

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
Wednesday, March 6, 2013 – 10:00 a.m., Scholes Hall, Roberts Room

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meetings: (February 6, 2013) TAB A**
- III. Reports/Comments:**
  - A. Provost's Administrative Report  
*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*
    - i. Updates
  - B. Member Comments
  - C. Advisor Comments
- IV. Approval Items:**
  - A. Approval of C250-Academic Leave for Lectures Policy **TAB B**  
*Amy Neel, President, Faculty Senate*
  - B. Approval of C1139-New AS Emergency Medical Services – LA **TAB C**  
*Cedric Page, Executive Director, UNM Los Alamos*
  - C. Approval of C1167-New BA Interdisciplinary Liberal Arts **TAB D**  
*Catherine Krause, Dean, Honors College*
- V. Information Items:**
- VI. Public Comment**
- VII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
Wednesday, February 6, 2013 – 10:00 a.m., Scholes Hall, Roberts Room

**SUMMARY OF MEETING**

*A recorded version of this meeting is available upon request*

**Committee members present:** *Regent Jake Wellman, Regent Carolyn Abeita, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Amy Neel, Staff Council*

**Regents' Advisors present:** *ASUNM President Caroline Muraida, GPSA President Marisa Silva, Professor Melissa Bokovoy*

**Other Senior Administrators Present:** *Vice President for Student Affairs Eliseo "Cheo" Torres, Vice President for Equity & Inclusion Josephine "Jozi" De Leon, Sr. Vice Provost Michael Dougher*

**I. Call to Order**

**Regent Wellman called the meeting to order at 10:06 a.m.**

**II. Approval of Summarized Minutes from Previous Meeting – January 9, 2013**

**Motion for approval of minutes was made by Regent Abeita, seconded by Faculty Senate President Neel. Motion passed unanimously.**

**III. Reports/Comments:**

**Administrative Report**

Provost Abdallah informed the committee that in regards to searches:

- Law School Dean search, chaired by ASM Dean Brown is now closed. Semifinalist information is underway.
- Honors College/University College, led by A&S Dean Peceney will close on Friday, February 8.
- Gallup Executive Director will close on February 12. There are 41 applicants.
- VPR search has closed and semifinalists are being interviewed.
- Sandia-UNM Joint hire search will begin shortly.

Provost Abdallah informed the committee that the Faculty Contracts Office remains in flux. Solving daily processes while fixing the overall structure is the goal.

Provost Abdallah informed the committee that the Faculty compensation plan was taken to the BoR F & F committee where the committee asked that more work be done to the plan before forwarding it to the full BoR for approval.

Provost Abdallah informed the committee that regarding RCM, the committee continues to meet looking at RCM models. There has been no decision yet as to what model the University will move forward with. There will be discussions of the models and the information will be shared with all University constituents.

1. Assessment Evaluation – Associate Provost Heilemann and Tom Root, University Assessment Manager gave a presentation titled: UNM Assessment Updates. *Complete presentation will be provided upon request*. Important points include:
  - a. General Education Assessment:
    - i. Historical expectation: ongoing assessment course-by-course
    - ii. Moving toward assessing Gen Ed as a program of study

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- iii. Three initial broad learning outcomes of the Gen Ed core
- iv. Working on focused pilot assessment of Area I courses
- b. Assessing Assessment:
  - i. **Student Learning Goals** describe broad learning outcomes you want students to learn (e.g., clear communication).
  - ii. **Student Learning Outcomes (SLOs)** describe specific skills, knowledge, and values that students should exhibit in their performance and behaviors and that reflect the larger course or program goals (e.g., students are able to develop a cogent argument to support a position.”)
  - iii. **Purpose:** To improve student learning at UNM whether in courses, programs of study or in co-curricular activity.
  - iv. **UNM requires an annual report** on assessment of student learning outcomes in every academic program (all levels) and every undergrad general education core curriculum course.
  - v. **Every college/school/campus has been asked to create a College Assessment Review Committee (or CARC)** to review written SLOs, Assessment Plans, and annual reports and provide helpful feedback to their colleagues.
  - vi. **The predominant ethos of assessment activity at UNM is still compliance, rather than improvement.**

**Comments from the Regents**

Regent Abeita stated that she is concerned about the recent attacks on students on campus. Student safety and well-being is the University’s foremost responsibility. There will be an open forum on campus safety on Friday, February 8.

Regent Wellman informed the committee that during UNM day at the Capital he had an audience with the Governor who stressed her concern for transfer credit reciprocity around the state. The University needs to do their best to assist in solving this issue.

**Comments from Advisors**

ASUNM President Muraida informed the committee that UNM Day at the Capitol was a great success. Students advocated for the Lottery Scholarship. Additionally there will be a forum on campus safety. The SFRB process is moving along smoothly with preliminary recommendations due February 15.

**IV. Faculty Presenter**

Dr. Richard Brody, Douglas Minge Brown Professor of Accounting in the Anderson School of Management, gave a presentation titled: *Fraud Happens: White Collar Crime and Beyond*. *Complete presentation will be provided upon request.*

**V. Action Items**

**A. Approval of Associate of Applied Science in Robotics – UNM Los Alamos**

**Motion for approval was made by Regent Abeita, seconded by Faculty Senate President Neel. Motion passed unanimously.**

**B. Approval of Associate of Applied Science in Information Technology with Cyber security – UNM Los Alamos**

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**Motion for approval was made by Regent Abeita, seconded by Faculty Senate President Neel. Motion passed unanimously.**

**C. Approval of Certificate in Automotive Technology – UNM Valencia**

**Motion for approval was made by Regent Abeita, seconded by Provost Abdallah. Motion passed unanimously.**

**D. Approval of Certificate in Game Design and Simulation – UNM Valencia**

**Motion for approval was made by Regent Abeita, seconded by Faculty Senate President Neel. Motion passed unanimously.**

**E. Approval of Associate in Applied Science in Game Design and Simulation – UNM Valencia**

**Motion for approval was made by Faculty Senate President Neel, seconded by Regent Abeita. Motion passed unanimously.**

**F. Approval of Certificate in Information Technology Support – UNM Taos**

**Motion for approval was made by Faculty Senate President Neel, seconded by Regent Abeita. Motion passed unanimously.**

**G. Approval of Associate of Applied Science in Digital Media Arts – UNM Taos**

**Motion for approval was made by Regent Abeita, seconded by Provost Abdallah. Motion passed unanimously.**

**Regent Abeita requested that backing and/or amended budget documents are included for the submission in front of the full Board of Regents.**

**VI. Information Items**

**A. Interdisciplinary Studies Management & Funding Proposal**

Senior Vice Provost Dougher informed the committee that interdisciplinary study programs have seen increased funding from organizations such as NSF and others. Some impediments to these programs include current administrative structures – which are too specific and department focused. At the behest of Provost Abdallah, Sr. VP Dougher formed a committee to look into possibilities for this type of program at UNM. The committee has created a report that will be given to the Provost soon. Among some of the recommendations were:

- Increased funding
- Identifying of a leadership position – appointment of an Executive Board
  - Proposals would be submitted to the Executive Board
  - Plan and identify funding
  - Programs would undergo a yearly evaluation
- Identify a “place” where the program will reside
- Create a new expanded role for the Office of Graduate Studies
- Identify programs that comprise more than one college

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- Create a degree in the inter-disciplinary program
- Work closely with faculty to not adversely affect tenure track in the faculty members home program

**B. Honors College Update**

Interim Dean Kate Krause informed the committee that regarding the transition from the Honors Program to Honors College, 5 concurrent threads have emerged:

- Recruitment & Admission
  - Targeted recruitment of high-achieving students ongoing
  - Development & distribution of brochure, informational cards
  - Webpage development
- Faculty Searches; promotions
  - Promotion of M. Thomas to Principal Lecturer
  - Conversion of S. Cargas from Lecturer to Asst. Professor
  - Finalists selected and interviews scheduled for
    - Humanities/Scribendi faculty member
    - Scholars and Champions initiative
    - Finalists identified for geo-scientist search
- New Curriculum
  - In process: Faculty Senate committees – ASAR to BoR – Catalogue
  - Both FS Committees have approved 3 programs, College creation and six core curriculum courses
  - Curriculum planning for Fall 2013 by faculty
- Budgeting and Planning
  - Increased budgeting needs in process
  - Transition team: R. Otero, U. Shepherd
- Facilities
  - Tech upgrades in current location
  - Office needs assessment for new faculty
  - Long term facility planning

Regent Wellman asked if there was any wiggle room in the number of legacy classes offered.

Dean Krause stated that there is going to be room for flexibility with the hope that the heavy freshman class recruitment will pay off.

Regent Abeita asked what efforts are being made to insure that the honors college will be diversified in terms of population.

Dean Krause stated that she has been reaching out to the ethnic centers to identify potential recruits. Additionally the requirements for admission factor in many variables including life and work experience.

**VII. Public Comment**

None

**VIII. Adjournment**

**Motion to adjourn meeting was made by Provost Abdallah, seconded by Regent Abeita. Motion passed unanimously. Meeting adjourned at 12:51 p.m.**



February 27, 2013

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

FROM: Selena Salazar, Office of the University Secretary


SUBJECT: C250 Academic Leave for Lectures Policy

Upon recommendation of the Operations Committee, the Faculty Senate approved the proposed Policy C250-Academic Leave for Lectures. The proposed policy was approved at the February 26, 2013 Faculty Senate Meeting.

Please place this item on the March 6, 2013 Board of Regents Academic, Student Affairs, and Research Committee meeting agenda for consideration.

Thank you.

Attachment

 <b>The University of New Mexico</b> <b>Faculty Handbook</b>	<b>Policy C250 Section: Faculty Rules and Benefits</b>
	<b>Approved By: Faculty Senate</b>
	<b>Issued:</b>
	<b>Last Updated: <i>Draft 1/19/13</i></b>
	<b>Responsible FS Committee: Operations</b>
<b>Office Responsible for Administration: Faculty Contracts</b>	
<h2>Academic Leave for Principal Lecturers</h2>	

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### POLICY RATIONALE

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The main purpose of academic leave is to encourage professional growth and increased competence among lecturers by subsidizing significant research, creative work, or some other program of study that is judged to be of equivalent value.

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### POLICY STATEMENT

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1. Any Principal Lecturer is eligible to apply for Academic leave, which is the opportunity to apply for a professional development teaching release with pay to pursue other academic and/or professional opportunity activities. A Principal Lecturer is eligible to apply for such releases every six years of full-time service. Lecturers who qualify have the right to apply for academic leave; however, academic leave is not granted automatically upon the expiration of the necessary period of service. Rather, the lecturer shall present, as part of the application, evidence of recent sound teaching or other activities that materially support UNM's academic mission. Also, this program shall give reasonable promise of accomplishing the major purpose of the leave, cited in the Policy Rationale section above. Academic leave will not be granted to subsidize graduate work or work on advanced degrees.

1(a). For lecturers whose faculty appointments are not in the Health Sciences Center (HSC), academic leave may be approved for up to one semester at full salary.

1(b). For lecturers whose faculty appointments are in the HSC, academic leave may be approved for up to six months at full salary.

2. Academic leaves will be approved only with the clear understanding that the lecturer will at the completion of the academic leave return to the UNM for a period of service at least as long as the duration of the leave.

3. Academic leave is counted toward retirement. While a person is on academic leave, UNM will continue to pay its share toward retirement, group insurance, and social security benefits.

4. Lecturers on 12-month contracts may not accrue annual leave while on academic leave.

5. Appeal: If at any stage of the approval process, the applicant believes that his or her proposal has not been considered properly according to the provisions of this Policy, that matters of academic freedom are involved, that improper considerations have entered into a negative decision, or that other demonstrable conditions prevented a fair and impartial evaluation, he or she may appeal to the Committee on Academic Freedom and Tenure for a review of the matter.

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## APPLICABILITY

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This Policy applies to all academic UNM units, including the Health Sciences Center (HSC) and Branch Campuses.

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## DEFINITIONS

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**Full-time Service:** Service time equivalent to that of a faculty member employed on a contract designated as 1.0 full-time equivalent (FTE). For example, a faculty member whose contract is designated 0.5 FTE would have to multiply his or her service by a factor of two or reduce the leave time taken by one-half to meet the full-time service requirements listed in this policy.

Revisions to the Policy Rationale, Policy Statement, Definitions, and Applicability sections of this document must be approved by the full Faculty Senate and UNM Board of Regents. Revisions to the remaining sections of this document may be revised with the approval of the Faculty Senate Policy Committee in consultation with the responsible Faculty Senate Committee listed in Policy Heading.

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## WHO SHOULD READ THIS POLICY

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- Board of Regents
- Professors and academic staff
- Academic deans and other executives, department chairs, directors, and managers

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## RELATED DOCUMENTS

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Section B: "Policy on Academic Freedom and Tenure."

Policy C200 "Sabbatical Leave."

Policy C280 "Leave Without Pay."

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## CONTACTS

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Direct any questions about this policy to your chair and/or dean or the Office of Faculty Contracts.

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## PROCEDURES AND GUIDELINES

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1. As a general rule, the faculty members of the department concerned will be expected to absorb the teaching load of the individual on leave, and the departmental chairperson (or the



dean in non-departmentalized colleges) shall present with each recommendation for academic leave a statement of the planning in this regard. A department may, for example, decide to alternate courses or to cancel certain offerings. Further, it is expected that the department shall prepare its program over a period of years so that essential courses are not neglected because of the temporary absence of a member of the faculty.

2. To avoid adverse effects on the educational objectives of individual departments, the administration finds it necessary to place a practicable limit on the number of academic leaves granted in any one department for any one semester. Other conditions having been fulfilled, it is general practice that requests for leave be considered on the basis of length of service.

3. Approval of Application: Primary responsibility for determining the merit of a proposed program from the point of view of the validity of the program and the probable value of the program to the faculty member and to UNM lies in the department and should be accomplished by a departmental committee. The departmental chairperson shall forward to the dean the departmental evaluation together with the chair's recommendation and a statement as to how the teaching obligations of the department will be achieved in the event the proposal is approved. The dean with the advice of a college-wide faculty committee shall then evaluate the proposal both on its merits and on its effect on the operation of the college.

3(a). For non-HSC faculty, the dean shall then send the departmental and college recommendations to the Provost/Executive Vice President for Academic Affairs so that the original and one copy of the proposal together with all recommendations shall reach that office by February 1 for a leave commencing in Semester I of that year and by October 1 for a leave commencing in Semester II of the following year. The Office of the Provost shall verify that the applicant is eligible for the proposed leave and that provisions of this Policy have been properly followed. The Provost/Executive Vice President for Academic Affairs shall forward all materials to the President with an evaluation of the proposed leave from a University-wide point of view. The President makes the final decision.

