

Bachelor of Liberal Arts | Bachelor of Integrative Studies

* Minor in Integrative Studies

Degree Outline

Multidisciplinary Major in Liberal Arts [B.L.A.]. The B.L.A. degree as it is being proposed is essentially the same as the current B.U.S degree with a few specific requirement changes. The addition of an exit essay will allow for more meaningful outcomes assessment. The reduction in program residency from 36 to 21 credit hours will keep from penalizing students who, while having met all other graduation requirements, stop out for three or more semesters and have to start residency again. The degree will require:

- 128 credit hours, 51 of which must be upper-division; *
- 36 credit-hour plan of study; and
- 21 credit-hour residency in B.L.A. program (*last 21*); and *
- Entrance/graduation essays (250/500 words) describing plan of study goals and outcomes; and *
- It may be used as a second degree; and a minor may be declared but is not required – however, it still may not be used as part of a double-major. *

Students choosing this major are expected to be returning non-traditional students who are preparing for the workforce or are currently in the workforce. The broad multidisciplinary nature of the major will prepare students for the workforce where a degree is necessary for employment or potential career development on a more advanced career track.

Major in Integrative Studies [B.I.S.]. The new B.I.S. degree is the option, under the current B.U.S degree, less frequently used to prepare motivated students for advanced or creative learning opportunities. The creation of this degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. The degree will require:

- A 2.0 cum gpa for admission to the major, and graduation;
- 128 credit hours, 51 of which must be upper-division;
- 36 credit-hour plan of study; and
- 36 credit-hour residency in B.I.S. program (*last 36*); and
- Entrance essay (250 words) describing plan of study goals; and
- the approval of a faculty mentor(s); and
- 15 credit hours of Theory & Research in Integrative Studies (LAIS) courses [150, 310, 311, 399 (x3) & 499]
- completion of a substantial Capstone Project (approved by the faculty mentor), i.e. LAIS 499.
- B.I.S. may be declared as part of a double-major, as a dual (or second) degree, and must have a minor.

Students choosing this major are expected to be both traditional and non-traditional students who want to design an individualized program to prepare for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the major and apprenticeship-like experience with a faculty member will better prepare students for advanced study.

* represents a change to the current BUS degree...

Minor in Integrative Studies. The integrative studies minor will be similar to what is currently required of the integrative studies major, and will be awarded to students who complete 21 hours of designated courses. This curriculum will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor's degree in their chosen discipline.

1. Completion of 21 credit hours in courses approved by the Associate Dean of Liberal Arts & Integrative Studies (University College) including:
 - a) **LAIS 150** Foundations of Integrative Thought (3), and **LAIS 310** Investigations in Research: Methodologies & Techniques (3); and
 - b) a minimum of 6 credit hours at the 300 or 400 levels.
-

Bachelor of Integrative Studies

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Introduction

The faculty of The University of New Mexico offers the degree of Bachelor of Integrative Studies (B.I.S.). This program, initiated in 2012, is administered through University College.

This baccalaureate degree program provides the opportunity for students to develop a unique program of study combining courses from more than one University of New Mexico department and/or college. With the help of a LAIS advisor, students will structure a 36+ credit hour program. The program of study will be an area of focus that is interdisciplinary in nature. Remaining courses will be selected through advisement. The B.I.S. degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. It may be used as part of a double major or as a second degree, and an existing departmental minor is required.

Strict compliance with B.I.S. requirements is mandatory for admission to and continuation in the program. Changes to approved programs of study may be made only in consultation with an advisor and an approved plan of studies revision form. The advisement of B.I.S. students is under the supervision of the Associate Dean of LAIS. Students in the Integrative Studies program must meet the general academic regulations of the University for admission, academic standing, and graduation. **Students are responsible for familiarizing themselves with both the specific and general current academic regulations.** Students who have not been continuously enrolled must follow the requirements of the current University of New Mexico Catalog upon readmission.

Questions regarding any aspect of the program should be addressed to an advisor in the LAIS office. Please also visit the website at <http://bis.unm.edu>.

Courses for Which Degree Credit Is and Is Not Given

Credit toward a degree will not be given for:

1. Any course numbered 100 (e.g., ISE 100, ISM 100).
2. Practicum or activity courses which are primarily technical or vocational (e.g., typing, shop work, paralegal studies, business education/technology, etc.) or other courses which lead to separate certificates; professional courses taken in the law or medical school. Students may enroll in these

courses in pursuit of their own interests or professional preparations, but they should not expect degree credit for them unless they have the prior approval of the Associate Dean. (A number of *technical* courses have been approved for credit at each branch campus – see an LAIS advisor for a complete list.)

