualifications and potential value to likely employers. For those job titles with a relatively low average number of annual openings, alumni of the M.L.S. program will have a competitive advantage over other applicants. Note these job positions in particular: accountants and auditors (178 average annual openings), business operations specialists (148), civil engineers (48), construction managers (42), environmental compliance inspectors (33), child, family, and school social workers (79), registered nurses (565), reporters and correspondents (13), mechanical engineers (33), education administrators (12), post-secondary education administrators (27), regulatory affairs specialist (33), regulatory affairs managers (223), non-lawyer state magistrate judges and tribal judges (10), government property inspectors and investigators (33), occupational and safety specialists (26), and hydrologists (7).

ii. (For full proposal, a discussion of the program's relationship to workforce development is also required.)

Indian Law Concentration

The attached letters of support from the New Mexico Tribal-State Judicial Consortium, the Leadership Institute at the Santa Fe Indian School, and the Pueblo of Isleta indicate that the M.L.S. degree would play a unique and very important role in the development of tribal legal systems and criminal justice systems throughout New Mexico, particularly as tribes continue to develop their legal infrastructure. Accordingly, it is expected that there will be high interest in the M.L.S. degree throughout New Mexico Indian Country.

University of South Dakota Law Professor Frank Pommersheim's 2002 essay about the Rosebud Sioux Reservation in South Dakota is directly on point. "Training is an absolute necessity in order to continue to advance the development of tribal courts."⁹ Tribal judges need training to improve their skills in handling trials with or without juries. This training is "particularly relevant for the non-law-trained members of the tribal judiciary."¹⁰ In addition, because the overwhelming bulk of most tribal court dockets consists of criminal matters, training of prosecutors and public defenders is also essential.

This is especially true when a moderate to significant number of tribal prosecutors are still not formally law-trained. It is also necessary to ensure that such training be made available to any individual--whether law-trained

⁹ Frank Pommersheim, *Looking Forward and Looking Back: The Promise and Potential of a Sioux Nation Judicial Support Center and Sioux Nation Supreme Court*, 34 Ariz. St. L.J. 269, 277 (2002).

¹⁰ Id.

or not--who does criminal defense work in the tribal court system in those tribes that do not have public defender systems.¹¹

Interest in the M.L.S. degree among tribal communities in New Mexico also extends to civil court proceedings and other civil matters.

Some tribes, seeing their tribal courts burdened with more complex litigation, have chosen to adopt the Federal Rules of Civil Procedure. While this makes sense as a stop-gap measure, the rules do not provide for the subtle nuances found in local rules, which lay out timing, formatting, and other requirements for pleadings and meetings of counsel. A simple small-dollar contract dispute in tribal court need not have the discovery burdens of the Federal Civil Rules; however, wholesale adoption would apply such rules to a case. The inability of tribes to legislate their own way forward can undermine many of the advantages that litigants and their attorneys can find in tribal court.¹²

...

Each federally recognized Indian tribe may determine its membership, enact criminal and civil laws, levy taxes, control tribal property, exercise powers delegated by Congress, and adjudicate tribal disputes in its own way. Today, there are 566 federally recognized tribes, and potentially 566 sets of laws uniquely tailored to each tribe's historical and present-day situations.¹³

...

There is no question that Indian tribes have the power to regulate the conduct of business on their reservations, including adjudicatory jurisdiction over those businesses in the event a tribal law is violated, to protect and preserve the political integrity of the tribe, and the health and welfare of tribal members. This regulation of conduct is a necessary tool of tribal self-government that has been recognized by Congress.¹⁴

With new sources of income from gaming and other enterprises,

Tribes have developed and improved their organizational and physical infrastructures and the tribal services they provide. Among many other things, they have: drafted or revise tribal codes; taken control of (and often supplemented or improved) Indian Health Services and Department of Health and Human Services programs previously administered by the federal government; created or improved tribal court systems and law

¹¹ Id. at 278.

¹² Rob Roy Smith, *Understanding and Respecting the Process of Trying Cases in Tribal Courts: What Attorneys Need to Know*, in NAVIGATING TRIBAL LAW: LEADING LAWYERS ON UNDERSTANDING THE UNIQUE PROCEDURES, INTRICACIES, AND CHALLENGES INVOLVED WITH TRIBAL CASES, at 4 (2013).

¹³ Id. at 1.

¹⁴ Id. at 6.

enforcement agencies; established or refined policies governing their growing numbers of employees; lobbied federal and state governments to further their interests; and hired legal counsel to protect and advance their sovereignty both in their business operations and in the courtroom. Even Tribes who have experienced less economic growth have benefited to some extent from other Tribes' successes in litigation and lobbying, as favorable laws and legal precedents are often applied to Tribes in general.¹⁵

A growing number of tribes are building sustainable economies that reflect their own priorities. To do so, they approach economic development and growth by backing up their jurisdiction with capable governance.

This means building a legal/political infrastructure of appropriate laws and policies that keep politics in its place and encourage both citizens and outsiders to invest time and energy in the [tribal] nation's future. This in turn means appropriate separations of powers; clear roles for legislatures, the tribal executive, and managers; commercial codes; and a dispute resolution mechanism, such as an independent tribal court, that can capably address business issues and make decisions free of political interference. . . . This nation-building approach to economic development consists of six key steps: claim jurisdiction (decision-making power), build capable governing institutions, identify strategic priorities/concerns, craft development policies, choose projects, and implement them. . . . Evidence from across Indian Country indicates that this approach dramatically increases the chances of creating sustainable Indigenous economies, even where development assets may be limited. Tribes with few resources that take these steps tend to do better than tribes with ample resources who ignore the principles captured here.¹⁶

The rapid development in New Mexico of tribal casinos and off-shoot enterprises such as hotels, performance venues, golf courses, gas station-convenience stores, and other on-reservation businesses since the 1990's has dramatically expanded the size and breadth of the workforce employed by tribal communities in this state. As suggested by the legal scholarship and policy paper cited above, the increased complexity of managing and operating tribal governments and enterprises suggests that the M.L.S. degree will help to meet the growing need to develop a workforce with some training in tribal, state, and federal law and the legal system. A tribal council that includes one or more members with an M.L.S. degree will be better prepared to exercise its legislative powers by drafting and enacting ordinances and regulations that reflect tribal values and culture plus the daily cross-jurisdictional interactions that typify contemporary tribal government. Likewise, a casino or hotel manager with an M.L.S. degree will be better prepared for the thousands of

¹⁵ S. Chloe Thompson, *Exercising and Protecting Tribal Sovereignty in Day-to-Day Business Operations: What the Key Players Need to Know*, 49 Washburn L.J. 661, 673 (2010).

¹⁶ Stephen Cornell and Miriam Jorgensen, *The Nature and Components of Economic Development in Indian Country*, Nat'l Cong. of Am. Indians Pol'y Res. Center (2007), at 10-13, available at http://nni.arizona.edu/resources/inpp/2007_CornellJorgensen.pdf.

commercial transactions with non-Indians that occur on a weekly basis, and for the tribal court cases that occasionally stem from these interactions.

Natural Resources and Environmental Law Concentration

Natural Resources and Environmental Law is particularly important in New Mexico, and UNM School of Law has a long and proud tradition of educating and preparing students to practice in this field. The Law School's Natural Resources and Environmental Law Program includes a longstanding professional development certificate program for graduating students who have emphasized pertinent coursework; the Utton Transboundary Resources Center, which delivers information, research and service on water law and other issues important to the state and the region; and the *Natural Resources Journal*, the oldest journal in the natural resources/environmental field published at any U.S. law school.

Natural resources law—dealing largely with matters such as oil and gas development, water allocation, and public lands management—has been important in the American West for over a century. Environmental law—focusing primarily on pollution control and protection of public health—is newer, having grown into its modern form over the past 45 years. There is much overlap between these two areas of law, which are increasingly complex because they deal with an ever greater set of challenges and demands. Both areas are highly significant in New Mexico, where they strongly influence our economy, our landscape, and the health and well-being of our citizens.

Professionals of many kinds may wish to pursue an M.L.S. with a concentration in Natural Resources and Environmental Law. For example, the M.L.S. may benefit personnel working in federal, tribal, state, and local government, and in private-sector fields ranging from real estate, to energy production, to banking, to environmental consulting. The program may also attract national laboratory personnel based in New Mexico. This concentration may be an attractive and feasible option for graduate students concurrently enrolled in other graduate programs at UNM. (See the attached letters of support.)

Several other law schools offer similar degree programs, such as the University of Arizona (Master's in Legal Studies with a Certificate in Environmental Law and Policy), University of Denver (Master of Resources Law Studies), and the University of Oklahoma (Master of Legal Studies in Energy and Natural Resources Law). Denver's program, which started in the late 1990s, draws around 20 to 25 students per year. This information shows that specialized Master's degrees in this field of law are catching on, and suggests that such a program can succeed at UNM. None of these existing programs, however, is likely to meet the needs of New Mexico professionals who might seek a Master's from UNM (especially on a part-time basis). Not only are these other law schools 400+ miles away from New Mexico's population centers, but their tuition would be far more expensive than UNM's for in-state residents.

A concentration in Natural Resources and Environmental Law would be especially relevant for professionals in New Mexico. Because UNM law students are primarily New Mexico residents who remain in the state to practice, our courses are generally geared toward the

law and issues most relevant to New Mexico. In addition, the pertinent UNM law faculty has extensive experience in some of the matters most relevant to the state, including oil and gas development, natural resource issues in Indian Country, and water allocation and management.

3. Include any other information as appropriate that will support evidence of need for the university, state, or region.

Broader access to legal education is necessary within UNM and throughout New Mexico and the United States. According to UNM Interim Senior Vice Provost and Law Professor Carol Parker:

The need to navigate and understand the U.S. legal system has grown sharply with the rise of the regulatory state over the past 50 years. Today it is increasingly important for workers in the knowledge economy to understand how laws and the regulatory environment can affect goals and strategies in their fields. Law faculty should collaborate more closely with colleagues in other colleges and departments to offer an array of degree programs to meet this growing need. Such programs, intended to provide access to legal knowledge rather than to produce more lawyers, would marry that knowledge to the subject matter of myriad other disciplines.

Virtually every sector of today's economy would benefit from employing workers with more than superficial knowledge of the law.¹⁷

...

Including legal studies with the arts, sciences, and other professional programs would enhance development of critical reasoning and analysis skills, the ability to make connections across courses and subjects, and the ability to employ different intellectual perspectives. . . . Interdisciplinary programs would also set the stage for pipeline-to-graduate-degree programs based on baccalaureate studies, such as three-plus-two or four-plus-one programs. . . . Creating exciting programs that combine legal information with the arts, sciences, and other professional programs will help reframe what legal education means.¹⁸

Professor Parker's timely commentary in *The Chronicle of Higher Education* suggests that now is the time for UNM School of Law to answer the call for broader access to legal education in the context of related university-wide initiatives such as the Innovation Academy at Innovate ABQ. "To succeed today, colleges and universities must ensure students maximize higher education opportunities and acquire the skills needed to become creative problem solvers who can think critically and collaboratively, work hard, and be life-

¹⁷ Carol A. Parker, *Legal Education for All (or More Than Just Lawyers)*, *The Chronicle of Higher Education* (September 9, 2013).

¹⁸ *Id.*

long learners and information seekers.”¹⁹ The Innovation Academy will foster creativity, innovation, and interdisciplinary collaboration in all academic pursuits. It will be the locus of interdisciplinary research and teaching around applied problem-solving. It will use real-world, community engagement techniques to ensure that students are capable of solving problems and identifying which questions to ask.²⁰

UNM’s competitive advantages that support the creation of the Innovation Academy [are its] [u]nique ability to pull together innovators from STEM, Energy-Environmental Sciences, Creative Arts, Design, Social Sciences, Humanities, Business, Law, and Medicine in a demographically, socially, and geographically diverse university, city and state to work on solutions for problems that will challenge us in the future; the theoretical application of which can lead to students acquiring cultural consciousness and the ability to problem solve, think critically, and persist.²¹

In sum, this M.L.S. proposal is well timed and well conceived to dovetail readily with the aims of the Innovation Academy at Innovate ABQ. Indeed, this proposal is an expression of the Law School’s concrete efforts and firm commitment to expand its collaboration with its sister schools and colleges on this very important initiative, which has the potential to benefit New Mexico’s workforce and economy for generations.

b. Duplication

1. Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

UNM hosts the state's only law school; therefore, there are no similar degree programs for non-lawyer graduates or professionals at any institution of higher education in New Mexico.

Attachment C, “Western Interstate Commission for Higher Education,” indicates that there are no comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or regional graduate program. Even if such programs existed, WICHE duplication would be inapplicable to the proposed M.L.S. program given the principal reasons for establishing this new degree. The first reason is to enable New Mexico professionals and recent college graduates working at full- or part-time local employment to enhance their job skills by taking law courses dealing with legal/regulatory issues affecting their specialties. The second reason is to enhance the law school’s J.D. degree program by providing law students the opportunity to interact with M.L.S. students working in a variety of fields that UNM J.D. graduates are likely to

¹⁹ Carol A. Parker, *Concept Paper: The Innovation Academy at Innovate ABQ*, at 2-3 (February 27, 2014).

²⁰ *Id.* at 5-6.

²¹ *Id.* at 7.

encounter in their work as lawyers, judges, legislators, public officeholders, in-house counsel, entrepreneurs, CEO's, etc. For example, public administrators, environmental engineers, and regulatory compliance officers will enhance the J.D. students' education by contributing their practical, work-derived knowledge and experience to classroom discussions. Neither of these objectives will be achieved by sending would-be M.L.S. students to similar programs at WICHE *or* non-WICHE U.S. law schools.

2. If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).

Not applicable.

3. (For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.)

Not applicable.

4. (For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.)

Not applicable. See answer to (b)(1) above, which is incorporated herein by reference.

3. Inter-institutional Collaboration and Cooperation

a. If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. (For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.)

Not applicable. There are no current plans for *inter*-institutional collaboration given the traditional, in-person classroom instruction that will be used for this program. During the initial years of the program, the Law School will investigate opportunities for collaborative relationships with other law schools that offer on-line courses in similar degree programs. However, *intra*-institutional collaboration with all UNM departments offering complementary courses will be a standard feature of the M.L.S. program. Indeed, the law school's long-standing joint-degree programs are a solid precedent of intra-institutional collaboration. Examples include the joint J.D.-M.B.A. program with the Anderson School of Management, the J.D.-M.P.A. program with the School of Public Administration, and the J.D.-Master of Arts in Latin American Studies program with the Latin American & Iberian Institute. In addition,

law students may earn a J.D. together with a Ph.D. in another academic field. The School of Law accepts up to six hours of appropriate graduate courses toward its degree requirements, and the graduate department accepts up to six hours of law courses toward its degree requirements. It is anticipated that similar arrangements would enable multiple departments to benefit from the presence of M.L.S. students in their classrooms.

4. Clientele and Projected Enrollments

a. Clientele

Applicants will be admitted to the M.L.S. program based on their ability to thrive in a demanding, competitive academic atmosphere, as evidenced by their academic record and professional accomplishments. The program will accept applications from individuals with baccalaureate degrees. Applications will be accepted on a rolling basis until 8 full-time-equivalent M.L.S. students have accepted offers of admission. A faculty M.L.S. admissions committee that is separate from the J.D. admissions committee will review applications and make admissions decisions.

1. Describe the population of students that will be recruited for the program.

Mid-career professionals, graduate students in other fields, recent recipients of bachelor's degrees, and undergraduate juniors and seniors will be recruited.

2. Describe the admission requirements for the program.

- Bachelor's degree from an accredited institution of higher education in the U.S. or foreign equivalent.
- Official transcript
- Application for admission
- Personal statement articulating reasons for needing or wanting an M.L.S. degree
- One letter of recommendation documenting the applicant's ability to successfully complete the M.L.S. program

Neither the LSAT nor the GRE is required. A law school M.L.S. admissions committee will review the applications and make admissions decisions.

3. Indicate how you plan to recruit students. (For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.)

New Mexico-based applicants will be recruited by mail, email, the program website, and personal contact. The initial marketing and communications roll-out will focus on no-cost and low-cost marketing tools. The four target markets include (1) persons likely to be

interested in the Indian law or Natural Resources and Environmental Law concentrations who are working for tribal governments and enterprises, or for government agencies and nonprofit organizations focusing on natural resources/environmental issues, (2) junior and senior undergraduate students and recent baccalaureate graduates from UNM, the state, and the region, (3) working professionals within a commuting radius, and (4) working professionals at large employers and throughout the state, with special focus on highly regulated industries and employers that may pay their personnel's tuition.

The recruitment plan will address underrepresented student populations within New Mexico and will contribute to preparing a diverse workforce in the same way as the law school's exemplary, highly successful recruitment plan for J.D. students has done so for decades. Indeed, the Law School seeks an M.L.S. student body that reflects the demographics of the law school's J.D. student body, which is the tenth most diverse in the country.²² Since the 1960's UNM has trained more American Indian attorneys than any other law school, plus hundreds of minority attorneys. UNM School of Law's steadfast efforts in this regard have dramatically diversified its student body and faculty, the State Bar of New Mexico, and the ranks of New Mexico's private and public sector leadership. Between 1994 and 1999 the total enrollment of ethnic/racial minority students at UNM School of Law was 41%, compared to a national average of 20%. Between 2000 and 2008 those statistics were 38% and 21%, respectively.²³ From 2000 through 2008 the Law School had a higher average enrollment of female students (56%) than the national average of American Bar Association-accredited schools (48%).²⁴ More recent statistics demonstrate the Law School's continued emphasis on diversity.²⁵

J.D. Enrollment and Ethnicity at UNM School of Law

	2009	2010	2011	2012	2013
Minorities	44.7%	42.7%	41.6%	42.5%	46.4%
White/Caucasian	45%	48.4%	48.5%	50%	44.9%
Unknown	10.3%	8.5%	9.6%	6.9%	8.7%

J.D. Enrollment and Gender at UNM School of Law

	2009	2010	2011	2012	2013
Female	54.1%	53%	47.4%	47.4%	49.9%
Male	45.9%	47%	52.6%	52.6%	50.1%

²² <http://lawschool.unm.edu/about/index.php>.

²³ State Bar of New Mexico, Committee on Diversity in the Legal Profession, *Report on the Status of Minority Attorneys in New Mexico, 1999-2009*, at 46 ("Report"), available at <http://www.nmbar.org/Attorneys/lawpubs/MinoritiesintheProfessionReportUpdate2009.pdf>.

²⁴ Id. at 47.

²⁵ <http://www.lsac.org/lisacresources/publications/official-guide-archives>;
https://officialguide.lsac.org/Release/SchoolsABADData/SchoolPage/SchoolPage_Info/ABA_LawSchoolData.aspx?sid=97; <http://lawschool.unm.edu/about/2013Std509InfoReport.pdf>.

b. Projected Enrollment

1. Provide a five-year projection of enrollments. (For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first five years. A description of the methodology used to arrive at these projections should also be provided.)

See **Attachment D**, “Six-Year Enrollment Projection.” Enrollment projections for a new degree program are extremely difficult because there is no local experience from which to draw. Based on the response of outside observers to the proposed M.L.S. degree, the law school anticipates that it will receive many more applicants than the number of students it intends to enroll. The law school therefore projected enrollment on the number of full-time and part-time students it intends to admit each year. The underlying assumption is that part-time students will outnumber full-time students.

During the second through fourth year of the degree, the enrollment will increase incrementally so that by the fourth year and thereafter, 5 full-time and 9 part-time students will be enrolled. The credit hours in Attachment D were determined by multiplying the number of full-time students by 30 credit hours per year and the number of part-time students by an estimated average of 10 credit hours per year. By the fourth year 5 full-time students will enroll in a total of 150 credit hours (5x30 credit hours) and 9 part-time students will enroll in 90 credit hours (9x10 credit hours), which comprise 3 full-time-equivalents at 30 credit hours per year.

5. Institutional Readiness for the Program

a. How many faculty are necessary for program delivery?

See answer to next question.

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

Existing faculty and support staff will be sufficient to deliver the program. Only one new course will be offered, which will be taught by a current law faculty member. Therefore, the M.L.S. program will have minimal impact on the workload of current faculty and support staff.

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

No. It is likely that a .50 full-time-equivalent program administrator will be needed eventually, but existing faculty and staff will implement the M.L.S. during the initial years. As indicated in **Attachment E**, “Projected Program Cost Estimates and Resources,” a percentage of existing faculty and staff compensation will be paid from program revenue to personnel who are partially re-assigned to this program.

d. Will any GA/TA positions be used to assist graduate faculty in the program?

Second- and third-year J.D. students will be hired as tutors to help M.L.S. students with course material, writing assignments, and exam preparation (J.D. and M.L.S. students will take the same examinations in all courses except the introductory course). Tutors also may offer recommendations on course selection and other school-related issues, participate in social events with the M.L.S. students, and attend weekly small-group meetings to get acquainted and consult about questions or problems. These interactions will also enrich the tutors' legal education by informally training them to communicate clearly and effectively, *i.e.*, not in "legalese," about legal concepts, which is an essential skill for J.D. graduates in their interactions with clients and non-lawyers generally.

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

Faculty will need little, or no, development services. Admissions and career services staff will need to be trained how to promote the M.L.S. to applicants and employers.

f. 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?

None. Available law school resources will suffice; thus there will be no additional cost.

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

No.

h. What, if any, existing external facilities will be used? (For full proposal, discuss any agreements that have been or will be entered into for use of the facility.)

None.

6. Projected Cost of the Program

a. Provide a five-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

See **Attachment E**, "Projected Program Cost Estimates and Resources." Year 1 expenses will be covered by the Dean's fund, so no loss will be generated. The program is projected to produce net revenue from tuition and fees starting in year 2, increasing in years 3 and 4 as additional credits are generated, and leveling off in year 5. In sum, the program is projected to rapidly become self-supporting.

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

See prior answer.

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

M.L.S. students will pay the same fees as J.D. students.

d. (For full proposal, a detailed five-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support.)

See **Attachment E**, “Projected Program Cost Estimates and Resources.”

7. Quality of the Program

a. Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.

The UNM law faculty has been educated at the nation's most distinguished law schools and has practiced and taught law throughout the country, bringing a healthy diversity of academic backgrounds, professional interests, experience, and outlooks on legal education and law practice.

As the only law school in New Mexico, the Law School has a close relationship with members of the State Bar. This relationship is reflected by the distinguished judges and lawyers who enrich the curriculum by serving as adjunct faculty. Some of these adjuncts will teach some courses taken by M.L.S. students.

The law faculty has a broad range of expertise that will contribute significantly to the knowledge and professional lives of M.L.S. students, and is well prepared to offer the existing courses described in this proposal because they have taught all of them for years.

By design, the school has remained small, with a 9:1 student-faculty ratio for 340 J.D. students. This ratio will not be significantly affected by adding 8 full-time-equivalent M.L.S. students, and will continue to allow for a flexibility that has produced a highly-ranked, progressive, and innovative curriculum.

The faculty has embraced a legal reform movement spurred by the ground-breaking book, Best Practices in Legal Education. The school also is one of 10 law schools nationwide charged with examining ways to improve legal education as part of a project funded by the Carnegie Foundation.

b. Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

Admissions standards for the new M.L.S. degree will be similar to those of most other law schools and will be applied to assure quality, diversity, and accessibility, in keeping with the School of Law's traditions. See **Attachment A**, "National List of Masters Programs." Of the 32 law schools in **Attachment A** that offer similar masters degrees, 18 require only a bachelor's degree. Twelve schools have additional requirements such as program-pertinent work experience, enrollment in graduate school or a graduate degree, or a background in a program-pertinent academic area, such as science, technology, engineering, or math. Two schools—Indiana and Stanford--do not post admissions standards on their websites.

UNM School of Law followed the majority view and proposes to require only a bachelor's degree in order (1) to generate an optimally-sized pool of potential applicants, (2) to enhance the skills of New Mexico's workforce as broadly as possible, and (3) to promote the traditional, university-wide values of accessibility and diversity. Requiring only a bachelor's degree is especially appropriate with respect to the likely applicant pool for the Indian law concentration, considering the following statistics from the 2006-2010 American Community Survey:²⁶

**Estimates of Educational Attainment for the
American Indian and Alaska Native Population 25 Years and Over in New Mexico**

	Males	Females	Total
Bachelor's degree	3118	4848	7966
Masters degree	1276	1995	3271
Professional school degree	270	353	623
Doctorate degree	424	194	618

c. What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

Except for the new introductory course, M.L.S. students generally will take second- and third-year law courses. The instructional model in those courses will be the traditional Law School Socratic Method. The introductory course required of all M.L.S. students will be a combination of lecture and Socratic Method. As in many Law School courses, PowerPoint and similar classroom technology will be employed.

d. What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

Internships with, e.g., government agencies, and tribal courts will be available to M.L.S. students. As the Innovation Academy takes shape, related internships can be developed there as well.

²⁶ <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

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

Services likely to be needed are initial orientation, academic and other advising, legal research training, and externship placements. These services will be provided primarily by the program director, the instructor of the introductory course, the faculty teaching in the two academic concentrations, and the law library faculty. M.L.S. students also will receive support from the Student Services office on matters referred by the program director from time to time. The extent of services needed is expected to be similar to that of J.D. students concerning initial adjustment. The cost of these services equates to the percentage of faculty, staff, and TA time devoted to providing them. Accordingly, these costs are already captured in the law school's existing personnel budget and in the program-specific personnel budget set forth in **Attachment E**.

f. What student support will be needed (GA & TA positions, scholarships, internships, etc.)?

With respect to TA positions, see prior answer and Section 5(d) on page 19 above. The Law School's limited grant and scholarship funding for J.D. students will not be available to M.L.S. students. Instead, when the M.L.S. program generates sufficient net revenue the Law School may offer need-based scholarships to M.L.S. students.

g. What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

M.L.S. students will gain understanding of the law pertinent to their interests, plus analytical, writing, and speaking skills that will enhance their ability to perform the aspects of their jobs that require knowledge of law and the legal system. M.L.S. graduates will be able to:

- Understand cases decided by courts, statutes passed by legislatures, and regulations issued by administrative agencies.
- Learn how the legal system addresses a particular situation
- Learn legal principles applicable to their particular areas of interest
- Gain a better understanding of how the law works and how to use it in their professions

h. How will the program's learning outcomes be measured? (For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.)

Immediate learning outcomes will be measured by successful completion of course requirements, as evidenced by examination results. J.D. and M.L.S. students will take the same examinations in all courses except the introductory course, but M.L.S. exams will be blind-graded on a separate scale. After the first five years of the program, M.L.S. alumni and their employers will be surveyed to determine the value that the degree has added to the alumni's job performance.

i. [Prior to submission to the NMHED and NMGDC, the proposal should UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.]

j. If applicable, describe any accreditation issues, including the following:

1. Will accreditation be sought for the program? If so, describe the process and expenses involved.

No, because accreditation is not required by the American Bar Association, as explained below.

2. How does the program affect any existing accreditation and licensure requirements?

Standard 308 of the American Bar Association (ABA) Standards for Approval of Law Schools provides that an ABA-approved law school may not establish a degree program other than the J.D. degree program unless the school is fully approved, and the additional degree program will not detract from a law school's ability to maintain a sound J.D. degree program. The school must obtain acquiescence prior to commencing such a program. The ABA does not formally approve any program other than the first degree in law (J.D.).

The School of Law is fully accredited by the ABA and will obtain acquiescence by completing a questionnaire on "Degree Programs in Other Than the J.D." under its periodic reporting requirements for its current accreditation.

ABA accreditation does not extend to any program supporting any degree granted by the School of Law other than the J.D. The content and requirements of any other degree, such as the proposed M.L.S. degree, are created by the law school itself and do not reflect any judgment by the ABA accrediting bodies regarding the quality of the program. Moreover, admission requirements for such programs vary from school to school, and are not evaluated through the ABA accreditation process. The ABA reviews these degree programs only to determine whether they would have an adverse impact on the law school's ability to maintain its accreditation for the J.D. program. If no adverse impact is indicated, the ABA "acquiesces" in the law school's decision to offer the non-J.D. program and degree.

8. Assessment of Operations and Impact

a. In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

Such measures will include surveys of M.L.S. alumni and their employers. See section 7(h), page 22.

b. (For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.)

After five years, the Law School will conduct a thorough evaluation of the M.L.S. to determine whether the program has met its goals and, if so, whether it should be continued or even expanded. If the program has not been successful, the Law School will decide whether the M.L.S. should be modified or discontinued. That evaluation will involve law faculty, students, staff, M.L.S. alumni, employers and members of the relevant communities.

9. Administrative Responsibility for the Program and Institutional Commitment

a. What is the proposed governance structure of the program? (For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.)

The M.L.S. will be managed by a Director, who will be a member of the law faculty. The Director will report to the Dean of the Law School. The Director will also report to a Law School committee, composed of law faculty, students, and relevant community members.

b. [Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.]

10. 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.)

11. Attachments full proposal only

1. Department of Labor documentation, if applicable.

See **Attachment B**, "New Mexico Department of Workforce Solutions Statistics."

2. Formal Needs Assessment.

See **Attachment B**, "New Mexico Department of Workforce Solutions Statistics."

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

See **Attachment A**, "National List of Masters Programs."

4. List of potential employers.

Employers hiring for the following positions are likely to find an M.L.S. degree to be an attractive and relevant qualification: Accountants; arbitrators; architects; business administrators; civil engineers; construction engineers and managers; educational leaders; environmental scientists; journalists; mediators; legal/regulatory compliance officers; non-lawyer state magistrate judges and tribal judges; managers of tribal enterprises, oil and gas administrators; public administrators working in local, state, tribal, and federal government; public health administrators; and water resources engineers. This is not an exhaustive list.

5. List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable.

Not applicable.

6. Letters of support from external partners or stakeholders.

See attached letters of support.

12. Additional Attachments for submission to NMHED and NMGDC (supplied by Provost's Office)

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

2. Documentation of institution's priority for the proposed program.

6.