3(b). In the HSC, the dean shall send the departmental and college recommendations to the Vice Chancellor for Academic Affairs (VCAA) so that the original and one copy of the proposal together with all recommendations shall reach that office at least two months prior to the proposed start of the leave. The VCAA shall verify that the applicant is eligible for the proposed leave and that provisions of this Policy have been properly followed, and forward all materials to the Chancellor for Health Sciences, who shall forward them to the President with an evaluation of the proposed leave from a University-wide point of view. The President makes the final decision.

4. Upon returning to UNM, every lecturer granted an academic leave shall submit promptly to the Provost/Executive Vice President for Academic Affairs or the Chancellor for Health Sciences, with copies to department chairperson and dean, a full report of the research, creative work, publications, or other results of the period of leave. The report submitted shall be placed in the lecturer's personnel file.

5. See item 2 under Policy C280 "Leave Without Pay" for combination of sabbatical and leave without pay.

6. Those lecturers who receive all or part of their salaries directly from agencies outside of UNM will be granted academic leave with salary guaranteed only to the extent of UNM funding of the previous year; full funding is possible only when funds are available within the UNM budget.

7. Time toward each new academic leave begins immediately after return to full-time service regardless of the semester of return.

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## HISTORY

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**Effective:**

Draft—January 19, 2013 – Awaiting Faculty Senate and Board of Regents approval.

<a href="mailto:handbook@unm.edu">COMMENTS TO: handbook@unm.edu</a>	<a href="#">FACULTY HANDBOOK HOME</a>	<a href="#">TABLE OF CONTENTS</a>	<a href="#">TABLE OF POLICIES</a>	<a href="#">UNM HOME</a>
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## **Associate of Science in Emergency Medical Services**

### **UNM–Los Alamos**

#### **About the Program**

The Associate of Science in Emergency Medical Service is a specialized degree program designed to build a workforce that is customized to the expected needs of towns, cities and counties in Northern New Mexico and beyond. Students in the program will receive basic academic and specialized hands on training needed to meet the professional educational needs of pre-hospital care providers. The program is designed to meet the 1998 EMT National Standard Curriculum requirements and incorporates New Mexico requirements and EMT scope of practice. Upon successful completion of degree requirements with a minimum GPA of 2.33, graduates will be qualified for New Mexico and National Registry testing and will be eligible for admission to the UNM Bachelor of Science in Emergency Medical Services program.

#### **Program Learning Goals**

The emergency medical services program provides students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies with an end to completing a bachelor's degree in emergency medical services paramedic program. Upon successful completion of the required courses for the emergency medical services program, our students will demonstrate that they have developed the ability to:

- Recognize medical and traumatic emergencies and have the ability to intervene and stabilize patients while in transport to an advanced care facility.
- Have the ability to successfully use pre-hospital field techniques, including airway management and patient assessment and administration of intravenous fluids.
- Show awareness of social and professional responsibilities and act accordingly.
- Have a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS.
- Communicate effectively.

#### **Specific Requirements**

A minimum of 73 credit hours with a minimum grade of 2.33 are required. At least 15 of these 73 credit hours must be UNM catalog credit courses taken in residence. A grade of C or better is required in all courses used to fulfill the requirements of the core curriculum. A minimum of C is also required in each Technical Core course.

#### **General Education core courses (52 credit hours)**

##### **Writing and Speaking (12 credit hours)**

- ENGL 101 Composition I: Exposition (3 credit hours)
- ENGL 102 Composition II: Analysis and Argument (3 credit hours)
- ENGL 220 Expository Writing (3 credit hours)

Or

- ENGL 290 Introduction to Professional Writing (3 credit hours)
- CJ 130 Public Speaking (3 credit hours)

##### **Mathematics and Statistics (6 credit hours)**

- MATH 121 College Algebra (3 credit hours)
- STAT 145 Introduction to Statistics (3 credit hours)

##### **Physical and Natural Sciences (16 credit hours)**

- BIOL 123 Biology for Health Related Sciences and Non Majors (3 credit hours)  
AND
- BIOL 124L Biology for Health Related Sciences and Non Majors Lab (1 credit hour)
- BIOL 237 Human Anatomy and Physiology I for the Health Sciences (3 credit hours)  
AND
- BIOL 227L Human Anatomy and Physiology Lab I (1 credit hour) OR BIOL 247L Human Anatomy and Physiology I for the Health Sciences Lab (1 credit hour)
- BIOL 238 Human Anatomy and Physiology II for the Health Sciences (3 credit hours)  
AND
- BIOL 228L Human Anatomy and Physiology Lab II (1 credit hour) OR BIOL 248L Human Anatomy and Physiology II for the Health Sciences Lab (1 credit hour)
- CHEM 121 General Chemistry (3 credit hours)  
AND
- CHEM 123L General Chemistry Lab (1 credit hour)

**Social and Behavioral Sciences (6 credit hours)**

*Select two courses from the UNM Core Curriculum in Social and Behavioral Sciences*

**Humanities (6 credit hours)**

*Select two courses from the UNM Core Curriculum in Humanities*

**Fine Arts (3 credit hours)**

*Select one course from the UNM Core Curriculum in Fine Arts*

**Foreign Language (3 credit hours)**

*Select one course from the UNM Core Curriculum in Foreign Language*

**Emergency Medicine Core Requirements (21 Credit Hours)**

- EMS 113 EMT-Basic (8 credit hours)
- EMS 142 EMT-Basic Lab (2 credit hours)
- EMS 120 Introduction to EMS System (3 credit hours)
- EMS 143 EMT-Intermediate Lab (1 credit hour)
- EMS 151 EMT-I Clinical and Field Experience (2 credit hours)
- EMS 180 EMT-Intermediate (5 credit hours)

Total Program Required 73 credit hours

## Justification for AS in Emergency Medical Services

UNM–Los Alamos

The Associate of Science in Emergency Medical Service is a specialized degree program designed to build a workforce that is customized to the expected needs of towns, cities and counties in Northern New Mexico and beyond. The program will provide basic academic and specialized hands on training that will produce students with background and knowledge of pre-hospital care providers. It is designed to meet the 1998 EMT National Standard Curriculum requirements and incorporates New Mexico requirements and EMT scope of practice.

The program is being developed in cooperation with the UNM EMS Academy. Upon successful completion of degree requirements and a minimum GPA of 2.33, graduates will be qualified for New Mexico and National Registry testing and are eligible for admission to the UNM School of Medicine Emergency Medical Service Academy Bachelor of Science in Emergency Medical Service program.

The program will provide students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies with an end to completing a bachelor's degree in emergency medical services paramedic program. Upon successful completion of the required courses for the emergency medical services program, our students will demonstrate that they:

- Recognize medical and traumatic emergencies and have the ability to intervene and stabilize patients while in transport to an advanced care facility.
  - Have the ability to successfully use pre-hospital field techniques, including airway management and patient assessment and administration of intravenous fluids.
  - Show awareness of social and professional responsibilities and act accordingly.
  - Have a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS.
  - Communicate effectively.
1. The Associate of Science in Emergency Medical Service can be considered a vocational, terminal program, since students who obtain this degree will have the ability to be licensed as an EMT; however, it is designed primarily to be a transfer program directly into the UNM School of Medicine Emergency Medical Services Academy Bachelor of Science in Emergency Medical Service degree program. We are working not only with the UNM-EMS Academy, but also with the Los Alamos Fire Department and the local public schools to create the program. Since it will be based on the 1998 EMT National Standard Curriculum requirements, it will be portable and transferable both within the state and nationally. The local public schools have expressed an interest in having EMT Basic available for high school juniors and seniors so that students could be prepared to sit for the licensing exam and begin work as soon as they have their 18<sup>th</sup> birthday. These partnerships will give our students the skills that the regional potential employers are seeking in their new employees.
  2. Our recent assessment of the labor market in Northern New Mexico reflects a continual and growing need for emergency service personnel with post-secondary education. Our program will create a pool of qualified and productive individuals from which local emergency service providers, usually fire departments, could draw for entry level employees.
  3. This degree program, developed in conjunction with the UNM EMS Academy as well as our local fire department, will provide this opportunity to current employees who wish to enter a paramedic program as well as new students. Currently over 100 students are turned away from the program at UNM because of lack of space each year. This program at UNM-LA will help those students begin their degree. We are working with UNM to bring many of the 3<sup>rd</sup> year courses from UNM EMS academy to the our campus so that students can make progress rather than needing to wait for another year or two until space opens up in Albuquerque. The local fire department estimates that of its approximate 150 employees it has about a 20% per year turnover and

thus needs for new employees. Similarly, fire departments in Espanola, Santa Fe and Taos report similar needs. Many of the current firefighters plan to pursue training in emergency medical services. The lack of local availability often prevents currently employed individuals from beginning a program.

4. In the next five to ten years the job-creation ratio in New Mexico is expected to increase. These employment demands are demonstrated by current statistical figures published by state and federal agencies, such as NM Department of Labor and the U.S Bureau of Labor Statistics. These statistics indicate and expected growth of 33% by 2020 nationally. This is much faster than average growth rate.<sup>1</sup> In New Mexico there is an expected growth as well with the rate being about 2.2% per year.<sup>2</sup>
5. Most other regional institutions in Northern New Mexico do not have a degree in Emergency Medical Services. Our program would join 2 other emergency services degree programs in the Northern half of New Mexico. The geographically closest institution offering a fire-related degree program is Santa Fe Community College which offers an AAS in Paramedicine. The SFCC program is designed to be a terminal degree, while our proposed program is a transfer program designed to funnel directly into the UNM Baccalaureate program. While the SFCC program contains a few similar courses to those available at UNM EMS Academy, it does not have the depth of education that a bachelor degree would provide. The other institution in Northern New Mexico which offers a degree in Emergency Medical Service is San Juan College which is in the far northwest corner of New Mexico, over 200 miles away. The SJC degree program is also designed to be a terminal Associate's degree rather than a transfer program.

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<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, EMTs and Paramedics, on the Internet at <http://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm> (visited October 04, 2012).

<sup>2</sup> New Mexico Department of Workforce Solutions, <http://www.dws.state.nm.us/careersolutions/occs/292041.html>

## Budgetary and Faculty Load Considerations

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. The technical core courses are already being taught each semester, so the increase will begin only as a cohort of students begin to move through the program in larger numbers. The cost associated with the acquisition of additional faculty members will be approximately \$700-\$750 per credit hour and will depend on the number of courses offered each semester (or each year.) The cost should be mostly recovered through tuition and state funding as they will not be full-time or tenured faculty at this time. The long-term goal is to hire full-time or tenured faculty, but that will be several years in the future.

Currently, lab equipment will be borrowed from the UNM EMS Academy. We are currently working with the UNM EMS Academy to develop a list of equipment that we will need to purchase. We estimate the cost of the equipment to be about \$10,000, but we will finalize the list with the EMS academy.

The Los Alamos branch campus of UNM mirrors all of the same student support services that are available to main campus students. UNM-LA Tutoring 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 already have a Program Coordinator, who is a Captain/Paramedic with the local fire department, on staff for this program. The cost of the coordinator will be shared with the Fire Science Program. 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.

There will be course fees associated with various technical courses in the Associate of Science in Emergency Medical Service. For EMT Basic and Intermediate will both require needle stick insurance and purchase of curriculum from the UNM EMS Academy. Currently that fee is \$100, but it will increase as the cost of these items increase. 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.

In order to successfully implement this program, UNM-Los Alamos received support from LAFD in terms of curriculum development and equipment use. Other associated costs would include salaries for the program coordinator(s) and stipends for faculty members teaching in the program. A stipend for the program coordinator during start-up will be provided for by a current Title V Grant.

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

	Year 1	Year 2	Year 3
Program Coordinator	\$2000	\$2000	\$2000
Faculty (already in current budget for technical courses)	\$12,000	\$12,000	\$12,000
Student Outreach	\$500	\$500	\$500
Equipment Expenses	\$3,000	\$3,000	\$3,000
Miscellaneous	\$750	\$750	\$750
Total Expenses	\$18,250	\$18,250	\$18,250

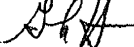


THE UNIVERSITY *of*  
NEW MEXICO

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

Date: 10/11/2012

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

From: Gregory L. Heileman, Associate Provost for Curriculum 

Re: Pre-proposal for Associate of Science in EMS for UNMLA

Cc: Chaouki Abdallah, Provost and EVP for Academic Affairs  
Kathleen Keating, Chair, Faculty Senate Curriculum Committee  
Elizabeth Barton, Associate Registrar

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Thank you for submitting the preliminary review outline for the Associate of Science in Emergency Medical Service. In our judgment, the proposed Associate of Science degree has been sufficiently well developed to warrant submission to the Faculty Senate Curricula Committee, please feel free to proceed.

We commend you for endeavoring to create this program in a manner that is consistent with the program at UNM – Valencia, and for also ensuring that it feeds into the UNM EMS Academy.





## *Emergency Medical Services Academy*

UNM Faculty Senate Curriculum Committee

September 27, 2012

Re: UNM-Los Alamos AS in Emergency Medical Services

To Whom It May Concern:

I am pleased to write this letter in support of the pre-proposal submitted by UNM–Los Alamos and partners in Northern New Mexico to implement an Associate of Science Degree in Emergency Medical Services. This degree will help to address the critical need in Northern New Mexico to advance students in public safety careers recruit new students into a degree program in such a vital discipline.

As the Director of the EMS Academy, I strongly support this proposal and the combined efforts of the partners to create this new degree opportunity. We have been working with the faculty and staff of UNM–LA in planning and implementing this program including the required credits and equipment. To support this program, we hope to design a Fire Science Concentration as part of our Bachelors of Science, EMS degree. In return, we foresee that this program could also benefit us by providing a Fire Science option for our BS degree students.

Thank you for your consideration of this degree program. We look forward to working with UNM-Los Alamos on a mutually beneficial program.

Sincerely,

A handwritten signature in black ink that reads "Robert McDaniels". The signature is written in a cursive style with a large initial "R".

Robert McDaniels, MS, NREMT-P

Director  
EMS Academy

Troy Hughes  
Fire Chief  
Justin Grider  
Deputy Chief  
Glenn Trehern  
Deputy Chief

# Los Alamos County Fire Department

195 East Road, Suite 101, Los Alamos, NM 87544

Phone: (505) 662-8301; Fax: (505) 662-8302



*"1 Department, 1 Direction, True North"*



October 3, 2012

The University of New Mexico  
Los Alamos Branch  
4000 University Dr.  
Los Alamos, NM 87544

To Whom It May Concern:

The Los Alamos Fire Department would like to express our excitement and enthusiasm for a potential Paramedic Education Program to be held at the University of New Mexico Los Alamos Branch. The Los Alamos Fire Department is proud to be a part of the Los Alamos community of Los Alamos. With the convenience of having such a highly regarded institution of higher education in our community that would be able to provide this type of education to the members of our department, it is our goal to provide this type of education to the members of our department. The Los Alamos Fire Department is dedicated to provide a high level of Emergency Medicine to the visitors and members of the Los Alamos community.