Credit toward a degree will be given for:

1. Up to 4 hours of nonprofessional physical education (activity courses such as aerobics, weight-training, etc.); and up to 4 hours of music ensemble.
2. Up to 18 hours of problem courses, directed study, readings and research, independent study courses or similar variable-credit courses unless the Associate Dean grants special permission. Only 12 credit hours of these special courses may be taken from within the same department (e.g., dance). Only 6 credit hours of these courses may be taken from the same faculty member. No credit will be given for hours in a course that exceed the maximum number of hours the originating department stipulates for that course in the catalog.
3. Up to 30 hours of correspondence course work (via mail) may be taken towards the completion of the program; however, only 12 hours of correspondence credit may be taken in the last 36 hours of course work prior to graduation.
4. Any approved course work from an accepted Baccalaureate degree program.

Integrative Studies [B.I.S.] Grade Point Average. The B.I.S. grade point average is based on all attempted University of New Mexico courses that are acceptable to the Integrative Studies program, as defined above.

Admission to the Bachelor of Integrative Studies program

Minimum requirements to transfer into the Integrative Studies program are as follows:

1. Demonstrated academic achievement by satisfying the following:
 - a. Completion of the University Speaking and Writing Core.
 - b. Completion of the University Mathematics Core.
 - c. [Completion of the University Language Core.](#)
2. A minimum cumulative grade point average of 2.00 or higher.
3. Twenty-six or more hours of earned credit applicable to this program.
4. Application to the Integrative Studies program includes the following: An entrance interview with a LAIS Academic Advisor. The interview is the student's opportunity to discuss their ideas and goals for their degree, share a draft of their proposed Plan of Study, and if necessary, make any appropriate revisions to their Plan of Study before admission to the program. Please refer to the website for details on designing a Plan of Study, FAQs, Forms and Downloads, and Helpful Hints. <http://bis.unm.edu>. This interview is the time to ask any questions about the Integrative Studies program or about details in designing such a unique degree.
5. Submission of a comprehensive approved Plan of Study to a LAIS Academic Advisor. This Plan of Study must list the specific courses that the student intends to take to complete their B.I.S. degree. In preparing a Plan, the student must study The University of New Mexico Catalog to find courses appropriate for their Interdisciplinary (area of focus) Plan. This Plan must incorporate all courses for the program of study – both transfer and UNM courses. A University of New Mexico “unofficial transcript” and a Transfer Course Evaluation, if appropriate (both can be found on Loboweb), must be attached to the Plan of Study.
6. Submission of a *Statement of Purpose*, no less than 250 words. This statement should describe how the student has organized courses in the Plan to meet the student's needs as well as exactly to what end the student hopes to use their Integrative Studies degree.
7. Submission of a completed *Qualified Signature* form. Details on this form will be discussed in the initial interview. Admission to the Integrative Studies program for the current term must take

place before the end of the third week of classes. After that time, admission will be for the following or subsequent term (Fall, Spring or Summer). Please see an advisor for more information on our admission requirements.

Graduation Requirements

Students must see an Advisor in the LAIS office to apply for graduation one year prior to that in which they plan to graduate. An “apply to graduate” hold will appear on the student’s account once the student has earned 100 credit hours to remind them of this requirement. At this time, the student and the Advisor will view a Degree Audit specifying the work remaining to be completed for graduation. This audit incorporates any unmet core curriculum, upper-division course work as well as B.I.S. residency to be completed. **It should be noted that students are solely responsible for knowing and completing all requirements for graduation from the Integrative Studies program.** Students must know how to run and read their LoboTrax Degree Audits in order to check on their graduation progress.

In addition to adherence to approved programs of study, specific graduation requirements are as follows:

1. Completion of the University’s core curriculum.
2. A minimum of 128 semester hours of earned credit acceptable to the program as defined above.
3. A minimum Integrative Studies grade point average of 2.00.
4. A minimum of 51 semester hours earned in courses at the upper-division level (courses numbered 300–499).
5. A minimum grade-point average of 2.00 on all upper-division course work attempted at The University of New Mexico.
6. A minimum of 36 semester hours of academic work earned while enrolled in the Integrative Studies program. This is known as the department residency requirement. (Not to include: credit by exam, transfer credit and/or concurrent enrollment, or independent study/problems courses unless specifically approved by the Associate Dean.) These must include the final 36 hours of enrollment prior to graduation from the program.
7. A minimum of 15 credit hours of Integrative Studies [LAIS] core courses [150, 310, 311, 399 (x3) & 499]; and, an additional 21 credit hours of approved elective Integrative Studies courses must be included in the Plan of Study.
8. Completion of a substantial Capstone Project approved by the faculty mentor [LAIS 499].
9. Graduation/Exit essay (500 words) describing goals achieved in the plan of study including future plans.
10. A minimum grade of C (2.00) or higher is required in all courses included in a student’s Plan of Study (core & elective).
11. Fulfillment of the University’s residence credit requirement (30 credit hours including 15 after 92).