Attachment A to UNM School of Law Master of Legal studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
<p>Appalachian School of Law 1) Juris Master http://www.asl.edu/Graduate-Programs/Juris-Master-Degree.html</p> <p>2) Masters in Legal Studies http://www.asl.edu/Graduate-Programs/Masters-in-Legal-Studies-Curriculum.html</p>	<p>1) Admission to JD program</p> <p>2) Bachelors</p>	<p>1) Starting with the class of 2014, ASL will confer the JM upon all candidates for the JD who successfully complete their 3d semester of law school in good academic standing</p> <p>2) a) Standard (intent to apply to law school) b) Human Resources and Management Regulation c) Natural Resources and Energy Regulation e) Legal Studies</p>	<p>1) None</p> <p>2) Mix of on campus and online</p>
<p>University of Arizona Masters of Legal Studies http://www.law.arizona.edu/MLS/</p>	<p>Bachelors</p>	<p>1) Self-Designed 2) Legal Compliance and Legal Risk Management 3) Mining Law and Policy 3) Environmental Law and Policy 4) Tax Law and Policy 5) International Trade and Business Law 6) Criminal Law and Policy 7) Family Law</p>	<p>None</p>
<p>Arizona State University Master of Legal Studies http://www.law.asu.edu/admissions/Admissions/MLSMasterofLegalStudiesProgram.aspx</p>	<p>Bachelors</p>	<p>1) Patent Practice 2) Sustainability 3) Self-Designed</p>	<p>None</p>
<p>UC Hastings Master of Studies in Law http://www.uchastings.edu/academics/grad-division/msl-program/index.php</p>	<p>Bachelor’s plus one of the following: a graduate degree, or current enrollment in a graduate-level program in a field</p>	<p>1) Health and Science 2) Business and Technology 3) Self-Designed</p>	<p>None</p>

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
	other than law substantial professional experience in a field other than law AND can provide an official score report from the GRE, LSAT, GMAT or MCAT		
Catholic University Master of Legal Studies http://www.law.edu/academic/MasterProgram.cfm Starts summer 2014	Bachelors	Intellectual Property (more to be added later)	Not at this time
Chicago-Kent College of Law Master of IP Management & Markets https://www.kentlaw.iit.edu/academics/master-of-ip-management-and-markets	Bachelors	Intellectual Property	None
Cleveland Marshall Master of Legal Studies https://www.law.csuohio.edu/academics/mls	Bachelors	Administrative and Regulatory Law Business Law Civil Litigation and Dispute Resolution Constitutional Law Criminal Law Education Law Employment and Labor Law Environmental, Land Use and Real Estate Law Family Law Health Law Intellectual Property Law International and Comparative Law Jurisprudence Local Government Law	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		Personal Injury Law Tax and Estate Planning Self-Designed Concentration	
Cornell University Master of Science – Legal Studies Program http://www.lawschool.cornell.edu/admissions/degrees/master-of-science.cfm	Cornell University graduate Ph.D. students and post-doctoral fellows	Self-Designed Concentration	None
University of Dayton Masters in the Study of Law http://www.udayton.edu/law/academics/grad_program	Bachelors	1) Intellectual Property 2) Technology	None
University of Denver 1) Master of Taxation http://www.du.edu/tax/about/graduate-tax-program-at-du.html 2) Master of Resources Law Studies http://www.law.du.edu/index.php/enrgp/degrees 3) Master of Science in Legal Administration http://www.law.du.edu/index.php/msla	1) Bachelors 2) Bachelors 3) Bachelors	1) Tax 2) Environmental and Natural Resources 3) Legal Administration <ul style="list-style-type: none"> • Law Firm • Court • International Court • Advanced Standing 	1) Both online and on campus options available 2) None 3) Both online and on campus options available
Drexel University Master of Legal Studies http://www.drexel.edu/law/academics/non-JD-programs/mls/	Bachelors (intended for professionals in the fields of health care, college sports, or finance but there is no formal requirement)	1) Health Care Compliance 2) NCAA Compliance and Sports Law	May be completed entirely online or supplemented with live courses
Emory University Juris Master http://www.law.emory.edu/index.php?id=7804	Bachelors	Environmental Finance Healthcare	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		Intellectual Property International Labor and Employment Media and Marketing Nonprofit and Development Public Health Real Estate Technology and Innovation	
Indiana University (IUPUI) Master of Jurisprudence http://mckinneylaw.iu.edu/degrees/mj.html ABA acquiescence pending	No info yet	No info yet	No info yet
Loyola University (Chicago) Master of Jurisprudence http://www.luc.edu/law/degrees/	1) Bachelors plus 2yr experience. 2) Bachelors plus 2yr experience in a child/family-serving field. Preference given to applicants already employed in these respective fields, but volunteer work will also be considered. 3) Bachelors plus 3yr experience in the health care field.	1) Business and Corporate Governance Law 2) Children’s Law and Policy 3) Health Law	1) entirely online 2) entirely online 3) entirely online
University of Nebraska Master of Legal Studies http://law.unl.edu/academics/degree_programs.shtml#masterls	Bachelors	None	None
University of New Hampshire	All require Bachelors	1) Intellectual Property	1) None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
Masters Degree http://law.unh.edu/academics/graduate-programs/llm-masters-diploma	only	2) Commerce & Technology 3) International Criminal Law & Justice (starting Summer 2014)	2) None 3) Entirely online
Northwestern Law Master of Science in Law http://www.law.northwestern.edu/academics/degree-programs/msl	Bachelors The program is designed for students with STEM backgrounds. This includes students who have formal degrees in STEM fields as well as professionals who work in STEM environments.	1) Intellectual Property and Patent Design 2) Business Law and Entrepreneurship 3) Regulatory Analysis and Strategy	Currently none. "While some of the classes will be taught in a "blended learning" format, with a substantial online component, there is not currently an all-online option. We are considering an all-online option for the future."
Notre Dame Master of Science in Patent Law http://patentlaw.nd.edu/	Bachelors plus assessment of eligibility to sit the patent bar	Patent	None
Nova Southeastern University Master of Science in Law http://nsulaw.nova.edu/online/	Education – Bachelors plus some professional experience in the education field Employment - At least 2 yr of Human Resources or Business experience is recommended, along with a Bachelor's degree in an applicable field.	1) Education Law 2) Employment Law 3) Health Law	Entirely online

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
	<p>Health - Relevant professional experience is recommended, along with a Bachelor's degree in Nursing, Psychology, Biology, Healthcare/Business Administration or another directly applicable field.</p>		
<p>The Ohio State University Masters in the Study of Law http://moritzlaw.osu.edu/admissions/msl</p>	<p>Either: (1) Ph.D. or other doctoral degree in a discipline other than law, or (2) completed a program of study amounting to 45 quarter hours (or 30 semester hours) toward their doctoral degree.</p> <p>Additionally all MSL candidates must show an academic record demonstrating the ability to succeed in a competitive law school environment.</p>	<ol style="list-style-type: none"> 1) Business Law 2) Criminal Law and Procedure 3) Dispute Resolution 4) Intellectual Property 5) International Law 6) Labor and Employment Law 	<p>None</p>

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
<p>University of Oklahoma Master of Legal Studies https://www.law.ou.edu/mls</p>	<p>Bachelors</p>	<p>1) Indigenous Peoples Law 2) Energy and Natural Resources</p>	<p>1) Online only 2) on campus</p>
<p>Pacific McGeorge Master of Science in Law http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law.htm</p>	<p>Bachelors plus either currently pursuing a graduate degree in another discipline OR already hold a graduate degree in another discipline OR 3yr successful professional experience</p>	<p>1) Criminal Justice 2) Health Admin and Law 3) Human Resources/Conflict Mgmt 4) Govt & Public Policy 5) Water & Environmental Law</p>	<p>None</p>
<p>University of Pittsburgh Master of Studies in Law http://www.law.pitt.edu/academics/non-lawyers/msl</p>	<p>Bachelors, unless they are accepted and enrolled in the joint program with the Legal Studies Program in the College of General Studies. In that case, 6 hours of MSL courses are counted towards the Bachelors.</p>	<p>Business Law</p> <ul style="list-style-type: none"> • Commercial Law • Corporate Law • General Business Law • International Business • Tax <p>Constitutional Law and Civil Rights Criminal Law and Justice Disability Law Education Law Elder and Estate Planning Law Employment and Labor Law Energy Law Environmental and Real Estate Law Family Law Health Law Intellectual Property and Technology Law International and Human Rights Law</p>	<p>None</p>

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		Jurisprudence Personal Injury and Civil Litigation Regulatory Law Sports and Entertainment Law Self-Designed Concentration	
University of San Diego Master of Science in Legal Studies http://www.sandiego.edu/law/academics/msls/	Bachelors Designed for grad students in other disciplines (such as political science, economics, international relations, engineering, philosophy, business or medicine) or professionals from different fields (such as journalism, business, science or technology)	1) General 2) Business and Corporate Law 3) Criminal law 4) Environmental and Energy Law 5) Intellectual Property 6) International Law 7) Taxation	None
Seton Hall University Masters of Science in Jurisprudence http://law.shu.edu/online/graduate-degrees/MSJ/	Bachelors	1) Health and Hospital Law 2) Pharmaceutical and Medical Device Law and Compliance 3) Intellectual Property Law	completely online, or hybrid online/traditional
Stanford University Master of Legal Studies http://www.law.stanford.edu/degrees/advanced	No information provided	A nonprofessional degree designed for advanced graduate students from the US or abroad who have no prior legal training and whose interdisciplinary research requires knowledge of the foundations of the legal system. Only a few such	No information provided

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
		students, if any, are admitted in a given year.	
University of St. Thomas Master of Studies in Law http://www.stthomas.edu/law/academics/degrees/mslcompliance	Bachelors	Organizational Ethics & Compliance	None
University of Tulsa 1) Masters of Jurisprudence in Indian Law http://indianlawmj.org/about/ 2) Masters of Jurisprudence in Energy Law http://www.utulsa.edu/academics/colleges/college-of-law/Academic%20Programs/Online%20Masters%20in%20Energy%20Law.aspx	Bachelors for both	1) Indian Law 2) Energy Law	Both are entirely online
Wake Forest Master of Studies in Law http://msl.law.wfu.edu/about/	Bachelors	None	None
Washburn University Master of Studies in Law http://www.washburnlaw.edu/academics/msl/index.html Starting Fall 2014	Bachelors	1) Business and Transactional 2) Children and Family 3) Criminal Justice 4) Government 5) Natural Resources 6) Tax/Estate Planning	None

Attachment A to UNM School of Law Master of Legal Studies Proposal: National List of Masters Programs

Law School and Degree	Admissions Requirements	Program Concentrations	Online Options
<p>Widener University Masters of Jurisprudence https://law.widener.edu/Spiffs/WidenerLawHighlights/MJProgramsOnline.aspx</p>	<p>1) Bachelors plus applicants preferably will have recent or current professional employment in health care or a closely related field. 2) Bachelors</p>	<p>1) Health Law</p> <ul style="list-style-type: none"> • Legal Nurse Consulting & Hospital Regulatory Compliance • Health Care Regulatory Compliance and Analysis • Global Health Care Compliance and Ethics <p>2) Corporate and Business Law</p> <ul style="list-style-type: none"> • Corporate Regulatory Compliance and Analysis • Global Corporate Regulatory Compliance and Ethics 	<p>Both entirely online</p>
<p>Yale University Master of Studies in Law http://www.law.yale.edu/graduate/msl_program.htm</p>	<p>Have a doctoral degree or be a doctoral candidate in a field other than law, unless the applicant is a working journalist. Journalists must have at least a bachelor's degree.</p>	<p>Journalism Self-designed</p>	<p>None</p>

7.

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Accounting	Accountants and Auditors	5723	178	61	105	109	68		
	-Loan officer	1532	61			81			Bachelors in Finance
	-Personal financial advisor	619	19	1		81			Bachelors in Finance
	- Actuaries	24	1						
Architecture	Architects, Except Landscape and Naval	661	18			46	27		
Business Administration	Business Operations Specialists, All Other	5009	148			1			
Civil Engineering	Civil Engineers	1589	48			86	37		
Construction Engineering	(see mechanical engineering)								
Construction Management	Construction Managers	3558	42						Degree is "Business administration and management general"
Criminology	-Criminal Investigators and Special Agents	1678	44	21	6				No degree data provided
	-Protective service workers, all other	608	50						No degree data provided
	-probation officers and correctional treatment specialists	1154	49		7 (corrections), 54 (social work)	80 (social work)			
Economics	Economists	84	4	1		87	31	3	
Emergency Medical Services	Emergency medical technicians and	1296	49	458	62	19			

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Environment Planning and Design Environmental Science	paramedics								
	-Environmental restoration planner	780	31	1	1	26			
	-Environmental engineer	683	25			4	9		
	-Environmental Compliance Inspector	1172	33						No degree data provided
Family Studies	-Environmental Scientists and specialist including health	780	31		26	24			
	-recycling coordinator	1057	49	N/A	N/A	N/A	N/A		No degree data provided
	-Counselors, all others	223	8	1	54	80	55		Social Work Degree
	-Child, Family and School Social workers	1878	79	1	54	80	55		Social Work degree
History Interdisciplinary Liberal Arts	-Psychologists all other	222	10		40	471	19	12	
	Historians	36	2			142	30	13	
	-Political Scientists	N/A	N/A			197	11	1	
Nursing	-Anthropologists	326	19		90	25	5		
	-Registered nurse	16893	565	62	808	354	102	7	
	-Nurse Practitioner	301	N/A						
	-Nursing Instructor	201	N/A						
	-clinical nurse specialist	1977	73						15 different degrees were listed under this profession including chemistry, biology,

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Pharmaceutical Sciences	-Pharmacists	1508	58			85	2	2	health administration, etc.
	-Pharmacy technician	2243	75	251					
Journalism & Communication	-Reporters and correspondents	376	13		4	148	28		
	-Public relations specialist	615	26			43	2		
Mechanical Engineering	Mechanical Engineer	821	33			164	29		
Native American Studies	-Area, ethnic, and cultural studies teachers (NOTE: this is not the Native American Studies degree but is a related Public Administration degree)					11 (native studies)	N/A		This involves obtaining a degree in public administration.
	There is no immediate granular data available regarding number of Native American Studies degrees. The eDEAR reporting tool at hed.state.nm.us is what we need to obtain this data but								

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
Philosophy	there is no immediate access to it.								
	Philosophy and Religion teachers post-secondary	34	N/A			47 (philosophy) 17 (religious studies)	6 (phil.)	2 (phil.)	
Political Science	(See interdisciplinary liberal arts)								
Arbitrators	-Arbitrators, mediators, and conciliators	80	3	6				102 (JD)	
Educational leaders	-Education administrators, All	380	12				99	17 (PhD), 13 (post-masters certificate)	Educational Leadership and Administration, General Degree
	-Education administrators, postsecondary	469	27				99	17 (PhD), 13 (post-masters certificate)	
	-Education administrators, elementary and secondary	1538	N/A				99	17 (PhD), 13 (post-masters certificate)	
Mediators	(See arbitrators)								
Legal/Regulatory compliance officers	-Regulatory affairs specialist	1172	33						Several different degree programs were listed under this occupation, including engineering degrees and management degrees

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
non-lawyer state magistrate judges and tribal judges	-regulatory affairs manager	7000	223						Several different degree programs were listed under this occupation, including engineering degrees and management degrees
	-Judges, magistrate judges, and magistrates	325	10	6 (post secondary certificate 1-2)				102 (JD)	Employment data does not differentiate between lawyer and non-lawyer judges
	-administrative law judges, adjudicators, and hearing officers	162	3	6 (post secondary certificate 1-2)				102 (JD)	
	*Tribal judges								*Complete discrete data on tribal judges not available, each individual tribal court would have to be contacted
managers of tribal enterprises	** (see regulatory affairs specialist and regulatory affairs manager, and government property inspector)								**Complete discrete data on managers of tribal enterprises is not available
oil and gas administrators (See also, government property inspector)	inspectors, testers, sorters, samplers, and weighers	1173	37						

Attachment B to UNM School of Law Master of Legal Studies Proposal: NM Dept. of Workforce Solutions Statistics

Job field	NMDWS Job Name and related fields	# of positions 2011	average # of annual openings	# of post secondary certificates 2011	# of Assoc. degrees 2011	# of Bachelor degrees 2011	# of Masters degrees 2011	# of PhD degrees 2011	Notes on Data
public administrators working in local, state, tribal, and federal government public health administrators	Government property inspector and investigator	1172	33						15 degrees listed under this profession including business administration and engineering degrees
	-medical and health services managers				27 (health info.)		14 (pub. health)		15 degrees listed under this profession including biology and public health
	-occupational health and safety specialist	534	26	23	7				Occupational health and safety and quality control degrees
	-medical scientists, except epidemiologists	286	9						
	***administrators working in tribal government								***Complete discrete data on administrators working in tribal government is not available
water resources engineers	-Water and wastewater treatment plant system operators	838	37	12	9				
	-hydrologist	167	7			29	21	5	

8.

**Attachment C to UNM School of Law Master of Legal Studies Proposal:
Western Interstate Commission for Higher Education**

WICHE MEMBERS

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
North Dakota
Oregon
South Dakota
Utah
Washington
Wyoming
Commonwealth of the Northern Mariana Islands (CNMI)

PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)

Access to MLS or comparable programs - NONE

“WICHE's Professional Student Exchange Program enables students in 10 western states to enroll in selected out-of-state professional programs usually because those fields of study are not available at public institutions in their home states.”

Professional Education in 10 Healthcare Fields (Years shown in parentheses are the normal maximum for WICHE support.)

DENTISTRY (4 Academic Years)
MEDICINE (4 Academic Years)
OCCUPATIONAL THERAPY (2 Academic Years Plus Clinicals)
OPTOMETRY (4 Academic Years)
OSTEOPATHIC MEDICINE (4 Academic Years)
PHARMACY (4 Academic Years or 3 Academic Years for Accelerated Programs)
PHYSICAL THERAPY (3 Academic Years)
PHYSICIAN ASSISTANT (2 Academic Years)
PODIATRY (4 Academic Years)
VETERINARY MEDICINE (4 Academic Years)

**Attachment C to UNM School of Law Master of Legal Studies Proposal:
Western Interstate Commission for Higher Education**

WESTERN REGIONAL GRADUATE PROGRAM (WRGP)

Access to MLS or comparable programs - NONE

“The Western Regional Graduate Program (WRGP) allows master’s, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in some 320 high-quality programs at 56 participating institutions outside of their home state and pay resident tuition. The WICHE states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands.”

“Institutions can nominate their graduate programs for participation in WRGP every fall. *PROGRAMS THAT AREN’T RELATED TO HEALTHCARE MUST BE “DISTINCTIVE,” MEANING THEY MUST BE OFFERED AT NO MORE THAN FOUR OTHER INSTITUTIONS IN THE WICHE REGION (EXCLUSIVE OF CALIFORNIA).* Healthcare-related programs are not subject to the “distinctiveness” criteria, but must be of high quality. WICHE is also seeking inclusion of new programs in emerging and high-need fields, such as Professional Science Masters (PSMs); microtechnology and nanotechnology; green building and building energy conservation; emerging media and communications; biotechnology and bioinformatics; computer and cyber security; alternative energy technology; and homeland security.”

No programs listed under “Law” or “Legal Studies” – related programs:

PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS

Administration of Justice, MA, University of Alaska Fairbanks
Disability Policy and Practice, GRAD CERT, Northern Arizona University
Public Administration, PhD, Arizona State University
Public Administration, MPA/GRAD CERT, University of Colorado, Colorado Springs ☐
Public Administration and Policy, PhD, Portland State University
Public Administration/Domestic Violence Program Management and Public Policy, MPA, University of Colorado Denver
Public Administration/Nonprofit Management Concentration, GRAD CERT, MPA, University of Colorado Denver
Public Administration/Public Affairs, PhD, University of Colorado Denver
Public Policy, MPP, University of Utah

SOCIAL SCIENCES AND LIBERAL ARTS & SCIENCES

Criminal Justice, MCJ, New Mexico State University
Political Science-Environmental Politics and Policy, PhD, Colorado State University
Science and Technology Policy, PSM, Arizona State University
Social Justice and Human Rights, MA, Arizona State University, West Campus ☐

9.

**Attachment D to UNM School of Law Master of Legal Studies Proposal:
Six-Year Enrollment Projection**

Year	Full-time Students @ 30 CH/year		Part-time Students @ 10 CH/year		Credit Hours
	New	Returning	New	Returning	
1*	n/a	n/a	n/a	n/a	n/a
2	1		7		100
3	3	0	1	7	170
4	5	0	1	8	240
5	5	0	7	2	240
6	5	0	0	9	240

*Program Start-up

MLS Attachment D - 6-Yr Enrollment Projection - 30CH

10.

**Attachment E to UNM School of Law Master of Legal Studies Proposal:
Projected Program Cost Estimates and Resources**

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition				61,494	61,494	37,943	99,437	37,943	137,380			137,380
Other *	45,000											
TOTAL REVENUE	45,000		61,494		99,437		137,380		137,380		137,380	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Director SAC		10,000	10,000		10,000	10,000	20,000		20,000		20,000	
Faculty Support				3,500	3,500	2,000	5,500	2,500	8,000		8,000	
TA support				5,760	5,760		5,760		5,760		5,760	
Administrative Support		10,000	10,000	10,000	20,000		20,000		20,000		20,000	
Recruitment Costs		25,000	18,000		18,000	2,000	20,000		20,000		20,000	
TOTAL EXPENSES	45,000		57,260		71,260		73,760		73,760		73,760	
DIFFERENCE (Rev.-Exp.)	0*		4,234		28,177		63,620		63,620		63,620	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	FTE Enrollment	Projected Annual Credits Generated	Tuition Generated	FTE Enrollment	Projected Annual Credits Generated	Tuition Generated	FTE Enrollment	Projected Annual Credits Generated	Tuition Generated	FTE Enrollment	Projected Annual Credits Generated	Tuition Generated
FTE Enrollment	0		3.3		5.7		8		8		8	
Projected Annual Credits Generated	0		100		170		240		240		240	
Tuition Generated	0		61,494		99,437		137,380		137,380		137,380	
* Year 1 expenses will be covered by Dean's Fund												

11.



Master of Legal Studies Proposal

Statement Regarding Effect on Juris Doctor Program

The M.L.S. will be a small program, with an expected enrollment of 8 full-time-equivalent students made up of both full- and part-timers. The Law School's total student body is approximately 340 J.D. students, so the addition of approximately 8 full-time-equivalent M.L.S. students, most of whom are expected to attend part-time, will have minimal effect on the existing J.D. degree program. Because the M.L.S. program will have no adverse impact on the School of Law's ability to maintain its American Bar Association accreditation, it will not affect any existing accreditation requirements.

12.



Master of Legal Studies Proposal

Catalog Description

Degree Program

The University of New Mexico School of Law offers a full-time or part-time course of study leading to the degree of Master of Legal Studies (M.L.S.).

Admission Requirements

Information about the procedure for applying to the School of Law M.L.S. program is contained in the School of Law Catalog. Applicants are admitted to the M.L.S. program based on their ability to thrive in a demanding, competitive academic atmosphere, as evidenced by their academic record and professional accomplishments. The program accepts applications from individuals with baccalaureate degrees, including mid-career professionals, graduate students in other fields, and recent recipients of bachelor's degrees. Applications are accepted on a rolling basis until 10 full-time-equivalent M.L.S. students have accepted offers of admission. Application material is available year-round on the School of Law website. Admission requirements:

- Bachelor's degree from a regionally accredited institution of higher education in the U.S. or foreign equivalent.
- Official transcript
- Application for admission
- Personal statement articulating reasons for needing or wanting an M.L.S. degree
- One letter of recommendation from a previous or current instructor or work supervisor documenting the applicant's ability to successfully complete the M.L.S. program

Neither the LSAT nor the GRE is required. A law school M.L.S. admissions committee will review the applications and make admissions decisions.

Beginning M.L.S. students will be admitted at the opening of the fall semester only.

Graduation Requirements

Detailed information about graduation requirements for the School of Law M.L.S. degree is contained in the School of Law Bulletin and Handbook of Policies. To be graduated from the University of New Mexico with an M.L.S. degree, a student must meet all of the following requirements:

1. **Residence:** The student must complete the equivalent of two full-time academic semesters in residence at the School of Law, except for transfer students (see below).
 2. **Credit hours:** The student must earn at least 30 hours of credit.
 3. **Required Course:**
 - o **First-year:** The student must take LAW 560 “Introduction to U.S. Law, Procedure, and Legal Education” during the first fall semester of study.
 4. **Concentration Areas:** M.L.S. students may concentrate in Natural Resources and Environmental Law or Indian Law. Besides these two concentrations, M.L.S. students, with prior approval, may plan their own areas of focus. These areas include, for example, Constitutional Law & Rights, Criminal Justice, Commercial and Consumer Law, and Business Practice.
-

Additional Information

Detailed information for the School of Law is contained in the School of Law Bulletin and Handbook of Policies.

Dismissal/Probation/Suspension

The School of Law Policy on academic retention and suspension, found in the School of Law Bulletin and Handbook of Policies, governs M.L.S. students with regard to academic probation, suspension and dismissal.

Transfer Procedures

The School of Law accepts a limited number of transfer students who have completed one full-time or part-time semester in a similar master’s program at another ABA-approved law school. Transfer applicants are considered for admission only if they 1) have outstanding records at the law school previously attended; or 2) are in good standing at the law school previously attended, are residents of New Mexico and have a compelling reason to continue their legal education at the University of New Mexico. A maximum of 6 credits from law courses may be transferred to the M.L.S. program. Credits from a substantially equivalent, required M.L.S. introductory course also may be transferred. Transfer credits must meet the restrictions specified in the University Catalog to the extent applicable. Credits earned at other law schools that do not meet their minimum graduation requirements are not acceptable for transfer credit to the University of New Mexico School of Law. Information about the procedure for applying to the School of Law is contained in the School of Law Catalog. The deadline for submitting transfer applications is June 15. The deadline for completing a transfer application file is July 15. If admitted with advanced standing to the University of New Mexico Master of Legal Studies degree program, the student’s right to continue in that program depends entirely on work done at the University of New Mexico. Transfer students are ineligible for certain prizes and awards given by the Law School.

13.



Master of Legal Studies Proposal

Library Impact Statement

Michelle Rigual, Interim Director, Law Library

The Law Library supports the Master of Legal Studies proposal and can provide the necessary library access, collections, and legal research training and support to meet the needs of the M.L.S. students and faculty. The Law Library's current collection and database license fees will meet the curricular and legal research requirements of M.L.S. students. No budget increase is needed. The reference desk will provide the same legal research assistance to M.L.S. students as is provided to J.D. students.

M.L.S. students will receive basic legal research training as part of the *Introduction to U.S. Law, Procedure, and Legal Education* course. They will learn how to use free and low-cost methods to identify and retrieve relevant federal and New Mexico legislation and regulations as well as the case law interpreting them. They will also learn how to track pending legislation and regulations. Students concentrating in Indian Law may opt to take *Specialized Legal Research in Indian Law*, an existing 2-credit-hour course that familiarizes students with commonly used Indian law research resources.

14.

HISPANO

CHAMBER OF COMMERCE

1309 4th Street SW • El Camino Real • Albuquerque, NM 87102 • 505.842.9003 • Fax 505.764.9664
www.ahcnm.org

Alex O. Romero
 PRESIDENT/CEO

2014 EXECUTIVE COMMITTEE

Robert Sachs
 CHAIRMAN

Erik P. Baca
 CHAIR ELECT/TREASURER

Patricia M. Knighten
 SECRETARY

Sherman McCorkle
 VICE-CHAIR

Hilary A. Noskin
 VICE-CHAIR

Ernie C. de Baca
 VICE-CHAIR

Steve Schroeder
 VICE-CHAIR

Steven Becerra
 PAST CHAIRMAN

2014 BOARD OF DIRECTORS

Linda Alvarado
 Bonnie Apodaca
 Jeff Apodaca
 Jacqueline J. Baca
 Patrick Baldonado
 Rudy Beserra
 Marie Elizabeth "Betty" Blea
 Dennis Garcia
 DJ Heckes
 Michelle Hernandez
 Louis Herrera
 Carlo Lucero
 Janice Lucero
 Larry Lujan
 John Murphy
 Demesia Padilla, PC CPA
 Peter Sanchez
 Daniel Rene Sandoval, PE
 Gerald Schalow
 Anthony Tenorio
 James Torres
 Anthony Trujillo

EX-OFFICIOS

Art De La Cruz
 Phillip Bustos
 Colonel Tom D. Miller
 Tom Berardinelli
 A. Sanchez
 Monica Armenta
 Gary Oppendahl
 Ken Sanchez
 Klarissa J. Peña
 Laura Kesselman
 Eliseo "Cheo" Torres

April 14, 2014

Dean David J. Herring
 UNM School of Law
 MSC11-6070
 Albuquerque, NM 87131-0001

Re: UNM Master of Legal Studies Degree

Dear Dean Herring:

On behalf of the Albuquerque Hispano Chamber of Commerce, I am very pleased to submit this letter of support for UNM's new Master of Legal Studies degree. The AHCC's mission is to promote economic development, to enhance economic opportunities, and to provide business and workforce education with an emphasis on the Hispanic and small business community in Albuquerque and New Mexico. For years the Rodey Law Firm has presented a very popular business law course to AHCC members to enhance their ability to deal with the legal dimension of running a successful business. Therefore, it is clear to me that the Master of Legal Studies degree will be an excellent addition to the range of workforce education opportunities available to our members and to the entire business community in central New Mexico. I am particularly pleased that MLS students will participate in Innovate ABQ given this initiative's tremendous potential to spawn new companies and to nurture and attract existing ones. As the business community ponders new ways to grow New Mexico's economy to offset reductions in federal funding, the MLS degree will provide an essential service by training entrepreneurs how to understand our legal system and the laws, regulations, and policies that directly affect the bottom line.

Please accept my best wishes for a successful launch of the MLS degree. I sincerely congratulate you on your foresight for developing this new degree at a time when the very practical knowledge it will impart can benefit our business community for years to come.