# Memorandum

**To:** Dr. Kate Massengale, Dean of Instruction  
**From:** Dennis Davies-Wilson, Library Director  
**Date:** October 18, 2012  
**Re:** Library support for AS in Emergency Medical Services Form C

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The library currently collects limited resources in support of the EMT program. Additional funding (a minimum of \$2,000.00 annually) will be necessary to update the print and electronic resources collection and maintain support of an Associate of Science in Emergency Medical Services degree.

UNM-Los Alamos  
New Degree Program Proposal

Associate of Science in Emergency Medical Services

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

Dennis Davies-Wilson 10-17-12  
Dennis Davies-Wilson, Chair                      Date

# UNM-Los Alamos

## Associate of Science in Emergency Medical Service

### Preliminary Review and Proposal Outline

September 10, 2012

#### 1. Program Description

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

The Associate of Science in Emergency Medical Service is a specialized degree program designed to build a workforce that is customized to the expected needs of towns, cities and counties in Northern New Mexico and beyond. The program will provide basic academic and specialized hands on training that will produce students with background and knowledge of pre-hospital care providers. It is designed to meet the 1998 EMT National Standard Curriculum requirements and incorporates New Mexico requirements and EMT scope of practice.

The program is being developed in cooperation with the UNM EMS Academy. Upon successful completion of degree requirements and a minimum GPA of 2.33, graduates will be qualified for New Mexico and National Registry testing and are eligible for admission to the UNM School of Medicine Emergency Medical Service Academy Bachelor of Science in Emergency Medical Service program.

The program will provide students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies with an end to completing a bachelor's degree in emergency medical services paramedic program. Upon successful completion of the required courses for the emergency medical services program, our students will demonstrate that they:

- Recognize medical and traumatic emergencies and have the ability to intervene and stabilize patients while in transport to an advanced care facility.
- Have the ability to successfully use pre-hospital field techniques, including airway management and patient assessment and administration of intravenous fluids.
- Show awareness of social and professional responsibilities and act accordingly.
- Have a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS.
- Communicate effectively.

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 Life Long Learning!** The Associate of Science in Emergency Medical Service program fulfills this mission by providing educational opportunities for members of the community and Northern New Mexico for employment in the area of emergency services. The degree program offers quality training needed for individuals to begin working as licensed EMTs at local, regional, state or out of state fire departments, and to transfer to a Bachelor's Paramedic program.

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

UNM's mission and strategic plan as outlined on the UNM website 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.** Our vision for the Associate of Science in Emergency Medical Service degree program helps fulfill this mission. Our students will receive excellent instruction and will learn the value of community service, the value of using their own talents and skills to give back to society, and the ability to provide excellent pre-hospital patient care. 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-Valencia has a similar degree program. This new program at UNM-Los Alamos will also be developed in cooperation and with the support of UNM EMS Academy.

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

The Associate of Science in Emergency Medical Service can be considered a vocational, terminal program, since students who obtain this degree will have the ability to be licensed as an EMT; however, it is designed primarily to be a transfer program directly into the UNM School of Medicine Emergency Medical Services Academy Bachelor of Science in Emergency Medical Service degree program.

We are working not only with the UNM-EMS Academy, but also with the Los Alamos Fire Department and the local public schools to create the program. Since it will be based on the 1998 EMT National Standard Curriculum requirements, it will be portable and transferable both within the state and nationally. The local public schools have expressed an interest in having EMT Basic available for high school juniors and seniors so that students could be prepared to sit for the licensing exam and begin work as soon as they have their 18<sup>th</sup> birthday. 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.*

As stated above, our program can be a terminal program. However, since the curriculum will be based on the 1998 EMT National Standard Curriculum requirements, it will be easily transferrable to any Bachelor's program particularly the UNM School of Medicine Emergency Medical Services Academy Bachelor of Science in Emergency Medical Service degree program. Also, our general education core curriculum contains basic courses from UNM main degree programs, which can be transferred to other programs should a student choose to do so. The UNM EMS Academy is working with us in the development of this degree and is planning to begin offering many of their 3<sup>rd</sup> and 4<sup>th</sup> year courses on our campus so that the students who take their coursework here will be able to continue with UNM EMS Academy to finish a paramedic program.

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

The Associate of Science in Emergency Medical Service program has a target start date of August 2013. Program development is mostly complete and will be concluded this fall pending preliminary approval.

## 2. Evidence of Need

### a. *Provide evidence of student demand.*

Our recent assessment of the labor market in Northern New Mexico reflects a continual and growing need for emergency service personnel with post-secondary education. Our program will create a pool of qualified and productive individuals from which local emergency service providers, usually fire 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 UNM EMS Academy as well as our local fire department, will provide this opportunity to current employees who wish to enter a paramedic program as well as new students. Currently over 100 students are turned away from the program at UNM because of lack of space each year. This program at UNM-LA will help those students begin their degree. We are working with UNM to bring many of the 3<sup>rd</sup> year courses from UNM EMS academy to the our campus so that students can make progress rather than needing to wait for another year or two until space opens up in Albuquerque. The local fire department estimates that of its approximate 150 employees it has about a 20% per year turnover and thus needs for new employees. Similarly, fire departments in Espanola, Santa Fe and Taos report similar needs. Many of the current firefighters plan to pursue training in emergency medical services. The lack of local availability often prevents currently employed individuals from beginning a program.

### 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, deadlines, and selection criteria. The Los Alamos Fire Department will advertise to their employees, and we are currently working with the Los Alamos Public schools to create and advertising campaign and career pathway to their students who are interested in this type of career. 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 Science in Emergency Medical Service program 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.*

Most other regional institutions in Northern New Mexico do not have a degree in Emergency Medical Services. Our program would join 2 other emergency services degree programs in the Northern half of New Mexico. The geographically closest institution offering a fire-related degree program is Santa Fe Community College which offers an AAS in Paramedicine. The SFCC program is designed to be a terminal degree, while our proposed program is a transfer program designed to funnel directly into the

UNM Baccalaureate program. While the SFCC program contains a few similar courses to those available at UNM EMS Academy, it does not have the depth of education that a bachelor degree would provide. The other institution in Northern New Mexico which offers a degree in Emergency Medical Service is San Juan College which is in the far northwest corner of New Mexico, over 200 miles away. The SJC degree program is also designed to be a terminal Associate's degree rather than a transfer program.

The Associate of Science in Emergency Medical Service 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 Emergency Medical Services and basic employability skills, the degree program will be developed and delivered in a cohort model.

*d. Provide evidence of demand for program graduates.*

*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 New Mexico is expected to increase. These employment demands are demonstrated by current statistical figures published by state and federal agencies, such as NM Department of Labor and the U.S Bureau of Labor Statistics. These statistics indicate and expected growth of 33% by 2020 nationally. This is much faster than average growth rate.<sup>1</sup> In New Mexico there is an expected growth as well with the rate being about 2.2% per year.<sup>2</sup> (Documents are attached at the end of the pre-proposal.)

*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 the area of Emergency Medical Services. 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, as well as provide a pipeline of students to the UNM Bachelor's degree program in EMS. This pipeline will ensure the availability of better educated and skilled students and qualified potential employees that will ultimately benefit the regional economy.

UNM-Los Alamos, along with the local fire department and the UNM EMS Academy, have identified a need for a general education that is standard in the Emergency Medical Services area in order to ensure common levels of rigor upon which 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.*

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<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, EMTs and Paramedics, on the Internet at <http://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm> (visited *October 04, 2012*).

<sup>2</sup> New Mexico Department of Workforce Solutions, <http://www.dws.state.nm.us/careersolutions/occs/292041.html>



A minimum of 73 credit hours must be earned to complete the Associate of Science degree in Emergency Medical Service. This credit hour count is higher than most Associate degree programs, but it is in line with UNM-Valencia's program. It includes the pre-requisites required of students entering a Bachelor degree program at UNM. 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.

The following general education core courses (total 52 credit hours) will be required under the proposed degree program. The core classes include:

Writing and Speaking (12 credit hours)

- ENGL 101 Composition I: Exposition (3 credit hours)
  - ENGL 102 Composition II: Analysis and Argument (3 credit hours)
  - ENGL 220 Expository Writing (3 credit hours)
- Or
- ENGL 290 Introduction to Professional Writing (3 credit hours)
  - CJ 130 Public Speaking (3 credit hours)

Mathematics and Statistics (6 credit hours)

- MATH 121 College Algebra (3 credit hours)
- STAT 145 Introduction to Statistics (3 credit hours)

Physical and Natural Sciences (16 credit hours)

- BIOL 123 Biology for Health Related Sciences and Non Majors (3 credit hours)
- AND
- BIOL 124L Biology for Health Related Sciences and Non Majors Lab (1 credit hour)
  - BIOL 237 Human Anatomy and Physiology I for the Health Sciences (3 credit hours)
- AND
- BIOL 227L Human Anatomy and Physiology Lab I (1 credit hour) OR BIOL 247L Human Anatomy and Physiology I for the Health Sciences Lab (1 credit hour)
  - BIOL 238 Human Anatomy and Physiology II for the Health Sciences (3 credit hours)
- AND
- BIOL 228L Human Anatomy and Physiology Lab II (1 credit hour) OR BIOL 248L Human Anatomy and Physiology II for the Health Sciences Lab (1 credit hour)
  - CHEM 121 General Chemistry (3 credit hours)
- AND
- CHEM 123L General Chemistry Lab (1 credit hour)

Social and Behavioral Sciences (6 credit hours)

*Select two courses from the UNM Core Curriculum in Social and Behavioral Sciences*

Humanities (6 credit hours)

*Select two courses from the UNM Core Curriculum in Humanities*

Fine Arts (3 credit hours)

*Select one course from the UNM Core Curriculum in Fine Arts*

Foreign Language (3 credit hours)

*Select one course from the UNM Core Curriculum in Foreign Language*

Emergency Medicine Core Requirements (21 Credit Hours)

- EMS 113 EMT-Basic (8 credit hours)
- EMS 140 EMT-Basic Lab (2 credit hours)
- EMS 120 Introduction to EMS System (3 credit hours)
- EMS 143 EMT-Intermediate Lab (1 credit hour)
- EMS 151 EMT-I Clinical and Field Experience (2 credit hours)
- EMS 180 EMT-Intermediate (5 credit hours)

Total Program Required 73 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?*

The emergency medical services program provides students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies with an end to completing a bachelor's degree in emergency medical services paramedic program. Course syllabi describe the learning objectives that contribute to the program learning goals and explain how students' learning is evaluated. Upon successful completion of the required courses for the emergency medical services program, our students will demonstrate that they have developed the ability to:

- Recognize medical and traumatic emergencies and have the ability to intervene and stabilize patients while in transport to an advanced care facility.
- Successfully use pre-hospital field techniques, including airway management and patient assessment and administration of intravenous fluids..
- Show awareness of social and professional responsibilities and act accordingly.
- Have a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS.
- Communicate effectively.

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

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

- 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 not be offering the Paramedic program (which needs to be accredited) independently; rather this will be done through UNM EMS Academy who has the accreditation already.

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

Since the curriculum for the Associate of Science in Emergency Medical Service program will be based on the pre-requisites for and the first 2 years of the UNM Bachelor’s in Emergency Medical Service curriculum, the courses and faculty will be approved by EMS academy which will enhance existing accreditation at UNM-Los Alamos.

**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 Science in Emergency Medical Service assessment plan is summarized in the table below.

Outcome	Measurement Method/Course	Responsibility	Schedule for Data Collection	Schedule for review and change
Recognize medical and traumatic emergencies and to intervene and stabilize patients while in transport to an advanced care facility	EMS 113 EMS 180	Appropriate Faculty reporting to Program Coordinator	Annually	Summer

Use pre-hospital field techniques, including airway management and patient assessment and administration of intravenous fluids.	EMS 113 EMS 180	Appropriate Faculty reporting to Program Coordinator	Bi-Annual	Summer
Show awareness of social and professional responsibilities and act accordingly.	EMS 120	Appropriate Faculty reporting to Program Coordinator	Bi-Annually	Summer
Demonstrate a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS.	EMS 120	Appropriate Faculty reporting to Program Coordinator	Bi-Annually	Summer
Communicate effectively	ENGL 102	English Department	Bi-Annually	Summer

Each of the Emergency Medical Services courses will be assessed using embedded assessment within the course and reported to the Emergency Medical Services Coordinator. Learning outcomes will be developed within each 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 and
5. Results are discussed in the meeting, problems are identified, and corrective actions are formulated.
6. Corrective actions are implemented during the next academic year.
7. 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 2 and 3 part-time faculty members will be needed to teach one or two courses each in the technical area. 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 will be approved by UNM EMS Academy and the state depending on appropriate education and experience. The education level of these faculty will vary from an Associate's degree up, with a preference for a Bachelor's degree, depending on the course. These faculty must be in good standing with the UNM EMS Academy and the state EMS Bureau and meet the JOE requirements for EMS education.

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

The general core academic requirements for our program in Emergency Medical Services 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. The cost associated with the acquisition of additional faculty members will be approximately \$650-\$700 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 as they will not be full-time or tenured faculty at this time.

*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. Currently, lab equipment will be borrowed from the UNM EMS Academy. Disposable supplies for classroom activities will be covered by lab fees. We are currently working with the UNM EMS Academy to develop a list of equipment that we will need to purchase. We estimate the cost of the equipment to be about \$10,000, but we will finalize the list as soon as the Academy has more time to help us complete the list, probably later in October at a meeting we have planned.

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

Courses will be taught in traditional classrooms. We have a large classroom with tables that will be used, almost exclusively for this program. No additional space will be needed at UNM-LA at this time.

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 Tutoring 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 already have a Program Coordinator, who is a Captain/Paramedic with the local fire department, on staff for this program. The cost of the coordinator will be shared with the Fire Science Program.

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. We will need to continue to work with the regional hospitals to provide required clinical experience. We have already been doing this, so no new collaborations will be required at this time.

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

There will be course fees associated with various technical courses in the Associate of Science in Emergency Medical Service. For EMT Basic and Intermediate will both require needle stick insurance and purchase of curriculum from the UNM EMS Academy. Currently that fee is \$100, but it will increase as the cost of these items increase. 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 10 students
Following years	Minimum 10 students

ii. *Provide a program budget.*

In order to successfully implement this program, UNM-Los Alamos received support from LAFD in terms of curriculum development and equipment use. Other associated costs would include salaries for the program coordinator(s) and stipends for faculty members teaching in the program. A stipend for the program coordinator during start-up will be provided for by a current Title V Grant.