Major Study Requirements

The submission of a comprehensive Plan of Study to a LAIS Academic Advisor must be approved before admission to the program is complete.

This Plan of Study must list the specific courses that the student intends to take to complete their B.I.S. degree, including a minimum of 15 credit hours of Integrative Studies core courses (listed below); and, an additional 21 credit hours of approved elective Integrative Studies courses must be included in the Plan of Study. Transfer courses may be included as part of a student’s Plan of Study. *It should also be noted that transfer courses in which credit was earned at a lower-division designation cannot be transferred as upper-division to count towards a B.I.S. degree.*

The minimum residency, which is the final 36 credit hours of academic work, must be earned while enrolled in the Integrative Studies program at The University of New Mexico. In preparing a Plan, the

student must study The University of New Mexico Catalog to find courses appropriate for their Interdisciplinary (area of focus) Plan.

This Plan must incorporate all courses for the program of study – the minimum final 36 credit hours, plus any additional courses a student may need to be prepared for further or advanced study.

A typical degree plan might include:

- LAIS 150: Foundations of Integrative Thought (3)
- LAIS 310: Investigations in Research: Methodologies & Techniques (3)
- LAIS 311: Experiential Research (3)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 399: Interdisciplinary Synthesis (1)
- LAIS 499: Senior Seminar (3)

Core Courses = 15 credit hours

- Approved Departmental Course _____ (3)

Elective Courses = 21 credit hours

Approved Degree Plan = 36 credit hours (minimum)

Minor Study Requirements

This Minor in Integrative Studies will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor’s degree in their chosen discipline.

Formal requirements for graduation with an Integrative Studies Minor are:

1. Completion of 21 credit hours in courses approved by the Associate Dean of Liberal Arts & Integrative Studies (University College) including:
 - a) LAIS 150 Foundations of Integrative Thought (3), and LAIS 310 Investigations in Research: Methodologies & Techniques (3); and
 - b) a minimum of 6 credit hours at the 300- or 400- levels.

This minor specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams, but have chosen a traditional major in another Department or College. Students are encouraged to design an individualized program that will prepare them for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the minor and apprenticeship-like experience with a faculty member will better prepare students for advanced study which compliments the discipline of their chosen major.



Office of the Dean
The University of New Mexico
1 University of New Mexico
Albuquerque, New Mexico 87131

Thursday, 18 October, 2012

To Faculty Senate Curriculum Committee:

This memo is an explanation of the bifurcation of the existing Bachelor of University Studies (B.U.S.) degree that is later presented in this proposal. The form C *curriculum workflow* process, as it currently exists, is designed to introduce new programs or modify existing programs within their original structure and does not easily allow for what is being proposed here with the current B.U.S. degree.

In this proposal we are seeking to split the existing B.U.S. degree into two separate degrees that will more accurately reflect the need of students.

- The multidisciplinary “theme-based” track of students, which comprise the current majority, will experience only one curricular change – a reduced program residency – and will be renamed the Bachelor of Liberal Arts (B.L.A.) degree. **Form #1079**
- The interdisciplinary “area of focus” track for students, which now represent less than a third of students, will experience three curricular modifications – their plan of study will require the approval of a faculty mentor, they will complete a senior capstone project, and a core of integrative studies courses requirement – and it will be named the Bachelor of Integrative Studies (B.I.S.) degree. **Form #1080**
- We are also creating a minor in Integrative Studies to provide opportunities for students in traditional majors. **Form #1081**

This split of the current B.U.S. degree is not strictly the creation of a new degree, nor is it the typical requirement modification of an existing degree – it is the modification of one degree by dividing it into two distinct parts, or two degrees and a minor. It’s basic administration and function would remain the same in the University College structure.