Best regards,


 Alex Romero



April 8, 2014

Dear Dean David Herring,

I am writing to express my strong support and enthusiasm for the Master of Jurisprudence degree program at the University of New Mexico (UNM) School of Law. I am confident that the UNM School of Law and its partners have the capacity to expertly plan and execute an exceptional degree program benefitting UNM and the State of New Mexico. I expect the contributions and outcomes will lead to an enhanced understanding of the legal system in various fields I am familiar with such as healthcare, public health and education with subsequent improvement in the overall health and safety of New Mexico citizens.

I am a Professor of Family and Community Medicine at the UNM School of Medicine, Founder and Director of the Center for Native American Health (CNAH) at UNM Health Sciences, and most recently former appointed Surgeon General of the Navajo Nation. During my tenure and experience working with the Navajo Nation Office of the President and Vice President, the Navajo Nation Council and the Navajo Department of Justice, a Master of Jurisprudence would definitely have enhanced my knowledge and role in providing expertise in matters of self-governance in healthcare. I was and am still involved in facilitating the creation of enabling legislation for a Department of Health, and creating policies for the implementation of various Acts and Codes relating to the health and safety of the Navajo Nation. This involves a close working relationship with the Navajo Nation Department of Justice attorneys and staff.

I would encourage any of our medical students and family medicine residents to seek a Master of Jurisprudence degree, especially those with a background in public health. I look forward to such a program at the UNM School of Law and offer my full support. If I can be of any assistance to the UNM School of Law, please do not hesitate to ask. My contact is gdchacon@salud.unm.edu or 505-269-6742.

Sincerely,



Gayle Dine'Chacon, MD
Professor, Department of Family and Community Medicine
UNM School of Medicine
Founder/Director, Center for Native American Health
UNM Health Sciences Center

Former Surgeon General, Navajo Nation



Janie M. Chermak, Professor and Chair
Department of Economics
University of New Mexico
MSC05 3060, 1UNM
Albuquerque, New Mexico 87131
505-277-2037
FAX 505-277-9445

April 29, 2014

To Whom It May Concern:

The University of New Mexico Law School is proposing a Masters of Legal Studies degree in Natural Resources and Environmental Law. As the chair of the economics department at the University of New Mexico (UNM) and as a natural resource economist, this is a program I fully support.

The Department of Economics has long been recognized for its field in natural resource and environmental economics. Our program is an applied one and our graduates who specialize in resource and environmental economics are placed not only in academia, but also in policy positions at the state and federal levels. Many of our graduates are placed within New Mexico. A PhD student who had the opportunity to also complete a Masters of Legal Studies in Natural Resources and Environmental Law would have a truly unique education that would distinguish them from graduate of other programs. For those economics PhD's who choose to stay in New Mexico, the combination of degrees would provide an expertise that is difficult to find and would be an asset to the State.

The Masters of Legal Studies seems a logical step for the Law School and will fill a need not only in the legal profession, but will expand the opportunities for graduates from other UNM programs. I support the development of this degree.

Best Regards,

Janie M. Chermak

A handwritten signature in black ink, appearing to read "Janie M. Chermak", written in a cursive style.

Professor and Chair
UNM Department of Economics



THE UNIVERSITY of
NEW MEXICO

Department of Geography and Environmental Studies

MEMO

May 1, 2014

FROM : Scott M. Freundsuh, Chair, Department of Geography and Environmental Studies

TO : Reed Benson, Chair, Natural Resources & Environmental Law Program

RE : Support for a Master's Degree in Natural Resources & Environmental Law

The Department of Geography and Environmental Studies supports your efforts to create a master's degree in Natural Resources & Environmental Law.

There is added value and benefit to UNM students to have an advanced degree that encompasses legal issues surrounding the management and use of natural resources, especially now that climate change/science is becoming a factor in the development of national policies and security.

Given the collaborative relationship that currently exists between our programs (minor in Law, Environment and Geography, and a proposal for a Graduate Certificate in Law, Environment and Geography that is under review), we would envision this new master's program to be yet another opportunity for geography to work with your environmental law program.

Therefore, the Department of Geography and Environmental Studies happily supports the creation of a Master's Degree Program in Natural Resources & Environmental Law, and looks forward to opportunities to be involved in the creation of this degree.



March 5, 2014

Dean David Herring
University of New Mexico School of Law

Dear Dean Herring,

We are elated by the prospects of a Master of Jurisprudence Program at the University of New Mexico, School of Law. Congratulations to you all for this very thoughtful consideration. This is absolutely a grand idea that would contribute immensely to the professional community in New Mexico. It would be an incredibly rich experience for lawyers, judges, legislators, elected public officials, young and established professionals across the full spectrum of disciplines to have the opportunity to engage in such a phenomenal learning environment. I believe it would significantly strengthen the law school with such a complementary graduate program.

From my perspective as a former Governor, Chief Judge, and a member of a Pueblo Tribal Council, I see an extraordinary opportunity that can only enrich the understanding of some complex areas of the law for so many engaged in work on and off the reservation as Indian Nations evolve and expand in unprecedented ways. The opportunity to have at our disposal such a program would greatly enhance our collective abilities to create sound, thoughtful and balanced policies and laws driven by immediate applicable circumstances. This program would fill a major void that exists that frankly results in a brain drain out of New Mexico to neighboring states that reap the maximum human and financial capital of our most talented graduate students who are schooled away from New Mexico and never come back.

In the work we have engaged in the last 18 years at the Leadership Institute focusing in the following 10 areas, land, language, family and community, indigenous customs and laws, governance, community development, health, education, cultural and natural resource protection, it is quite obvious that this proposed program would be a welcome part of the educational framework. We believe if done in a comprehensive fashion to be complemented with public administration and public health, this program would absolutely emerge into a phenomenal program that will be among the most prestigious nationally and internationally. In our many institutes of discourse over major laws and policies and decision-making, many of the young and established professionals have lamented that such a program does not exist. To pursue the realization of this program is absolutely the right thing to do. The time has come and we would stand ready to do what it would require to support such an effort.

Sincerely,

A handwritten signature in black ink, appearing to read 'Regis Pecos', written over a horizontal line.

Regis Pecos, Co-Director



May 20, 2014

Dean David J. Herring
UNM School of Law
MSC11-6070
Albuquerque, NM 87131-0001

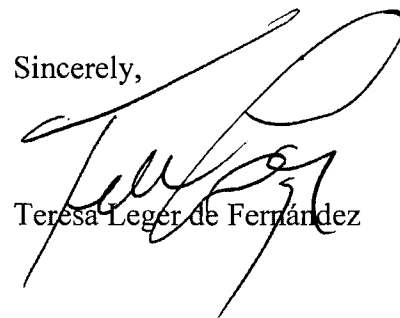
Re: Support for New Master of Legal Studies Degree

Dear Dean Herring:

I am very pleased to submit this letter in support of the law school's proposal to establish a Master of Legal Studies degree, particularly given the Indian law concentration that will be available through this program. I have represented tribal governments from many parts of the United States for 25 years now. As you know, each tribe has a distinct culture and system of government. Despite these distinctions, a common denominator among tribal leaders is the variety and complexity of sovereignty, taxation, criminal-justice and civil problems they must address effectively to meet the needs of their constituents. Given tribes' daily cross-jurisdictional interactions with federal, state, county, and municipal governments, and with non-Indian visitors to their reservations, many of the issues that come before tribal governments - ordinances, statutes, regulations, and policies require close attention to detail plus strong reading and analytical skills. Importantly, practitioners in Indian Country also need a deep historical knowledge of the philosophies and jurisprudence that underlie the legal doctrines applicable to tribes. The LLM and Ph.D. programs out of Arizona understand this. Given New Mexico's strong leadership in Tribal-State relations, I am extremely pleased to hear that UNM is considering offering this advanced degree. I am confident that this new degree has genuine potential to provide extremely valuable and practical training to current and future tribal leaders that will benefit both their own communities and neighboring communities.

I look forward to collaborating with graduates of this new program in the coming years as they assume a variety of tribal leadership positions.

Sincerely,



Teresa Leger de Fernandez

Native American Studies

June 16, 2014

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

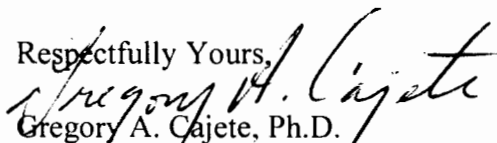
Dear Regents and Senators,

This is a letter of support for the proposed UNM Law School Masters of Legal Studies Program. The Faculty of Native American Studies of the University of New Mexico wish to express our support for this important and unique development through the UNM Law School. We feel it will make a lasting contribution to New Mexico Indian education by serving the expressed needs of New Mexico Indian communities for educational law programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories.

In particular, the focus of the proposed MLS degree in the areas of Indian and Environmental Law is especially appropriate to Native American Studies and parallels the content of many of our courses at the undergraduate level. Specifically, by providing courses related to Tribal courts, environmental compliance, regulation and water issues on the one hand and Tribal executive leadership, entrepreneurship and management on the other, the proposed MLS program of study provides a practical grounding in longstanding issues that directly affect New Mexico Indian Tribes and communities. This form of broad based education in legal studies forms an essential foundation for building the Native Nations of New Mexico now and in the future.

We thank you in advance for your consideration of the UNM Law School Masters in Legal Studies initiative.

Respectfully Yours,



Gregory A. Cajete, Ph.D.
Director, UNM Native American Studies Program
Associate Professor, COE-LLSS
The University of New Mexico



SUSANA MARTINEZ
Governor

JOHN A. SANCHEZ
Lieutenant Governor

NEW MEXICO
ENVIRONMENT DEPARTMENT

Office of the Secretary

Harold Runnels Building
1190 Saint Francis Drive (87505)
P.O. Box 5469, Santa Fe, NM 87502
Phone: (505) 827-2855 Fax: (505) 827-2836
www.nmenv.state.nm.us



RYAN FLYNN
Cabinet Secretary

BUTCH TONGATE
Deputy Secretary

April 24, 2014

Mr. Reed D. Benson
Keleher & McLeod Professor
Chair, Natural Resources Committee
University of New Mexico School of Law
MSC 6070, 1 University of New Mexico
Albuquerque, NM 87131

Dear Mr. Benson:

I am writing to voice my support for the proposed Masters of Natural Resources and Environmental Law that may be offered in the future at the University of New Mexico. As you know, a large part of environmental regulation hinges on the interplay between the technical and legal realms. A sound knowledge of both is advantageous to those who participate in environmental regulatory arenas.

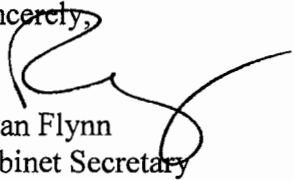
The proposed Master's program has the potential to greatly benefit both the regulators and the regulated, along with public interest groups. Non-attorney NMED employees would be able to have a more advanced understanding of environmental law, which would supplement their already extensive technical understanding of environmental regulation. The regulated community and public interest groups would also gain from such a program because it would facilitate constructive involvement in interactions with NMED and similar environmental agencies. In sum, increased knowledge about environmental law would foster better, more productive communication between those participating in environmental administrative processes.

Further, the proposed Masters of Natural Resources and Environmental Law would be of benefit to those participating in environmental administrative processes as a client in an attorney-client relationship. Attorneys frequently do not have the time to provide their clients with primers on the areas of environmental law that are being dealt with. A client with a Masters in Natural Resources and Environmental Law would have a strong background in environmental legal issues, thereby making interactions with their attorneys more fruitful. A client with an

advanced understanding of environmental law could cultivate an advantageous collaborative attorney-client relationship.

I wish you much success in instituting this new program of study. If there is anything further I can do to assist, please let me know.

Sincerely,



Ryan Flynn
Cabinet Secretary



The New Mexico Tribal-State Judicial Consortium

STRENGTHENING RELATIONSHIPS, FOSTERING COMMUNICATIONS

March 5, 2014

Dean David Herring
UNM School of Law
MSC 60 70 1 UNM
1117 Stanford N.E.
Albuquerque, New Mexico 87131

RE: UNM School of Law's Proposed Master of Jurisprudence

Dear Dean Herring,

This letter is to offer the support of the New Mexico Tribal-State Judicial Consortium to the New Mexico School of Law's proposal to create a program for the Masters in Jurisprudence specifically for the area of Indian Law. Given the Law and Indigenous Peoples Program's reputation and its coverage of federal, tribal and international law, we believe the Masters program would provide great value to the development of Tribal legal systems.

Many individuals are involved in the Tribal criminal justice systems, from members of Tribal Councils to police officers and probation officers, all of whom could greatly benefit from a program designed to provide training in Indian Law to complement their college education in their particular field or discipline. Additionally, lay judges and lay advocates would also be interested in such a program. Indeed, graduates from such a program would have an advantage over other candidates in law-related fields.

As the Tribes located in New Mexico look at increased jurisdiction and are engaged in the development of their legal infrastructure, knowledge of the law is critical. We are encouraged to learn about the development of such a program at the University of New Mexico School of Law and know that interest in the Masters of Jurisprudence will be high in Indian country.

We would appreciate your careful consideration of the proposal, and would welcome any questions you might have. Many thanks in advance for assisting in this effort.

Respectfully yours,

Chief Justice, Isleta Appellate Court
Tribal Co-Chair

Associate Judge, NM Court of Appeals
State Co-Chair



505-869-9692
FAX: 505-869-9758

PUEBLO OF ISLETA

P.O. BOX 730
ISLETA, NM 87022

March 5, 2014

Dean David Herring
UNM School of Law
MSC 60 70 1 UNM
1117 Stanford N.E.
Albuquerque, New Mexico 87131

RE: UNM School of Law's Proposed Master of Jurisprudence

Dear Dean Herring,

I have recently heard of the School of Law's proposal to create a Master of Jurisprudence program in the specific area of Indian Law. Given the Law and Indigenous Peoples Program's reputation and coverage of federal, tribal and international law, I believe such a program would be great value to the development of Pueblo legal systems. There are many involved in the development of Pueblo legal systems, from members of the Council to police officers to probation officers, who would greatly benefit from a program designed to provide training in the law to complement their college education in their particular field or discipline. Additionally, lay judges and lay advocates would also be interested in such a program. Indeed graduates from such a program would have an advantage over other candidates in law-related fields.

As Pueblos and other Tribes within New Mexico look at increased jurisdiction and are engaged in the development of their legal infrastructure, knowledge of the law is critical. I am encouraged to hear of the development of such a program at the University of New Mexico School of Law and know that interest in the Master of Jurisprudence will be high in Indian country.

Sincerely,

William Johnson
Chief Justice
Pueblo of Isleta Appellate Court



UNM

SCHOOL of PUBLIC
ADMINISTRATION

July 24, 2014

Dean David J. Herring
UNM School of Law
Albuquerque, NM 87131-0001

Dear Dean Herring,

I am proud to write this letter of support for the proposed Master of Legal Studies degree.

This new degree will provide an excellent opportunity for students in the public service sector to obtain basic legal education so vitally important in today's increasingly complex society.

This graduate level education will provide administrators with the crucial analytical skills to serve more effectively in the fields of regulation, legislation support and policy implementation to name a few.

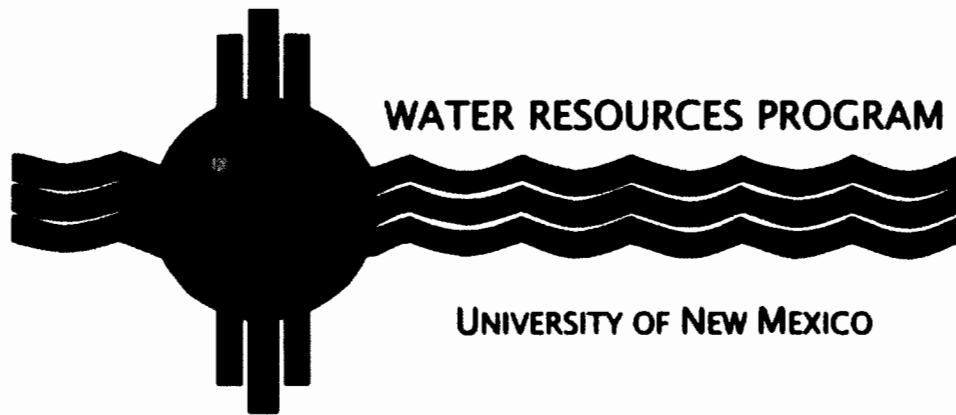
Many students and graduates in the Master of Public Administration Program have expressed interested in these types of course. most have not had the desire of ability to pursue a 3 yr law degree. This opportunity will enable them to acquire this education on a full or part-time basis. This will greatly enhance their professional credentials and expertise.

For example, as more of our students either work directly for tribal governments or interact with them, the Indian Law or Natural Resources Law curriculum will serve a growing market for our students.

This outstanding opportunity for both our current students as well as public administrators in New Mexico will result in increased professional expertise that will benefit all New Mexicans! We look forward to the approval of this new degree and for continued collaborations with the School of Law for our MPA students!

Sincerely,

Mario A. Rivera
Director
School of Public Administration



Reed Benson, Professor
Law School
University of New Mexico

4/14/14

Dear Reed:

Thanks for the opportunity to review the concept proposal for a Masters in Natural Resources and Environmental Law to be offered by the Law School at UNM. I am writing to express my personal support for the proposal. I see the proposed degree as complementary with the interdisciplinary Masters in Water Resources (MWR) degree offered by the WRP program at UNM. Through the efforts of yourself and others at the UNM Law School, access to the Water Law and other natural resource law courses have been very beneficial to the MWR students over the years. MWR students often take 3 credits (and occasionally 6) of their 39 MWR credits from approved law classes. I have also appreciated the willingness of yourself and others from the Law School and Utton Center to work cooperatively with the WRP program (e.g., regularly give guest lectures, serve on the WRP program committee, serve on student professional project committees etc.). Your cooperative support has been vital to the WRP.

I am supportive of all efforts at UNM to sustain and enhance our collective strengths in natural resource and environmental areas, and I view this proposal as very much furthering those efforts. As reflected in this proposal, there is much we already do at UNM, and more we can do. If there is any way that the WRP can help further or refine this effort (e.g., law students having the option of taking the WR 571/EC 545 Contemporary Water Issues class, or exploring a joint MWR-"Masters in NREL" dual degree option [as we currently do with the Masters program in Community and Regional Planning], etc.), please let me know.

Sincerely,

Robert P. Berrens

Robert Berrens, PhD
Director, Water Resources Program
Professor, Department of Economics
rberrens@unm.edu

15.

16.

17.

18.

NEW COURSE REQUEST—FORM B

- ◆ Allow at least 6 months to complete the entire approval process.
 - ◆ Please refer to the Form B Instructions at www.unm.edu/~unmreg
- Four sets of forms must be collated and submitted.

- ROUTING (All Four Collated Sets)**
1. Department Chair
 2. College or School Curricula Committee
 3. College or School Faculty (if necessary)
 4. College or School Dean/Dean of Instruction
 5. Office of Registrar—Catalog
 6. Director of Relevant Library
 7. FS Graduate Committee (graduate courses)
 8. FS Undergraduate Committee (undergraduate courses)
 9. FS Curricula Committee
 10. Associate Provost for Academic Affairs

Submission Date 08 / 04 / 2014

Name of Faculty Member Initiating Request Robert Desiderio

Initiator's Position / Title Professor of Law

College Law

Department _____

Phone 277-0557 Email desiderio@law.unm.edu

Branches Only – course is
 Type 1 Type 2 Type 3

- A.** A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (*) should precede the course number.
 A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

B. B1. Course Subject Code LAW B2. Course Number 560 B3. Proposed Effective Term Fall 2016

B4. Long Course Title (up to 100 letters, including spaces):
Introduction to U.S. Law, Procedure, and Legal Education

J. Proposed Short Course Title (up to 30 letters, including spaces):

I n t r o U S L a w & P r o c e d u r e

B6. College Law B7. Department _____ B8. CIP Code _____

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	4			
Lecture Hours	4			
Lab Hours				

B10. Repeat Rules
 Is the course repeatable for credit? Yes No
 • The course may be repeated _____ times (exclusive of the first time).
AND / OR
 • The course may be repeated for _____ hours (inclusive of the first time)

B11. Course Level (check one only): UG GR Law PharmD MedD
 Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)
If graduate credit is available for courses numbered outside of 500-699, complete section F1.

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes No
If no, select the appropriate option and complete section F2.
 The grade scale will be exclusively CR/NC.
 The grade scale will be an alternative to the standard scales in the catalog.

3. List all schedule type(s) (may be more than one):

a. _____ b. _____ c. _____ d. _____ e. _____

C. C1. Co-requisites to this course: a. n/a b. _____ c. _____

If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.

a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number	n/a					
Chair Name						
Chair Signature						

C3. Course Fees: Yes No If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective* or *required* for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational Technical Academic (Please check one)

D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

Only first-semester students in UNM School of Law's proposed Master of Legal Studies (M.L.S.) program may register for this course with the permission of the instructor.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

None.

For courses outside the offering department to be used as pre-requisites:

 Department Chair Signature

 Department Chair Signature

 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes No

If yes, complete the following table:

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
See attached investigation results.				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes No

If yes, in which term(s), and to what average enrollment? _____

E3. Will this course replace a deleted course? Yes No If yes, which one? _____

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

n/a

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

n/a

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is essential to provide M.L.S. students sufficient background in the U.S. legal system and the study of law to prepare them for upper-division law courses. First-year J.D. students learn the legal method, the common law tradition, case and statutory analysis, legal procedure, and the basic principles of the core areas of law: contracts, torts, criminal law, constitutional law, and civil procedure. This course will cover this material in condensed fashion so that M.L.S. students learn how to "think like a lawyer."

b. Impact on long-range planning for unit, school / college, and university:

This course will have minimal impact on long-range planning for the law school and UNM. It will have no impact on facilities, equipment, or technology needs, and minimal impact on faculty load, staff support, or program completion requirements.

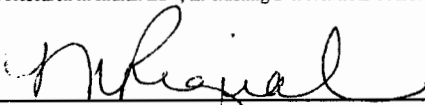
c. Budget and faculty load data:

This course will be taught each fall semester. Under a standard faculty load, this course will require 1/4 of the instructor's time over the academic year, equating budgetarily to 1/4 of the instructor's regular compensation.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The Law Library supports the Master of Legal Studies proposal and can provide the necessary library access, collections, and legal research training and support to meet the needs of the M.L.S. students and faculty. The Law Library's current collection and database license fees will meet the curricular and legal research requirements of M.L.S. students. No budget increase is needed. The reference desk will provide the same legal research assistance to M.L.S. students as is provided to J.D. students. M.L.S. students will receive basic legal research training as part of the Introduction to U.S. Law, Procedure, and Legal Education course. They will learn how to use free and low-cost methods to identify and retrieve relevant federal and New Mexico legislation and regulations as well as the case law interpreting them. They will also learn how to track pending legislation and regulations. Students concentrating in Indian Law may opt to take Specialized Legal Research in Indian Law, an existing 2-credit-hour course that familiarizes students with commonly used Indian law research resources.

School of Law Library
Name of Library


Name and Signature of Librarian

Michelle Rigual

H. Required Signatures:

Office	Signature	Date
1. Department Chair		
2. College or School Curricula Committee	<i>Steven K. Homer</i>	7.21.2014
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	<i>David J. Herring</i>	7-22-2014
5. Office of Registrar—Catalog		
6. Director of Relevant Library	<i>Inequal</i>	7/23/14
7. FS Graduate Committee (graduate courses)	<i>Judy H. Siesveld</i>	10/17/14
8. FS Undergraduate Committee (undergraduate courses)	<i>Carolyn Montoya</i>	2/6/15
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs		

After securing departmental approval, send this form and all attachments, *collated into 4 sets of documents*, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

Attributes: 1. _____ 2. _____ 3. _____ 4. _____

Grade Modes _____

H. Required Signatures:

Office	Signature	Date
1. Department Chair		
2. College or School Curricula Committee	<i>Steven K. Homer</i>	7-21-2014
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	<i>David J. Henry</i>	7-22-2014
5. Office of Registrar—Catalog		
6. Director of Relevant Library	<i>Inesqual</i>	7/23/14
7. FS Graduate Committee (graduate courses)	<i>C. Montoya</i>	7/23/14 2/7/15
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs		

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

Attributes: 1. _____ 2. _____ 3. _____ 4. _____

Grade Modes _____

19.



Form B New Course Request for Master of Legal Studies Proposal

Catalog Listing

Introduction to U.S. Law, Procedure, and Legal Education

This course introduces students to the U.S. legal system and study of law. Topics: the legal method, the common law system, judicial case and statutory analyses, the legal profession, and core areas of the law.

Form B Law School MLS Intro Course Catalog Listing.docx

20.



Form B New Course Request for Master of Legal Studies Proposal

Syllabus and Bibliography

Introduction to U.S. Law, Procedure, and Legal Education

Instructor: Robert J. Desiderio

Email: desiderio@law.unm.edu

Office Location: Bratton Hall

Office Phone: (505) 277-0557

Office Hours: One hour before and 2 hours
after class and by appointment

Course Credit: 4

Class Meeting Day(s): TBD

Class Time: TBD

Class Location/Room: Bratton Hall/
Room TBD

Term/Semester: Fall Semester

Course Description:

The objective of this new course is to provide Master of Legal Studies (M.L.S.) students with sufficient background in the U.S. legal system and the study of law so that they will be prepared to enroll in upper-division law courses. The topics that will be covered in the course include: the legal method, the common law system, judicial case and statutory analyses, the legal profession and core areas of the law, such as contracts, torts, criminal law, constitutional law, and civil procedure.

Course Objectives:

- Students learn how the legal system addresses issues of public concern.
- Students understand the process of how cases proceed through the judicial system.
- Students understand generally the legal profession and its role in society.
- Students learn the legal principles related to their areas of concentration.

Student Learning Outcomes:

- Students are able to analyze court opinions.
- Students are able to interpret statutes.
- Students learn the basic principles of the common law.

Textbooks:

Michael A. Berch, Rebecca White Berch, Ralph S. Spitzer and Jessica J. Berch, *Introduction to Legal Methods and Process: Cases and Materials* (5th ed. West 2010); Eva H Hanks, Michael E. Hertz, and Steven S. Nemerson, *Elements of Law* (Lexus Nexus 2010); William Burnham, *Introduction to the Law and legal System of the United States* (5th ed. West 2011).

Course Requirements:

Students will be evaluated based on participation in class discussion, periodic tests and final examinations.

Participation: After the first week's classes, during class meetings, students will be called upon to respond to questions and to discuss the materials under consideration. Students will also be expected to ask questions and comment on the issues before the class. 10 percent of each student's final grade for the course will be based upon the student's class participation.

Periodic Tests: At the end of third, sixth and ninth week, students will be tested on the prior three weeks' materials. The tests will reflect the content of the prior week's discussions. That is, the first test will quiz students on information about the jurisdictional matters, the second test will ask students to analyze a problem, and the third test will question students about the role of legislative administrative and judicial process. 30 percent of each student's final grade will come from the student's grade on each test.

Final Examination: The final examination will be an essay-type examination for which students will be required to analyze fact patterns that deal with substantive law matters discussed in weeks 10-14, in light of legal analysis and synthesis discussed in the prior weeks. 60 percent of each student's final grade will come from the student's performance on the final examination.

Grading:

Students will be graded according to the standards that apply to students in the university master degree programs and not the standards imposed by the law school.

The periodic tests and final grading will be graded blindly according to the law school's grading policies and procedures.

Attendance Policy:

Regular and punctual attendance is required as mandated by the law school pursuant to American Bar Association accreditation policies and the University. The attendance policy is found in the law school Student Handbook and the Pathfinder.

Accommodation Statement:

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support of students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Director, MLS degree at the law school.

Academic Integrity:

The University of New Mexico, and the law school, believe that academic honesty is a foundation principle for 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 work 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 law school's policy is contained in the law school Student Handbook, and the University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

Cell Phones and Technology:

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify the instructors in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. Policies concerning computers are found in the law school Student Handbook.

Library and Tutorial Services:

The law school provides many library services and support services. For those services, please contact the Director of the M.L.S. degree program.

Weekly Schedule of Topics:

- Week 1. Introduction to the study of law; role of the judiciary, legislative, and executive branches of government; state and federal decision-making.
- Week 2. Comparison of Common Law System and Civil Law System.
- Week 3. Statutory law, including analysis and interpretation.
- Week 4. Legal reasoning in case law, including the holding, or rule of the case, dicta and deductive reasoning.
- Week 5. Reading and briefing cases, including exercises requiring students to brief cases.
- Week 6. Analogical reasoning from prior cases; application of deductive and analogical reasoning.

- Week 7. The legislative process; administrative and regulation process.
- Week 8. The anatomy of a legal dispute from events leading to the controversy to a trial decision. Discussion of evidence, procedure, substantive law, and role of jury and judge.
- Week 9. The legal profession, including legal education, and the bar; admissions and affirmative action (from *Plessy v. Ferguson* to *Schuetz v. Coalition to Defend Affirmative Action*); the role of lawyers.
- Week 10. Introduction to Tort Law.
- Week 11. Introduction to Contract Law.
- Week 12. Introduction to Property Law.
- Week 13. Introduction to Criminal Law.
- Week 14. Introduction Constitutional Law.

The Schedule of Topics is subject to change. Minor changes will be announced in class; major changes will be announced in writing.

Form B Law School MLS Intro Course Syllabus & Bibliography.docx

21.



Form B New Course Request for Master of Legal Studies Proposal

Investigation of Course Duplication

Introduction to U.S. Law, Procedure, and Legal Education

Long Description: The objective of this new course is to provide M.L.S. students with sufficient background in the U.S. legal system and the study of law so that they will be prepared to enroll in upper-division law courses. The topics that will be covered in the course include: the legal method, the common law system, judicial case and statutory analyses, the legal profession and core areas of the law, such as contracts, torts, criminal law, constitutional law, and civil procedure.

There are several texts currently available directed principally to non-law students studying law including, Michael A. Berch, Rebecca White Berch, Ralph S. Spritzer and Jessica J Berch, *Introduction to Legal Methods and Process: Cases and Materials* (5th ed West 2d ed 2010); Eva H. Hanks, Michael E. Herz and Steven S. Nemerson, *Elements of Law* (LexisNexis 2010); William Burnham, *Introduction to the Law and Legal System of the United States* (5th ed West 2011).