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

	Year 1	Year 2	Year 3
Program Coordinator	\$2000	\$2000	\$2000
Faculty	\$12,000	\$12,000	\$12,000
Student Outreach	\$500	\$500	\$500
Equipment Expenses	\$3,000	\$3,000	\$3,000
Miscellaneous	\$750	\$750	\$750
Total Expenses	\$18,250	\$18,250	\$18,250

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

**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.*

Please see attached letters of support and labor market statistics for anticipated need for EMTs/Paramedics.

**6. Attachments**

- a. Department of Labor documentation
- b. List of similar programs (state and regional)
- c. List of potential employers.
- d. Letters of support from external partners or stakeholders.
- e. If applicable, letters of support from related UNM programs from other campuses.



## EMTs and Paramedics

### Summary



In emergencies, EMTs and paramedics are dispatched by a 911 operator to the scene, where they often work with police and firefighters.

Quick Facts: EMTs and Paramedics	
<b>2010 Median Pay</b>	\$30,360 per year \$14.60 per hour
<b>Entry-Level Education</b>	Postsecondary non-degree award
<b>Work Experience in a Related Occupation</b>	None
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2010</b>	226,500
<b>Job Outlook, 2010-20</b>	33% (Much faster than average)
<b>Employment Change, 2010-20</b>	75,400

### What EMTs and Paramedics Do

Emergency medical technicians (EMTs) and paramedics care for the sick or injured in emergency medical settings. People's lives often depend on their quick reaction and competent care. EMTs and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

### Work Environment

Emergency medical technicians (EMTs) and paramedics work both indoors and outdoors, in all types of weather. Their work is physically strenuous and can be stressful, sometimes involving life-or-death situations and patients who are suffering.

### How to Become an EMT or Paramedic

All EMTs and paramedics must complete a formal training program. All states require EMTs and paramedics to be licensed; requirements vary by state.



### Pay

The median annual wage of EMTs and paramedics was \$30,360 in May 2010.

### Job Outlook

Employment of EMTs and paramedics is expected to grow by 33 percent from 2010 to 2020, much faster than the average for all occupations.

### Similar Occupations

Compare the job duties, education, job growth, and pay of EMTs and paramedics with similar occupations.

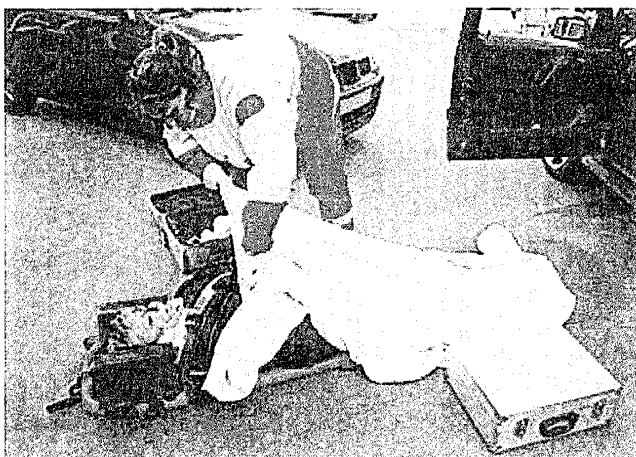
### O\*NET

O\*NET provides comprehensive information on key characteristics of workers and occupations.

### Contacts for More Information

Learn more about EMTs and paramedics by contacting these additional resources.

## What EMTs and Paramedics Do



EMTs and paramedics use special equipment, including backboards and restraints, to immobilize patients and secure them in the ambulance for transport.

Emergency medical technicians (EMTs) and paramedics care for the sick or injured in emergency medical settings. People's lives often depend on their quick reaction and competent care. EMTs and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

A 911 operator sends EMTs and paramedics to the scene of an emergency, where they often work with police and firefighters. For more information, see the profiles on [police and detectives](#) and [firefighters](#).

### Duties

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EMTs and paramedics typically do the following:

- Respond to 911 calls for emergency medical assistance, such as cardiopulmonary resuscitation (CPR) or bandaging a wound
- Assess a patient's condition and determine a course of treatment
- Follow guidelines that they learned in training and that they receive from physicians who oversee their work
- Use backboards and restraints to keep patients still and safe in an ambulance for transport

- Help transfer patients to the emergency department of a healthcare facility and report their observations and treatment to the staff
- Create a patient care report; documenting the medical care they gave the patient
- Replace used supplies and check or clean equipment after use

When taking a patient to the hospital, one EMT or paramedic may drive the ambulance while another monitors the patient's vital signs and gives additional care. Some paramedics work as part of a helicopter's flight crew to transport critically ill or injured patients to a hospital.

EMTs and paramedics also take patients from one medical facility to another. Some patients may need to be transferred to a hospital that specializes in treating their injury or illness or to a facility that provides long-term care, such as a nursing home.

If a patient has a contagious disease, EMTs and paramedics decontaminate the interior of the ambulance and may need to report these cases to the proper authorities.

The specific responsibilities of EMTs and paramedics depend on their level of training and the state they work in. The National Registry of Emergency Medical Technicians (NREMT) provides national certification of EMTs and paramedics at four levels: EMT-Basic, EMT-Intermediate (which has two levels, respectively called 1985 and 1999), and Paramedic. Some states, however, have their own certification programs and use different titles.

An **EMT-Basic**, also known as an EMT, cares for patients at the scene and while taking patients by ambulance to a hospital. An EMT-Basic has the emergency skills to assess a patient's condition and manage respiratory, cardiac, and trauma emergencies.

An **EMT-Intermediate (1985 or 1999)**, also known as Advanced EMT, has completed the training required at the EMT-Basic level, as well as training for more advanced skills, such as the use of intravenous fluids and some medications.

**Paramedics** provide more extensive prehospital care than do EMTs. In addition to carrying out the procedures that EMTs use, paramedics can give medications orally and intravenously, interpret electrocardiograms (EKGs)—used to monitor heart function—and use other monitors and complex equipment.

The specific tasks or procedures EMTs and paramedics are allowed to perform at any level vary by state.

## Work Environment



EMTs and paramedics care for sick or injured patients in a pre-hospital setting.

Emergency medical technicians (EMTs) and paramedics held about 226,500 jobs in 2010. They work both indoors and outdoors, in all types of weather. Their work is physically strenuous and can be stressful, sometimes involving life-or-death situations and patients who are suffering. Most career EMTs and paramedics work in metropolitan areas. Volunteer EMTs and paramedics are more common in small cities, towns, and rural areas. These individuals volunteer for fire departments, providers of emergency medical services, or hospitals and may respond to only a few calls per month.

As shown below, almost half of paid EMTs and paramedics worked as employees of ambulance services in 2010. Others worked in hospitals or local government:

Ambulance services	48%
Local government, excluding education and hospitals	29
Hospitals; state, local, and private	17

In 2010, about 22 percent of EMTs and paramedics belonged to a union or were covered by a union contract.

## Injuries

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EMTs and paramedics experience a much larger than average number of work-related injuries or illnesses. They are required to do considerable kneeling, bending, and lifting while caring for and moving patients. They may be exposed to contagious diseases, such as hepatitis B and AIDS. Sometimes they can be injured by mentally unstable or combative patients. These risks can be reduced by following proper safety procedures, such as waiting for police to clear an area in violent situations or wearing gloves while working with a patient.

## Work Schedules

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Most EMTs and paramedics work full time. About one-third worked more than full time in 2010. Because EMTs and paramedics must be available to work in emergencies, they may work overnight and on weekends. Some EMTs and paramedics are volunteers and have varied work schedules.

## How to Become an EMT or Paramedic



EMTs and paramedics need to be physically fit as their job requires a considerable amount of bending, lifting, and kneeling.

All emergency medical technicians (EMTs) and paramedics must complete a formal training program. All states require EMTs and paramedics to be licensed; requirements vary by state.

### Education and Training

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Both a high school diploma or equivalent and cardiopulmonary resuscitation (CPR) certification are prerequisites for most formal education and training programs. High school students interested in entering these occupations should take courses in anatomy and physiology. Formal training is offered by technical institutes, community colleges, and facilities that specialize in emergency care training.

At the *EMT-Basic* level, training includes instruction in assessing patients' conditions, dealing with trauma and cardiac emergencies, clearing obstructed airways, using field equipment, and handling emergencies. Formal courses include about 100 hours of specialized training. Some training may be required in a hospital or ambulance setting.

The *EMT-Intermediate 1985* or *EMT-Intermediate 1999* level, also known as the *Advanced EMT* level, typically requires 1,000 hours of training based on the scope of practice. At this level, people must complete the training required at the EMT level, as well as more advanced training, such as training in the use of complex airway devices, intravenous fluids, and some medications.

*Paramedics* have the most advanced level of training. They must complete EMT-level and Advanced EMT training, as well as training in advanced medical skills. Community colleges and technical schools may offer this training, in which graduates may receive an associate's degree. Paramedic programs require about 1,300 hours of training and may take up to 2 years. Their broader scope of practice may include stitching wounds or administering IV medications.

Separate training and licensure is required to drive an ambulance. Although some emergency medical services hire separate drivers, most EMTs and paramedics take a course requiring about 8 hours of training before they can drive an ambulance.

### Licenses and Certification

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The National Registry of Emergency Medical Technicians (NREMT) certifies EMTs and paramedics. All levels of NREMT certification require completing a certified training or education program and passing the national exam. The national exam has both a written part and a practical part.

All states require EMTs and paramedics to be licensed; requirements vary by state. In most states, an individual who has NREMT certification qualifies for licensure; in some, passing an equivalent state exam is required. Typically to apply for a license, an applicant must be over the age of 18. Many states require background checks and may decide not to give a license to an applicant who has a criminal history.

### Important Qualities

**Compassion.** EMTs and paramedics must provide emotional support to patients in an emergency, especially patients who are in life-threatening situations or extreme mental distress.

**Interpersonal skills.** EMTs and paramedics almost always work on teams and must be able to coordinate their activities closely with others in stressful situations.

**Listening skills.** EMTs and paramedics need to listen to patients to determine the extent of their injuries or illnesses.

**Physical strength.** EMTs and paramedics need to be physically fit. Their job requires a lot of bending, lifting, and kneeling.

**Problem-solving skills.** EMTs and paramedics need strong problem-solving skills. They must evaluate patients' symptoms and administer the appropriate treatments.

**Speaking skills.** EMTs and paramedics need to be able to comfort and explain procedures to the patient, give orders, and relay information to others.

### Pay

#### EMTs and Paramedics

Median annual wages, May 2010

Health Technologists and Technicians	\$39,340
Total, All Occupations	\$33,840
Emergency Medical Technicians and Paramedics	\$30,360

Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

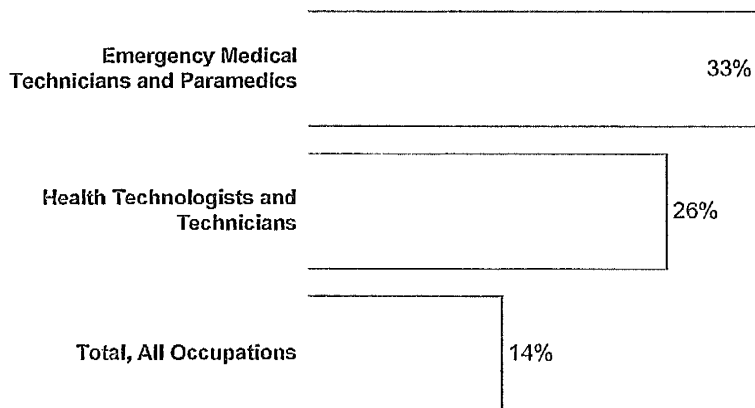
The median annual wage of emergency medical technicians (EMTs) and paramedics was \$30,360 in May 2010. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$19,710, and the top 10 percent earned more than \$51,370.

Most EMTs and paramedics work full time. About one-third worked more than full time in 2010. Because EMTs and paramedics must be available to work in emergencies, they may work overnight and on weekends. Some EMTs and paramedics are volunteers and have varied work schedules.

## Job Outlook

### EMTs and Paramedics

Percent change in employment, projected 2010-20



Note: All Occupations includes all occupations in the U.S. Economy.  
 Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment of emergency medical technicians (EMTs) and paramedics is expected to grow by 33 percent from 2010 to 2020, much faster than the average for all occupations. Emergencies such as car crashes, natural disasters, and violence will continue to create demand for EMTs and paramedics. There will also continue to be demand for part-time, volunteer EMTs and paramedics in rural areas and smaller metropolitan areas.

Growth in the middle-aged and elderly population will lead to an increase in the number of age-related health emergencies, such as heart attacks or strokes. This, in turn, will lead to an increase in the demand for EMTs and paramedic services. An increase in specialized medical facilities will require more EMTs and paramedics to transfer patients with specific conditions to these facilities for treatment.

In recent years, companies that build ambulances have started to update and redesign their interiors to keep EMTs, paramedics, and patients safer during transport. These companies are hiring EMTs and paramedics as consultants to learn their ideas about such updates and designs.

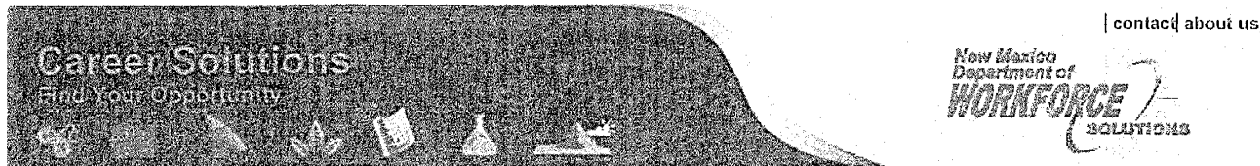
#### Employment projections data for EMTs and paramedics, 2010-20

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
Emergency Medical Technicians and Paramedics	29-2041	226,500	301,900	33	75,400	[XLS]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

### Similar Occupations

This table shows a list of occupations with job duties that are similar to those of EMTs and paramedics.



**EXPLORE**

**Plan**

- Worksheet

**Research**

- Job Statistics
- Jobs by Education
- Jobs with Wages
- Jobs by Keyword

**Education**

- Two-Year
- Four-Year
- Career Schools

**More Options**

- Apprenticeship
- Entrepreneurship
- Job Corps
- Military

**EMERGENCY MEDICAL TECHNICIANS AND PARAMEDICS**

**Description**

*Emergency Medical Technicians and Paramedics* - Assess injuries, administer emergency medical care, and extricate trapped individuals. Transport injured or sick persons to medical facilities.