When reading through the supporting documentation you will see the same proposal attached for both form C’s – seemingly extraneous information about the B.I.S. degree in the B.L.A. proposal, and vice versa. This is necessary to explain the balancing halves of a current whole B.U.S. degree. With two very distinct student populations in the current B.U.S. degree, a distinct split into two degrees serves their future academic and career-oriented needs much better. Creation of a minor allows students to pursue an interdisciplinary path as a complement to a traditional disciplinary major. The College of Arts & Sciences has already agreed to accept the new minor in fulfillment of their graduation requirements.

If you require any additional information or wish to discuss this matter further, please do not hesitate to contact me directly, tjskipp@unm.edu, (505) 277-7996.

A handwritten signature in black ink, appearing to read "Tracy J. Skipp".

Sincerely,
Tracy J. Skipp, Ed.D.
Associate Dean, University Studies



Office of the Dean
The University of New Mexico
1 University of New Mexico
Albuquerque, New Mexico 87131

Monday, 22 October, 2012

Faculty Senate Curriculum Committee:

The following **Form #C1080** addresses the revision of the Bachelor of University Studies degree by creating part 2 of 2 parts the Bachelor of Integrative Studies (B.I.S.) degree. This new program is the interdisciplinary “focused concentration” track of students, which now represent less than a third of students, will experience three curricular modifications – their plan of study will require the approval of a faculty mentor, they will complete a senior capstone project, and a core of integrative studies courses requirements.

Major in Integrative Studies

Title & Requirements:

The major in Integrative Studies is intended to offer, as part of the modification of the existing University Studies degree, the option for students to build concentrated, faculty-mentored interdisciplinary plans of study.

Students who complete the Integrative Studies curriculum will experience three curricular modifications – their plan of study will require the approval of a faculty mentor, they will complete a senior capstone project, and a core of classes (12 credit hours) in interdisciplinary theory and research.

Formal requirements for graduation with an Interdisciplinary Major in Integrative Studies are:

- 128 credit hours, 51 of which must be upper-division, and a 2.0 cum gpa;
- 36 credit-hour plan of study; and
- 36 credit-hour residency in B.I.S. program (*last 36*); and
- Entrance essay (250 words) describing plan of study goals; and
- the approval of a faculty mentor(s); and
- 15 credit hours of Theory & Research in Integrative Studies (LAIS) courses [150, 310, 311, 399 (x3) & 499]
- completion of a substantial Capstone Project (approved by the faculty mentor), i.e. LAIS 499.

It may be declared as part of a double-major, as a dual (or second) degree, and must have a minor.

Rationale:

The B.I.S. degree as it is being proposed is a significant modification the current B.U.S degree with its goal to prepare motivated students for advanced or creative learning opportunities. The creation of this degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. Students choosing this major are expected to be both traditional and non-traditional students who want to design an individualized program to prepare for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the major and apprenticeship-like experience with a faculty member will better prepare students for advanced study.

If you require any additional information or wish to discuss this matter further, please do not hesitate to contact me directly, tjskipp@unm.edu, (505) 277-7996.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracy J. Skipp".

Tracy J. Skipp, Ed.D
Associate Dean, University College
Director, University Studies



TO: Elizabeth Barton, Associate Registrar,
Michael Dougher, Sr. Vice Provost,
Kate Krause, Interim Dean, University College

FROM: Gregory Heileman, Associate Provost

DATE: August 2, 2012

SUBJECT: Approval of New Baccalaureate Degrees: Bachelors of Liberal Arts (BLA),
Bachelors of Interdisciplinary Studies (BIS) and Minor in Interdisciplinary Studies

CC: Chaouki Abdallah, Provost

The Bachelor of University Studies (BUS), a program administered out of University College, has served UNM since 1969. The Director of the BUS and the Interim Dean of University College have determined that a single BUS degree does not adequately serve our students, They are proposing bifurcating that degree into two distinct bachelors' degrees.

The original BUS allowed students to design their own multidisciplinary major. It accommodated non-traditional students and other students who did not meet the requirements of any single major or degree offered by another college. It gained a somewhat non-rigorous reputation, stigmatizing students who earned the BUS. Currently about one-third of BUS students are pursuing rigorous interdisciplinary programs of study; about two-thirds are seeking a BUS degree as an expeditious path to graduation. These two very separate paths call for separate degrees.

I have reviewed the New Baccalaureate Degree Preliminary Review And Proposal Outline: Major Modification of BUS degree and Creation of New Degree to be offered in University College at UNM (attached) and have found that it satisfies the requirements for preliminary approval of a new Baccalaureate degree. This memo serves as my permission to move forward with development of specific degree curriculum and requirements.