35-Word Description: This course introduces students to the U.S. legal system and study of law. Topics: the legal method, the common law system, judicial case and statutory analyses, the legal profession, and core areas of the law.

The following steps were taken to investigate duplication:

1. Three keyword searches for “law,” “legal,” and “procedure” were conducted in the online UNM Catalog on May 8, 2014.
2. The results of each keyword search were reviewed to identify potentially duplicative courses. The catalog listings for the following graduate courses were reviewed but indicated no duplicate content with the proposed new course:
3. **“Law” results.** Law and Geography (GEOG 517), Law for Accountants (MGMT 559), and Crime, Law, and Social Control (SOC 516).
4. **“Legal” results.** American Legal History (HIST 638), Ethical, Social, Political and Legal Environment (MGMT 508), and Advanced Legal Topics for Managers (MGMT 654).
5. **“Procedure” results.** Tax Research, Procedure, Compliance and Practice (MGMT 547).

The vast majority of the search results were courses taught in the School of Law.



THE UNIVERSITY *of*
NEW MEXICO

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

Date: October 29, 2014

To: Kay Willerton, Associate Dean of Instruction, UNM-Los Alamos

From: Gregory L. Heileman, Associate Provost for Curriculum

Re: Pre-Approval for Associate of Applied Science in Public Safety

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs
Carolyn Montoya, Chair, Faculty Senate Curriculum Committee
Nancy Middlebrook, University Accreditation Director
Elizabeth Keefe, Chair, Faculty Senate Undergraduate Committee
Elizabeth Barton, Associate Registrar

Thank you for submitting the preliminary review outline for the Associate of Applied Science in Public Safety. In my judgment, the proposed Associate of Applied Science has been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee, please feel free to proceed.

UNM–Los Alamos
Associate of Applied Science in Public Safety

About the Program

The Associate of Applied Science in Public Safety with Concentrations in Police Science, Emergency Management, and Homeland Security is a specialized degree program designed to build a workforce that is customized to the expected needs of Police departments, Emergency Management groups, and Homeland Security departments in Northern New Mexico and beyond. The program will provide training and formal education for those entering the areas of Police operations, Emergency Management operations, and Homeland Security operations.

Specific Requirements

The student must earn a minimum of 60 credit hours with an overall GPA of 2.0 or higher; the student must earn a minimum grade of C (not C-) in each Technical course. At least 15 of these 60 hours must be earned in residence.

General Education (19 credit hours)

Writing and Speaking (6 credit hours)

ENGL 110: Accelerated Composition (3)

OR

ENGL 112: Composition II (3)

OR

ENGL 113 Enhanced Composition (3)

AND

CJ 130: Public Speaking (3)

Mathematics (3-4 credit hours)

MATH 121: College Algebra (3) *AND* MATH 107: Problems in College Algebra (1)

OR

STAT 145: Introduction to Statistics (3)

Social and Behavioral Sciences (6 credit hours)

SOC 101: Introduction to Sociology (3)

AND

PSY 105: General Psychology (3)

Physical and Natural Science (4 credit hours)

BIOL 123: Biology for Health Related Sciences and Non-majors (3) *AND* BIOL 124L Biology for Health Related Sciences and Non-majors Lab (1)

OR

CHEM 111: Elements of General Chemistry (4)* *Chemistry is required for the Emergency Management Concentration*

Computer Science or Computer Technology (3-4 credit hours)

CS 150L: Computing for Business Students (3)

OR

CT 102: Introduction to Microcomputers on the PC (4)

Technical Core Courses common to all concentrations (11 credit hours)

PBST 101: Introduction to Homeland Security (3)

PBST 102: Principals of Emergency Management (3)

PBST 105: Incident Command (3)

PENP 193 Topics: Physical Education for Public Safety Employees (2)

Technical Courses required for each concentration (15 credit hours for each concentration)

Police Science Concentration (15 credit hours)

CRJS 131: Criminal Justice and Community Relations (3)(UNM-Gallup course)

PBST 119: Traffic Accident Investigation (3)

CRJS 201: Criminal Law I (3) (UNM-Gallup course)

CRJS 221: Criminal Investigation (3) (UNM-Gallup course)

PBST 204: Constitutional Law for Public Safety Personnel (3)

Emergency Management Concentration (15 credit hours)

PBST 120: Emergency Management Planning (3)

PBST 121: Introduction to Security (3)

CJ 101L: Introduction to Communication (3)

PBST 220: Exercise Design and Evaluation (3)

PBST 221: Developing Volunteers (3)

Homeland Security Concentration (15 credit hours)

PBST 106: Terrorism and public safety (3)

PBST 131: Transportation Security (3)

PBST 230: Intelligence Analysis & Security Management (3)

PBST 204: Constitutional Law for Public Safety Personnel (3)

PBST 232: Homeland Security Risk, Threats, and Consequences (3)

Technical Electives (12 credit hours)

Choose 4 not already used for your degree. Please consult with your concentration advisor to determine which courses are most appropriate

PSY 271 Social Psychology (3)

SOC 205: Crime, Public Policy and the Criminal Justice system (3)

ENTC 204L: HAZWOPR Training (3)

IT 193: Topics in Cybersecurity (3)

PHIL 245: Professional Ethics (3)

PBST 106: Terrorism and public safety (3)

PBST 107: Social Impacts of Disaster (3)

PBST 108: National Infrastructure Protection/Critical Infrastructure Protection (3)

PBST 109: Public Safety Interview and Report Writing (3)

PBST 110: Basic Police Operations (3)

PBST 193: Topics in Public Safety (1-3) May be repeated for credit up to 6 credit hours

CRJS 234: Juvenile Law and Procedure (3) (UNM-Gallup Course)

Total required for the degree: 60 credit hours

UNM-Los Alamos
Associate of Applied Science in Public Safety
Preliminary Review and Proposal Outline
October, 2014

Executive Summary

1. Program Description

The Associate of Applied Science in Public Safety with Concentrations in Police Science, Emergency Management, and Homeland Security is a specialized degree program designed to build a workforce that is customized to the expected needs of Police departments, Emergency Management groups, and Homeland Security departments in Northern New Mexico and beyond. The program will provide training and formal education for those entering the areas of Police operations, Emergency Management operations, and Homeland Security operations, as well as current employees wishing to improve their chances for advancement.

Our students will receive excellent instruction and will learn the value of community service, as well as the value of using their own talents and skills to give back to society. The direct duty of those individuals who are eventually employed as police officers, emergency managers, or in the homeland security field will be the protection and safety of all citizens. These educational experiences will give each student an awareness of their place in society and thus will make them better citizens and ultimately better employees.

The Associate of Applied Science in Public Safety is a vocational program. We are working with the Los Alamos Police Department, Los Alamos National Lab Emergency Management division, and Los Alamos National Lab Security division. All of these groups recommend that we use the FEMA training modules as much as possible. This will result in a program that is both portable and transferable both within the state and nationally. These partnerships will give our students the skills that the regional potential employers are seeking in their new employees.

2. Evidence of Need

We have identified a three-prong need for this degree program. First, Officer Jordan Redmond, one of our advisory board members and a member of the Los Alamos Police Department, reports that the County of Los Alamos has implemented a new requirement for advancement within the Police Department. If an officer wishes to advance beyond his or her current position, he or she must have earned a post-secondary degree. According to Officer Redmond, most of the current officers do not possess post-secondary degrees. This degree program will meet the current need as well as a similar need for new hires, as well as giving the graduates of this program an advantage when seeking a first-time position with the department.

Secondly, in the increasingly dangerous world we live in, Los Alamos National Laboratory plays a key role. Marla Brooks, one of our advisory board members, states that the Security and the Emergency Management Divisions, are both expecting the need for homeland security and emergency management trained employees to increase. They are facing an aging workforce with expectations of losing many current employees to retirement in the next three to five years. This degree program will provide both divisions with potential employees.

Thirdly, UNM-Los Alamos in cooperation with Los Alamos High School have created the Los Alamos Early College and Career Academy. This Academy enrolls a cohort of about 20 freshmen students each year. During their four years of high school they will follow preparation for a career pathway, including Public Safety, by taking most of the courses needed for our Associate's degree in their junior and senior years, and then finishing the program the year after their high school graduation. This program is in its infancy, but we expect 5-10 students per cohort to choose Public Safety.

3. Program Content and Quality

A minimum of 60 credit hours must be earned to complete the Associate of Applied Science degree in Public Safety. There will be a general education core requirement for all students of 19 credit hours, 3 credit hours of Computer Science or Technology, 11 credit hours of technical courses, and 12 credit hours of technical electives. Then each of the three concentrations will be required to do 15 credit hours of specific technical courses (5 courses) which will apply only to that concentration. The curriculum included in this degree program consists of several groups of courses designed to enhance each student's academic capabilities. The required courses encourage intellectual development in several areas of study including writing and communication, mathematical reasoning,

and scientific methods in the physical sciences. A grade of C or better is required in all courses used to fulfill the requirements of the core curriculum and technical courses.

The proposed degree will include some already existing courses, including three currently being taught at the UNM–Gallup campus, as well as new technical courses which will be created. We have chosen the discipline code PBST (Public Safety) though, of course, this code has not been approved.

4. Evaluation and Assessment

The program’s learning outcomes follow: Have relevant professional knowledge and skills in a broad range of areas related to effective and established technical practice; Possess the ability to communicate and collaborate effectively; Show awareness of social and professional responsibilities and act accordingly; Have a well-rounded technical background for entry into police, emergency management, or homeland security related fields. These will be assessed using course-embedded assessment including test item analysis, student survey, employer survey, graduate exit survey, and student self-assessment. Several methods will be developed to evaluate the degree to which our students are achieving the identified learning outcomes. We will employ direct and indirect methods to assess the program’s learning outcomes. A comprehensive review of the program will be conducted in the third year of existence.

5. Required Resources

We anticipate that between 10 and 15 part-time faculty members, about 3-4 per year, over the course of 2 years, will be needed to teach one or two courses each during those two years. The qualifications of the faculty members necessary for general core curriculum delivery are Master’s degree in their field of specialty, while for technical classes the faculty training may also be a Bachelor’s or Associate’s degree and public safety employment or experience. Existing library and tutor services will be used.

6. Projected Enrollment and Costs

Enrollment

Year	Projected Enrollment
1	Minimum 10 students
2	Minimum 20 students
Following years	Minimum 20 students

Budget

	Year 1	Year 2	Year 3
Program Coordinator	\$5000	\$5000	\$5000
Faculty	\$5,000	\$5000	\$5000
Student Outreach	\$1,000	\$1,000	\$1,000
Miscellaneous	\$750	\$750	\$750
Total Expenses	\$11,750	\$11,750	\$11,750

7. Additional Information

We have held several meetings over the last two years with an advisory board including members of the Los Alamos Police Department and Los Alamos National Laboratory. Some of the individuals involved with the committee have changed during those two years, but several have remained consistent. These individuals have helped create the courses and the program. Current outside members of the advisory committee are as follows:

- Officer Jordan Redmond, Los Alamos Police Department
- Officer Andrew Goldie, Los Alamos Police Department;
- Marla Brooks, Los Alamos National Laboratory

UNM-Los Alamos
Associate of Applied Science in Public Safety
Preliminary Review and Proposal Outline
October, 2014

1. Program Description

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

The Associate of Applied Science in Public Safety with Concentrations in Police Science, Emergency Management, and Homeland Security is a specialized degree program designed to build a workforce that is customized to the expected needs of Police departments, Emergency Management groups, and Homeland Security departments in Northern New Mexico and beyond. The program will provide training and formal education for those entering the areas of Police operations, Emergency Management operations, and Homeland Security operations.

Students admitted to the program will be provided with quality training and career pathways in Public Safety.

The major program goals are to produce students who:

- Have relevant professional knowledge and skills in a broad range of areas related to effective and established technical practice.
- Possess the ability to communicate and collaborate effectively.
- Show awareness of social and professional responsibilities and act accordingly.
- Have a well-rounded technical background for entry into police, emergency management, or homeland security related fields.

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

The mission of UNM-Los Alamos is "*Preparation for Transfer...Pathways for Careers...Passion for Lifelong Learning!*" UNM-LA provides foundations for transfer, leading-edge career programs, and lifelong learning opportunities." The Associate of Applied Science in Public Safety program fulfills this mission by providing members of the community and Northern New Mexico educational opportunities leading to a career police science, emergency management, or homeland security related fields. The degree program offers quality training needed for individuals currently serving in the profession and as a preparatory program for those seeking employment as police officers, emergency management personnel or in homeland security services in local, regional, state or out of state departments.

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

The mission of the University of New Mexico is to "serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in **teaching, research, patient care, and community service.**" This program embraces the pursuit of excellence in both teaching and community service. One of the ongoing commitments of the university is to "actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans." Our vision for this Associate of Applied Science degree program helps fulfill this commitment. Our students will receive excellent instruction and will learn the value of community service, as well as the value of using their own talents and skills to give back to society. The direct duty of those individuals who are eventually employed as police officers, emergency managers, or in the homeland security field will be the protection and safety of all citizens. These experiences will give each student an awareness of their place in society and thus will make them better citizens and ultimately better employees.

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

UNM-Gallup has an AA degree in Criminal Justice Law Enforcement and UNM-Valencia has an AA in Criminology. None of the branches offer Emergency Management or Homeland Security, nor do they provide a police science degree such as the one we have developed.

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

The Associate of Applied Science in Public Safety is a vocational program. We are working with the Los Alamos Police Department, Los Alamos National Lab Emergency Management division, and Los Alamos National Lab Security division. All of these groups recommend that we use the FEMA training modules as much as possible. This will result in a program that is both portable and transferable both within the state and nationally. These partnerships will give our students the skills that the regional potential employers are seeking in their new employees.

If it is a transfer program, describe its intended articulation to UNM four-year programs. Does it contemplate articulation with institutions other than UNM? - provide any relevant articulation/transfer documentation such as articulation agreements.

Our program will initially be a terminal program.

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

The Associate of Applied Science in Public Safety program has a target start date of August 2015. Program development is mostly complete and will be concluded this fall pending preliminary approval.

2. Evidence of Need

a. Provide evidence of student demand.

We have identified a three-prong need for this degree program. First, Officer Jordan Redmond, one of our advisory board members and a member of the Los Alamos Police Department, reports that the County of Los Alamos has implemented a new requirement for advancement within the Police Department. If an officer wishes to advance beyond his or her current position, he or she must have earned a post-secondary degree. According to Officer Redmond, most of the current officers do not possess post-secondary degrees. This degree program will meet the current need as well as a similar need for new hires, and hopefully give the graduates of this program an advantage when seeking a first-time position with the department.

Secondly, in the increasingly dangerous world we live in, Los Alamos National Laboratory plays a key role. Marla Brooks, one of our advisory board members, states that the Security Division and the Emergency Management Division, are both expecting the need for homeland security and emergency management trained employees to increase. They are facing an aging workforce with expectations of losing many current employees to retirement in the next three to five years. This degree program will provide both divisions with potential employees.

Thirdly, UNM-Los Alamos and Los Alamos High School in cooperation have created the Los Alamos Early College and Career Academy. This Academy enrolls a cohort of about 20 freshmen students each year. During their four years of high school they will follow preparation for a career pathway, including Public Safety, taking most of the courses needed for our Associate's degree in their junior and senior years, finishing the program the year after their high school graduation. This program is in its infancy, but we expect 5-10 students per cohort to choose Public Safety.

b. Indicate how you plan to recruit students.

We are planning an aggressive advertising campaign to include fliers and brochures describing the details of the program such as curriculum, application procedures, and deadlines. The Los Alamos Police Department will

advertise to their employees, LANL will advertise to its employees, and we are currently working with the Los Alamos Public schools to create an advertising campaign and career pathway to their students who are interested in this type of career through and Early College Program. UNM-Los Alamos student advisors and recruiters will distribute advertisement fliers to other area schools during their regular recruitment period. Similar fliers will be posted on campus and on bulletin boards in our area.

Program information will be provided on the UNM-Los Alamos main web page with several links to additional resources. We also intend to include information about the program on the YouTube page associated with UNM-Los Alamos.

Our program will also be advertised in the UNM main campus newspaper, which has distribution in the entire UNM complex of branches. The Associate of Applied Science in Public Safety program with its three concentrations will also target other youth organizations operating in the area, which provide career development and advisement.

- c. *How does the program fit with similar and related offerings in the state and region? - show it does not duplicate existing programs in the market.*

The Associate of Applied Science in Public Safety program with its three concentrations is the only program of its kind in the state. There are 3 other public safety-related degree programs in the Northern half of New Mexico, but our focus is unique. Other programs focus on either criminal justice or patrol officer training. Our proposed program is broader to include more aspects of public safety with concentrations in police science, emergency management, and homeland security. The police science concentration of our proposed program will focus on the broad issues of police science and advancement within a department rather than the fundamentals of being a patrol officer. The geographically closest institution offering a public safety-related degree program is Northern New Mexico College which offers an AA in Criminal Justice and an AAS in Police Science with emphasis on patrol officers, but they do not have either Homeland Security or Emergency Management. Two other institutions in Northern New Mexico offer degrees in public safety related fields including, Santa Fe Community College and Luna Community College, both of which have an AA in Criminal Justice. Our program has been designed specifically to meet the needs of our community.

The Associate of Applied Science in Public Safety program is being developed based on expected labor market needs in the region. To be consistent with current regional needs for a more highly skilled workforce with a background in these three areas and basic employability skills, the degree program will be developed and delivered in a cohort model. The local police department and Los Alamos National Laboratory have agreed to help provide qualified instructors in the program.

Provide evidence of demand for program graduates.

Our recent assessment of the labor market in Northern New Mexico reflects a continual and growing need for police officers as well as emergency management and security personnel with post-secondary education. Our program will create a pool of qualified and productive individuals from which departments could draw for entry level employees.

In addition, there is a growing trend in the local markets to require post-secondary education for any of its employees to advance in their careers. This degree program, developed in conjunction with the local police department and LANL divisions, will provide this opportunity to current employees.

1. *Include in-depth needs assessment. Department of Labor statistics or surveys of likely employers are potential mechanisms.*

In the next five to ten years the job-creation ratio in the fields of public safety in New Mexico is expected to increase, growing more quickly than other occupations. These statistics are difficult to find due to the relative new employment titles involved. However, current statistical figures published by state and federal agencies, such as NM Department of Labor and the U.S Bureau of Labor Statistics, indicate a 9.4% growth in Protective Service occupations in the Santa Fe and Northern New Mexico regions between 2013 and 2022. Estimates are for a 30.3% growth rate for Security Guards and supervisors in the region, with varying individual job titles in contrast, there is a 5% estimated growth nationally for such positions jobs. Emergency Management specialists are not listed separately in the DOL labor statistics. The New Mexico Workforce Solutions site states that no programs were found in the state to train Emergency Management Specialists. Employers in the county of Los Alamos including the LA Police Department and Los Alamos National Laboratory will give the advantage to potential employees with post-secondary degrees when compared to high school graduates without a post-secondary degree. According to the US Department of Labor, beginning salaries for Public Safety employees range from \$35,600 to \$76,350.

2. *Discuss the program's relationship to workforce development.*

As previously stated, national, state, and regional labor statistics suggest the need for training potential workers through education in these areas. The existence of a degree program designed to prepare students in this area would benefit the development of a pipeline of potential employees as well as meeting the retraining needs of the current workforce. This pipeline will ensure the availability of better educated and skilled students and potential employees that will ultimately benefit the regional economy.

UNM-Los Alamos, along with the local police department and two divisions of LANL, have identified a need for a general education that is standard in the Public Safety area in order to ensure common levels of rigor upon which future technical training can be based.

Program Content and Quality

- a. *Describe the curriculum. Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. Draft catalog copy is required.*

A minimum of 60 credit hours must be earned to complete the Associate of Applied Science degree in Public Safety. The curriculum included in this degree program consists of several groups of courses designed to enhance each student's academic capabilities. The required courses encourage intellectual development in several areas of study to include writing and communication, mathematical reasoning, and scientific methods in the physical sciences. A grade of C or better is required in all courses used to fulfill the requirements of the core curriculum and technical courses.

The proposed degree will require some already existing courses as well as technical courses which will be created. We have chosen the discipline code PBST (Public Safety) though, of course, this code has not been approved. The proposed catalog copy follows.

UNM–Los Alamos Associate of Applied Science in Public Safety

General Education (19 credit hours)

Communication (6 credit hours)

ENGL 110: Accelerated Composition (3)

OR

ENGL 113 Enhanced Composition (3)

AND

CJ 130: Public Speaking (3)

Mathematics (3-4 credit hours)

MATH 121: College Algebra (3) AND MATH 107: Problems in College Algebra (1)

OR

STAT 145: Introduction to Statistics (3)

Social and Behavioral Sciences (6 credit hours)

SOC 101: Introduction to Sociology (3)

AND

PSY 105: General Psychology (3)

Science (4 credit hours)

BIOL 123: Biology for Health Related Sciences and Non-majors (3) AND BIOL 124L Biology for Health Related Sciences and Non-majors Lab (1)

OR

CHEM 111: Elements of General Chemistry (4)* *Chemistry is required for the Emergency Management Concentration*

Computer Science or Technology (3-4 credit hours)

CS 150L: Computing for Business Students (3)

OR

CT 102: Introduction to Microcomputers on the PC (4)

Technical Courses common to all concentrations (11 credit hours)

PBST 101: Introduction to Homeland Security (3)

PBST 102: Principals of Emergency Management (3)

PBST 105: Incident Command (3)

PENP 193 Topics: Physical Education for Public Safety Employees (2)

Required Technical Courses for each concentration (15 credit hours for each concentration)

Police Science Concentration (15 credit hours)

PBST 111: Law Enforcement and the Community (3)

PBST 119: Traffic Accident Investigation (3)

PBST 201: Introduction to Criminal Investigation (3)

PBST 202: Introduction to Criminal Law (3)

PBST 204: Constitutional Law for Public Safety Personnel (3)

Emergency Management Concentration (15 credit hours)

PBST 120: Emergency Management Planning (3)

PBST 121: Introduction to Security (3)

PBST 122: Effective Communication (3)

PBST 220: Exercise Design and Evaluation (3)

PBST 221: Developing Volunteers (3)

Homeland Security Concentration (15 credit hours)

- PBST 106: Terrorism and public safety (3)
- PBST 131: Transportation Security (3)
- PBST 204: Constitutional Law for Public Safety Personnel (3)
- PBST 230: Intelligence Analysis & Security Management (3)
- PBST 232: Homeland Security Risk, Threats, and Consequences (3)

Technical Electives (12 credit hours)

Choose 4 courses not already used for your degree. Please consult with your concentration advisor to determine which courses are most appropriate.

- PSY 271: Social Psychology (3)
- SOC 205: Crime, Public Policy and the Criminal Justice system (3)
- ENTC 204L: HAZWOPR Training (3)
- IT 193: Topics in Cybersecurity (3)
- PHIL 245: Professional Ethics (3)
- PBST 106: Terrorism and public safety (3)
- PBST 107: Social Impacts of Disaster (3)
- PBST 108: National Infrastructure Protection/Critical Infrastructure Protection (3)
- PBST 109: Technical Writing/Report Writing (3)
- PBST 110: Basic Police Operations (3)
- PBST 193: Topics in Public Safety (1-3) May be repeated for credit up to 6 credit hours
- PBST 203: Juvenile Justice System (3)

Total required for the degree: 60 credit hours

b. What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

Graduates of the program will be able to:

- Write clearly and communicate effectively;
- Demonstrate a knowledge of contemporary issues affecting national state, and local public safety;
- Demonstrate problem solving skills and be able to use these in an emergency situation;
- Demonstrate an understanding of operational requirements, social and economic impact, and legislative consequences of Public Safety work;
- Discuss the complex issues of diversity and ethics and their impact on the responsibilities of professionals in Public Safety.

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

The instructional model to be used to deliver the Associate of Applied Science in Public Safety program will focus on learning technical skills that students could immediately apply in the workplace. The major features of this instructional model include:

- Online learning
- Lectures
- Demonstrations
- Hands-on training

d. *If applicable, describe any accreditation issues, including the following:*

a. *Will accreditation be sought for the program? If so, describe the process and the expenses involved.*

We will pursue having our program listed as an approved program with FEMA. There will be no cost associated with this process.

b. *How does the program affect any existing accreditation and licensure requirements?*

The curriculum will include some of the FEMA training modules that are required for Public Safety areas of employment, giving potential employees an advantage in job hunting and required training after being hired.

Evaluation and Assessment

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

The program’s learning outcomes will be assessed using course-embedded assessment including test item analysis, student survey, employer survey, graduate exit survey, and student self-assessment. Several methods will be developed to evaluate the degree to which our students are achieving the identified learning outcomes. We will employ direct and indirect methods to assess the program’s learning outcomes.

The overall assessment method will measure multiple learning components to determine patterns and to identify low and high performing areas for added analysis and interpretation. The program will also have in place a process of incorporating relevant data to regularly assess educational objectives and program outcomes. This documented process will constitute a mechanism to evaluate the extent to which program objectives are met.

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

Additional methods considered to measure program effectiveness will include monitoring enrollment trends, employer satisfaction surveys, exit interviews, and retention and employment placement data.

c. *A plan for learning outcomes assessment at the course and program level is required.*

The Associate of Applied Science in Public Safety assessment plan is summarized in the table below.

Outcome	Measurement Method/Course	Responsibility	Schedule for Data Collection	Schedule for review and change
1. Write clearly and communicate effectively	ENGL 110 or 113/rubric	Appropriate Faculty reporting to Program Coordinator	Annually	Summer
	CJ 130/Rubric PBST 122/Rubric			
2. Demonstrate a knowledge of contemporary issues affecting national state, and local public safety	PBST 101/rubric	Public Safety Coordinator	Annually	Summer
	PBST 102/rubric			
3. Demonstrate problem solving skills and be able to use these in an emergency situation	PBST 105/rubric	Faculty	Annually	Summer

4. Demonstrate an understanding of operational requirements, social and economic impact, and legislative consequences of Public Safety work	PBST 204, PBST 221, PBST 232/rubric	Faculty	Annually	Summer
5. Discuss the complex issues of diversity and ethics and their impact on the responsibilities of professionals in Public Safety	PBST 111, PBST 231/rubric	Faculty	Annually	Summer
	Exit survey	Program Chair		

Each of the PBST (Public Safety) courses will be assessed using embedded assessment within the course and reported to the Applied Science Program Coordinator on a semester basis. Learning outcomes will be developed with the syllabus.

Our proposed learning outcomes assessment process is:

1. Assessment Tool is administered.
2. Data is Collected and reported to Program Coordinator.
3. Data is analyzed using appropriate software and results reported via website and annual reports.
4. Meetings are called with all faculty annually.
5. A meeting with the advisory board will be called annually.
6. Results are discussed in the meeting, problems are identified, and corrective actions are formulated.
7. Corrective actions are implemented during the next academic year.
8. Reassessment occurs.

At the program level, the following is our plan for learning outcomes assessment:

- Refine student learning outcomes;
- Connect learning outcomes to curriculum with help of program coordinator, fire department and faculty;
- Identify assessment tools or methods and include implementation timeline and rubrics;
- Analyze, interpret, report, and communicate findings;
- Use findings for program improvement and decision making.

3. Required Resources

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

We anticipate that between 10 and 15 part-time faculty members will be needed to teach one or two courses each. The qualifications of the faculty members necessary for general core curriculum delivery are Master's degree in their field of specialty, while for technical classes the faculty training may also be a Bachelor's or Associate's degree and public safety/PBST employment or experience.

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

The general core academic requirements for our program in Public Safety coincide with all Associate degree programs at UNM-Los Alamos. During the first year into this program, there will not be any additional workload demand on our current faculty since general core classes are offered each semester at UNM-LA. Once the program has reliable enrollment, we will continually evaluate the need for hiring new faculty to teach additional sections of core classes.

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

We anticipate that a minimum number of part-time faculty members will need to be employed and only for the technical core and the specialized technical classes offered in the program. Six to eight additional part-time faculty members will be needed to teach some of the technical core and customized technical classes not already covered by existing instructors, but not every semester. The cost associated with the acquisition of additional faculty members will be approximately \$650 per credit hour and will depend on the number of courses offered each semester (or each year.) The cost should be recovered through tuition and state funding. We will also need to hire a Program Chair to oversee the program by completing tasks such as staffing the courses, managing cohorts, and scheduling classes. We expect this cost to be about \$5000 per year.

What faculty and staff development services will be needed? 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?

At this time, there is no other need for faculty and staff development services. All faculty and equipment will be provided through our agreement with the Los Alamos Fire Department.

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

Courses will be developed to be taught online as well as in traditional classrooms with field trips to the local employers when possible. No additional equipment or space will be needed at UNM-LA

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

The Los Alamos branch campus of UNM mirrors all of the same student support services that are available to main campus students. UNM-LA Academic Support Center maintains a qualified group of tutors who offer assistance in math, English, chemistry, and other subject areas depending upon the expertise of the tutors. The library facility offers a comfortable learning environment, which includes a variety of study spaces and ten public computer workstations. Our computer facilities, available for students to use outside of the classrooms, support Mac, Windows, and Linux platforms. All computer workstations on campus are connected to the campus local area network, providing internet access through a connection to UNM-Albuquerque. Academic advisors are available to assist students achieve their educational goals. The team of advisors can provide information on a variety of academic, administrative, and placement topics.

We do not see the need to improve any of the student services we provide at this time. As a result, we do not anticipate any additional costs related to improving these services.

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

No new institutional support will be needed.

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

Currently, there are no expected course fees required in the Associate of Applied Science in Public Safety except for existing courses that already have a fee associated. If we determine at a later date that expendable materials are needed for a particular class, the course fee form will be completed and submitted.

4. Projected Enrollment and Costs

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

i. Provide a detailed table of enrollment projections

The following table represents our projected enrollment figures for the program.

Year	Projected Enrollment
1	Minimum 10 students
2	Minimum 20 students
Following years	Minimum 20 students

ii. Provide a program budget.