O\*NET code 29-2041.00

**Wages**

The national average annual salary for this occupation is \$59,770 per year. Nationally, the average hourly wage for this occupation is \$28.74. The average wage in New Mexico is well below the national average. In New Mexico, the average hourly wage is \$16.98 and most workers in this occupation earn between \$11.25 and \$19.84 per hour.

In the table click on the "+" sign to expand/collapse areas.

New Mexico Local Wages for Emergency Medical Technicians and Paramedics

Area	Entry Wage	Average Wage	Experienced Wage
National Annual		\$59,770	
National Hourly		\$28.74	
Statewide Annual	\$23,410	\$35,310	\$41,260
Statewide Hourly	\$11.25	\$16.98	\$19.84
+ Metro Areas			
+ Regions			

A dash '-' indicates that information is not available for this occupation or area.

Metro Areas refer to Metropolitan Statistical Areas.

Regions refer to Workforce Investment Areas.

For more detailed information about New Mexico wages visit the [Occupational Employment Statistics program website](#). Information displayed represents annual 2011 wages.

**Career Clusters**



Click on the career cluster icon to see a plan of study that will help you complete your Next Step Plan. The Career Plan of Study is a Microsoft Excel document. Many occupations will fit into several career clusters.

**Job Growth**

**New Mexico**

**2010 to 2020**

In 2010 there were about 1,390 workers in this occupation in New Mexico. The Department of Workforce Solutions estimates that by 2020 this number will have no growth by about 24 percent and an estimated 1,730 will be employed in this occupation. Compared to other occupations, employment growth in this occupation is growing about average. Job opportunities are good or favorable, as there should be about 33 openings each year for workers in this occupation.

In the Table click on the "+" sign to expand/collapse areas

New Mexico Local Needs for Emergency Medical Technicians and Paramedics

Area	Estimated Employment 2010	Projected Employment 2020	Annual Percent Change	Total Annual Average Openings	<a href="#">New Mexico Department of Workforce Solutions   Economic Research and Analysis Bureau   Disclaimer</a>
New Mexico	1,390	1,730	2.18%	33	
+ Metro Areas					
+ Regions					

A dash '-' indicates that information is not available for this occupation or area.

Metro Areas refer to Metropolitan Statistical Areas.

Regions refer to Workforce Investment Areas.

Source: NMDWS, Economic Research and Analysis Bureau.

**Education**

Emergency Medical Technicians and Paramedics usually need Post-Secondary Certificate - awarded for training completed after high school (for example, in Personnel Services, Engineering-related Technologies, Vocational Home Economics, Construction Trades, Mechanics and Repairers, Precision Production Trades).

Education Level	Percentage
Post-Secondary Certificate - awarded for training completed after high school (for example, in Personnel Services, Engineering-related Technologies, Vocational Home Economics, Construction Trades, Mechanics and Repairers, Precision Production Trades)	41%
High School Diploma (or GED or High School Equivalence Certificate)	15%
Some College Courses	14%
Less than a High School Diploma	13%
Bachelor's Degree	12%
Associate's Degree (or other 2-year degree)	5%

Information based on O\*NET data and is the result of a national survey.

Use this list to find educational opportunities for this occupation. Contact the specific schools directly to find out application requirements and program availability.

In the table click on the "+" sign to expand/collapse areas.

New Mexico Schools with programs for Emergency Medical Technicians and Paramedics

- + Central New Mexico Community College
- + Central New Mexico Community College-Mon
- + Central New Mexico Community College-Sou
- + Central New Mexico Community College-Wes
- + Central New Mexico Community College-Wo
- + Eastern New Mexico University - Roswell
- + Eastern New Mexico University - Ruidoso
- + New Mexico State University- Albuquerque
- + NMSU - Dona Ana Community College
- + University of New Mexico - Valencia
- + University of New Mexico Main Campus-UNM

This list is updated once a year and is compiled from the NM Department of Higher Education and other sources.

**License**

License Title	Contact	Year	Number issued
EMT License Basic	New Mexico Emergency Medical Systems Bureau 1301 Siler Rd, Bldg F, Santa Fe, NM 87507 (505) 547-8200 <a href="http://www.nmems.org">www.nmems.org</a>	2010	3,038
Paramedic License	New Mexico Emergency Medical Systems Bureau 1301 Siler Rd, Bldg F, Santa Fe, NM 87507 (505) 547-8200 <a href="http://www.nmems.org">www.nmems.org</a>	2010	1,447

Other available certificates or credentials may also be desirable. Additional local licenses or permits may be required, and individual businesses may have specific employment requirements. Licensing information is collected through a variety of New Mexico-based resources and does NOT include federal licensing requirements.

**WorkKeys Skill Levels**



Applied Mathematics	Applied Technology	Listening	Locating Information	Observation	Reading for Information	Teamwork	Writing
4	0	4	5	5	5	4	3

For further information on WorkKeys please visit the [ACT-WorkKeys website](#). Skill levels are provided for individuals who know their scores.

**Industries that Hire Emergency Medical Technicians and Paramedics in New Mexico.**

Industry	Percent of Employed
Administrative and Support Services	*
Ambulatory Health Care Services	45.6%
Hospitals	21.8%
Performing Arts, Spectator Sports, and Related Industries	*

\* Data is confidential.

Source: NMDWS, Economic Research and Analysis Bureau Projections Unit

**Common Titles**

- Ambulance Driver-Paramedic
- EMT (Emergency Medical Technician)
- EMT/Dispatcher (Emergency Medical Technician/Dispatcher)
- EMT/Paramedic (Emergency Medical Technician/Paramedic)
- Emergency Room Technician
- Fire Fighter First Responder
- Firefighter/EMT (Firefighter/Emergency Medical Technician)
- Firefighter/Paramedic
- Flight Paramedic
- Multi Care Technician (Multi Care Tech)
- Paramedic
- Paramedic Supervisor
- Rescue Worker

[Top](#)

## Similar Programs

1. Santa Fe Community College: AAS in Paramedicine
2. San Juan Community College: AS–Paramedic and AAS–Paramedic (Farmington, NM)
3. CNM: AAS in Emergency Medical Services
4. UNM-Valencia: AS in EMS

### Potential Employers

1. Los Alamos Fire Department
2. Espanola Fire Department
3. Santa Fe Fire Department
4. Any fire department in the state or region that hosts EMT/Paramedic/Ambulance services
5. Hospitals employing EMTs/Paramedics
6. Ambulance Services

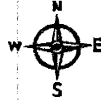
Troy Hughes  
Fire Chief  
Justin Grider  
Deputy Chief  
Glenn Trehern  
Deputy Chief

# Los Alamos County Fire Department

195 East Road, Suite 101, Los Alamos, NM 87544  
Phone: (505) 662-8301; Fax: (505) 662-8302



*"1 Department, 1 Direction, True North"*



October 3, 2012

The University of New Mexico  
Los Alamos Branch  
4000 University Dr.  
Los Alamos, NM 87544

To Whom It May Concern:

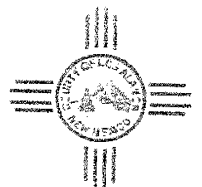
The Los Alamos Fire Department would like to express our excitement and enthusiasm for a potential Paramedic Education Program to be held at the University of New Mexico Los Alamos Branch. The Los Alamos Fire Department is dedicated to provide a high level of Emergency Medicine to the visitors and members of the community of Los Alamos. With the convenience of having such a highly regarded institution of higher education in our community that would be able to provide this type of education to the members of our department, it is my intention to take full advantage of supporting our staff as they chose to further their Emergency Medical Education.

The Los Alamos Fire Department would be more than willing to explore options of sending our personnel to the University of New Mexico Los Alamos Branch, should the Paramedic Education Program come available. Should you have any questions or require any further information, please feel free to contact me.

Thank you,

A handwritten signature in black ink that reads "Adam E. Muller".

Adam E. Muller  
Division Chief  
Emergency Medical Services Division  
Los Alamos Fire Department





*Emergency Medical  
Services Academy*

UNM Faculty Senate Curriculum Committee

September 27, 2012

Re: UNM-Los Alamos AS in Emergency Medical Services

To Whom It May Concern:

I am pleased to write this letter in support of the pre-proposal submitted by UNM-Los Alamos and partners in Northern New Mexico to implement an Associate of Science Degree in Emergency Medical Services. This degree will help to address the critical need in Northern New Mexico to advance students in public safety careers recruit new students into a degree program in such a vital discipline.

As the Director of the EMS Academy, I strongly support this proposal and the combined efforts of the partners to create this new degree opportunity. We have been working with the faculty and staff of UNM-LA in planning and implementing this program including the required credits and equipment. To support this program, we hope to design a Fire Science Concentration as part of our Bachelors of Science, EMS degree. In return, we foresee that this program could also benefit us by providing a Fire Science option for our BS degree students.

Thank you for your consideration of this degree program. We look forward to working with UNM-Los Alamos on a mutually beneficial program.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert McDaniels". The signature is fluid and cursive.

Robert McDaniels, MS, NREMT-P

Director  
EMS Academy

## Budgetary and Faculty Load Considerations

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. The technical core courses are already being taught each semester, so the increase will begin only as a cohort of students begin to move through the program in larger numbers. The cost associated with the acquisition of additional faculty members will be approximately \$700-\$750 per credit hour and will depend on the number of courses offered each semester (or each year.) The cost should be mostly recovered through tuition and state funding as they will not be full-time or tenured faculty at this time. The long-term goal is to hire full-time or tenured faculty, but that will be several years in the future.

Currently, lab equipment will be borrowed from the UNM EMS Academy. We are currently working with the UNM EMS Academy to develop a list of equipment that we will need to purchase. We estimate the cost of the equipment to be about \$10,000, but we will finalize the list with the EMS academy.

The Los Alamos branch campus of UNM mirrors all of the same student support services that are available to main campus students. UNM-LA Tutoring 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 already have a Program Coordinator, who is a Captain/Paramedic with the local fire department, on staff for this program. The cost of the coordinator will be shared with the Fire Science Program. 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.

There will be course fees associated with various technical courses in the Associate of Science in Emergency Medical Service. For EMT Basic and Intermediate will both require needle stick insurance and purchase of curriculum from the UNM EMS Academy. Currently that fee is \$100, but it will increase as the cost of these items increase. 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.

In order to successfully implement this program, UNM-Los Alamos received support from LAFD in terms of curriculum development and equipment use. Other associated costs would include salaries for the program coordinator(s) and stipends for faculty members teaching in the program. A stipend for the program coordinator during start-up will be provided for by a current Title V Grant.

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

	Year 1	Year 2	Year 3
Program Coordinator	\$2000	\$2000	\$2000
Faculty (already in current budget for technical courses)	\$12,000	\$12,000	\$12,000
Student Outreach	\$500	\$500	\$500
Equipment Expenses	\$3,000	\$3,000	\$3,000
Miscellaneous	\$750	\$750	\$750
<b>Total Expenses</b>	<b>\$18,250</b>	<b>\$18,250</b>	<b>\$18,250</b>



# Bachelor of Arts in Honors: Interdisciplinary Liberal Arts

## Introduction

The faculty of the University of New Mexico offers the degree of Interdisciplinary Bachelor of Arts to high achieving students in the Honors College. This baccalaureate degree program provides the opportunity for students in the Honors College to develop a broad-based and flexible interdisciplinary liberal arts education similar to what many small liberal arts colleges offer. The BA in Honors: Interdisciplinary Liberal Arts will provide students with a foundation in social and behavioral studies, physical and natural sciences, humanities, communications, mathematics, and fine arts and allow students to focus on a specific area of interdisciplinary study.

Students majoring in the Honors College will have the opportunity to discover connections among disciplines and analyze and evaluate primary and complex texts across diverse genres and styles and from different historical periods. They will do research and produce original work that integrates ideas and methods from different disciplines and learn to adapt to new environments and developing technologies. Students will be expected to have intercultural knowledge and competence and develop personal and social responsibility, including civic knowledge and engagement—local and global.

## Requirements

All majors for the Bachelor of Interdisciplinary Honors degree must be admitted to the Honors College and maintain a 3.5 cumulative GPA. The students will develop a program of study approved by the Honors College Degree Committee. The following are required:

1. A minimum of 128 hours is required in all curricula. Of these, at least 36 hours must be completed in courses with a UHON designation.
2. The ability to communicate in a language other than English is becoming imperative to participate and lead in today's global marketplace. HC majors must complete 12 CH of a single non-English language or provide an equivalent proficiency document. Information about non-English language programs can be found at [www.unm.edu/~fll](http://www.unm.edu/~fll) or [www.unm.edu/~spanport](http://www.unm.edu/~spanport)
3. Completion of UNM core requirements, some of which can be completed through Honors.
4. A student must choose a minor or a second major from a field of study that complements or enhances a student's area of research interest. This must be approved by the Honors College Degree Committee.
5. Students must complete the following in the Honors College:
  - 3 credit hours of UHON 121 or 122;
  - A minimum of 3 credit hours of 200 level courses;
  - A minimum of 6 credit hours of 300 level courses; and
  - A minimum of 3 credit hours of 400 level courses in addition to UHON 498, UHON 490 or UHON 491 needed to satisfy the honors thesis/project requirement.
  - A minimum of 6 credit hours of experiential seminars as approved by the Honors College Degree Committee. International experiential programs and courses are preferred but not required.



- 6-9 credit hours of an interdisciplinary honors thesis/project (498, 490 & 491).
- 9-12 credit hour integrative honors block to be taken concurrently in one semester. The honors block must be approved by the Honors College Degree Committee and may be structured as one of the following:
  - Designated Honors College International Programs
  - Theme-based courses or modules
  - Research and experiential tracks

The integrative honors block must include an integrative synthesis seminar.

6. 18 credit hours of upper division courses (300-400 levels), approved by the Associate Dean of Honors, in courses that will enrich a student's knowledge in the following:
  - New environments and developing technologies;
  - Intercultural knowledge and competence;
  - Personal and social responsibility, including civic knowledge and engagement;
  - Research fundamentals and methodology.

# HONORS COLLEGE PLANNING COMMITTEE REPORT

(Submitted: January 20, 2012)

Committee Members: Michael Dougher and Kate Krause (co-chairs), Harold Delaney, Robert Doran, Kate Henz, Manuel Montoya, Mark Ondrias, Rosalie Otero, Pamela Pyle, Ursula Shepherd, Kiyoko Simmons, Jamesina Simpson, and Mary Wolford.

In the fall of 2010, President Schmidly and Provost Ortega charged an Honors Task Force Committee with exploring transformation of the current UNM Honors Program to an Honors College. In May 2011 the Task Force completed its final report. The key findings were:

The appointed Task Force unanimously recommends the establishment of an Honors College at the University of New Mexico. UNM should establish an Honors College that would form an academic community by bringing UNM's best undergraduate students and finest faculty together, fostering advanced and interdisciplinary study. This community would have available a designated residence hall and social programs that support its academic goals. The Honors College should offer the most committed students at UNM a more intense and inspiring academic environment than is available elsewhere.