By copy of this memo to Kate Krause, Interim Dean of University College, I instruct her to develop a full proposal that is consistent with the preliminary outline and that complies with all NMHED requirements. That will require timely submission of a Form C for each new degree (the two bachelor's degrees and the minor) and documentation of all elements required by the document titled New Baccalaureate Degree Preliminary Review And Proposal Outline dated January 2008.

Attachment: New Baccalaureate Degree Preliminary Review And Proposal Outline: Major Modification of BUS degree and Creation of New Degree to be offered in University College at UNM

NEW BACCALAUREATE DEGREE PRELIMINARY REVIEW AND PROPOSAL OUTLINE: Major Modification of BUS degree and Creation of New Degree to be offered in University College at UNM

The B.U.S program was created by the faculty in 1969 and has historically been administered through University College. Each year, approximately 900 to 1200 students are enrolled with the B.U.S. program, making it one of the largest degree-granting majors, regularly graduating the second- or third-most degrees of any college each year at UNM. Enrollments fluctuate each semester as many non-traditional students take only one or two courses every other semester as they balance work, family, and school commitments.

Currently students seeking the B.U.S. degree complete all courses required in the University Core Curriculum and design an individual 36+ credit plan of study leading to a baccalaureate degree. Plans of study may be thematically based, or specialized in two or more specific subject areas. These programs of study reflect a broad spectrum of academic areas. While the majority of students focus on several disciplines within the College of Arts & Sciences, many design their curriculum with courses from two or more of UNM's other colleges. The B.U.S. degree program is ideal for students with academic and career aspirations that require inter- or multi-disciplinary study. Other students, particularly those returning to the university after years away, or those with full-time jobs, choose the B.U.S. degree because they have specific job-related academic needs that can be met most efficiently through the B.U.S. program.

1. Program Description

The B.U.S. program needs to re-define itself as the degree completion program that offers innovative and flexible fields of study, that supports many UNM graduation initiatives, that delivers online courses offerings, and that serves the needs of non-traditional student populations that would otherwise be under-served on campus and across the State. The primary structure of this re-definition is the evolution of the current University Studies program into two separate tracks – *Liberal Arts* [multidisciplinary and thematic] for returning and career-oriented students, and *Interdisciplinary Studies* for students who seek an interdisciplinary undergraduate degree.

Bachelor of Liberal Arts [BLA degree]

The first step in this proposal is to change the name from University Studies to Liberal Arts, resulting in a change in the name of the degree from a BUS degree to a BLA degree. The BLA degree would target students who want a broad and well-rounded approach to their studies. Representing approximately two-thirds to three-fourths of the students in the current program, this degree is a multi-disciplinary, theme-based program of study. Students generally take four to six areas from the catalog and build a degree program focused on their academic and professional interests.

For example, “Women & Leadership” is a thematic plan of study where coursework is drawn from History, Sociology, Anthropology, Communication, Psychology and Women’s Studies. Beyond the obvious gender emphasis, students who pursue this track could arrange courses by ethnicity, geography or a particular period in time.

This type of multi-discipline organization of study is very popular with academically mature non-traditional students who are honing or focusing their previously broad distribution of liberal arts and sciences core classes into a long developed interest that is particularly relevant to them personally. The primary challenge these students face in furthering their future academic and career interests and goals after completing this type of program is that the success of each student is completely dependent on that student’s ability to effectively market his or her individualized, multidisciplinary degree — in effect, market the uniqueness of what they have designed.

Bachelor of Interdisciplinary Studies [BIS degree]

The second step of this proposal is to create a BIS [Bachelor of Interdisciplinary Studies] degree for creative students seeking a truly interdisciplinary degree. The new BIS degree would take an integrative approach to academic course design under faculty supervision for an intense focus on a new emerging field of study — for example, forensic science. This field of study is interdisciplinary in the sense that the material from two or more disciplines is integrated into a single focus. Between one-fourth and one-third of the students currently in the B.U.S program follow this model when designing their plan of study. Our experience over the last decade is that interdisciplinary students tend to have graduate or professional education (law school or medical school) as a goal more often than their multidisciplinary classmates.

The BIS degree could also offer multiple interdisciplinary “plans of study” pre-designed by a committee of interested faculty to reflect the liberal studies and interdisciplinarity of the program. A faculty mentor would of course, supervise each student. The new concentrations that are faculty designed could reflect the current A&S group requirements, for example: Interdisciplinary – Humanities, Interdisciplinary – Social Science, and Interdisciplinary – Arts & Letters, or could focus on an inherently interdisciplinary issue like sustainability, innovation and technology, or globalization.