In order to successfully implement this program, UNM-Los Alamos received support from LAPD in terms of curriculum development and potential adjunct faculty members. Other associated costs would include salaries for the program coordinator(s) and stipends for faculty members teaching in the program.

The following table provides a three-year projection of the program's estimated budget.

	Year 1	Year 2	Year 3
Program Coordinator	\$5000	\$5000	\$5000
Faculty	\$5,000	\$5000	\$5000
Student Outreach	\$1,000	\$1,000	\$1,000
Miscellaneous	\$750	\$750	\$750
Total Expenses	\$11,750	\$11,750	\$11,750

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

Currently we plan for the existing department chair in Applied Science to act as the program coordinator until it becomes self-sustaining, so there will be no additional cost. Cost of faculty will be the main expense to UNM-Los Alamos. Additional faculty is estimated to cost approximately \$5000 per year. We expect the cost to UNM-LA to be approximately \$6750 per year, with most of this cost being recovered through tuition and state funding.

5. Additional Information

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

6. Attachments

- Department of Labor documentation, if applicable. (attached)
- Formal needs assessment.
- List of similar programs (state and regional) (included)
- List of potential employers. (attached)
- List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable. (attached)
- Letters of support from external partners or stakeholders. (These have been requested and the parties agreed to provide them. However, we have not yet received them.)
- If applicable, letters of support from related UNM programs from other campuses.

US Bureau of Labor Statistics

May 2013 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates

Santa Fe, NM

33-0000	Protective Service Occupations	major	1,930	9.4%	32.706	1.33	\$14.41	\$16.60	\$34,530	4.8%
33-1012	First-Line Supervisors of Police and Detectives	detail	40	3.1%	0.599	0.78	\$34.69	\$35.41	\$73,650	3.0%
33-1099	First-Line Supervisors of Protective Service Workers, All Other	detail	60	10.1%	1.075	2.21	\$23.64	\$24.90	\$51,790	3.5%
33-3021	Detectives and Criminal Investigators	detail	70	0.0%	1.190	1.44	\$24.31	\$25.81	\$53,690	2.2%
33-3051	Police and Sheriff's Patrol Officers	detail	240	2.2%	4.121	0.86	\$24.26	\$24.35	\$50,640	1.9%
33-9032	Security Guards	detail	580	30.3%	9.842	1.22	\$10.71	\$11.27	\$23,440	3.5%
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	detail	90	4.2%	1.500	1.52	(8)	(8)	(8)	(8)
33-9099	Protective Service Workers, All Other	detail	60	6.8%	1.094	1.51	\$15.26	\$15.89	\$33,050	1.9%

May 2013 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates

North and West Central New Mexico nonmetropolitan area

33-0000	Protective Service Occupations	major	2,100	6.5%	33.651	1.37	\$14.64	\$15.98	\$33,230	2.9%
33-1012	First-Line Supervisors of Police and Detectives	detail	60	5.7%	0.944	1.24	\$25.38	\$25.03	\$52,070	2.7%
33-1099	First-Line Supervisors of Protective Service Workers, All Other	detail	60	13.3%	0.962	1.98	\$20.29	\$21.00	\$43,680	5.2%
33-3021	Detectives and Criminal Investigators	detail	30	35.0%	0.509	0.61	\$20.72	\$27.57	\$57,340	9.2%
33-3051	Police and Sheriff's Patrol Officers	detail	340	17.2%	5.523	1.15	\$19.15	\$20.00	\$41,600	2.5%
33-9032	Security Guards	detail	470	19.4%	7.507	0.93	\$10.83	\$11.69	\$24,320	5.6%
33-	Lifeguards, Ski Patrol, and Other Recreational Protective	detail	80	2.0%	1.211	1.23	\$9.31	\$10.69	\$22,240	1.8%

9092 [Service Workers](#)

33-9099	Protective Service Workers, All Other	detail	40	2.5%	0.692	0.95	\$18.21	\$20.17	\$41,950	3.2%
---------	---	--------	----	------	-------	------	---------	---------	----------	------

Similar Programs

Northern New Mexico College

AA in Criminal Justice

AAS in Police Science (emphasis on Patrol officer)

Santa Fe Community College

AA in Criminal Justice

AAS in Criminal Justice

Luna Community College

AA in Criminal Justice

UNM–Gallup (Western New Mexico)

AA in Criminal Justice Law Enforcement

UNMValencia

AA in Criminology

Dona Ana Community College (Southern New Mexico)

AAS in Law Enforcement

Please note that there is no other degree in the region in either Homeland Security or Emergency Management, which is of great concern to Los Alamos National Lab and the Los Alamos Police Department.

Potential Employers

- Los Alamos National Laboratory
- Los Alamos Police Department
- Regional police departments
- Private Security businesses
- Federal Government (Homeland Security)
- State Police
- City, state, national Emergency Operations departments
- Airport, border, and seaport security operations
- Disaster recovery departments of state, local and private companies

Advisory Board

Current Outside Members:

Officer Jordan Redmond, Los Alamos Police Department

Officer Andrew Goldie, Los Alamos Police Department

Marla Brooks, Los Alamos National Laboratory

Minutes of meetings

Minutes for Public Safety/Criminal Justice Program

09/21/2012

Meeting in Rm 220

Those present: Kay Willerton, Barbara Yarnell, Kate Massengale of UNM-LA

Marla Brooks and Wilfred Martinez of LANL Emergency Response Group

The first meeting to talk about creating a terminal AAS degree in Public Safety/Emergency Management.

We talked with Marla and Wilfred about General Education core requirements and specialized course requirements for the degree. Brainstormed about what specific courses the group thought important. Writing, Public Speaking, Physical Fitness, Chemistry, Behavioral Psychology and Computer Technology are some of the Gen Ed classes Marla and Wilfred thought important. Some of the specialized classes talked about were Terrorism, Incidental Command, Hazard Mitigation and Recognition and Emergency Planning.

We also talked about the need for this degree program at UNM-LA. Marketing and Promotion of the degree are very important. UNM-LA would work with LANL and Los Alamos County Police Department to inform the community of the new degree.

At the conclusion of the meeting, we planned on working on the curriculum. Barb and Kay would work on the general education requirements and Marla and Wilfred would work on courses specific to Emergency Management. Long range plan is to create a new degree program at UNM-LA. We are still working on the right title for this degree.

Respectfully submitted,

Barbara Yarnell

02/21/2013

Those present: Kay Willerton, Barbara Yarnell, Officer Jordan Redmond, Captain Randy Foster and Captain Scott Mills.

UNM-LA and the Los Alamos County Police Department met to talk about the need for a new degree program in Public Safety/ Emergency Management. Within the LA Police Department there are incentive pay upgrades for higher education. Scott, Randy and Jordan all felt there was a need for UNM-LA to offer an AAS degree in Public Safety/ Emergency Management and Police Science.

We talked about specific specialized classes the police department would like to see offered in the degree curriculum. A few of the classes mentioned were Report Writing, Constitutional Law, NM Law, Criminology, Police Ethics, and Report Writing.

We looked at and talked about various Public Safety/ Criminal Justice Programs offered in New Mexico. Jordan bought along the FEMA course program which we discussed.

At the end of the meeting we agreed to work on a curriculum for the degree. Jordan and Randy would email Kay with their suggestions of classes which should be included in the program. We also agreed that it was important to have both the Police Department and LANL Emergency Management meet together and discuss the program.

Respectfully submitted by Barbara Yarnell

05/15/2014

Those present: Jordan Redmond LACPD, Joe Candelaria LAFD, Kay Willerton and Barbara Yarnell UNM-LA.

We talked with Joe Candelaria about his work on creating the Fire Science and EMS degree Programs for UNM-LA. He spoke about the need for someone to commit to run the program and to figure out how to get students excited and enrolled in the program. We discussed offering some of the courses as dual credit courses with the LA Public Schools. Joe and Jordan looked at the EMS/Fire Science program to see how many could be used for both programs.

Jordan agreed to flesh out the electives for a Criminal Justice program. Joe would look into 1st Responder. Kay will send Jordan syllabi samples for Emergency Preparedness. Kay will also look into whether or not the AAS degree could also be a transfer degree towards a bachelor's degree. Kay and Jordan talked about what text books are good. There was also discussion on what the title of the Program should be.

Respectfully submitted,

Barbara Yarnell

09/11/14

Those Present: Kay Willerton, Cindy Rooney, Barbara Yarnell UNM-LA, Marla Brooks LANL, Jordan Redmond and Drew Goldie LACPD.

We talked about what will make a successful Program. What are LANL needs and what are the LACPD county needs? What combination of courses will work best for both the Lab and the Police Department? After much discussion it was decided that the AAS Degree would be called Public Safety and that there would be 3 concentrations: 1. Police Science 2. Emergency Management and 3. Security.

It was agreed that Marla, Jordan and Drew would work on specific concentration courses and Kay would work on General Education requirements and combine them into each concentration. Marla will also talk with the Security Division at the Lab and give us some contact information. Barbara Yarnell will contact them.

The deadline for submission for a new degree program is October 15th. Marla, Jordan and Drew and a security person will send their curriculum suggestions to Kay by September 26th. They will also send in letters of support of the program to Kay ASAP.

Respectfully submitted

Barbara Yarnell



LOS ALAMOS POLICE DEPARTMENT

DINO SGAMBELLONE, Chief of Police

2500 TRINITY DRIVE, SUITE A • LOS ALAMOS, NM 87544 • T (505) 662-8226, F (505) 662-8287

To whom it may concern:

I would like to thank you for taking the time to review this new and innovative program that our local higher education source is hoping to offer. I know many hours of hard work have been put into the design of this program by UNM-LA employees and officers of Los Alamos Police Department as well.

The idea for this program began nearly two years ago when one of my officers brought together a few of the command staff officers and UNM-LA educational leaders to discuss the need for a local higher educational opportunity for officers and those interested in entering our field of work. During these past two years, not only has the design concept transformed into a very exciting program, but we have also gained support for this program with our local high school who is working collaboratively with UNM-LA to design an Early College Program as well.

I want to show just how important higher education is to my department and my officers. Half of the adult workers in this town are employed by the Los Alamos National Laboratory, and the majority of those employees have higher degrees. These employees, and the other citizens of our community, expect a professional and educated police force. Because of this, nearly 90% of the department supervisors have higher degrees. We also have three officers who are not in the command staff who have their master's degrees. Our newly updated job descriptions require that all future promotions to supervisory positions will require at least an Associate's degree for front line supervisors and a Bachelor's degree for command staff. A local higher educational opportunity is certainly a need for officers who wish to be promoted.

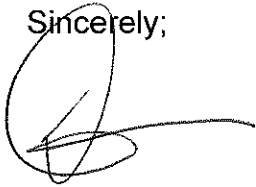
This is not a unique need in our department. Within regular commute distance for our region, there are no less than four other agencies employing approximately 200 law enforcement officers. Each of these departments either requires a college degree for promotion or offer educational incentives.

Maintaining staffing levels for law enforcement officers can often be challenging. I believe that the offering of a degree through UNM-LA will not only be a benefit to my

officers, but also to other law enforcement officers in the area and individuals who desire to become law enforcement officers. Our department alone typically hires new officers every nine to twelve months just to keep up with retirements and officers leaving the area. Other agencies experience similar continual recruiting patterns.

I wholeheartedly support the development of a Public Safety degree program with a concentration in Law Enforcement here in Los Alamos. I believe it will offer an exciting educational opportunity for our local young adults, our department employees, and other area law enforcement officers as well. Thank you for considering this program.

Sincerely;

A handwritten signature in black ink, appearing to be "Dino Sgambellone", with a long horizontal stroke extending to the right.

Dino Sgambellone

Chief of Police

**UNM-Los Alamos
New Degree Program Proposal**

Associate of Applied Science in Public Safety

The UNM-Los Alamos Curriculum Committee has approved the proposed new program above.



October 31, 2014

Dennis Davies-Wilson, Chair

Date

Preliminary Approval from Dr. Heileman for Certificate in IT Healthcare

From: Greg Heileman

Sent: Monday, November 03, 2014 8:39 PM

To: Laura Margaret Blalock

Cc: Joe Suilmann

Subject: Re: Inquiry on Preliminary Review, and Second Submission

Hi Laura,

I just had a chance to review the proposed certificate -- it seems very timely. Is Chris Dyer aware of the 1.5 additional faculty required to support this certificate? Can you provide a letter from him indicating that he's willing to cover these lines out of his existing budget? We may face another flat budget scenario this year, and therefore we need to ensure that if we approve this certificate, it has the financial support from UNM-G necessary to run no matter what happens with the budget. Does the grant you mention have the possibility of providing support for these positions? Subject to Chris' support, you're fine to proceed with this, i.e., to submit it to the curriculum workflow process.

By the way, I noticed that your Associates in Health Information Technology degree requires 71 credit hours. The Higher Learning Commission expects an associates degree to consist of 60 total credit hours. Is there a reason for this to be so high? I'm curious, is anyone on your campus looking at the possibility of streamlining this as well as other high-credit programs. In the case of the Health Information Technology degree, 11 credit hours amounts to one more semester, i.e., 25% more time than a two-year degree should take. We've recently worked to streamline the curricula on main campus, and I'm happy to share with you our work in this area.

Thanks,

-Greg

Memorandum

To: Dr. Cindy Rooney, Dean of Instruction
From: Dennis Davies-Wilson, Library Director
Date: October 27, 2014
Re: Library support for proposed AAS Program in Public Safety Form C

The library currently has access to approximately 248 e-books about public safety; however, the library currently does not collect print resources in support of public safety. Anticipating that there will be somewhat of a need for a small collection of print resources, an initial amount of \$3,000.00 would be needed to provide a small core collection in support of this program. This amount will provide approximately 42 items at an average cost of \$70.00 per book.

Preliminary Approval from Dr. Heileman for Certificate in IT Healthcare

From: Greg Heileman

Sent: Monday, November 03, 2014 8:39 PM

To: Laura Margaret Blalock

Cc: Joe Suilmann

Subject: Re: Inquiry on Preliminary Review, and Second Submission

Hi Laura,

I just had a chance to review the proposed certificate -- it seems very timely. Is Chris Dyer aware of the 1.5 additional faculty required to support this certificate? Can you provide a letter from him indicating that he's willing to cover these lines out of his existing budget? We may face another flat budget scenario this year, and therefore we need to ensure that if we approve this certificate, it has the financial support from UNM-G necessary to run no matter what happens with the budget. Does the grant you mention have the possibility of providing support for these positions? Subject to Chris' support, you're fine to proceed with this, i.e., to submit it to the curriculum workflow process.

By the way, I noticed that your Associates in Health Information Technology degree requires 71 credit hours. The Higher Learning Commission expects an associates degree to consist of 60 total credit hours. Is there a reason for this to be so high? I'm curious, is anyone on your campus looking at the possibility of streamlining this as well as other high-credit programs. In the case of the Health Information Technology degree, 11 credit hours amounts to one more semester, i.e., 25% more time than a two-year degree should take. We've recently worked to streamline the curricula on main campus, and I'm happy to share with you our work in this area.

Thanks,

-Greg

Executive Summary

Program Description

The University of New Mexico-Gallup Business and Technology department and Health Information Technology department are both requesting approval of a¹ Certificate in IT Health. The Certificate will articulate to the Associates in Health Information Technology at the University of New Mexico-Gallup campus, with an additional 26 credits needed to attain the HIT Associates, and upon graduation will be eligible to then matriculate to a Bachelor level HIM program, including the online Bachelor level program at Weber State for which we have an existing articulation Agreement. The IT courses from the proposed IT Health Certificate will matriculate to the Bachelors in Computer Science at the Albuquerque UNM campus.

The new Certificate in IT Health fits the UNM Gallup Branch's commitment to being responsive to community and student needs. Additionally, the new Certificate in IT Healthcare meets UNM Albuquerque's mission by educating and encouraging students to contribute to the local business and economic workforce and healthcare worker needs. The Certificate in IT Healthcare fits with existing courses in IT, and existing HIT courses, but is unique as this Certificate addresses a third area, which focuses on the provision of IT technology in healthcare settings and the unique needs of HIPAA and electronic reimbursement related to healthcare. The projected start date of this Certificate in IT Health is Fall 2015, based on the fact that all but three courses currently exist, and the additional three courses would begin in Summer 2016. Form B's have been written for the three new courses.

Evidence of Need with Justification

In a Spring 2014 all-campus wide online survey to students conducted by our IR staff, that assessed 'intended career', the field of Health Information Technology was chosen as third of all programs as "intended career", followed closely by Business and then Compute Science. Students would be recruited through General Studies, through IT advisement, through Nursing studies advisement, and through the Business Program. There is currently only one other program, CNM, which offers a similar E.HR Certificate. According to Department of Labor Statistics, there exists a 10.3% percentage vacancy rate in rural hospitals for high-level IT/systems specialists, compared to 6.6% in urban hospitals. A July 2014 survey of eight separate Health Information Department Managers, and hospital department IT Managers, indicated 86% supported the need for this type of workforce role.

The Certificate in IT Healthcare will meet the needs of local physician office and group practice offices that utilize technology in the documentation of medical encounter, patient billing, and electronic reimbursement. The Affordable Care Act mandated insurance coverage for all eligible adults, which is resulting in additional healthcare encounters, necessitating additional medical record documentation, storage of healthcare data, and electronic sharing of healthcare data. Federal mandates that physicians adopt Electronic Health Records by years 2015 and 2016, or face progressive financial penalties, provides additional needs for IT healthcare workers to assist physician offices with implementation and maintenance of E.HRs. An aging population (NM is expected to be 4th in the national with a population >65 years of age by 2030) necessitates additional healthcare encounters, with additional electronic management and storage of healthcare data. The most recent Bureau of Labor Statistics -- [Job Outlook](http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm), highlights that "employment of health information technicians is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. The demand for health services is expected to increase as the population ages." (<http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm>).

Program Content and Quality

The 45-credit Certificate in IT Health would include English 101, Math 121, as well as 19 credits from the Business Technology program and 17 credits from within Health Information Technology. Of these 45 credits, two courses in the HIT Program are being developed, and a third course is existing at ENMU and will be offered through the SunONLINE coursesharing platform. Enrolling students will come from a variety of backgrounds, including graduating high school students, from referrals from local, Tribal, and State workforce training programs, and from individuals with prior learning in the field of either IT or healthcare who have an interest in the combined, unique Certificate program. Additionally, there are an estimated 1700-2100 Veterans in McKinley County, some who may be interested in enrolling in this Certificate program as well *The Business Technology Departments currently has a seat count of 225 students this semester, with many of those students expressing an interest in combing their IT academics with healthcare courses.*

It is anticipated that the first year enrollment would begin with 30 students enrolled in this Certificate program, rising by 10% each year. The new program change will shift to meet and ensure a flawless articulation with the HIT Associates in Healthcare, with an additional 26 credits needed to attain an Associate's Degree in Health Information Management Technology, which has a mandated curriculum content through the CAHIIM accrediting body for Associates in Health Information Technology.

Student Learning Outcomes, and Evaluation and Assessment

- Students will be able to demonstrate proficiency in oral and written communication.
- Students will be able to solve information mathematical problems using critical thinking skills and problem solving skills related to technical applications regarding an E.H.R. system.
- Possess a basic conceptual understanding of system installation, networking, and security
- Understand healthcare regulatory requirements and standards behind an E.H.R. system
- Be familiar with healthcare structure, basic workflows and clinical processes
- Students will be able to demonstrate knowledge of implementation and management of an electronic health record system
- Be familiar with healthcare terminology, basic workflows, and clinical processes
-

Instructional delivery will be inperson lecture, inperson hands on activities, via online. Accreditation will not be sought for this certificate. The program learning outcomes will be measured by grades, course evaluation(during the semester and end-of the semester), observation of students performing task, analysis of student work programs (exams, essays, oral presentation), graduation rates, and the number of students progressing to advance degrees.

Human Resources: The total credit hours of 45 credits, among two departments, can be served by the current faculty, with the addition of an estimated additional 1.5 staff. plus one Adjunct HIT Instructor to teach a 2 credit, Term 3 summer course. The Business Technologies Department maintains an eligibility requirement for their faculty of an MBA, while the Health Information Technology Department has a requirement of a Bachelor's Degree with either RHIT or RHIA certification. In addition to departmental standards, it is important that the Business Technology and IT courses be taught by a Master's level in order to articulate to an advanced degree at the Bachelor's level. Technology needs will not change. Additional space is not needed. Student Services will not be impacted by this change. **Projected**

Enrollment and Cost: Initial enrollment estimated at 30 with a five year projected increase to 48 students. Costs estimated at 1.5 full time faculty start base pay at 45,000 for one FT, effectively \$67,500 for 1.5 Staff. Additionally, \$2,000 is needed for a Term 3 Summer 2016 HIT Adjunct Instructor. The costs for the additional IT instructors, and the \$2000 for the HIT Program, will be borne by UNM Gallup.

B2: Faculty Ranks and Titles

(Excerpts on Professor of Practice)

Policy

2.3.14 Professor of Practice

This title may be used to appoint individuals in the School of Architecture and Planning and the College of Fine Arts who have achieved distinction in practice, and who may benefit a professional program at the university by the integration of professional practice with teaching.

Specific titles will be granted with respect to the applicable professional program, "Professor of Practice in ____". Those holding these appointments will not have voting privileges except as described in Article II, Section 2 of the Faculty Constitution. Professors of Practice are not eligible for tenure.

The faculty of each School or College must approve the establishment of these positions. The School or College faculty will develop and adopt criteria for the appointment and reappointment consistent and parallel with faculty at the rank of full Professor, establishing specific guidelines and procedures for awarding these titles and subsequent performance review, including issues of service and teaching.

These appointments may be either full-time or fractional, i.e., less than 100%, when actively engaged in practice. Initial appointments may be granted for a term up to three years, with the approval of faculty within the academic department. Appointments may be renewed in terms of up to three years with the approval of faculty within the academic unit or department.

Full and part-time appointments of those designated Professors of Practice shall not exceed 10% of the FTE tenure/tenure-track faculty of each School or College. These positions may not be created from funding of vacated tenure/tenure-track positions in the professional program.

B3: Faculty Appointments and Contracts

(Excerpts on Professor of Practice)

Policy

3.4.4 Professor of Practice

Professors of Practice are chosen by academic units or departments in School of Architecture and Planning and the College of Fine Arts, with approval of the dean, and serve renewable terms of three years.



To Accompany Form C:

Budgetary and Faculty Load Implications for Certificate in IT Healthcare

1. Budgetary and Faculty Load Implications: -
 - a) 1.5 Additional Instructor hours (at an anticipated cost of \$67,500) for IT courses will be requested as enrollment increases. UNM-Gallup Branch President Dr. Dyer has committed in a written letter to the Provost's Office (Dr. Greg Heileman) that UNM-G will assume the costs of these additional instructor positions. There will be no impact on IT instructors for the IT courses within the two years (Fall 2015-Spring 2017)
 - b) \$2,000 has been requested and approved to be paid by UNMG, through written communication from Dr. Dyer, for the Summer 2014 2 credit course.
2. Long Range Planning –This Certificate in IT Healthcare will continue to be offered indefinitely within the UNM Department of Business Technologies and Management and the Health Information Technology Program.

2.3.14 Professor of Practice

This title may be used to appoint individuals ~~in the School of Architecture and Planning and the College of Fine Arts~~ who have achieved substantial national and/or international distinction in practice, who have had a major impact on fields important to the mission of the University, and who may benefit a ~~professional~~ program at the ~~university~~ University by the integration of professional practice within its teaching and research missions~~with teaching~~. Appointment as Professor of Practice should only be made in exceptional circumstances to meet demonstrable need that cannot be met by regular faculty appointments. The Professor of Practice shall not be a substitute for regular faculty nor shall appointment as Professor of Practice be made as a matter of courtesy.

Specific titles will be granted with respect to the applicable ~~professional~~ program, "Professor of Practice in ____". Those holding these appointments will not have voting privileges except as described in Article II, Section 2 of the Faculty Constitution. Professors of Practice are not eligible for tenure.

The faculty of each School or College must approve the establishment of these positions. The School or College faculty will develop and adopt criteria for the appointment and reappointment consistent and parallel with faculty at the rank of full Professor, establishing specific guidelines and procedures for awarding these titles and subsequent performance review, including issues of service and teaching.

~~These appointments may be either full-time or fractional, i.e., less than 100%, when actively engaged in practice. Initial appointments may be granted for a term up to three years, with the approval of faculty within the academic department. Appointments may be renewed in terms of up to three years with the approval of faculty within the academic unit or department.~~

Full and part-time appointments of those designated Professors of Practice shall not exceed 10% of the FTE tenure/tenure-track faculty of each department, or in the absence thereof, each School or College. For a department of less than 10 FTE tenure/tenure-track faculty, no more than one Professor of Practice shall be appointed. ~~These positions may not be created from funding of vacated tenure/tenure-track positions in the professional program.~~

3.4.4 Professor of Practice

~~Professors of Practice are chosen by academic units or departments in School of Architecture and Planning and the College of Fine Arts, with approval of the dean, and serve renewable terms of three years.~~

Professors of Practice are chosen by department, school, or college, with approval of the dean, and serve renewable terms of three years. Initial appointments may be granted for a term up to three years, with the approval of faculty within the department, school, or college. Appointments may be renewed in terms of up to three years with the approval of faculty within the department, school, or college. These appointments may be either full-time or fractional (i.e., less than 100%) when the individual appointed is actively engaged in practice. Faculty involvement in the decision to appoint the Professor of Practice should be identical to the procedures used in all faculty hires within department, school, or college. Individuals appointed to these positions must be reviewed annually in accordance with Faculty Handbook Section B4.10 Annual Review of Continuing Non-tenure-track Faculty.

Proposed Faculty Handbook Amendment of “Professor of Practice” Title and Appointment

History of the Title

In 2005, the School of Architecture and Planning proposed the addition of the title of “Professor of Practice” to faculty titles available at UNM. After careful review and revision of the proposal by the Academic Freedom and Tenure Committee in consultation with various University stakeholders in 2006 and 2007, the proposal was presented to the full faculty for a vote and was approved in November 2007. Following approval by the full faculty, the Board of Regents unanimously approved the Faculty Handbook provisions in January 2008.

The current version of the Professor of Practice title and appointment sections of the Faculty Handbook provides for appointment to the title in the School of Architecture and Planning and in the College of Fine Arts for three year terms with approval of the faculty in the academic unit or department. With approval of the faculty, each School or College may appoint up to 10% of the FTE tenure/tenure track faculty as Professors of Practice. The limited term appointments are renewable for additional three year terms with approval of the faculty within the academic unit or department.

History of the Proposed Amendment to Sections B 2.3.14 and B 3.4.4

In mid-Fall 2013, the Academic Freedom and Tenure Committee was approached by the Department of Communication and Journalism and the College of Arts and Sciences about the need to broaden the applicability of the title “Professor of Practice” into other schools and colleges at the University. During the 2013/2014 academic year, the Academic Freedom and Tenure Committee consulted with the Provost’s Office and the Health Sciences Center as well as Faculty Senate leaders about the need for the expansion of the title and about proposal language. To ensure full consideration of the issue and input from all stakeholders and with the installation of new Committee members and the return to campus in Fall 2014, the Academic Freedom and Tenure Committee resumed consideration of the proposal and, after consultation with Faculty Senate leadership, the Committee on Governance, the Faculty Senate Policy Committee, the President’s Office, the Provost’s Office, and the Office of the Health Sciences Center’s Vice Chancellor for Academic Affairs, the Academic Freedom and Tenure Committee finalized language for an expansion of the title of “Professor of Practice” for consideration by the full voting faculty of the University.

Summary of Proposed Amendment

The title of “Professor of Practice” may be used to appoint individuals who have achieved distinction in practice and who may benefit the University by the integration of professional practice within its teaching and/or research missions.

The faculty of each School or College must approve the establishment of these positions. The School or College faculty will develop and adopt criteria for the appointment and reappointment, establishing specific guidelines and procedures for awarding these titles and subsequent performance review.

These appointments may be either full-time or fractional, i.e. less than 100%, if still actively engaged in practice. Initial appointments may be granted for term up to three years, and may be

evaluated and renewed for one additional term of up to three years, by a vote of a majority of faculty within the academic unit or department. Professors of practice shall not exceed 10% of the FTE tenure/tenure-track faculty of each academic unit or department.

Rationale for Proposed Amendment to “Professor of Practice” Title and Appointment

This policy recognizes that departments occasionally have a demonstrable need or exceptional opportunity to enhance the teaching or research missions through the contributions of people who have achieved distinction in the field. This title enables the appointment of such individuals as a mechanism to enhance program delivery or research. The changes to this policy expand the availability of this title to all disciplines and departments at UNM. The policy also places limits on number and length of appointment and requires regular review to ensure academic quality. The policy also acknowledges position papers published by AAUP on both the importance of tenure-track and tenured faculty and the Professor of Practice title. The AAUP statement “On Full-Time Non-Tenure-Track Appointments” has been upheld repeatedly by the organization and provides extensive detail supporting the importance of tenure and the negative repercussions of growth in non-tenure-track appointments. In summary:

“The AAUP has long held that all full-time teachers, irrespective of their titles, should either be tenured or probationary for tenure, except for those appointed under special circumstances (for example, short-term replacements for faculty members who are on leave). Following from this basic position, the AAUP has been sharply critical of full-time non-tenure-track appointments, pointing to the adverse effects of these appointments for individual faculty members, for students, for academic freedom, and for the academic profession as a whole.”¹

In a statement on Professors of Practice,² AAUP cites common practices related to the Professor of Practice indicating, “They are usually appointed following a national search. Their academic performance is regularly evaluated according to criteria appropriate to their positions. The length of their renewable term appointments is typically five years rather than one year.” The position taken in this policy statement regarding this title leaves departments with flexibility regarding the manner of search and appointment, yet follows the trend of renewable, but not indefinite, appointment and regular evaluation. The cycle to 3 years renewable is intended to meet departmental needs and provide a reasonable cycle for review and reappointment. Additional support can be found in a recent position paper related to the field of Journalism.^a

Revisions to the UNM title are intended to ensure continuation of the research mission of the university by limiting the percentage of Professor of Practice appointments to a small portion of faculty (no more than 10% of any department). Academic quality is supported through the establishment of rigorous credentials and regular review of performance.