Built on the current Honors Program, the new College will have the authority to admit students who are otherwise admitted to the University, and such admission will provide the opportunity to live in the separate Honors College residence. The Honors College will also be able to endorse undergraduate degrees granted by the University (as the current Honors Program does) when students meet the academic requirements established by the College. Finally, the College will be given the status necessary to demonstrate its importance to the University in attracting the best students from New Mexico and elsewhere.

Subsequent to this report, Professor Timothy Ross, President of the Faculty Senate, called on Interim Provost Chaouki Abdallah to develop a proposal for the establishment of an Honors College for the Senate's consideration. Interim Provost Abdallah appointed an Honors College Committee to prepare this proposal. The Committee unanimously and strongly agreed with the general conclusions of the Task Force Report and identified several critical components for inclusion in a formal proposal. Those components form the structure and content of the present proposal.

## **Contents:**

1. The value and advantages of an Honors College at UNM
2. Transition from the current Honors Program to an Honors College
3. Honors Students; Curricula and courses\*
4. Core and affiliated faculty and staffing

\* The development of a detailed curriculum awaits approval of this proposal

5. Residence halls and campus facilities
6. Cost estimation and sources of funding

## **1. The Value and Advantages of an Honors College at UNM**

The participating students and faculty in the current Honors Program at UNM find it to be a valuable and enriching experience. Creation of an Honors College would extend and enhance these accomplishments and demonstrate the importance of academic excellence at UNM. In doing so, it would increase the enrollment of high-achieving students, contribute to economic development in New Mexico and improve the academic climate for students and faculty.

### **Enrollment of High-Achieving Students; Economic Development Effects**

An Honors College would attract outstanding students to UNM. The creation of Honors Colleges at other universities provides a competitive advantage in recruiting academically high-achieving students. Virtually every Dean or Director of Honors Colleges at other universities who was contacted by our Committee reported that the creation of their colleges led to significant increases in the proportion of high achieving students who matriculated at their schools as well as increases in their retention and graduation rates.

The proportion of high-achieving New Mexico students who choose to attend UNM is considerably lower than at a majority of our peer institutions. According to the most recent data, UNM enrolled

- 8 of the 101 New Mexican National Merit Semifinalists,
- 150 of the 531 New Mexico high school students (28.2%) scoring 30 or higher on the ACT, and
- 498 of the 1345 New Mexico high school students (37.0%) scoring between 26 and 29 on the ACT.

Among freshmen who enrolled at UNM,

- Only 20% were ranked in the top 10% of their high school class,
- 44% were ranked in the top 25%, and
- 25% scored at the 75<sup>th</sup> percentile or higher on the ACT.

At the University of Arizona, 31% of freshmen ranked in the top 10% of their high school class and 60% in the top 25%. At Arizona State University, 28% ranked in the top 10% and 56% in the top 25%. UNM is in the lowest quartile among its 21 peer institutions in percentage of students who score at or above the 75<sup>th</sup> percentile on the ACT. Clearly, UNM is losing the recruiting battle for the state's highest achieving high school students. Interviews and surveys indicate that the absence of an established Honors College plays an important role in these students' choices to pursue their education elsewhere.

It hurts the state and the university community when a disproportionate number of New Mexico's highest achieving high school students go elsewhere for their education. UNM and the state lose out because:

- Outstanding students who attend colleges and universities out of state often do not return to New Mexico, investing their talents and skills in the economies of their adopted home states.
- Enrolling fewer students with high GPAs, ACT scores, and class ranking and who are likely to remain and graduate negatively affects the University's national ranking;
- The positive peer effects gained by having a critical mass of high-achieving students in UNM classes are lost;
- The qualified pool from which faculty draw for assistance on research, scholarly, and creative projects is reduced; and
- These students do not join the ranks of our alumni and supporters.

Without an established high-quality Honors College, UNM faces diminished ability to recruit high academic achieving athletes, artists, and other students with specific skills. These negative impacts will be exacerbated as the state adopts a new higher education funding formula that emphasizes student retention and graduation rates, especially in the STEM disciplines, majors that positively affect economic development.

### **Participant Benefits**

An Honors College would benefit the institution and its faculty by

- Increasing the number of students and faculty engaged in interdisciplinary work;
- Demonstrating and reinforcing the importance of academic excellence at UNM in all classes, not only classes offered in the Honors curriculum;
- Providing appropriate recognition for departmental faculty who teach honors courses and work directly with honors students;
- Amplifying the role of the Honors curriculum in the fund raising and development efforts of the University; and
- Increasing the number and variety of faculty members who interact and collaborate, broadening the disciplinary scope of the Honors College faculty.

The Honors curriculum would offer interdisciplinary studies and scholarship in a broad range of fields and would provide Honors students opportunities to engage in the same sorts of enrichment programs currently offered to all UNM students, including study abroad programs, experiential and community-based learning, and internships. In addition to curricular benefits, the Honors College would offer social networking benefits, professional development programs, research opportunities with faculty, and leadership workshops.

The curriculum requirements for degrees from the Honors College are described below. The most demanding degree, a major in the Honors College, would require at most 39 credit hours of Honors courses. Thus, even that small group of committed Honors students would take most of their UNM classes with the general undergraduate population. The presence of intellectually curious, motivated students in these classes will contribute significantly to the discourse in class and the academic climate on campus.

## **2. Transition from the current Honors Program to an Honors College**

### **The Current University Honors Program**

The University Honors Program (UHP) originated in 1957 with a group of 30 students and a mission to provide challenging opportunities for an intensive interdisciplinary and cross-cultural liberal arts education to highly motivated, talented, and creative undergraduates in all majors. The UHP promotes interaction among faculty and students, creating a community of scholars and fostering an environment that challenges students to develop intellectually, academically, creatively, and socially. This is accomplished through small, rigorous classes, senior capstone experiences, opportunities for scholarly and creative initiatives, and experiential and international learning options.

Initially the UHP curriculum consisted of a few honors seminars. The instructors were scattered across campus and taught by invitation. In the late 1980s UHP's growth accelerated. The Program recruited a small core of instructors housed and tenured in the UHP and added activities and services for students. In the 2009-10 academic year, 54 faculty members from across campus joined the eight UHP core faculty members to serve 1098 students enrolled in 78 seminars.

Currently students do not graduate with a major or minor from UHP. Completion of 24 credit hours in the program entitles the student to the distinction of University Honors on his or her transcript and diploma. Detailed data regarding current UHP graduates are shown in Appendix A. In the most recent academic year (2010-11), only 2.5% of students receiving bachelor's degrees from UNM (84 of 3,353) graduated with Honors from the UHP, with the vast majority of those (87%) being majors in an Arts & Science discipline. Among the most commonly earned bachelor's degrees at UNM, the BA and the BS, the rates of participation in the UHP are a little higher but still below 5%. Students earning the BS are slightly more likely to participate (25 of 582, or 4.3%) than are those earning the BA (51 of 1269, or 4.0%).

Rates of participation of UNM undergraduates in departmental honors programs are similarly low. In 2010-11, 178 graduates, or 5.3%, received departmental honors. More than half of these earned their degrees in a unit of the College of Arts & Sciences. Many academic units produce departmental honors graduates, but in the majority of these units only 1 or 2 students graduated with departmental honors. Thus, those students were working in relative isolation from other students.

There is some interaction between the UHP and departmental honors programs; an Honors College could enhance and formalize this link. Currently 6 of the 24 hours that Honors students complete are through the senior capstone option, which may be satisfied by completion of a senior thesis, either in UHP or in a departmental honors program. In 2010-11 half of UHP graduates opted to do a senior thesis (39 of 78 UHP graduates), 29 of them as part of a departmental honors program. Roughly a third of all UHP graduates are now completing departmental honors and roughly a sixth of

students completing departmental honors programs are also graduating with the distinction of University Honors.

The current UHP program delivers a high level of academic engagement to a small number of disciplinarily dispersed students. Creation of an Honors College that offers honors courses across a wider range of disciplines would allow motivated students across campus to benefit from synergistic interaction with other high achieving students.

### **3. Honors Students; Curricula and Courses**

The proposed Honors College would retain the mission of the UHP: to support a community of scholars by providing a rigorous, interdisciplinary curriculum to motivated, high-achieving students. The Honors College will enroll exceptional students and provide them with personalized advising, a rigorous and interdisciplinary curriculum, and housing options. Membership will be offered to qualified students from all majors with an emphasis on ensuring participation by a diverse student body.

#### **Recruitment and Enrollment**

The creation of the UNM Honors College will be broadly publicized and prominently featured in all of our recruiting materials and sources of information. High-achieving New Mexico high school students will be identified while still in high school and actively encouraged to meet the admission requirements and apply to UNM's Honors College. Applicants to UNM who qualify for the Honors College will be contacted and encouraged to apply. During Lobo Orientation, students who have been admitted to the Honors College will be brought to the Honors College for a brief information session and registration in Honors courses.

#### **Admission Standards**

The Honors College will design an application form and set admission criteria. The admission criteria will be established with the aim of admitting approximately ten to fifteen percent of the undergraduate population and will include such factors as ACT and SAT scores, high school GPA, high school coursework, extracurricular activities, submitted essays, and other relevant information. While most Honors College students will be admitted as incoming freshmen, alternative paths for admission to the Honors College will be established for transfer students and current UNM students who have attained a high GPA and have successfully completed English 102 and Math 121.

#### **Predicted Enrollment**

Universities with Honors Colleges elsewhere enroll more high-achieving students than does UNM. Establishment of an Honors College at UNM is expected to attract more highly qualified students to UNM and to engage more highly qualified students currently at UNM. Currently, UHP serves slightly more than 1,000 students in an undergraduate population of approximately 20,000, just 5%. Fifteen percent of UNM's 2010 entering freshmen – over 480 students -

scored 27 or higher on the ACT. An Honors College that enrolled these freshmen and similar numbers of sophomores, juniors and seniors would be nearly twice the size of UHP. An Honors College that attracted high-achieving students at rates similar to those at our peer institutions could raise the Honors admissions bar and continue to admit the top 15% of entering freshmen. In either case – by attracting more high-achieving students to UNM or by enrolling more existing UNM students in Honors – the Honors College could realistically expect enrollments of approximately 2,000 students.

### **Curricula and Courses; Student Services**

We propose three possible ways, with different levels of engagement, for students to participate in the Honors College. The Honors College would offer

- an interdisciplinary bachelor's degree, or major;
- an interdisciplinary minor; and
- a transcript and diploma certification.

The Honors College will offer a full complement of interdisciplinary Honors Courses and will work with units to offer upper division Honors courses in disciplines. The disciplinary honors courses will be open only to Honors College students and will be designed to be accessible to Honors students who are not majoring in the discipline, thus promoting cross-discipline enrollment. The creation of specific curricula and course offerings will be developed for review and approval by the Faculty Senate contingent upon Provost approval of this proposal.

**Interdisciplinary Major in University Honors.** The most intensive offering of the Honors College will be an interdisciplinary bachelors' degree in University Honors. This degree would be conferred by the Honors College on students who have completed a rigorous course of study that clearly differentiates the degree from degrees offered in other UNM units. The degree will require:

- Academic excellence in courses offered by the Honors College and honors courses offered in the disciplines;
- Integrated curriculum with stated Student Learning Objectives and Assessment procedures; and
- Completion of a substantial Capstone Project.

Students choosing this major are expected to be among the most academically motivated Honors students. The rigorous and interdisciplinary nature of the major will prepare students for graduate or professional school as well as for positions of leadership in the private and public sector.

**Interdisciplinary Minor in University Honors.** The Honors minor will be similar to what is currently offered by the UHP, and will be awarded to students who complete a sufficient number of upper division Honors courses outside of their discipline. This curriculum will allow high achieving students who are not Honors College majors to broaden their honors experience while obtaining a bachelor's degree in their chosen discipline.

**Honors certificate issued by the Honors College.** The Honors certificate will acknowledge Honors College students who have chosen to take their University Core courses in the Honors College or who have taken fewer upper division Honors courses than would entitle them to a minor. To support this path, the Honors College will create a suite of lower division courses open only to Honors College students that satisfy the University Core. The Honors College will establish minimum requirements for the Honors Certificate.

**Disciplinary Honors Courses.** Participating departments will be encouraged to create honors sections of existing upper-division courses as well as innovative topics courses, generally with fewer prerequisites than found in other upper division courses in order to attract honors students from multiple disciplines. The disciplinary Honors courses would serve both the Honors College and bolster departmental honors programs. High-achieving students would find more opportunities to engage in rigorous academic pursuits and more classmates with whom to work, encouraging them to pursue departmental honors. While individual departments will continue to have final authority over their own departmental honors program, the Honors College can serve to strengthen these programs by encouraging best practices across the disciplines. For example, the Honors College could establish minimum criteria for applying a departmental honors thesis toward a University Honors degree or designation.

### **Scholarship and Leadership Development**

A Student Support Center (the Center) dedicated to the Honors College will coordinate student services. The Center will enhance students' college life outside of the classroom, assist them in becoming successful college students, and prepare these students for their academic and professional careers after graduating from UNM.

This Center will promote the development of academic and leadership skills by

- introducing students to social and academic services provided at UNM;
- offering workshops to prepare students for future leadership roles at UNM and beyond;
- coordinating and supporting National Honor Societies, including Phi Beta Kappa, Phi Kappa Phi and Golden Key and institutional special awards and honors such as the Clauve Award and the SUB Wall of Excellence; and
- preparing students for competitive scholarships and other opportunities.

### **National & International Scholarships and Fellowships (NISF) and the Center for Academic Excellence and Leadership Development (CAELD)**

The NISF and CAELD will be housed in the Center. NISF informs student scholars about opportunities for nationally prestigious scholarships and supports students applying for prestigious scholarships. CAELD prepares students for the next step after graduating from UNM by offering comprehensive resources, opportunities and workshops that emphasize academic excellence,



research, leadership, and community service. Housing NISF and CAELD in the Honors College will make services available and accessible for Honors students.

### **Honors College Advisement**

Students admitted to the Honors College will be advised by a cadre of advisors familiar with the requirements for all degrees and certifications offered by the Honors College as well as the requirements of departmental honors programs.

### **Integration with Campus Units**

Honors College students are expected to be active members of the larger campus community, fully integrated into the fabric of student life at UNM. The Center will facilitate cooperation with other units on campus for the development and enhancement of the Honors College students including Athletics, Office of Graduate Studies and Graduate Resource Center, Career Services Center, Office of International Programs, Alumni Association, Research and Creativity Conferences. The support of Athletics and a full description of a proposed scholar-athlete program are attached as Appendix B. That program will allow UNM to recruit academically motivated and talented student athletes.