The new BIS degree would function much like the proposed Honors degree with one primary difference – it would be available to students who either do not want to participate in the honors degree or cannot qualify for honors admission. Offering the BIS to interdisciplinary-minded students will reinforce the relationships being built between the University Honors program and the disciplines across campus. Because of its interdisciplinary focus, the BIS might increase student participation in the Honors College experience itself.

The proposed timeline is as follows:

Curriculum Workflow process to change the name of B.U.S to BLA: Fall Semester 2012.

Development of Curriculum for IS Major, minor: Fall 2012, to be submitted for Faculty Senate approval Fall 2012.

2. Evidence of Need

The university studies major, or B.U.S degree as it is currently known, is in need of a major revision. When first conceptualized as a broad general studies program in 1969 the name “university

studies” was inclusive of any creative efforts that a student put together toward graduation, and was not allowed to be used as a double-major, completed as a second degree, or include any minor. It is also one of the oldest degree programs of its kind in the country and in many ways has been a model for similar programs nationally.

The need for revision has become clear in the last few years as two distinct populations of student have completed the program to achieve their academic and professional goals. Almost every other university also has a degree program similar to our degree (B.U.S), however almost everyone calls it something different. In fact, only the University of Utah still uses this name. The most widely accepted names at top institutions are the Bachelor of Liberal Arts (BLA degree) and the Bachelor of Interdisciplinary Studies (BIS degree); this includes educational innovators such as Harvard and the University of California respectively.

Listed in the “Review and Recommendations for University College” (Goering, 2008) a number of UNM initiatives would be significantly and positively impacted by these changes, most notably:

- Online Degree Programs (EU),
- Evening Weekend Degree Programs,
- Staff as Students,
- Graduation Project and other graduation initiatives,
- And the faux/undeclared “majors” in the College of Arts & Sciences.

A number of other student communities would benefit from a revised BLA degree including student-athletes seeking to retain eligibility, transfer students entering with a lot of credits, and “non-rated” ROTC graduates in line for being commissioned in the Armed Forces.

We have also designed an Allied Health Sciences track for students trying to complete requirements for Nursing or Pre-Med curricula, or are preparing for admission to Physical Therapy, Physician Assistant, and other Allied Health programs on North campus. The BLA would offer an alternative to the highly competitive admission eligibility of these programs at the Nursing and Medical School.

NOTE: We have recently been approached to create a similar track for the Law Enforcement career field by San Juan College, and an additional Allied Health track for Santa Fe Community College. In support of these recent developments, the new BLA program could be a perfect 2+2 completion companion to many additional UNM Branch campus and CNM Associate-level degrees, based on discussions Associate Dean Skipp has had with senior administrators at these institutions.

3. Program Content and Quality

Curricula and Courses; Student Services

We propose three changes to the current University Studies degree [B.U.S], with a name change, the creation of a new major/minor, and the allowance for use with existing minors. This division of University College would offer

- a multidisciplinary bachelor’s degree, or major [BLA];
- an interdisciplinary bachelor’s degree, or major [BIS]; and
- an interdisciplinary minor [IS].

The BLA/BIS degrees will continue to operate as the current B.U.S degree does in terms of admission to, advisement in, and graduation from both majors, with a few specific changes to Catalog requirements (detailed description will follow in this section). Additionally, a specific curriculum (course) will be the senior capstone project that will be required of all BIS majors and interdisciplinary minors. Any new courses will be developed for review and approval by the Faculty Senate contingent upon Provost approval of this proposal.

Multidisciplinary Major in Liberal Arts [BLA]. The BLA degree as it is being proposed is essentially the same as the current B.U.S degree with a few specific requirement changes. The addition of an exit essay will allow for more meaningful outcomes assessment. The reduction in program residency from 36 to 21 credit hours will keep from penalizing students who, while having met all other graduation requirements, stop out for three or more semesters and have to start residency again. The degree will require:

- 128 credit hours, 50 of which must be upper-division;
- 36 credit-hour plan of study; and
- 21 credit-hour residency in BLA program (*last 21*); and
- Entrance/graduation essays (250/500 words) describing plan of study goals and outcomes; and
- 3 credit hours of Service Learning or Community Based Learning (designated) courses.

Students choosing this major are expected to be returning non-traditional students who are preparing for the workforce or are currently in the workforce. The broad multidisciplinary nature of the major will prepare students for the workforce where a degree is necessary for employment or potential career development on a more advanced career track.