¹ On Full-Time Non-Tenure-Track Appointments. AAUP, 1986, in *Policies & Reports*. Available online at: <http://www.aaup.org/report/full-time-non-tenure-track-appointments>

² Professors of Practice. AAUP, 2004, *Policies and Reports*. Available online at <http://www.aaup.org/report/professors-practice>

^aA recent position paper produced by three former journalism school deans under the auspices of the Carnegie-Knight Journalism initiative addresses the challenge of providing professional education founded on a solid academic background. This situation mirrors that of many fields which may find the Professors of Practice potentially meaningful additions to the faculty. This paper acknowledges the challenges of the profession yet calls for balancing those with the university mandate. The authors call for raising the standard of education to the graduate level and cite the critical role of research as a component of academic quality.

Educating journalists: A new plea for the university tradition. J. Folkerts, J. M. Hamilton, & N. Lemann, 2013. Columbia Journalism School.

Elimination of Programs

Justification for elimination of Secondary Education Certificate (Valencia Branch): The branch believes this certificate no longer has vocational value, and hence there is very little demand. Only two students were awarded this certificate last year, and only three certificates were awarded in the past five years.

Justification for elimination of Associates of Arts in Criminal Justice (Taos Branch): The Associate of Arts in Criminal Justice has been incorporated as an area of focus into the Associate of Arts in Liberal Arts. Students in the Associate of Art in Criminal Justice program will be directed to change to the associate of Arts in Liberal Arts program. The last term a student may be awarded this Associate Degree is spring 2015.



Regents' Academic/Student Affairs & Research Committee Presentation April 2, 2015

Update on Affordable Care Act Outreach and Enrollment among UNM and APS Students

Presentation Team: Kiran Katira , Veronica Plaza

Presentation Contributors: Yadira Salazar, Yazmin Irazoqui, Alexis Bustillos, Devon Fleming, Andrea Botero



OVERARCHING AIM

The project aims to combine knowledge and action for social change in order to improve community health and eliminate health disparities.

It seeks Institutional leadership support to bring about change for Affordable Care Act initiatives on campus.

AIMS

- **Specific Aim 1:** Develop information resources/services specifically directed towards populations affected by health disparity.
- **Specific Aim 2:** Increase intersectoral collaborations to facilitate policy development that ensures access to enrollment and education about the Affordable Care Act (ACA) at UNM and Albuquerque Public Schools (APS).
- **Specific Aim 3:** Recruit and register at least 10% of UNM students into health insurance through the options offered by Affordable Care Act (ACA).
- **Specific Aim 4:** Increase utilization and sustainability of schools/university health based centers.

ACA IMPLEMENTATION PHASE 2014

In New Mexico

- Total Population: 2 million Residents
- 23 % uninsured
- 250,000 qualify for the Exchange
- 135,000 will qualify for Medicaid

Source: Coughlin , Lucia , & Keith , 2012

At UNM

- Total Students: **28,644**
- Undergraduate: 20,844
- Graduate/Professional School: 7,800
- **Approximately 40% of students uninsured**

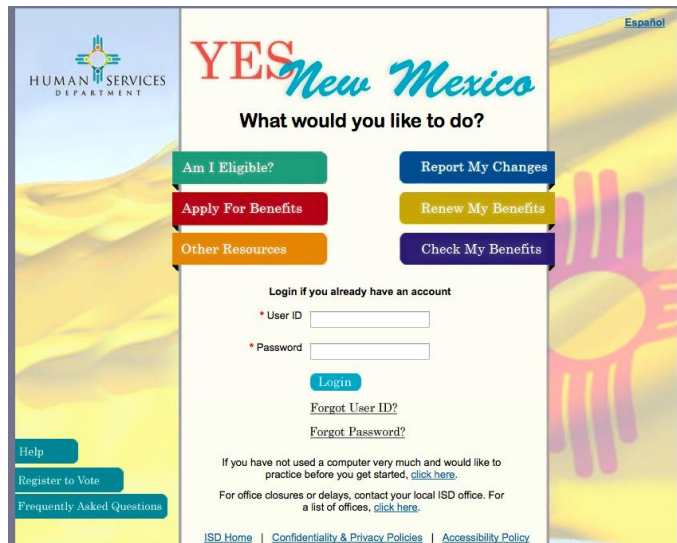
Sources: UNM Office of Institutional Analytics, 2013



ACA IN NM

Medicaid

- Medicaid Expansion
- Centennial Care
- www.yes.state.nm.us



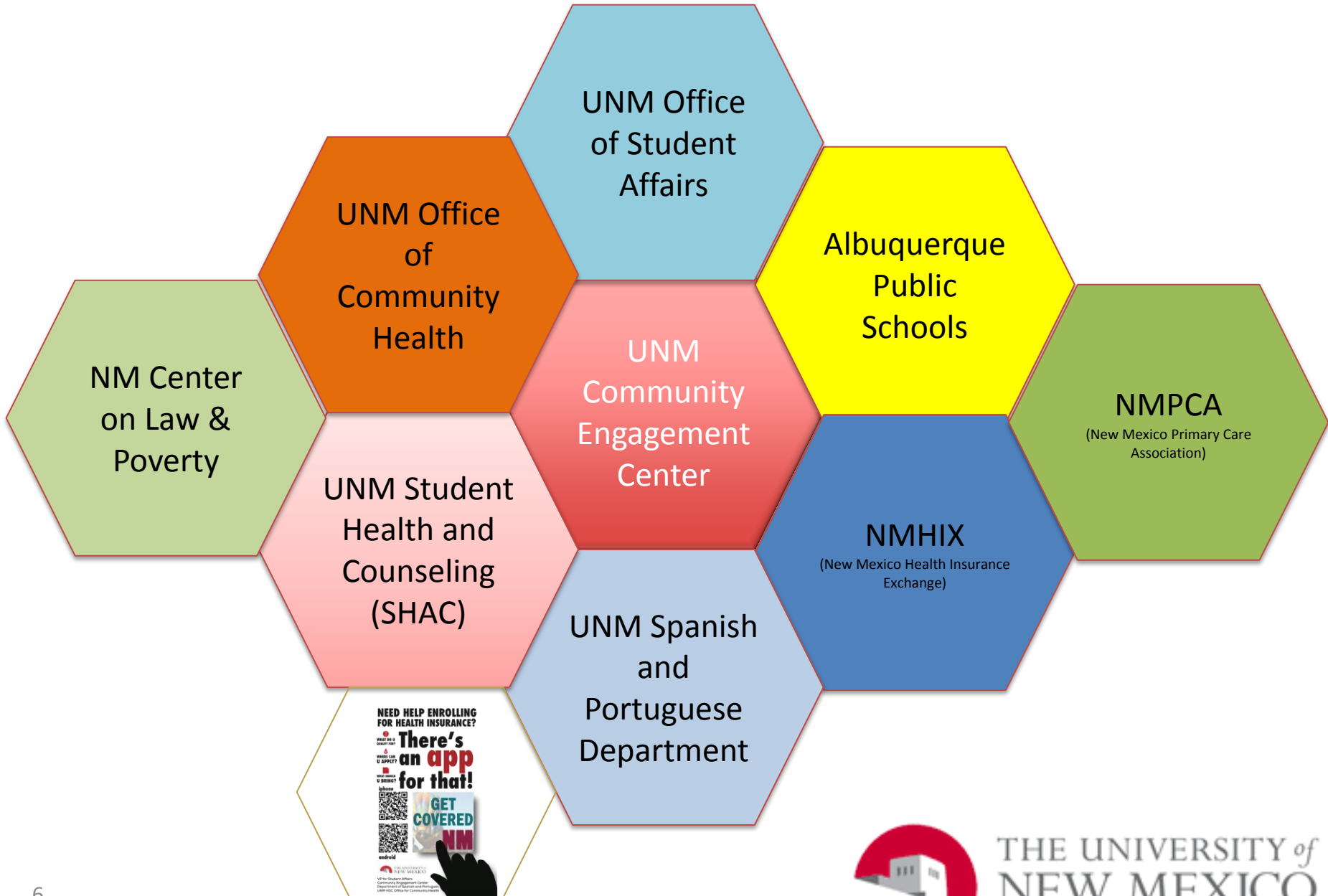
The screenshot shows the 'YES New Mexico' website interface. At the top left is the 'HUMAN SERVICES DEPARTMENT' logo. The main heading is 'YES New Mexico' with the tagline 'What would you like to do?'. Below this are several buttons: 'Am I Eligible?' (green), 'Report My Changes' (blue), 'Apply For Benefits' (red), 'Renew My Benefits' (yellow), 'Other Resources' (orange), and 'Check My Benefits' (purple). A 'Login if you already have an account' section includes fields for 'User ID' and 'Password', a 'Login' button, and links for 'Forgot User ID?' and 'Forgot Password?'. At the bottom, there is a note about computer practice and office closures, along with links for 'Help', 'Register to Vote', 'Frequently Asked Questions', and 'ISD Home | Confidentiality & Privacy Policies | Accessibility Policy'.

NM Health Insurance Exchange

- NM Exchange
- NMHIX
- www.bewellnm.com
- www.seguroquesinm.com
- www.healthcare.gov
- www.cuidadodesalud.gov



INTERSECTORAL COLLABORATION



Activities

- Developed and implemented an intersectoral health promotion intervention of the ACA at UNM lead by students
- Conducting bilingual outreach & health literacy about ACA year around
- Conducting training to UNM students and staff to self-enroll
- Offering ongoing enrollment through online scheduling
- Offering enrollment at the SHAC by student enrollers
- Enhancing partnership with APS for cultural and linguistic appropriate outreach and enrollment
- Enhancing partnership with NMPCA for Medicaid enrollment at UNM

OUTCOMES

- Students qualified to become Medicaid enrollers
- APS bi-weekly Medicaid enrollment events
- Allocation of human resources for enrollment
- Networks on campus for information dissemination
- Weekly Medicaid enrollments at the Student Health & Counseling Center (SHAC)

OUTCOMES

1/2013 to 4/2014

Total population reached: 910,000

- Outreach Events: 72
- Bilingual Webinars, [Videos](#) and App
- NMHIX Postcards: 2,035
- NMHIX Spanish Radio Outreach
- Approx. Medicaid Referrals: 5,000



CHALLENGES AND OPPORTUNITIES

- Monolingual material → BILINGUAL INFO
- Confusing Websites → Simplified to multimedia
Bilingual Webinars
- Limited Information → UNM marketing
campaign
- More paperwork → Facilitated FAFSA event
- No mandatory
health insurance → Work with UNM
Leadership

OPPORTUNITIES TO KEEP SERVING OUR NM STUDENTS

OUTREACH:

- Simplify the message
- Reach students at school, college or university
- Use existing networks for information dissemination

ENROLLMENT:

- Link enrollment to FAFSA, academic enrollment and/or state taxes

UTILIZATION:

- Expand coverage period from 1 year to 5 years

OPPORTUNITIES TO KEEP SERVING OUR **UNM** STUDENTS

- Incorporate Medicaid Enrollment into UNM Freshmen Orientation
- Have Medicaid webinars on my.unm.edu
- Include Health Insurance Status on student admission and registration forms
- Facilitate Medicaid recertification by making it part of the UNM registration process
- Make the Medicaid/NMHIX application available on my.unm.edu
- Create health insurance enrollment reminders through my.unm.edu

REQUEST

- Endorsement of this initiative to further evaluate the challenges & opportunities
- Charge to an Institution-wide collaborative to address the aims, challenges, and resource requirements

SOURCES

- Coughlin , T., Lucia , K., & Keith , K. (2012). *ACA Implementation- Monitoring and Traking New Mexico*. Urban Institute
- NM Public Education Department. (n.d.). *www.ped.state.nm.us/schoolFamily Support/d108/HE%Standards.pdf*. Retrieved Dec 20, 2015
- Plaza, V., Cadena, M., Barboa, A., & United, Y. W. (2011). *Youth Access to Publically Funded Health Services in Bernalillo County; A health Policy Emergency*. PP, Albuquerque .
- UNM Office of Institutional Analytics . (2013, 10 6). *http://oia.unm.edu/facts-and-figures/official-ereports .html*. Retrieved 01 14, 2015
- S. L. Hayes, P. Riley, D. C. Radley, and D. McCarthy, Closing the Gap: Past Performance of Health Insurance in Reducing Racial and Ethnic Disparities in Access to Care Could Be an Indication of Future Results, The Commonwealth Fund, March 2015.



Computer Science Education Investing in New Mexico's Economic Future

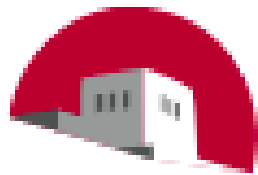
Melanie Moses
Associate Professor
Department of Computer Science

melaniem@unm.edu

<http://www.cs4all.org/>



SANTA FE
INSTITUTE



THE UNIVERSITY *of*
NEW MEXICO

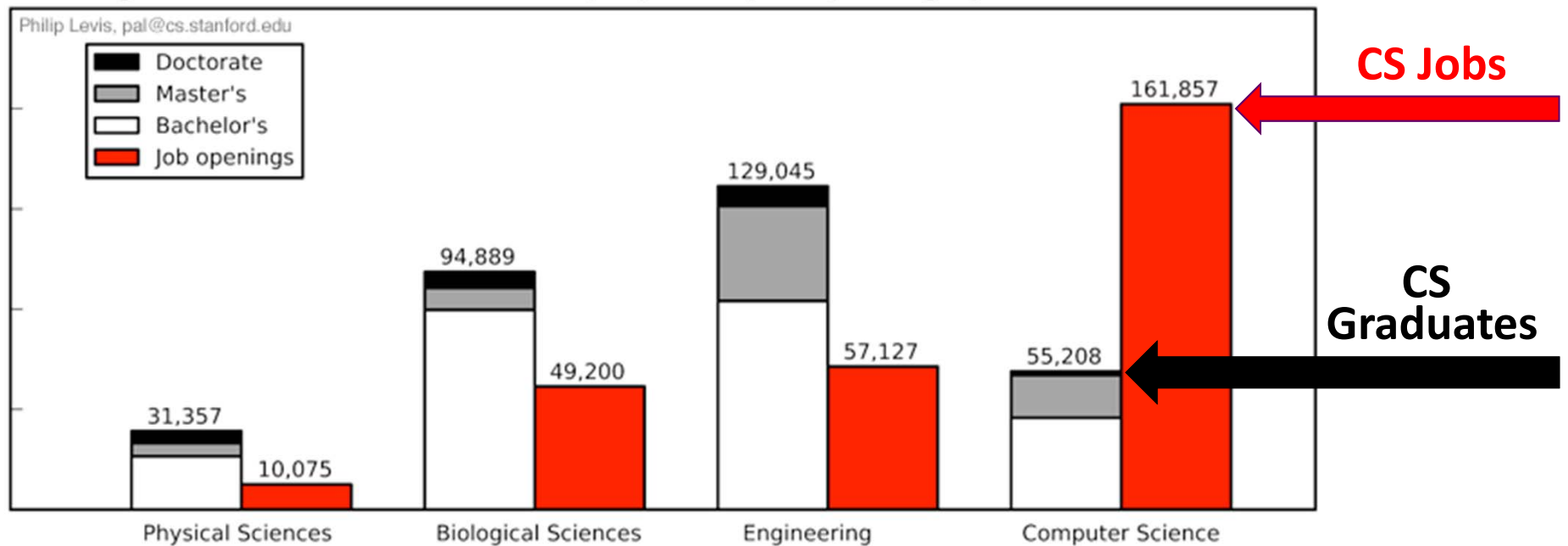


Goals

- **Need:** Computer Science education to grow New Mexico's economy
- **Challenge:** Gaps in the education pipeline
- **Solution:** CS4All closes the gap
- **Support:** Resources & endorsement

1/2 of Science Technology Engineering & Math (STEM) jobs are projected to be in Computer Science (CS)

The CS Gap: Many jobs, few students



100% of UNM CS graduates are employed
Average starting salary for computer scientists is > \$70,000

Computer Science education is key for economic development



The problem is the pipeline

- Few NM high schools offer computer programming
- Students are not aware/prepared/advised to study CS
- High schools don't have expertise to teach CS
- CS is not a 'core' course, but it is essential!

Computers are the economic engine of the 21st century

Without CS skills, NM students are falling behind





Builds a Pipeline



- Dual credit course offered to NM high school students through UNM
- Hybrid model
 - Teach the teachers (online + in person workshops)
 - High school teachers teach hands-on CS labs using UNM online course material
- A scalable program to teach CS in NM High Schools
- Students Learn
 - to write computer programs
 - problem solving, computational thinking & scientific modeling
 - integrated STEM skills





Success So Far

- In the 1st 2 years
 - 600 NM high school students
 - 30 high school teachers
 - 80% of students pass

- Demographics

CS Majors in the US*

< 15% women
< 10% Hispanic/Native/
African American



35% women
60% Hispanic/Native/
African American
76% underrepresented groups

*Computing Research Association (2014)



Assessment

In the words of NM high school teachers:

*“It was **the best PD (Professional Development) I have ever been to.**”*

*“The student was not college material, but last year **decided to go to college** after ‘getting into’ the CS108 course.”*

*“[CS108] not only increases computer science skills and knowledge, but helps with math and science. It helped my students **connect the dots.**”*

*“This is so perfect for our state. [It] is useful for students as it helps them to **leapfrog poverty.**”*

Improves teaching **Transforms students** Teaches valuable skills
Provides economic opportunities



Goal: Educate more students

- **Larger numbers, more diverse & better prepared students**
 - In CS and STEM
 - In NM high schools
 - **Enrolled at UNM**
- Ongoing activities for growth
 - Developing 2nd semester course
 - Hosting CSforAll students at UNM
 - Offering CS4All for teachers & students on UNM campus Summer 2015





Support: Resources & Endorsement

- Budget
 - to sustain CS4All for high schools (\$35K/yr)
 - TAs for UNM Core (\$8K/20 students)
 - Infrastructure for dual credit
- Endorsement from UNM leadership
 - Recognize that CS is an essential 21st century skill
 - Encourage APS and other school board support
 - Satisfy a high school math/science requirement
 - Satisfy a UNM core requirement



Program touts UNM for computer science



Carlos Lopez of Nex+Gen Academy photographs a robot in the Swarm Robotics Lab at the computer science event. (Dean Hanson/Albuquerque Journal)

High school sophomore William Morlan listened intently Tuesday as a University of New Mexico Ph.D. student – with the help of an interactive computer – talked about motion tracking.

Both young men were at UNM's Centennial Engineering Building for one reason: a shared love of computer science.

<http://www.abqjournal.com/547200/news/program-touts-unm-for-course-in-computer-science.html>



KRQE NEWS 13

WATCH LIVE NEWS WEATHER 13 INVESTIGATES INTERACTIVES TRAFFIC REPORT

UNM Introduces new STEM courses

By Amy Walker
Published: February 27, 2015, 7:52 am | Updated: February 27, 2015, 2:57 pm

UNM Introduces new STEM courses
UNM Introduces new STEM course offerings to people who wouldn't otherwise be interested in them.

ALBUQUERQUE (KRQE)- The University of New Mexico has been making a big push to get young students interested in fields related to the Science, Technology, Engineering, and Math (STEM) classes.
UNM is introducing a new course called Computer Science For All.

<http://krqe.com/2015/02/27/unm-introduces-new-stem-courses/>

Four NM teachers honored at White House for contributions to computer science education By Santa Fe Institute

January 16, 2015

Four NM teachers honored at White House for contributions to computer science education by Santa Fe Institute

Four "New Mexico Computer Science for All" teachers who work with SFI's Irene Lee attended a special ceremony at the White House on December 8, 2014 in celebration of Computer Science Education Week. The NM-CSforAll program is led by Lee and collaborators from the University of New Mexico.

Teachers Melody Hagaman of Centennial High School, Las Cruces; Rowena Dolino of Miyamura High School, Gallup; Michael Steele of NexGen Academy, Albuquerque; and Elisa Cundiff of Las Cruces High School, Las Cruces are being recognized for teaching computer science and imparting lifelong skills to New Mexico students.



<http://code.org>

University of New Mexico

A

R

LAB

Art
Research
Technology
Science

T

S

ARTS Lab Mission

ARTS Lab [Art, Research, Technology & Science] Digital Media Lab is an interdisciplinary center exploring new and emerging media in a variety of platforms. The Lab serves as a nexus for collaborations between faculty and students on campus and the global community.



:: ARTS LAB:: | Team

Tim B. Castillo

Director, ARTS Lab

Associate Professor

School of Architecture and Planning

Interdisciplinary Film and Digital Media

David Beining

Associate Director of Immersive Media

Adriane Zacmanidis

Multi-Media Specialist

Andrew Ferrer

Technical Analyst

students:

Kameron Bumgardner

Architecture

Chris Calvio

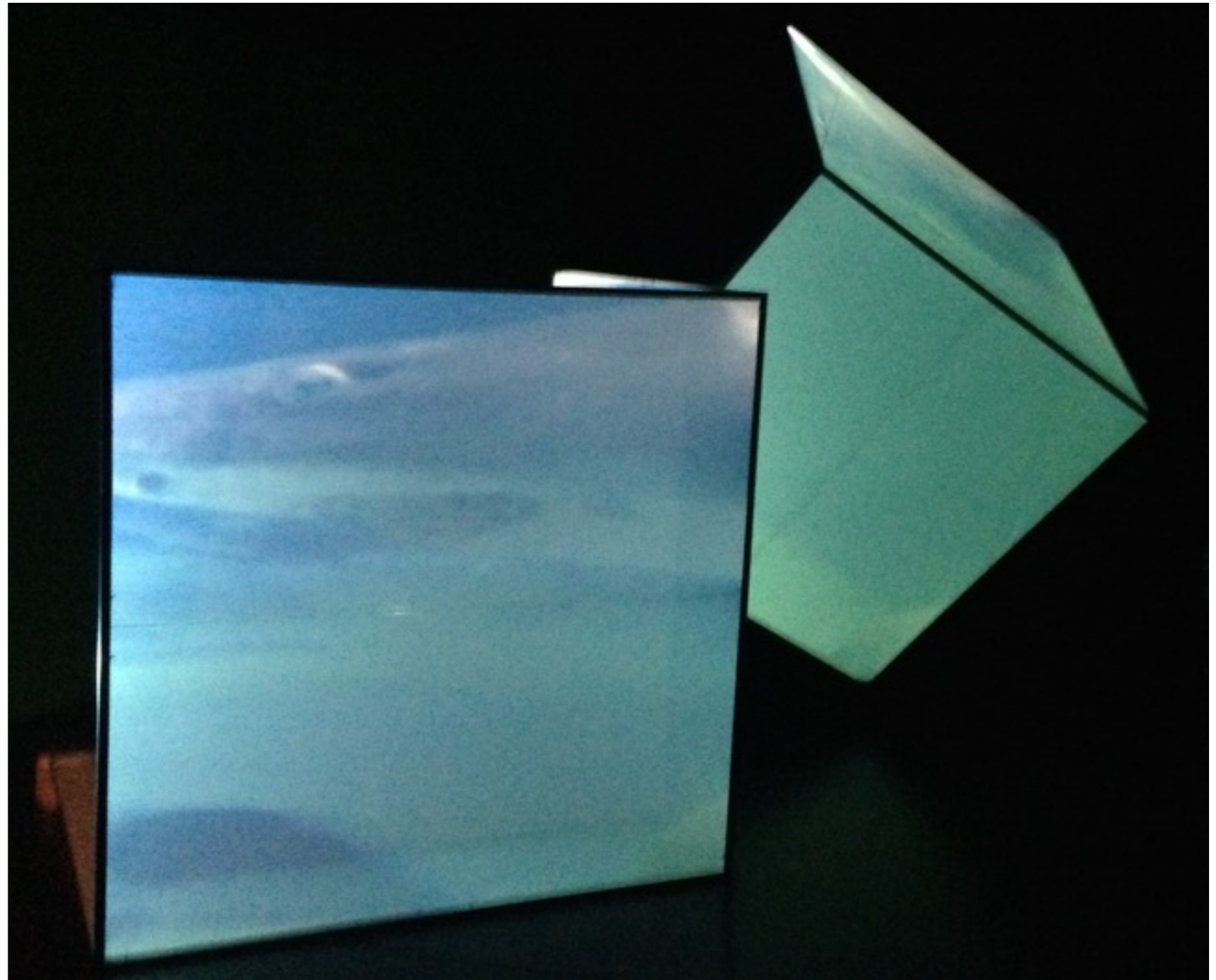
Media Arts

Jane dePane

Education

Ali Ghadimi

IFDM



:: ARTS LAB:: | Affiliated Faculty

Alex Webb

Assistant Professor, Architecture

Thomas Preston Caudell

Professor of Electrical and Computer Engineering

Miguel Gandert

Director, Interdisciplinary Film and Digital Media Program
Professor, Dept. of Communication and Journalism

Nick Flor

Associate Professor, of Management Information Systems

Donna Jewell

Head of Dance

Vanessa Svihla

Assistant Professor Teacher Education, Secondary
College of Education

Michael Kamins

Executive Producer, KNME-TV

William Liotta

Associate Professor of Theater and Dance

Claudia X. Valdes

Associate Professor, Department of Art & Art History, Electronic
Arts

Ed Angel

Professor Emeritus, Engineering and Fine Art

Patrick Kelly

Assistant Professor, Computer Science

Joyce Neimanas

Professor of Art and Art History

Andrea Polli

Associate Professor, Fine Art and Engineering

Patricia Ann Repar, DMA

Assistant Professor, Dept. of Internal Medicine and Dept. Music /
Director, Arts-in-Medicine

Richard Schaefer

Associate Professor, Dept. of Communication and Journalism

Levi Romero

Assistant Professor, Chicano Studies & CRP

Mary Tsiongas

Associate Professor, Department of Art & Art History, Electronic Arts

Mueen Abdullah

Assistant Professor, Computer Science

Deborah Fort

Associate Professor, Cinematic Arts

Andrea Mammoli

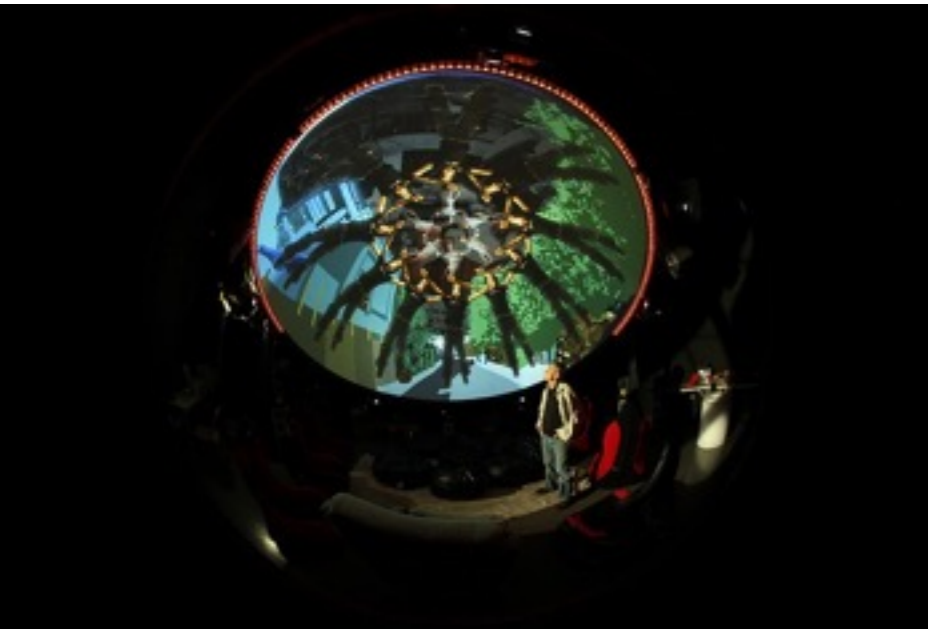
Professor., Mechanical Engineering

Rebecca Sanchez

Associate Professor., Education

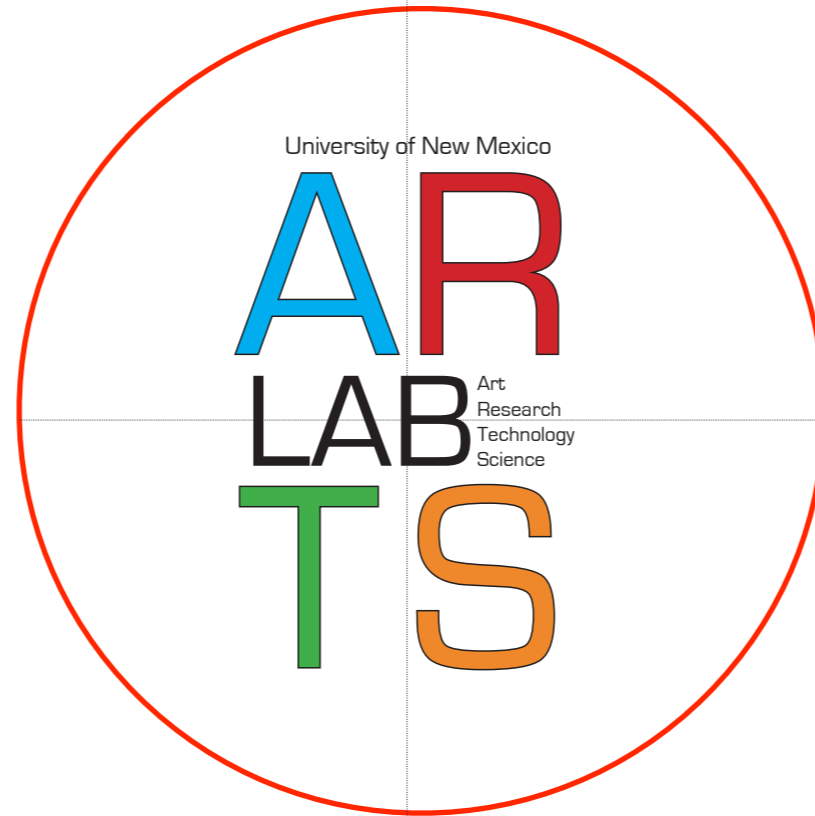
Chris Wilson

Professor, Landscape Architecture



2013 recipient of the International Digital Media
Association Innovative Program Award