### **4. Core and affiliated faculty and staffing**

In order to provide the curriculum and services described above to significantly more students than are currently enrolled in UHP, the Honors College must be a funded, autonomous College led by a Dean and executive team, with a full complement of core faculty, affiliated faculty, administrative staff, and advisors. Our estimates for these needs reflect the potential growth possible and advisable over the next 3-5 years. Minimum personnel requirements will be the following:

1. Dean,
  2. Associate Dean,
  3. Accountant,
  4. Administrative Assistant,
  5. Development Associate for College
  6. 4 full-time advisors dedicated exclusively to the Honors College, and
- A core of 12 full-time tenure stream faculty members representing the full spectrum of disciplines (natural and physical sciences, social sciences, humanities, and fine arts) plus affiliated faculty and instructors.

### **Honors College Faculty**

UHP currently houses nine faculty members including the director. Together with affiliated faculty and non-tenure stream instructors, these faculty members serve a fairly small population. UHP admits 300 freshmen each year; more than 1200 students participate in the UHP program in a given academic year. However, fewer than 100 students graduate with a University Honors certification. The expanded enrollment described above, and the course offerings necessary to support the degrees described above, will require significant increases in faculty, including three additional Honors faculty over the next 3-5 years. If the College grows as expected, it is likely that an additional

3-6 core Honors faculty will be added in subsequent years. These core faculty will be tenure track in the Honors College, teach Honors courses, supervise independent studies, oversee research and thesis options and provide oversight for extracurricular activities and programs, including *Scribendi* and *Conexiones*. Each of these faculty members will be granted an adjunct (or most appropriate) appointment in a unit on campus that is compatible with the faculty member's academic background.

### **Affiliated Faculty and Instructors**

**Honors Fellows** Six faculty members from other colleges will be identified as Honors Fellows. These individuals will serve for an extended period of time (3-5 years) to allow them to become integrated into the Honors community. Fellows will receive course releases from their home units, funded by the Honors College.

**Lecturers, PTIs and Adjuncts** Twelve Honors faculty plus six fellows, each teaching two courses per semester, could teach 36 classes per semester. Honors courses are currently capped at 17 students. Maintaining that class size, 36 classes would reach at most only 612 students, a fraction of the target enrollment of 2,000 Honors students. UHP hires 20-22 non-tenure stream instructors per semester. To assure sufficient seats and adequate offerings, the Honors College would continue to hire non-tenure stream instructors.

**Discipline-based Faculty; Disciplinary Honors Courses** Faculty members in other colleges will offer Honors courses in their disciplines. Funding for these courses will be through those units, with hiring incentives to encourage participation. Faculty members who teach honors courses will not be expected to do so as an overload. The Honors College would provide training in honors teaching. The number of courses to be offered by this group will vary, but a target of two courses per year in each participating department would yield a wide variety of courses adequate to meet the needs of Honors majors, minors and certificate students.

### **Capacity**

The faculty described above could provide the following classes each semester:

- 36 courses taught by Honors Faculty and Fellows,
- 7 disciplinary honors courses, and
- 23 courses taught by non-tenure-stream faculty.

If classes are capped at the current 17, these 66 courses could provide just over 1,122 student-seats. The UHP currently serves 750-800 students per semester. With these proposed changes, the new college could double its capacity in the next 3-5 years. While Honors minors and certificate students will not enroll in an Honors course every semester, majors will be expected to take multiple Honors courses every semester. Additional offerings by the disciplines or by non-tenure stream faculty would be necessary to provide 2000 student-seats per semester. (See Sample Enrollment projections in Appendix C.)

## **5. Residence halls and campus facilities**

The most successful Honors Colleges among our peer institutions offer a comprehensive college experience, with a separate facility that includes a residence hall for Honors students, seminar space, social space and other amenities. Honors students live, work, study and play together in an environment that is also integrated with the larger campus community. The spreadsheet attached to this proposal as Appendix D details the proposed components of an Honors College at UNM and estimates the cost of the facility at \$79.2 million. The estimate includes the cost of providing

- seminar and conference rooms,
- large and small group study areas,
- a computer lab,
- dorm rooms for lower and upper division students,
- lounges and social areas,
- eating facilities including a café, dining hall and kitchenettes,
- an administrative suite housing faculty, advisement and administrative offices, and
- classroom space, including a large auditorium.

Events scheduled in public areas in the Honors College would be available to the larger community, contributing to the academic culture at UNM. For example, the auditorium would be available for guest lectures, conferences and panel presentations and other special events. Obviously, the construction of the envisioned Honors Center is a long-term project. The Honors College can be established in the interim, but it would be highly desirable to create an Honors Residence Hall coincident with the opening of the Honors College.

## **6. Cost estimation and sources of funding**

In addition to facility costs, establishment of the Honors College would require recurring funding for staff, faculty, and operating expenses outlined above. Two key assumptions are included: 1) the current Honors Program budget will be incorporated into the Honors College; and 2) when new tenure/tenure track lines become available, the Provost will accordingly reward departments and units that have or plan to hire faculty who will also affiliate with the Honors College. Given these assumptions, estimated new Instruction and General funding needed for the creation of an Honors College is approximately \$1,385,000 (see Appendix E for details).

Also reported in Appendix E is an estimate of additional tuition and funding formula revenues if, as expected, the Honors College attracts an additional 75 students ranked within the top 25% of their high school classes (a 3% increase over current enrollments). This estimate is \$1.9 million.

## **Fundraising**

Given the continued support of the UNM President for an Honors College as one of the University's top goals, fundraising for the College could expand exponentially. There is little correlation between number of gifts and total giving to the Honors

Program: one significant major gift raised by the University President in 2008 accounted for 42% of all private giving to Honors in the 2000 – 2010 timeframe.

According to the UNM Foundation, major donors are most likely to direct gifts to:

- Student stipends, for need or merit-based awards that help students with research or study abroad
- Programmatic support to underwrite major initiatives such as study abroad, visiting lectures, service learning and experiential learning (including Scribendi Journal)
- Faculty support to recruit outstanding faculty on a permanent or visiting basis
- Capital support for the construction of Honors College facilities.

The Honors College will require a budget from the University that covers its basic operations, including staff support and funding for development and alumni relations. That is, the Honors College cannot depend on donor gifts to cover its basic operating costs. Instead, these gifts should be used strategically to enhance the College and move it toward excellence. In that regard, it is critical that the Dean be able to spend between 25 – 50% of his or her time on fundraising activities. These should include maintaining warm and close relationships with top Honors donors and prospects; attending local and national gatherings to promote the college; meeting with donors and prospects one-on-one both locally and nationally; communicating with donors and prospects continually via e-mail, phone and in person; collaborating with UNM administration and faculty and UNM Foundation staff on gift proposals; and providing guidance and oversight to a comprehensive marketing and communication effort which includes print and electronic communication pieces and an annual signature event for donors and students.

The support of the UNM President, the Provost, Deans, and the Athletic Director will be essential in order for the Honors College to reach its fundraising potential. Given such a positive environment, the pool of potential donors to the Honors College would soon include the University's top prospects, i.e., those individuals who want to be affiliated with excellence. The annual private gift total to the Honors College should rise to the \$1,000,000 level by fiscal year 2013-2014. This total would be made up of cash, pledges and intended estate gifts. There is always potential that a College naming gift, in the \$15,000,000 range, could also be procured during the University's next Comprehensive Campaign, beginning after FY 2015.

## APPENDIX A

**Table 1. Students Graduating with Honors from University Honors Program, 2010-11, by College**

College	UHP Graduates	Total Graduates
Arts & Sciences (% within A&S)	73 (4.6%)	1588
Other Colleges		
Anderson Schools of Management	5	491
Education	0	396
Fine Arts	1	185
Nursing	0	171
Architecture and Planning	0	60
Engineering	2	199
Medicine	2	89
University Studies	1	174
Total for Other Colleges (% within Other)	11 (0.6%)	1765
Total (% Overall)	84 (2.5%)	3353

**Table 2. Students Graduating with Honors from University Honors Program , 2010-11, by Degree**

Degree	UHP Graduates	Total Graduates
BA (% within BA)	51 (4.0%)	1269
BS (% within BS)	25 (4.3%)	582
Other bachelor degree (% within Other)	8 (0.5%)	1502
Total (% Overall)	84 (2.5%)	3353

**Table 3. Students Graduating with Departmental Honors, 2010-11, by College**

College	Departmental Honors Graduates	Total Graduates
Arts & Sciences (% within A&S)	100 (6.3%)	1588
Other Colleges		
Anderson Schools of Management	0	491
Education	0	396
Fine Arts	17	185
Nursing	37	171
Architecture and Planning	0	60
Engineering	17	199
Medicine	6	89
University Studies	1	174
Total for Other Colleges (% within Other)	78 (4.4%)	1765
Total (% Overall)	178 (5.3%)	3353

Thirty-three different units on campus graduated at least one student with departmental honors last academic year, as shown in Table 4.

**Table 4. Programs Producing Graduates with Departmental Honors, 2010-2011, by Unit**

College	Department, Program or Unit	Number
Arts & Sciences	Total Arts and Sciences	100
	Anthropology	10
	Biochemistry	11
	Biology	16
	Earth & Planetary Sciences	4
	Economics	1
	English	3
	English-Philosophy	2
	Environmental Science	8
	Geography	2
	German	1
	History	2
	Languages	1
	Latin American Studies	1
	Mathematics	1
	Philosophy	2
	Physics	2
	Political Science	12
	Psychology	18
	Signed Language Interpretation	1
Sociology	1	
Spanish	1	
Engineering	Total Engineering	17
	Chemical Engineering	5
	Civil Engineering	6
	Computer Engineering	1
	Electrical Engineering	3
	Mechanical Engineering	1
	Nuclear Engineering	1
Fine Arts	Total Fine Arts	17
	Art Studio	12
	Music	1
	Theatre	4
Nursing	Nursing	37
Medicine	Medical Lab Science	6
University Studies	Native American Studies	1

Table 5 below describes the requirements for graduating with disciplinary honors. Most require at least six credit hours in independent study, senior thesis, or special courses open only to candidates for graduation with departmental honors. Further, the vast majority require completion of a senior thesis with some requiring an oral defense or oral presentation based on the thesis research.

**Table 5. Requirements for Graduating with Departmental or Disciplinary Honors**

Department	GPA	Credit Hours	Courses	Thesis, etc.
Arts & Sciences				
Anthropology		6	497-498	Thesis
Biology	3.2 cumulative, 3.5 in major	6	400	Thesis, oral
Biochemistry		6	497-498	Thesis, oral
Chemistry	3.2 cumulative, 3.5 in major	≥ 3	497-498	Thesis, oral
E&PS		6	493,495	Thesis, defense
Economics	3.2	≥ 7	497,498, 499	Thesis
English	3.2 cumulative, 3.5 in major	≥ 7	412,497,490	Thesis
Geography		6	“advanced coursework”	Thesis
History		9	Honors courses	Thesis
Latin Amer St		6	497, 499	Thesis, oral
Mathematics	3.2 cumulative, 3.5 in major	6	499	Thesis, seminar
Philosophy		6	497, 499	Thesis
Physics	3.25	2	456	Thesis, oral
Political Science		9	495,496,497	Thesis
Psychology		12	391-2,491-2	Thesis, oral
Sociology	3.25 cumulative, 3.5 in major	6	399,499	Thesis
Engineering		≥ 6		
Fine Arts		6		Thesis or creative project
Nursing		4?	498,499	

## Appendix B

### Honors College – Scholars and Champions Initiative

The Honors College will be a conduit to improve the relationship within the academy as it relates to athletics.

During the month of October 2011, members of this task force, in conjunction with the Anderson School of Management, UNM Athletics, the Center for Academic Excellence and Leadership Development and the University Honors Program, invited Dr. Zeb Baker, a well-established scholar of athletics and athletic institutions to work with us to devise a strategy to improve the relationship between academics and athletics. UNM's student athlete advisory committee constructed the following statement regarding this proposal:

The Student-Athlete Advisory Committee (SAAC) would like to identify its support for the Scholars and Champions Initiative. SAAC is the student-athlete's voice to the athletic department, the university, and the community as a whole. SAAC consists of two representatives from each varsity sport as well as an executive leadership board. Together as a committee we strive to enhance the student-athlete experience by promoting opportunity in every aspect of life. Beginning with our SAAC representatives, we foster a positive student-athlete self-image, while emphasizing academics, athletics, and community involvement.

The Scholars and Champions Initiative would successfully encompass the objectives and needs high-achieving student-athletes. SAAC is familiar with these types of well-rounded young people and feel that this initiative would better support their needs and further catalyze their success. As student-athletes striving to improve the value of our academic and athletic experience, SAAC members look for opportunities to differentiate ourselves from others. The Scholars and Champions Initiative would allow UNM student-athletes to stand out from their competition, providing greater opportunities for success. We feel that the high achieving academic student-athletes may not always receive the attention and support that they require to reach their greatest potential. By fostering this program from college entrance through graduation, UNM would be able to prepare these high-achieving students for the future success including: grooming our student-athletes for outstanding opportunities to further their education such as the Rhoades scholarship, preparing our student-athletes for the expectations and rigor of graduate school, providing marketable skills in our student-athletes which would be valued by high profile internships etc. The Scholars and Champions Initiative would set UNM student-athletes apart not only due to their high motivation and well- rounded nature but their outstanding preparation for success ( November 2011).

**Proposal: Establish a “Scholars and Champions Initiative” to attract high-achieving student-athletes to academic programs**



High-achieving student-athletes represent a class of undergraduate learners who are, by nature, driven, directed, and ambitious, balancing by necessity their scholastic and competitive obligations in order to realize success in the classroom and on the field of play. As leaders among their teammates and classmates, they typically find meaningful and substantive ways to contribute to their campus and community. They are the right combination of scholar and champion, symbolizing the best of the academic and athletic cultures of the university.

As such, high-achieving student-athletes exemplify the integration of academics and athletics to which UNM aspires. They are a vital point of convergence between UNM's institutional mission and its competitive ambitions, a community of learners who thrive in both academic and athletic arenas. Their achievements on and off the field make them an ideal though largely untapped reservoir of participants in UNM's top level academic programs. By leveraging the athletic recruitment process, a select number of high-achieving high school prospects could be targeted early as potential candidates for nationally and internationally prestigious scholarship opportunities. Once enrolled in UNM, these students could be cultivated in the University Honors Program (and proposed Honors College), offering them a world-class level of instruction — and the program itself a beneficial community of learners, by which it might grow its profile, appeal, and relevance to a wider campus population.