Major in Interdisciplinary Studies [BIS]. The new BIS degree is the option, under the current B.U.S degree, less frequently used to prepare motivated students for advanced or creative learning opportunities. The creation of this degree specifically targets students who require or would benefit from closer collaboration, including research projects, with a faculty mentor or faculty-led problem solving teams. The degree will require:

- 128 credit hours, 50 of which must be upper-division;
- 36 credit-hour plan of study; and
- 36 credit-hour residency in BIS program (*last 36*); and
- Entrance essay (250 words) describing plan of study goals; and
- the approval of a faculty mentor(s); and
- 6 credit hours of Service Learning or Community Based Learning (designated) courses.
- completion of a substantial Capstone Project (approved by the faculty mentor).

Students choosing this major are expected to be both traditional and non-traditional students who want to design an individualized program to prepare for unique or advanced learning experiences – including international, cooperative or professional schools. The focused nature of the major and apprenticeship-like experience with a faculty member will better prepare students for advanced study.

Minor in Interdisciplinary Studies. The interdisciplinary studies minor will be similar to what is currently required of the interdisciplinary studies major, and will be awarded to students who complete 21 hours of designated courses. This curriculum will allow creative students who are not in an interdisciplinary major to broaden their academic experience while obtaining a bachelor's degree in their chosen discipline.

Senior Capstone course. A senior capstone seminar will be designed to distill and reflect upon the interdisciplinary experience of each student in the program leading to the creation of a skills portfolio. Other capstone courses offered through other majors will also be allowed to satisfy this requirement.

4. Governance Structure

As a division of University College, the Liberal Arts & Interdisciplinary Studies programs will be overseen by an Associate Dean and staffed by 3 Senior Academic Advisors.

Administrative and support services will be provided by the University College structure.

Minimum personnel requirements will be the following:

1. Associate Dean,
2. 3 full-time advisors dedicated exclusively to Liberal Arts, and Interdisciplinary Studies (2 currently).

5. Required Resources

Associate Dean

The current Associate Dean is nationally certified as a Master Advisor, Career Development Facilitator, and a Workforce Development Professional and in this role trains Advisors especially at the branch campuses and EU education centers. In this role the AD meets with departments and programs campus-wide and system-wide to develop and manage curriculum. Additionally, he reviews petitions and exceptions and resolves curricular discrepancies, reviews all certifications for graduation, probation and suspension, honors designations, athletic eligibility, and military commissioning. He also develops all new initiatives for continued program development.

Senior Academic Advisors

The current team of two senior academic advisors will need to be augmented by one additional advisor to continue providing quality counseling for students in the BLA/BIS majors to meet NACADA guidelines. Interdisciplinary advisement is more time intensive than academic advisement in traditional degrees in that knowledge of degree completion requirements is not the only goal for students. Each student's individualized program of study must be developed and approved. Knowledge of post-collegiate requirements (graduate programs and workforce skills) as well as knowledge of and cooperation with other interdisciplinary campus programs are a necessity. For example, international study abroad programs, cooperative education initiatives, and corporate and governmental internships are a necessity to prepare truly interdisciplinary students with the skills required to compete in the real world following graduation. To achieve *deep integrative learning* academic advisors must assist students in translating their classroom experiences to life beyond the university.

Please refer to Appendix A for Cost Estimates.

6. Projected Enrollment

When initially formulated in 1969 enrollment in the B.U.S degree was projected to be approximately 300 students. The student response to this creative initiative exceeded all expectations by swelling to more than 1500 students in the first year.

While this is not likely to occur in the current population, the change of name and requirements may provide initial increased enrollments, as perceptions of the degree will change significantly among students, staff and faculty. I expect that enrollments will stabilize at our current count of between 900-1200 total students over the next few years – 700 to 900 in the BLA, and 200 to 300 BIS students.

In addition, collaboration with Research Service Learning and the Center for Academic Excellence and Leadership Development will allow for additional opportunities for students as minors are developed in those areas. Other interdisciplinary programs on campus – i.e. Peace Studies, Sustainability Studies, Holistic Health, Social Justice, among numerous others – will provide students with creative curricula to draw on to create BLA/BIS plans of study as well as complementary minors to pair with majors in traditional departments.

The current BUS practice of using existing minors from across campus to build these concentrations is one way to reduce the impact of this change on other departments. Institution of the BIS will not require departments to offer more sections of courses than they currently offer. With more students participating in the existing departmental minors these faculty would see a higher degree of student participation, rather than just an influx of more students.