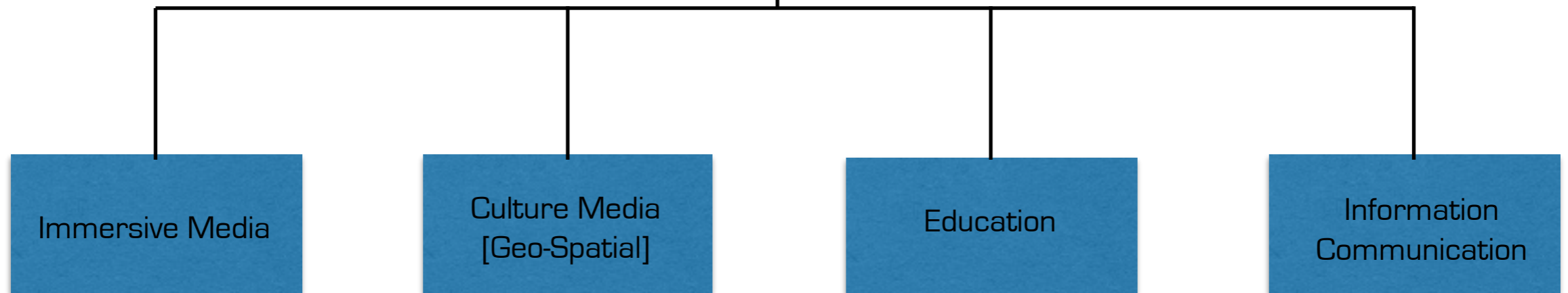




ARTS Digital Media Lab

:: Place Based Research ::





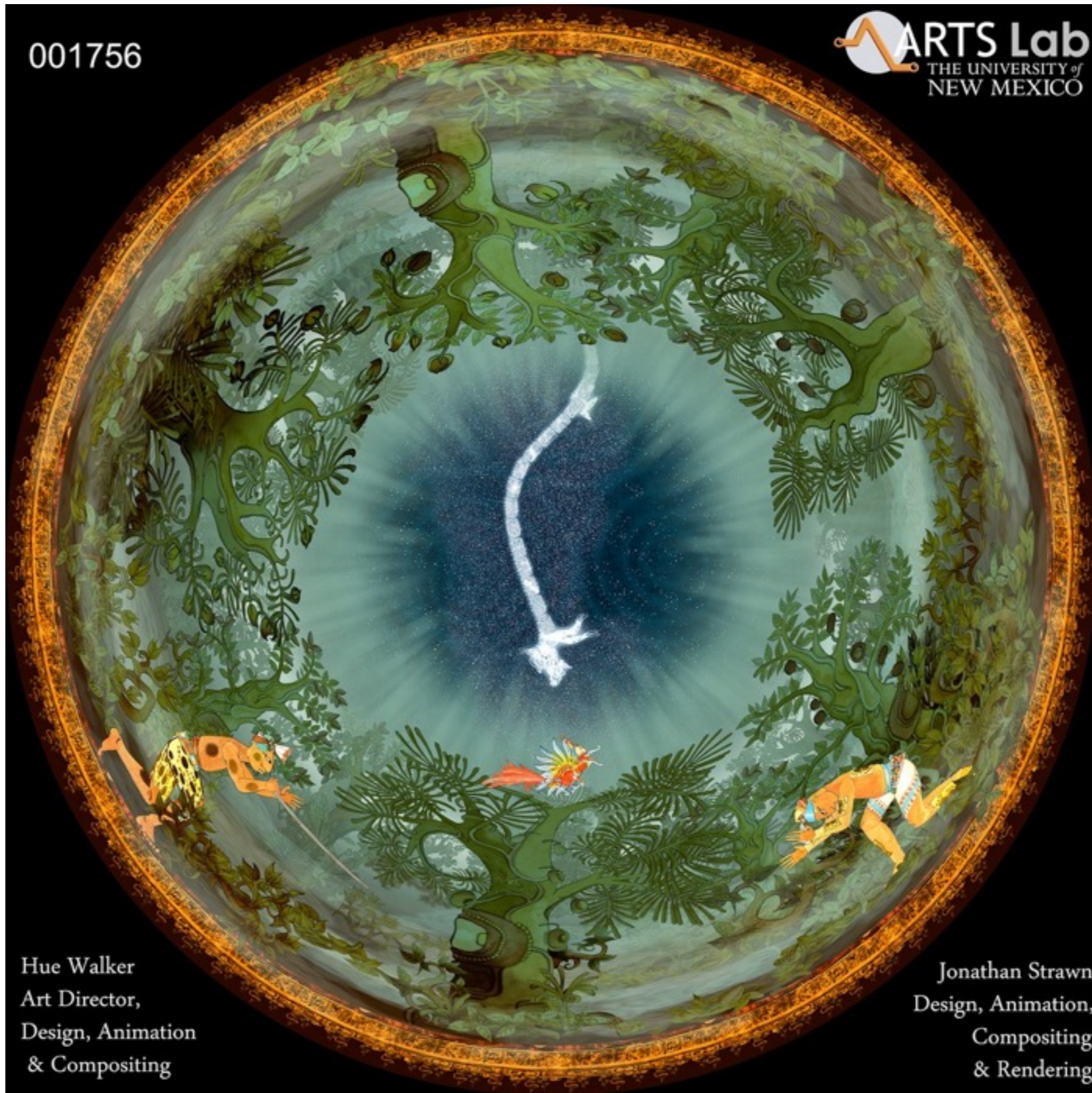
ARTS Digital Media Lab :: Research Tracks

Maya Skies

National Science Foundation Grant

Informal Science Education grant 2007-11

001756



Hue Walker
Art Director,
Design, Animation
& Compositing

Jonathan Strawn
Design, Animation,
Compositing
& Rendering





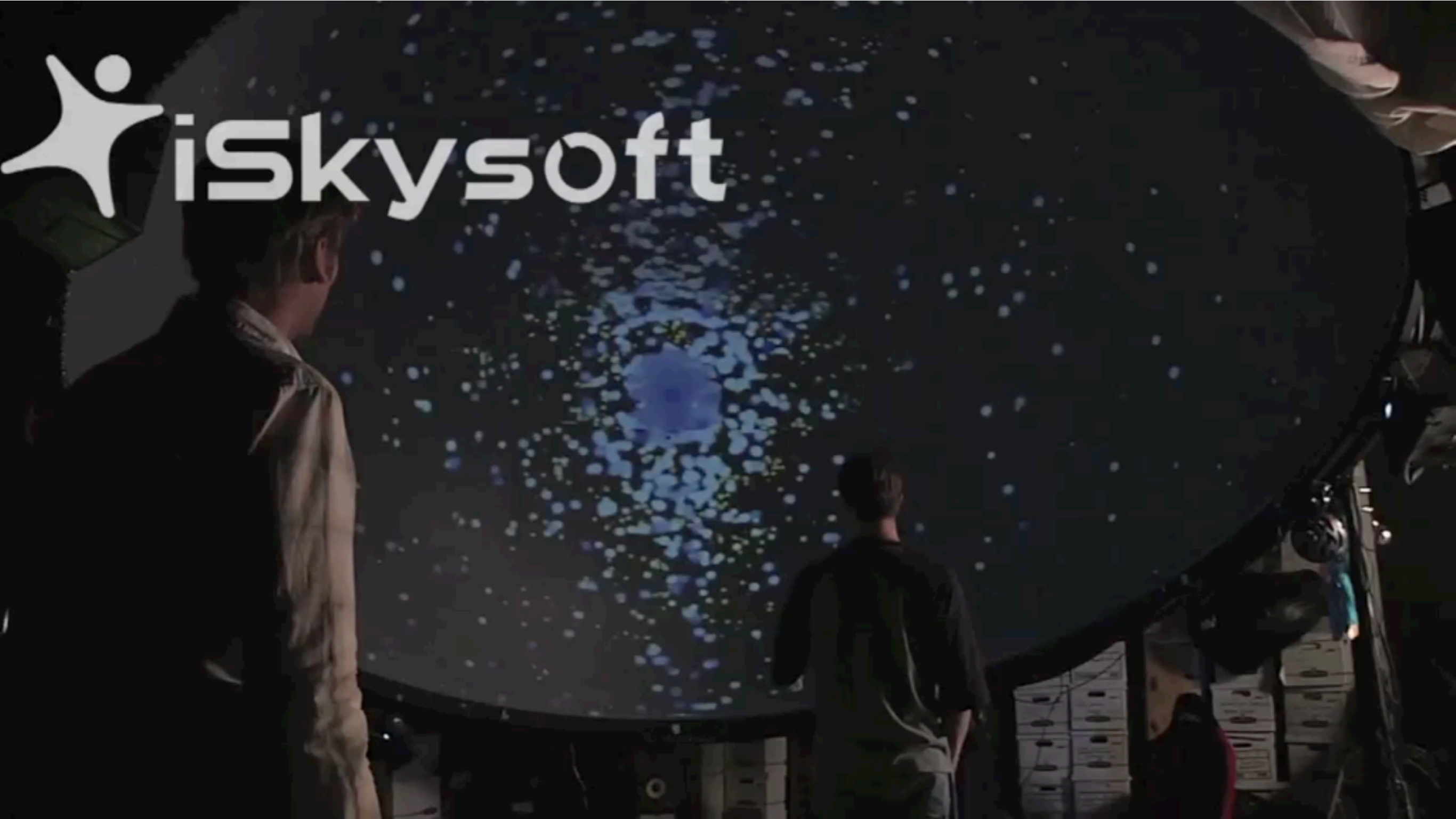
A | R | T | S LAB

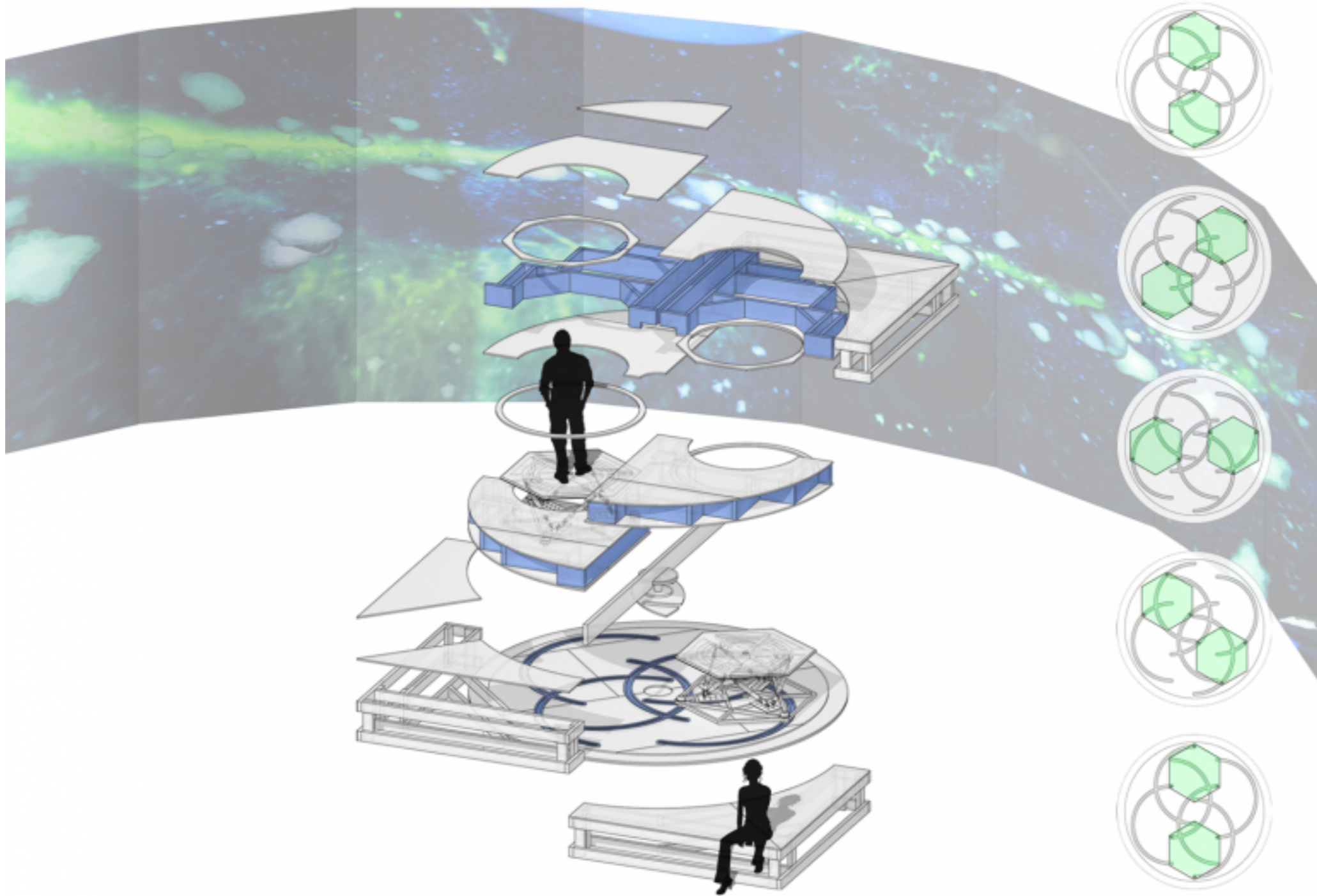
ART ◻ RESEARCH ◻ TECHNOLOGY ◻ SCIENCE ◻ LABORATORY

A Consortium for Fulldome and Immersive Technology Development

National Science Foundation Grant
Partnerships for Innovation 2010-2012

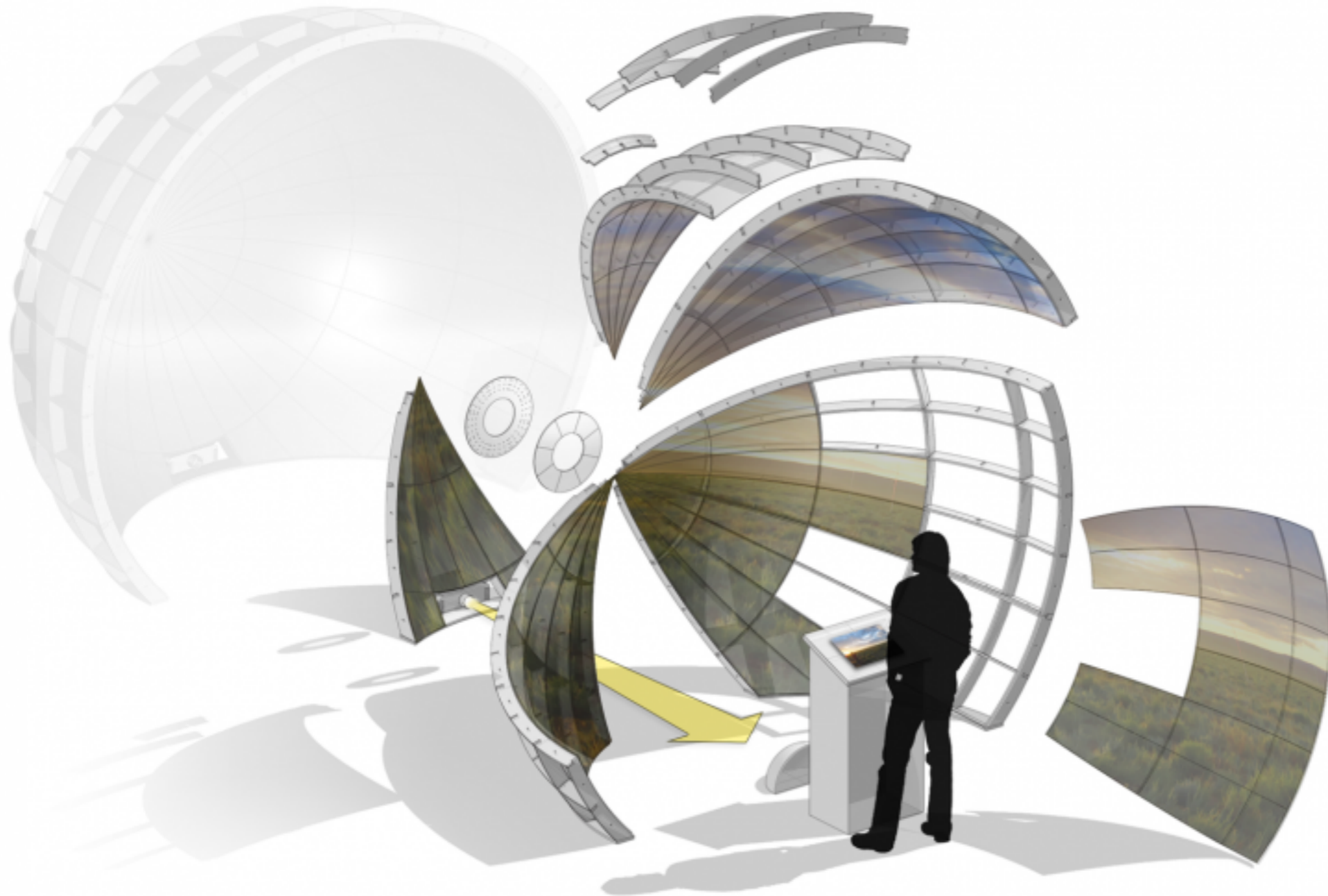






A|R|T|S LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY







Digital Dialectic: Forging New Paths of Inquiry in the Humanities

National Endowment for the Humanities Grant

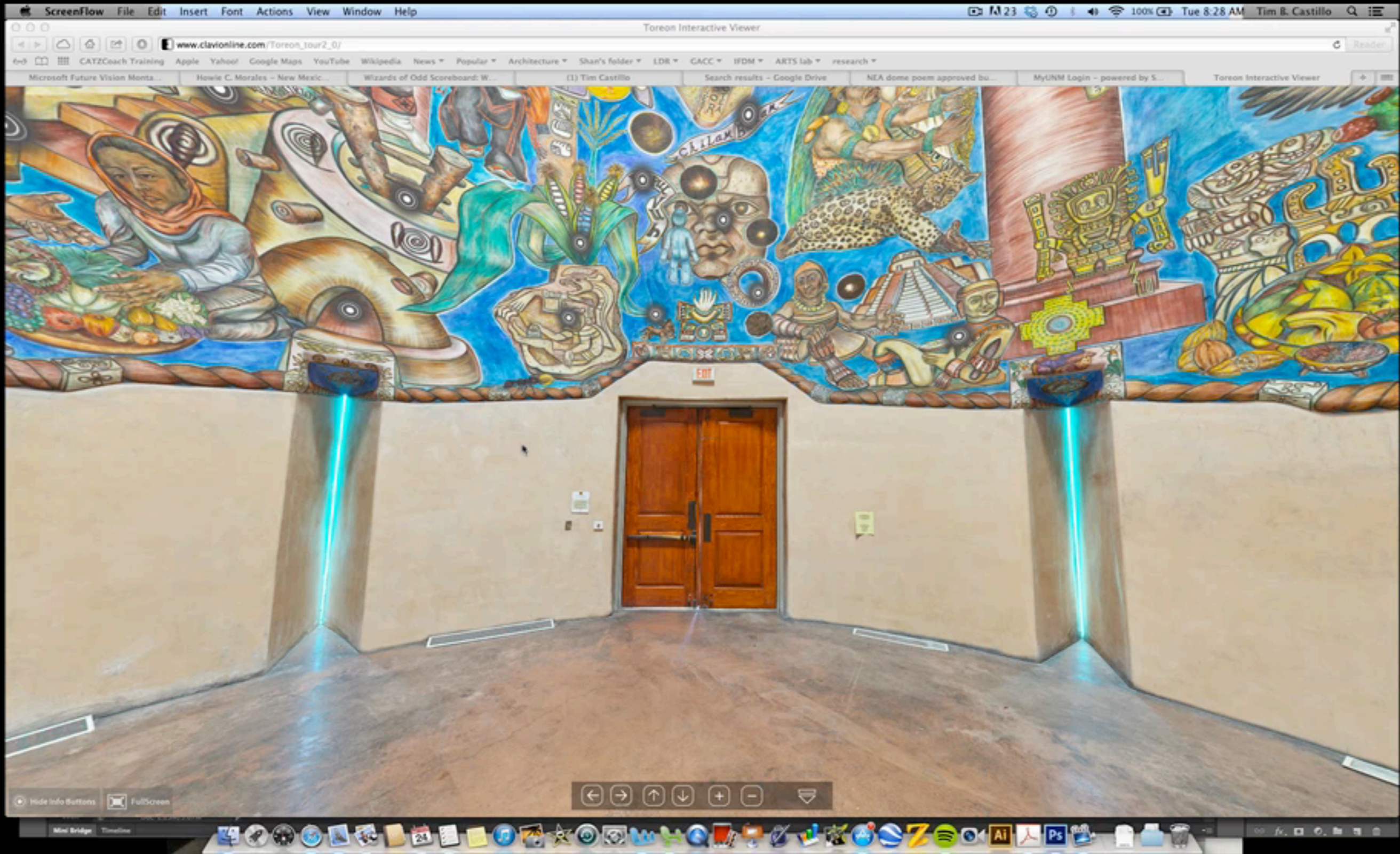
2012-13

Subaward from the National Hispanic Cultural Center (NHCC)



Cultural Media: **National Hispanic Cultural Center**
Torreón Fresco Digital Documentation





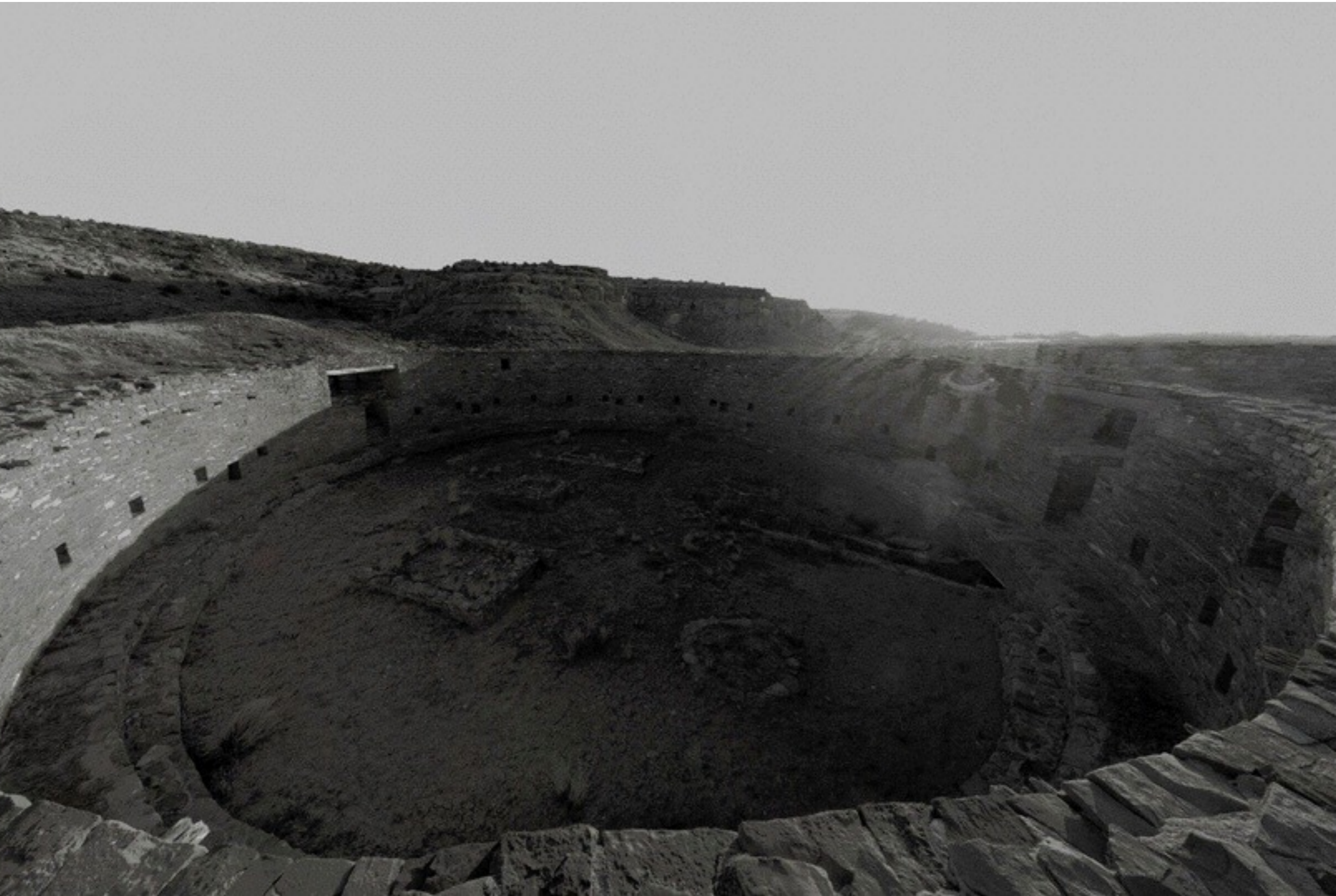
FullDome Development for Interactive Immersive Training Capabilities

Department of Defense Grant:

Historically Black Colleges and Universities and Minority-Serving Institutions

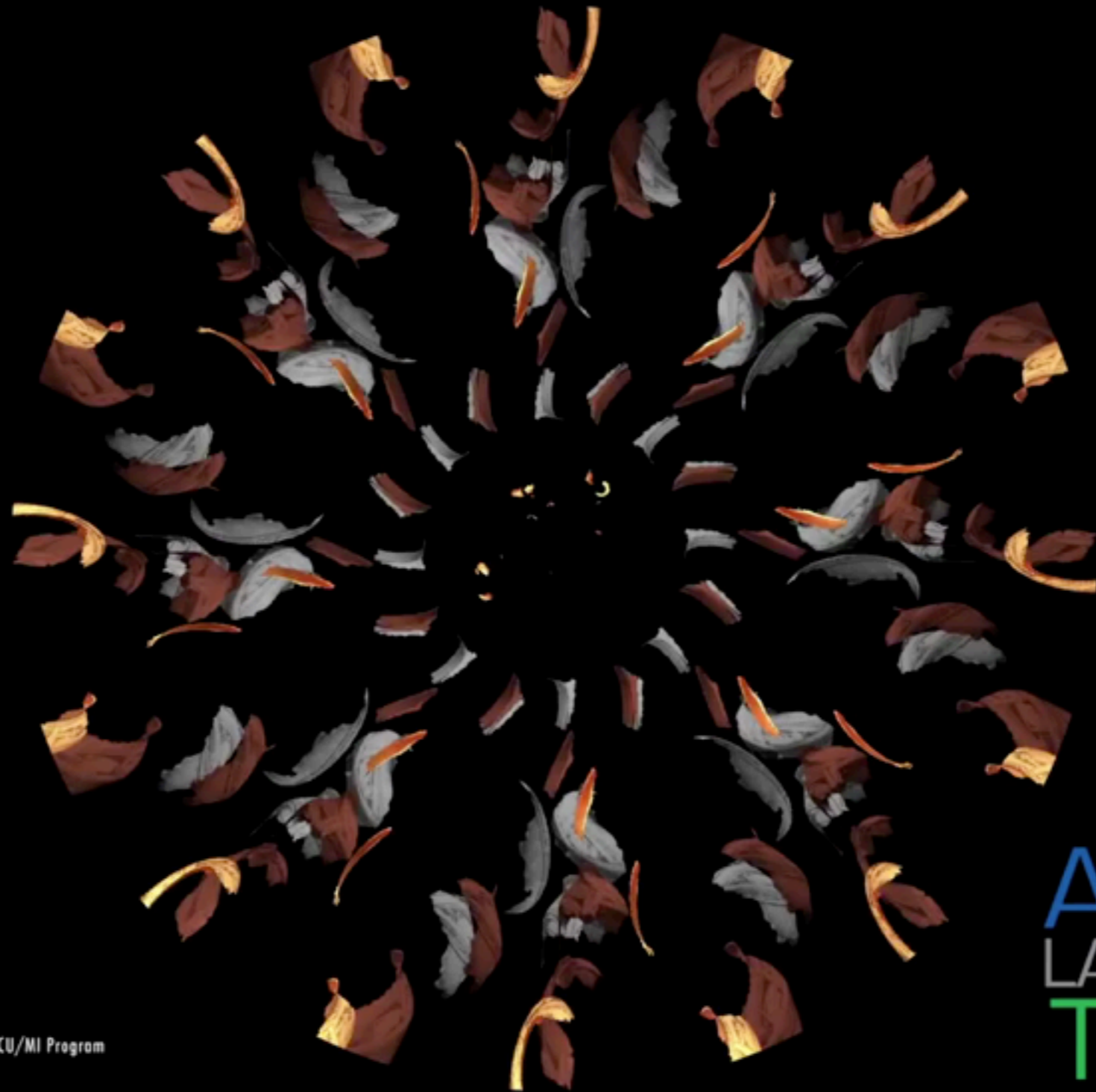
2012-14

Subaward from the Institute of American Indian Arts (IAIA)









Produced as part of Immersive Media Internship program,
"FullDome Development for Interactive Immersive Training
Capabilities," Summer 2014.
Funded by Department of Defense, Army Research Office, HBCU/MI Program
Proposal No. 60458-RT-REP

AR
LAB
TS

IAIA
INSTITUTE OF
AMERICAN INDIAN ARTS

 THE UNIVERSITY OF
NEW MEXICO

Dome Poems: Memory and Emergence

National Endowment for the Arts Grant:
2012-13

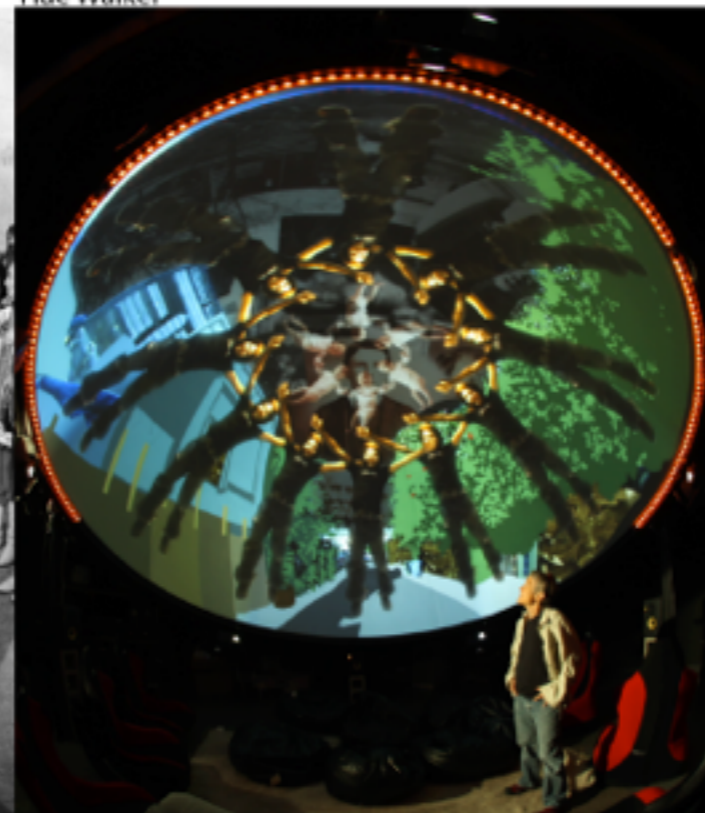
Levi Romero



Miguel Gandert



Hue Walker



Tim B. Castillo



National Endowment for the Arts :: Dome Poems



*eran en los días
de los heroes*

nm/a
new mexico arts

▲ ▼
ART WORKS.
arts.gov

AR
LABS
TS

memory + emergence

iFJM

UNM





Virtual New Mexico Project

Center for Regional Studies :

University of New Mexico

2009-15

Virtual New Mexico Project

Virtual New Mexico Project

Home About Projects Resources

[VNMP]
Virtual New Mexico Project

Silver City, NM

VEP
Virtual Embudo Project



go to site

These projects are cultural data sets developed in a multi-media open source platform that serves as an interactive tool for accessing historical, infrastructural, geographic, cultural and economic information. The data is intended to aid communities to help them understand their historic evolution and engage in global conversations about preservation and sustainability of traditions unique to the region of New Mexico.