By coordinating assets and practices already successfully in place in the Center for Academic Excellence and Leadership Development (CAELD), University Honors Program, and the Lobo Center for Student-Athlete Success, UNM could foster an enduring partnership between its academic and athletic cultures that centers on enhancing the scholastic, service, and sporting experience of these high-achieving student-athletes. This endeavor — “Scholars and Champions Initiative” — will demand collaboration among these three groups, while similarly proposing an innovative and unprecedented pathway toward increasing and enriching the participation, preparation, and presentation of UNM's best students in nationally and internationally competitive postgraduate scholarship programs.

The Honors College Task Force has explored possibilities for establishing a permanent relationship between academics and athletics that mutually meets the demands of operating as a Research I institution and a NCAA Division I athletic program. Out of their discussions arose the idea of utilizing high-achieving student-athletes as a pool of quality candidates for fellowship opportunities, such as the Rhodes, Marshall, Truman, or Gates Cambridge Scholarships. There are many precedents for cultivating the best student-athletes as candidates for these programs. The Rhodes Scholarship, for example, has historically proven open to candidacies from this group of students. Byron White (Colorado, football, 1938), Pete Dawkins (West Point, football, 1959), Bill Bradley (Princeton, basketball, 1965), and Pat Haden (Southern California, football, 1978) are among those who have been selected as Rhodes Scholars. More recently, Myron Rolle (Florida State, football, 2008) and Albuquerque native Justine Schluntz (Arizona, swimming and diving, 2010) have made their way to Oxford, with Greg McElroy (Alabama, football, 2010) being a finalist. Even internationally, the Rhodes Trust has bestowed this honor on Meghana

Narayan of India (2001), an international swimming champion; and Mari Rubie of South Africa (2010), a triathlete who competed in the 2008 Beijing Olympics.

What's more, members of UNM's own coaching staffs have experience with this brand of high-achieving student-athlete. While serving as head track and field coach at Butler University, Joe Franklin recruited and coached Fraser Thompson, a long-distance runner, who was named a Rhodes Scholar in 2002. The superlative Advance Progress Rates (APR) achieved by the majority of UNM's men's and women's Olympic sport programs indicates, as well, that top-level academic talent is already being attracted.

**Purposes for this initiative.** An institution like West Point has regularly leveraged its cadets' military service in developing their candidacies for fellowships. UNM could do the same with student-athletes. In this way, the Scholars and Champions Initiative would creatively and effectively utilize academic and athletic excellence as a basis for successful candidacies for the full range of fellowship programs. But this initiative would also seek to integrate the preparation for candidacy, as coordinated by CAELD, into a student-athlete's overall academic experience, placing them in the University Honors Program alongside similarly high-achieving students from the general undergraduate population. The initiative would serve to routinize CAELD's role in the candidacy of each of these student-athletes' degree programs, as well as establishing the University Honors Program as an incubator of top talent from every sector of the campus community. And it substantially regularizes the bonds between academics and athletics through the pursuit of excellent students who select UNM as their institution of choice.

**Collaboration between CAELD, University Honors Program, and Lobo Center.** High-achieving student-athletes will require the guidance and expertise of CAELD in developing their candidacy; the intellectual foundation of the University Honors Program and its faculty; and the home base assistance inside the athletics department of the Lobo Center. In turn, this initiative will only work as well as the quality of the collaboration between these three centers in the service of these candidates. There are various points upon which such a collaboration can be founded:

**Recruitment of high-achieving student-athletes.** Collaboration here is twofold. First, the Lobo Center should coordinate with coaches to identify a select number of high school prospects whose academic record indicates the potential for top level academic success commensurate with candidacy for nationally and internationally competitive fellowship programs (preferably a high school GPA of 3.8 or higher). Together with CAELD, the Lobo Center would work with coaches to make fellowship candidacy a significant and attractive portion of the recruitment process. Second, during that prospect's official visit, appointments would be made with CAELD personnel and University Honors Program faculty to discuss the possibilities of working toward such a candidacy. All three centers would play an integral role in selling that prospect on the potentialities of such a candidacy for their academic experience and future professional development.

**Degree completion.** These student-athletes' course schedules each semester should be constructed in such a way as to accommodate the rigors of candidacy, participation in the University Honors Program, and, of course, athletic competition. Here, CAELD, Lobo Center, and University Honors Program leaders should collaborate on the development of innovative means for making candidacy and competition centralized components of the student-athlete's progress toward graduation. The Lobo Center should also play a pivotal role in educating coaches on, and advocating inside the athletics department for, the benefits which will accrue to their program by creating and nurturing a place for these kinds of student-athletes.

**Managing the progress toward candidacy.** This collaboration will particularly require intensive, long-term work between CAELD and the University Honors Program faculty. If the expectation of this initiative is to build top level candidates throughout the academic experience of these high-achieving student-athletes, then CAELD and the University Honors Program will need to create and coordinate the conditions by which such candidacy cultivation takes place — in the classroom and beyond. These practices could easily be transferred to the Honors College when it comes into being.

**Managing the development of candidacy.** Here, all three centers will be required to do their part in cultivating that student at the point where candidate applications are made to these fellowship programs. Utilizing practices already in place in CAELD, which develop the complete program of candidacy, the Lobo Center and University Honors faculty should play an integral role in aiding the student to develop their candidacy.

**Developing scholarship opportunities for international students.** As various foundations — like the Soros and Gates Foundations, respectively — amend their qualifications for fellowship applications to include international student candidacies, CAELD and the Lobo Center should develop various strategies to leverage the considerable experience of the athletics department in recruiting and signing international student-athletes so as to build scholarship opportunities for this particular class of undergraduate students. High-achieving international student-athletes would make an especially attractive group of candidates for these fellowships — and establish UNM's place in the vanguard of those institutions working for the academic and financial welfare of international undergraduates.

Such a position would require several skills, integrating the work done as a faculty member with the work done as a strategic learning advisor at the Lobo Center. Given the unique position that this job would require, and the specific qualifications needed to accomplish the goals set forth by the initiative, I suggest the establishment of such a position in the following manner.

**The establishment of a tenure-track salary line within the honors program/honors college for this position.** Such a line would be offered at the minimum salary offering of \$45,000. This would establish a set of responsibilities in accord with the tenure conditions of the UHP/Honors College, and would be for a scholar that can offer interdisciplinary studies related to athletics as its core subject

matter with the intent of introducing more student-athletes to the culture of world-class interdisciplinary study at UNM.

**A supplemental buy-in from the athletics department**, which would give the position the additional duties set forth by the Scholars and Champions initiative. This position would offer outreach to high-achieving student-athletes, which is a service that the Lobo Center does not currently supply but is eager to do so. The buy-in would cost \$45,000, which would be consistent with the market rate for a learning strategist with a PhD. Coincidentally, this would send a message about equal purchase by both academics and athletics. This position (an endowed chair), the program itself, or both could be a named position, which could attract benefactors on the athletics side to contribute to it on a regular basis with recognizable buy-in. This could be achieved as part of the current efforts to establish funding for the honors college, but can also be seen as a reasonable first step towards realizing the college. This position could be filled by the end of the academic year, with the intent to begin in the fall of 2012.

## Appendix C

### Enrollment Examples

The following examples assume that courses are taught at capacity and that:

- 10% of the undergraduate student population will participate in the Honors College at some level;
- The Honors Major will require 39 credit hours of Honors-designated course work (thirteen 3-credit courses, including thesis or capstone hours);
- The Honors Minor will require 24 credit hours (eight 3-credit courses), similar to the current UHP Honors designation;
- The Honors Certificate will require 15 credit hours (five 3-credit courses);
- Some students admitted to the Honors College will take only a few honors courses; and
- Courses that satisfy degree and certificate requirements will include lower division honors courses, upper division honors courses and disciplinary honors courses.

### Example 1, requiring approximately 50-60 courses per semester:

2,000 students participate in the Honors College, distributed as follows:

- 50 students seeking an Honors major;
- 150 students seeking an Honors minor;
- 500 students seeking an Honors certificate; and
- 1,300 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:

- 50 Majors x 13 courses = 650
- 150 Minors x 8 courses = 1200
- 500 Certificate Students x 5 courses = 2500
- 1300 x 3 courses = 3900

Total for all students over 8 semesters = 8,250, or just over 1,031 student-seats per semester.

- Capped at 17 students per course, 61 courses per semester
- Capped at 20 students per course, 52 courses per semester

The core Honors College faculty of twelve could offer 24 of these courses. Six Honors Fellows temporarily housed in the Honors College could offer an additional 12. Disciplinary honors and courses taught by non-tenure stream faculty would need to offer up to 25 additional courses, for example, 10 in the disciplines and 15 by non-tenure stream faculty.

**Example 2, requiring approximately 56-66 courses per semester:**

2,000 students participate in the Honors College, distributed as follows:

- 60 students seeking an Honors major;
- 200 students seeking an Honors minor;
- 700 students seeking an Honors certificate; and
- 1,040 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:

- 60 Majors x 13 courses = 780
- 200 Minors x 8 courses = 1600
- 700 Certificate Students x 5 courses = 3500
- 1040 x 3 courses = 3120

Total for all students over 8 semesters = 9,000 or 1,125 student-seats per semester.

- Capped at 17 students per course, 66 courses per semester
- Capped at 20 students per course, 56 courses per semester

The core Honors College faculty of twelve could offer 24 of these courses. Six Honors Fellows temporarily housed in the Honors College could offer an additional 12. Disciplinary honors and courses taught by non-tenure stream faculty would need to offer up to 30 additional courses, for example, 7 in the disciplines and 23 by non-tenure stream faculty. Over time as new tenure/tenure track faculty are awarded by the Provost to the Schools and Colleges more courses can be taught by tenure track faculty in the disciplines. The Honors Dean would have flexibility in how to structure the non-tenure stream faculty budget within Honors and perhaps convert part-time instructors to lecturers.

APPENDIX D

LINM Honors College Program Brief Draft

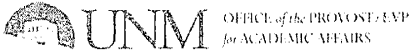
12.15.2011

Floor	Capacity	Sq Ft	Quantity	Total Capacity	Total Sq. Ft.	\$ Per Sq. Ft. Development Cost	Total Estimated Cost Development Cost	Historical Information Sources	Notes
Study Rooms			16	200	7,000			The basis of programming and development budget information is from ACC Student Housing Development Component II: Phase I Preliminary Materials Dated February 2, 2011	
Seminar Room		20	400	4	80	1,600			
Group Study - Small		3	160	4	32	640			
Group Study - Large		4	280	4	56	1,120			
Quiet Study		3	160	4	32	640			
Counseling		2	120	4	480	480			
Computer Commons		20	800	1	20	800			
Residential				1,200	296,150				
Freshman / Sophomore	2 / 3		250	751	1,000	182,750			2+2 BR / 1 Bath
Junior / Senior	4		50	1760	200	88,000			4 Private BR / Private Bath ea BR
Resident Advisors	2 / 3 / 4		40	400	40	16,000			1 BR / Private Bath
Lounges & Commons			16	670		10,720			
Activity Room / Cafe /	1	400	1	8000	400	8,000			
Kitchenette	1		4	400		1,600			
Total Net Square Footage					321,750				
					102,187.5	\$140.00	\$16,306,250.00	1.25 Net to Gross	

Dining					20,160			The basis of programming and development budget information is from Walter Miller document as related to the retrofit study for LA Posada 6/17/2008	
Dining / Classics Library			1	300	300	6,000			3 Turns per Meal
Kitchen / Back of the House	1					11,160			25%
Total Net Square Footage					20,160				
Total Gross Square Footage					28,224	\$350.00	\$9,878,400.00	1.4 Net to Gross	

Administrative Suite	1			2160	4140	\$265.00	\$1,097,100.00	
Dean's Office			1	240	240			
Associate Dean's Office			1	160	160			
Administrative Assistant			1	110	110			
Faculty Offices			15	120	1,800			
Staff Offices			4	100	400			
Conference Room		20	1	540	540			
Conference Room		10	1	326	326			
Kitchenette			1	38	38			
Reception Desk			1	140	140			
Waiting			1	128	128			

# APPENDIX E



## APPENDIX E

### Cost Estimation and Sources of Funding

#### COST ESTIMATION

<b>Faculty</b>	
Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
T/TT Faculty(1)	75,000
T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
	<u>\$ 683,600</u>
<b>Staff</b>	
Accountant I	\$ 40,000
Admin I for Deans Office	27,000
Development Associate	54,000
Admin I for Scholarship Office	27,000
CAELD, NISF Program Specialist	45,000
Academic Advisors (4)	144,000
	<u>\$ 337,000</u>
<b>Benefits</b>	
Fringe Benefits (29%)	\$ 289,134
<b>Total Salary and Benefits</b>	<u><b>\$ 1,309,734</b></u>
<b>Other</b>	
Recruitment Budget	\$ 25,000
Supply and Equipment Budget	50,000
	<u>\$ 75,000</u>
<b>Total</b>	<u><b>\$ 1,384,734</b></u>

#### Tuition & Funding Formula Assumptions

##### Assumptions:

- 90 new students to the University that graduated within the top 25% of their class.
  - Each student averages 26 credit hours per year to graduate in 5
  - 85% retention rate
  - Half of a student's credit hours are lower division/half upper \_ \_
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

##### Gross Tuition & Formula Revenue

Freshman Year 90 students \* 26 ch \* \$151.48 = \$354,463  
 Sophomore Year 77 students \* 26 ch \* \$151.48 = \$303,263  
 Junior Year 65 students \* 26 ch \* \$242.96 = \$410,602  
 Senior Year 55 students \* 26 ch \* \$334.44 = \$478,249  
 5th Year Senior 45 students \* 26 ch \* 334.44 = \$391,295

Total Gross Tuition & Formula Revenue = \$ 1,937,872

Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences  
 (2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.



## Justification of Honors BA

The University Honors Program historically offered a transcribed designation of participation in Honors upon completion of 24 credit hours, including a capstone requirement. Many students were unable to accommodate that credit load into their degree requirements. They chose to forego the Honors Program and instead completed Honors in their majors.

The Honors College intends to accommodate more students by offering multiple pathways to Honors participation. The Major pathway is designed for students who are interested in developing an interdisciplinary major in the Honors College. Currently, students who wish to do this choose to obtain a Bachelor of University Studies. An Honors major would be distinguished from the BUS while offering the same flexibility and mentoring necessary to create a cohesive plan of study.

The Honors BA was part of the Honors College proposal approved by the Faculty Senate in spring of 2012. That proposal included plans to increase the size of the faculty in Honors, and 3 searches are currently underway.

The Budget prepared by the Provost's office follows. This is for all programs included in the proposal, not just the Major requested in this Form C.