Appendix A: COST ESTIMATION

Admin Professional Staff			
Associate Dean - SAC and course buy-out	\$75,000	<i>Salary is currently in the B.U.S budget</i>	<i>New Funding</i>
Technical Staff			
Sr. Academic Advisors (3) [\$36,000 ea.]	\$108,000	<i>2/3 salaries (\$66,000) currently in the B.U.S budget</i>	Additional funding required = \$42,000
Other			
Supply and Equipment Budget	\$10,000	<i>\$6,000 currently in the B.U.S budget</i>	Additional funding required = \$4,000
TOTAL ESTIMATED COSTS	\$193,000		\$46,000

Changes Not Addressed

Under the pre-Banner classification of undergraduate students in University College there are three primary divisions of students –

- **College 16** (degree-granting programs),
- **College 12** (degree seeking undergraduates), and
- **College 14** (non-degree undergraduates & graduates).

The BLA/BIS proposal above only deals with students listed as “College 16”.

If you have any questions, please do not hesitate to contact Associate Dean Tracy Skipp, tjskipp@unm.edu, 505 414-9214 (cell#).

University College
Integrative Studies, B.I.S.

Broad Learning Goals

- A. THEORY: appreciation of basic disciplinarity and relationship to a more inclusive holistic view. LAIS 150/499
- B. CONTENT ANALYSIS: familiarity with mixed methods research in context of solving a problem. LAIS 310/311 Research I & II (3, 3)
 - a. Qualitative methodologies
 - b. Quantitative techniques
- C. CRITICAL THINKING: ability to apply, evaluate, and critique interdisciplinary learning. LAIS 310/311
- D. DIVERSE WORLD: awareness of peoples, cultures, and ideas and develop a sense of personal responsibility – positionality (identity). LAIS 150 Intro to ... (3)
- E. CIVIC ENGAGEMENT: analyze role of community oriented learning. LAIS 150
- F. SYNTHESIS: through reflection and discussion make sense of the theory/practice and personal knowledge. LAIS 499 Capstone (3)
*LAIS 399 Recitation CR/NC (1)

Student Learning Outcomes

- A1. Explain, document, and analyze key components of multi-, inter-, and trans-disciplinarity in a local/global context. UNM SLG: KNOWLEDGE
- A2. Understand theory as an articulated set of propositions that describe an aspect of reality, and may be modified as data are understood in new ways. UNM SLG: SKILLS
- B1. Students learn to interpret qualitative/quantitative data. UNM SLG: SKILLS
- B2. Students perform research with data from primary/secondary sources. UNM SLG: SKILLS
- B3. Learn to select a research method that is appropriate to the question. UNM SLG: SKILLS
- C1. Students evaluate self-assumptions and knowledge through written/oral projects. UNM SLG: RESPONSIBILITY

- C2. Critique a position using relevant criteria through written/oral projects. UNM SLG: SKILLS
- C3. Self-advocacy in designing their degree. UNM SLG: RESPONSIBILITY
C3A. Creating degree plan.
C3B. personal statement essay.
- D1. Students will recognize social/cultural systems and communicate an analysis of the way societies are structured. UNM SLG: KNOWLEDGE
- D2. Students will assess positionality within this framework. UNM SLG: RESPONSIBILITY
- D3. Discuss the impacts of structural inequality. UNM SLG: KNOWLEDGE
- E1. Students will demonstrate a sense of personal/social responsibility for constructive community engagement. UNM SLG: RESPONSIBILITY
- E2. Students will demonstrate leadership in civic activities. UNM SLG: RESPONSIBILITY
- E3. Demonstrate a commitment to work collaboratively across and within community contexts and structures to achieve a civic aim. UNM SLG: SKILLS
- F1. Understand the relationship of analysis and synthesis. UNM SLG: KNOWLEDGE
- F2. Produce a coherent oral/written presentation of a synthesis of personal experience, academic knowledge, and community engagement. UNM SLG: SKILLS
F2A. Portfolio (presented/defended)

University of New Mexico Student Learning Goals *

University of New Mexico students will develop the following aptitudes and habits of mind in the course of their general and major study at UNM:

- **KNOWLEDGE** of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.
- **SKILLS**, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving.
- **RESPONSIBILITY**, both personal and social, that will be manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

* The University of New Mexico has adopted this set of common learning goals to guide the development of assessment rubrics across its several campuses. They are based on the liberal education outcomes articulated by the American Association of Colleges and Universities, a consortium of the nation's leading liberal arts and research institutions dedicated to "making excellence inclusive" and "taking responsibility for the quality of every student's liberal education."