VSR
Virtual Santa Rosa



go to site

These projects are cultural data sets developed in a multi-media open source platform that serves as an interactive tool for accessing historical, infrastructural, geographic, cultural and economic information. The data is intended to aid communities to help them understand their historic evolution and engage in global conversations about preservation and sustainability of traditions unique to the region of New Mexico.

VSC
Virtual Silver City



go to site

These projects are cultural data sets developed in a multi-media open source platform that serves as an interactive tool for accessing historical, infrastructural, geographic, cultural and economic information. The data is intended to aid communities to help them understand their historic evolution and engage in global conversations about preservation and sustainability of traditions unique to the region of New Mexico.

University of New Mexico





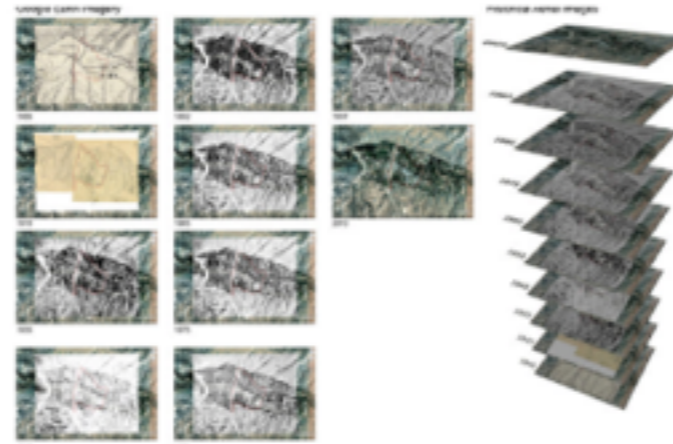
AR LAB TS

Home About Projects Resources

f t s+

Virtual New Mexico Project

Virtual Embudo Project [VEP]



Historical Layer

Maps & Aerials:

Google Earth files (kmz format):

[Historical Layers.kmz](#)

Historic Images:

Google Image Bank:

[Historical Images](#)

Timeline:

Infographic:

[Info Graphic](#)



Infrastructure Layer

Acequias:

[Acequias.kmz](#)

[Acequia Images](#)

Highways + Roads

[Roads.kmz](#)

Historical Routes

[Historical Routes.kmz](#)



Cultural Layer

Contemporary Images:

Google Image Bank:

[Embudo Project Photos](#)



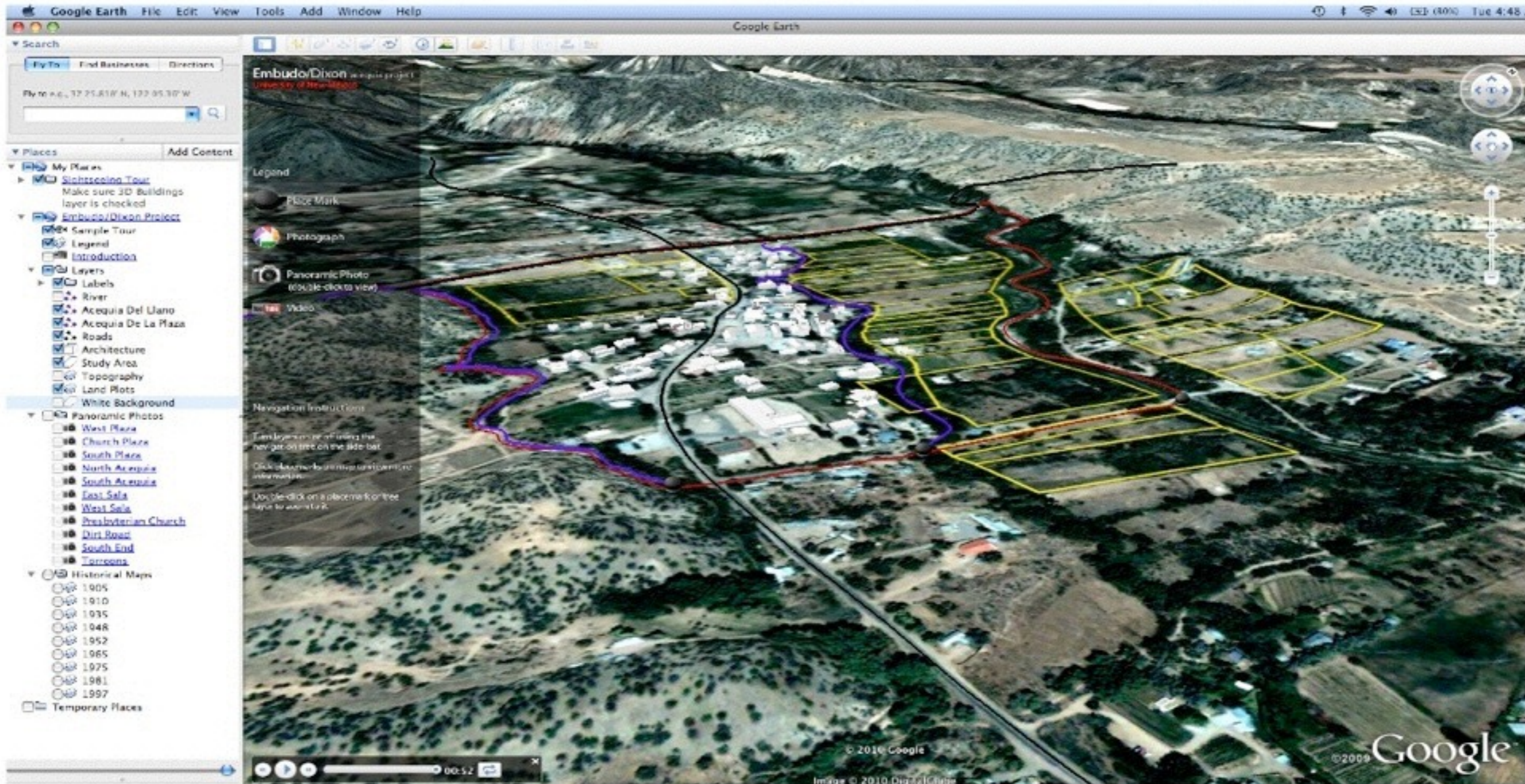


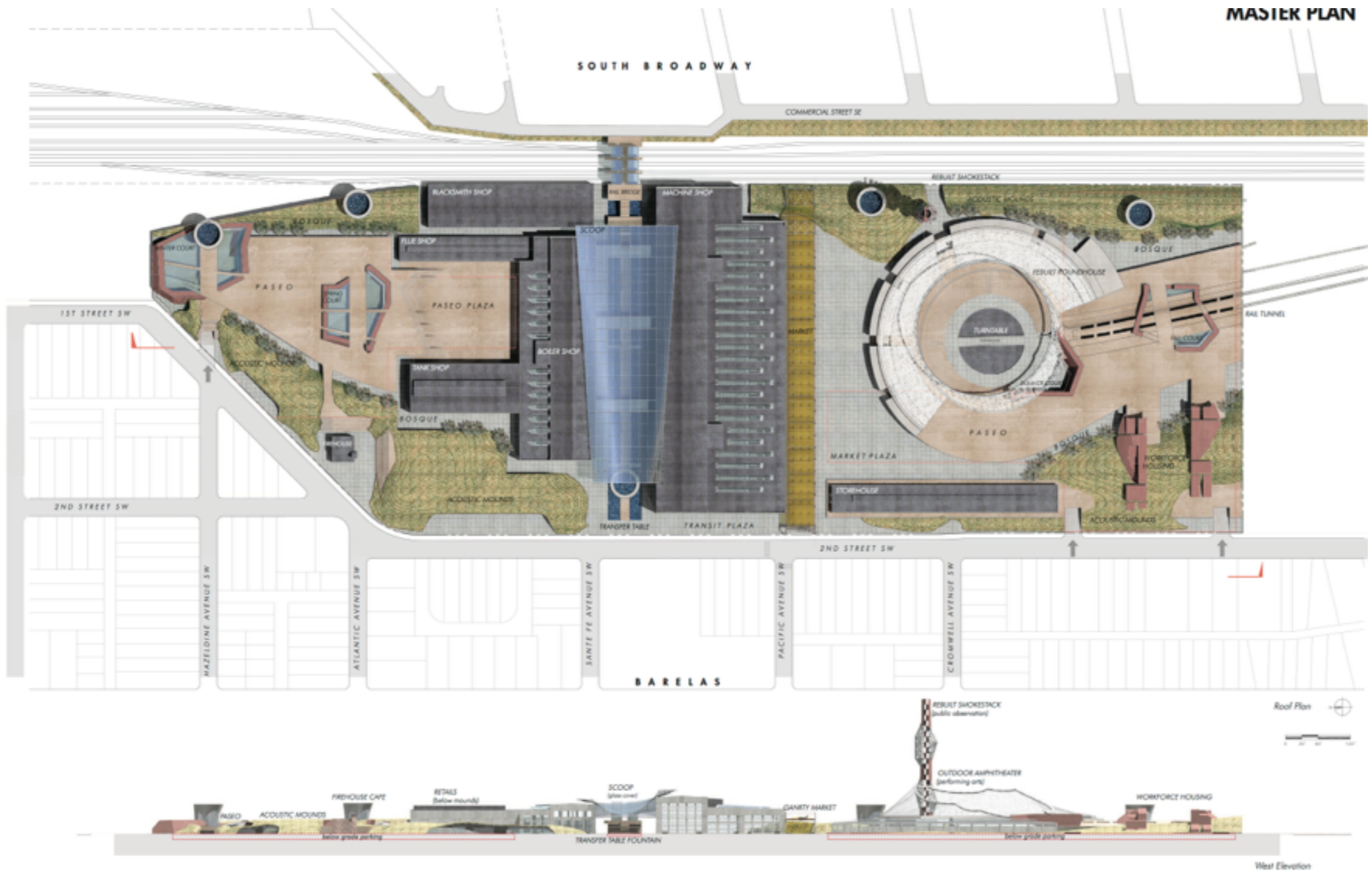
Image 3: Google Earth Web Interface

Economic Development Opportunities

Samitaur

Collaborations for the future of New Mexico





Rail Yards Project :: Albuquerque, NM



Knowledge Tower

Enrique

Knowledge Tower

Teaching Innovation

Interdisciplinary Film and Digital Media 105



Teaching Innovation

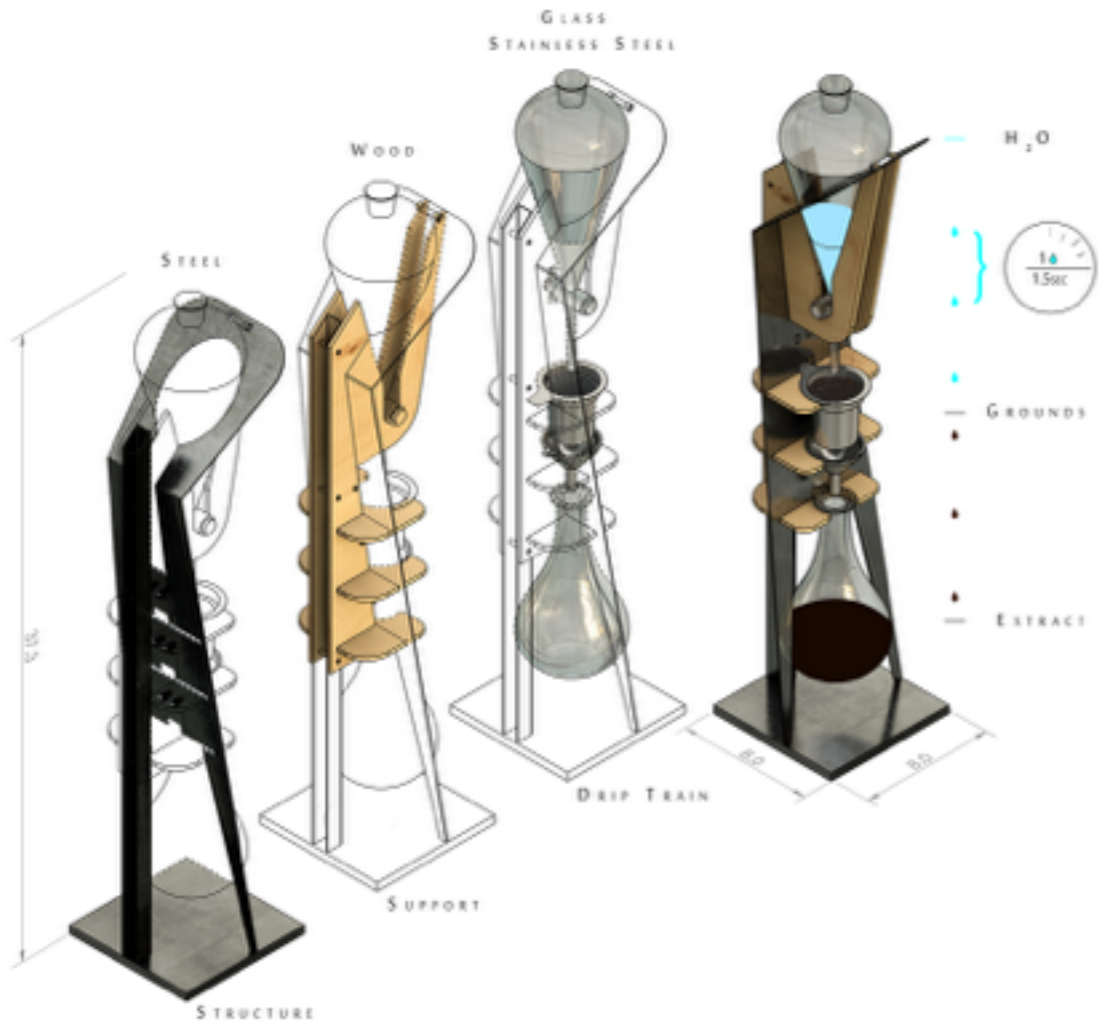
Architecture 462 & IFDM 491

Project 3: Vector Data Documentary

Student success working in the Lab



Ian LeBlanc



Kitbashive

PRODUCTS, MEDIA, INTERACTIVE, ETC.

Ian LeBlanc
Kitbashive

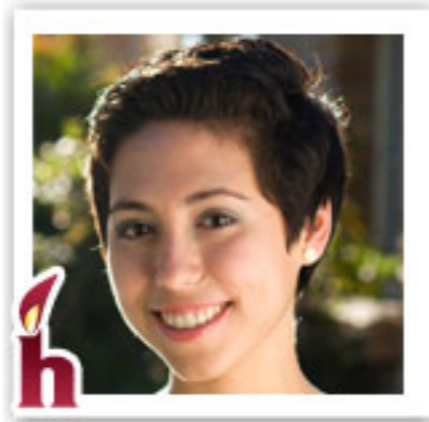
PRODUCTS, MEDIA, INTERACTIVE, ETC.



Sarah Gonzalez



Scholar of the Week



Sarah Gonzalez **The University of New Mexico**

Looking to develop digital media technologies in innovative and productive ways, Sarah Gonzalez is pursuing a bachelor's degree in computer engineering with a concentration in interdisciplinary film and digital media (IFDM) at the University of New Mexico (UNM). With just seven classes in progress, Sarah is looking forward to her graduation in December 2013. With huge ambitions in making a positive impact internationally, it is no surprise that Sarah was awarded a \$500 scholarship sponsored by McAfee.

With the utmost self-efficacy, Sarah manages an intense course load while maintaining a 3.9 GPA, and staying involved in her community and extracurricular activities. For the third year, Sarah is the Corporate Contact for the Hispanic Engineering & Science Organization (HESO), with the endeavor to inflame interest to middle and high school students in STEM. With her ambition to educate the public on science and engineering, she helps coordinate STEM career fairs, events and programs.

Through her organizational skills, Sarah also makes time to be an active member of the On Q Young Women's Acapella Choir where she serves as the Music Theory Educational Coordinator. As a music minor, Sarah's mission is to educate community members about music theory by scheduling and organizing learning sessions.

Sarah is described by one of her professors as a, "motivated and accomplished Hispanic student with excellent academic and leadership skills." To this end, Sarah has studied abroad in China with her honors class, and in Granada, Spain, with her Spanish Immersion Program. It is evident that Sarah Gonzalez is truly a genuine role model with enormous aspirations. She is a well-rounded individual with competence in computer engineering, art, music, and dance. Sarah aspires to continue her mission of bridging past ideas with present solutions in new and inventive approaches in graduate school.



Chris Clavio



 **CLAVION UNLIMITED**

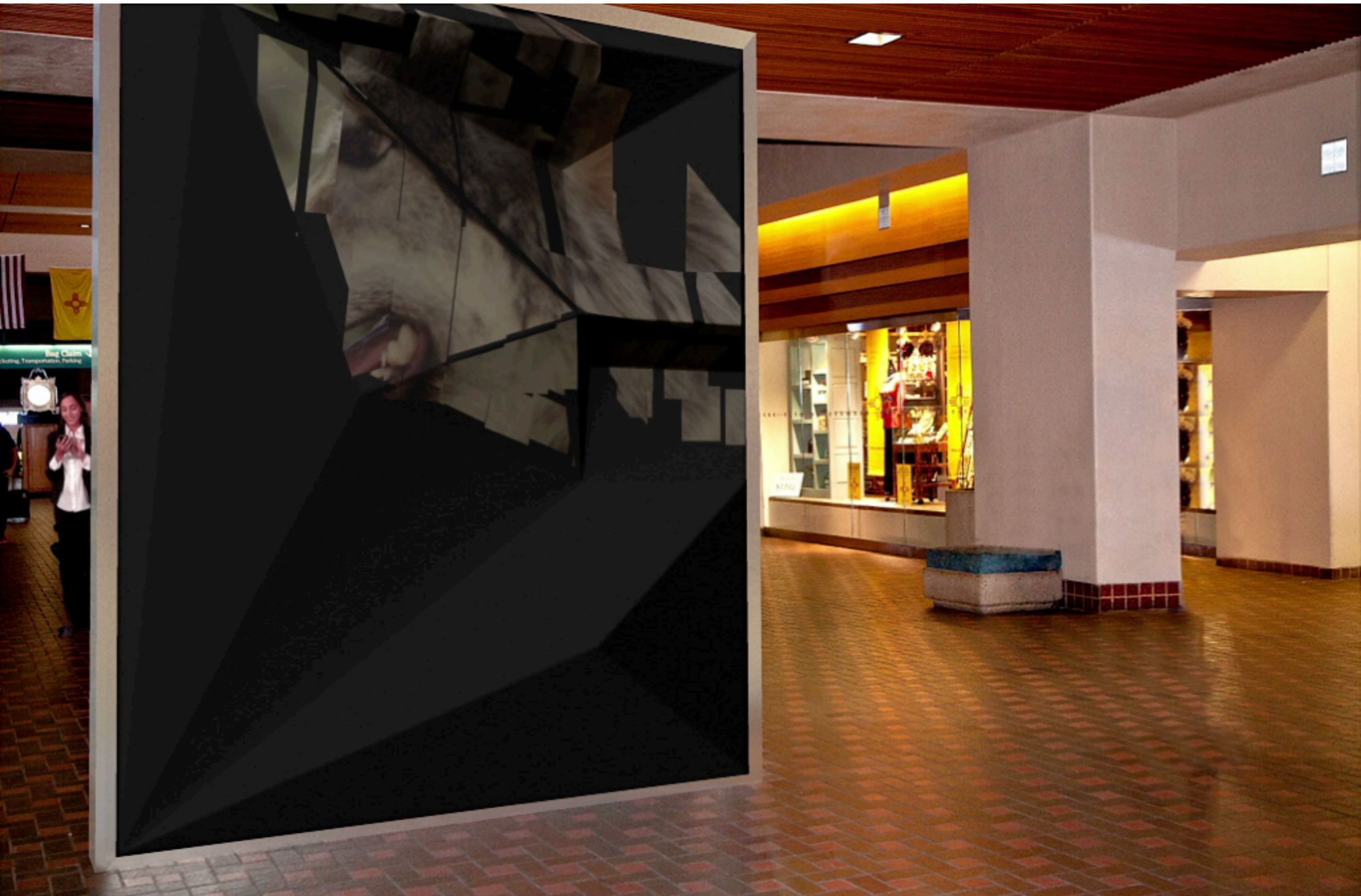
Sunport Project

UNM Marketing :

University of New Mexico

2015



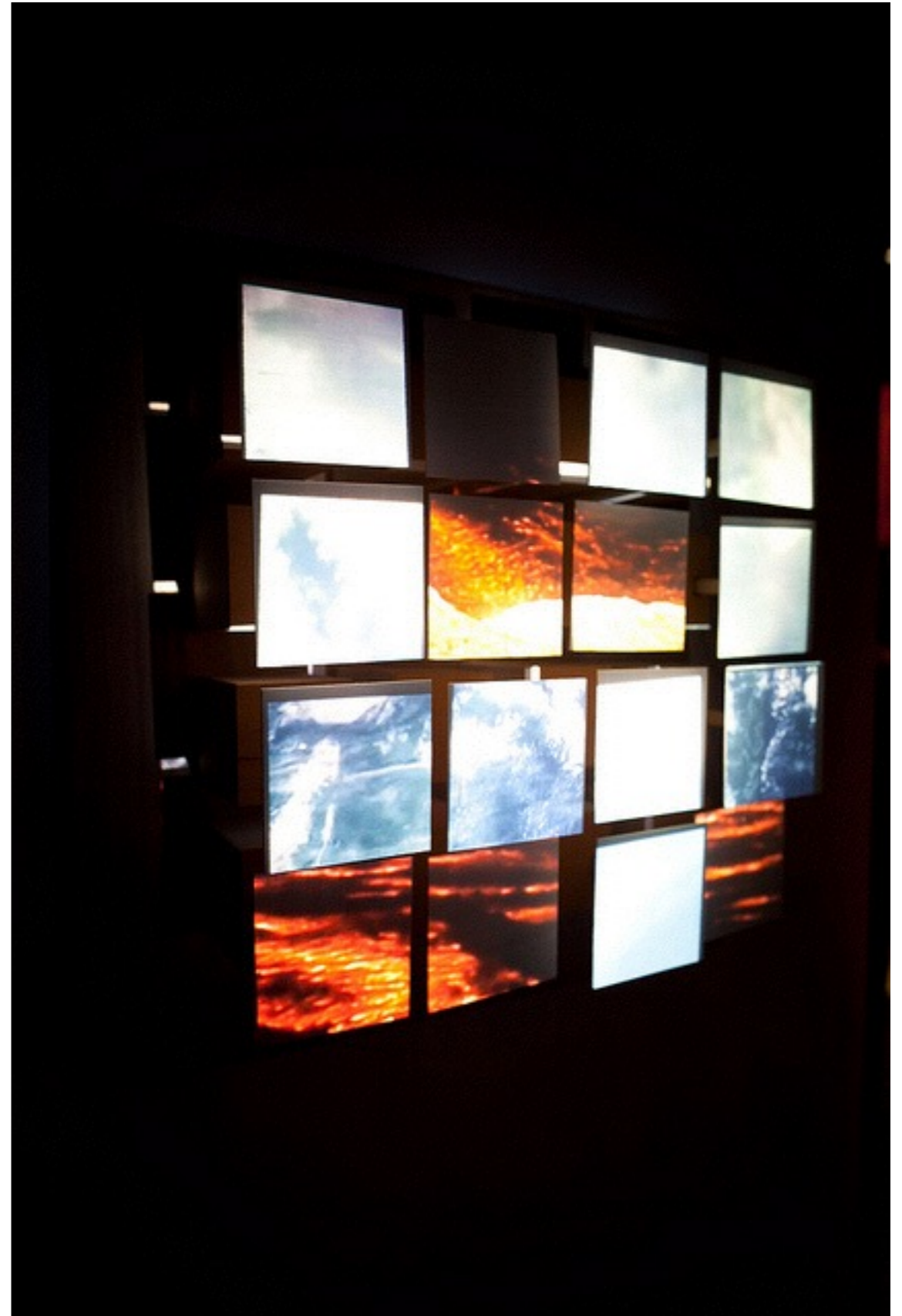


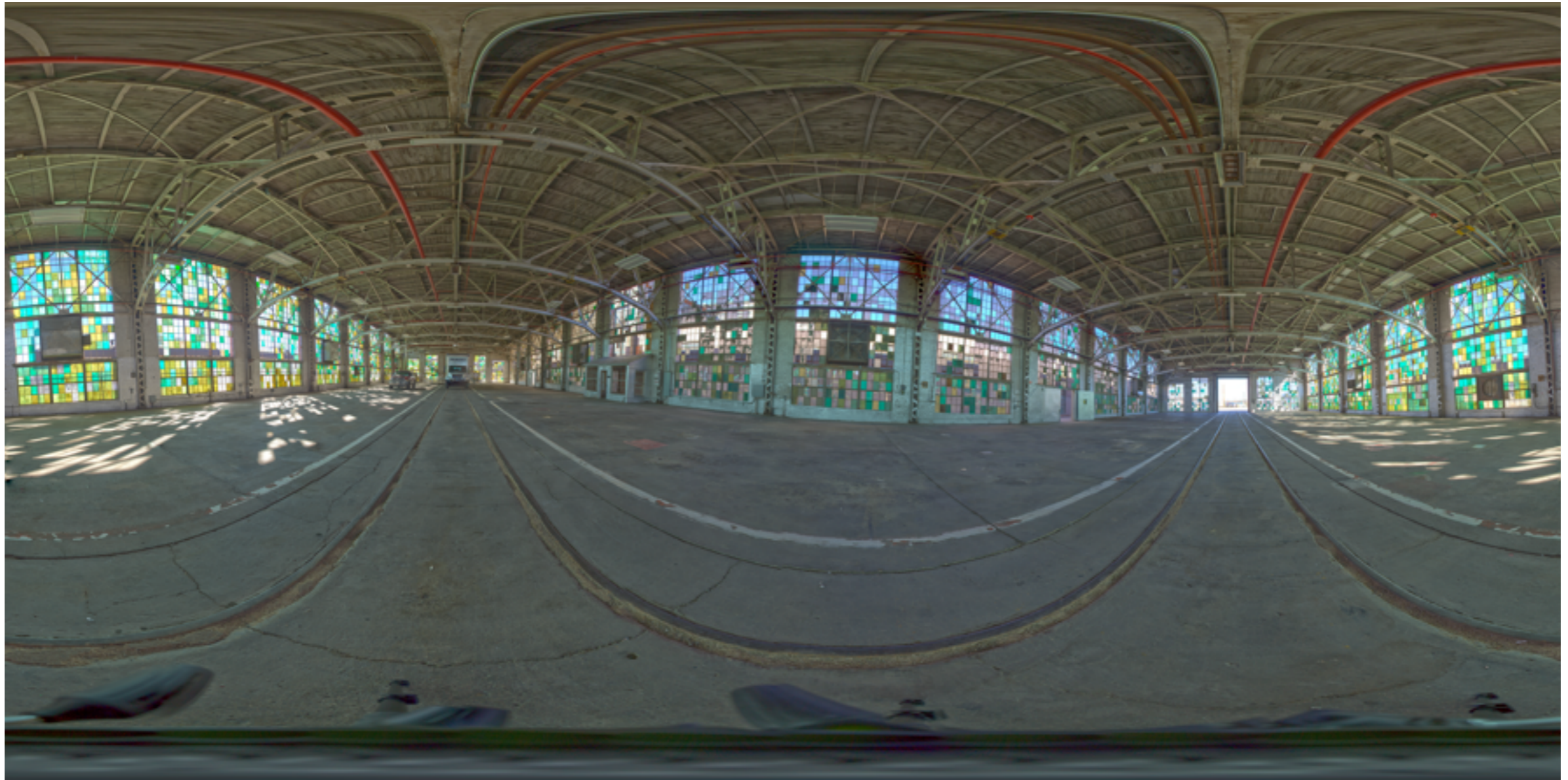
:: The Future ::

:: Gaming ::



:: Interactive Media ::





:: VR research ::