



Proposal for Master of Legal Studies Degree for Non-Lawyers



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Table of Contents

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

1.



THE UNIVERSITY *of*
NEW MEXICO

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

Date: July 15, 2014

To: Daniel Ortega, Research Professor of Law

From: Gregory L. Heileman, Associate Provost for Curriculum

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

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

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

2.



MEMORANDUM

August 2014

To: Associate Registrar Elizabeth Barton

From: Dean David Herring *David Herring*

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

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

3.

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

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

Date: April 30, 2014

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

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

herring@law.unm.edu
(Email address)

School of Law
(Department/Division/Program)

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

Attach the following required documents:

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

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

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

Required Signatures:

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

Additional Approvals for Degrees:

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

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For Registrar's Office ONLY:

Copies Mailed

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School of Law
(Department/Division/Program)

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

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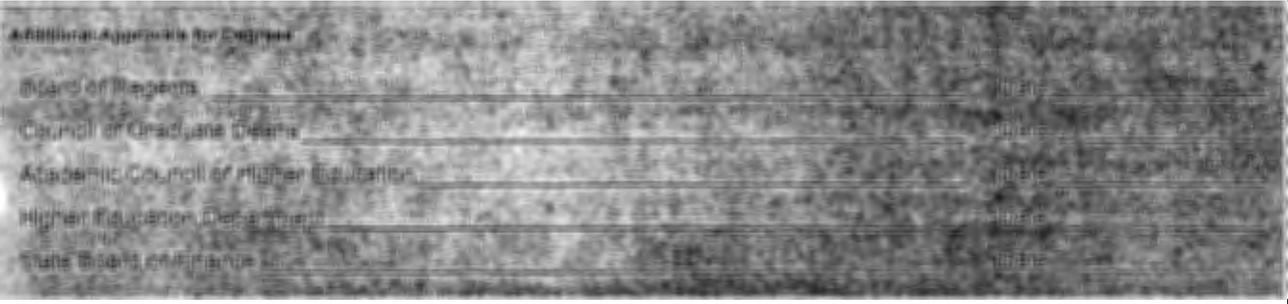
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Board of Regents _____	Date _____



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4.

UNM School of Law

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.



Proposal for Master of Legal Studies

April 29, 2014

1. Program Description and Purpose

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Construction Management Criminology Economics Emergency Medical Services Environment, Planning & Design Environmental Science Family Studies History Interdisciplinary Liberal Arts Journalism & Mass Communication Mechanical Engineering Native American Studies Philosophy Political Science	Community & Regional Planning Construction Management Economics Educational Leadership Family Studies Health Administration History Mechanical Engineering Nursing Pharmaceutical Sciences Philosophy Political Science Public Administration Public Health Water Resources	Medicine Nursing Practice Pharmacy Philosophy Political Science ⁶
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e. Assuming timely approval, what is the program development and implementation timeline?

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

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

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

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

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

Indian Law

Required Courses:

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

Elective Courses:

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

Natural Resources and Environmental Law

Required Courses – at least two of the following three:

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

Elective Courses:

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

New Course

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

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

Impact of Curriculum on Existing Courses and Courses in Other Departments

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

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

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

2. Justification for the Program

a. Evidence of Need

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

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

1. Provide evidence of student demand.

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

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

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

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

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

2. Provide evidence of demand for program graduates.

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

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

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

Indian Law Concentration

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

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

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

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

¹⁰ Id.

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

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

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

...

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

...

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

With new sources of income from gaming and other enterprises,

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

¹¹ Id. at 278.

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

¹³ Id. at 1.

¹⁴ Id. at 6.

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

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

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

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

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

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

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

Natural Resources and Environmental Law Concentration

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

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

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

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

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

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

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

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

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

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

...

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

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

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

¹⁸ *Id.*

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

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

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

b. Duplication

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

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

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

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

²⁰ *Id.* at 5-6.

²¹ *Id.* at 7.

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

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

Not applicable.

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

Not applicable.

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

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

3. Inter-institutional Collaboration and Cooperation

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

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

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

4. Clientele and Projected Enrollments

a. Clientele

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

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

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

2. Describe the admission requirements for the program.

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

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

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

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

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

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

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

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

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

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

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

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

²⁴ Id. at 47.

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

b. Projected Enrollment

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

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

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

5. Institutional Readiness for the Program

a. How many faculty are necessary for program delivery?

See answer to next question.

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

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

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

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

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

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

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

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

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

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

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

No.

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

None.

6. Projected Cost of the Program

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

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

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

See prior answer.

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

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

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

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

7. Quality of the Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Assessment of Operations and Impact

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

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

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

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

9. Administrative Responsibility for the Program and Institutional Commitment

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

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

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

10. Additional Information

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

11. Attachments full proposal only

1. Department of Labor documentation, if applicable.

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

2. Formal Needs Assessment.

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

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

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

4. List of potential employers.

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

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

Not applicable.

6. Letters of support from external partners or stakeholders.

See attached letters of support.

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

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

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

6.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.

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

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

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

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

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

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

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

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

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

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

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

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

8.

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

WICHE MEMBERS

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

PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)

Access to MLS or comparable programs - NONE

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

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

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

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

WESTERN REGIONAL GRADUATE PROGRAM (WRGP)

Access to MLS or comparable programs - NONE

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

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

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

PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS

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

SOCIAL SCIENCES AND LIBERAL ARTS & SCIENCES

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

9.

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

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

*Program Start-up

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

10.

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

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

11.



Master of Legal Studies Proposal

Statement Regarding Effect on Juris Doctor Program

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

12.



Master of Legal Studies Proposal

Catalog Description

Degree Program

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

Admission Requirements

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

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

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

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

Graduation Requirements

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

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

Additional Information

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

Dismissal/Probation/Suspension

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

Transfer Procedures

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

13.



Master of Legal Studies Proposal

Library Impact Statement

Michelle Rigual, Interim Director, Law Library

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

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

14.

HISPANO

CHAMBER OF COMMERCE

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www.ahcnm.org

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April 14, 2014

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

Re: UNM Master of Legal Studies Degree

Dear Dean Herring:

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

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

Best regards,


 Alex Romero



April 8, 2014

Dear Dean David Herring,

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

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

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

Sincerely,



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

Former Surgeon General, Navajo Nation



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

April 29, 2014

To Whom It May Concern:

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

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

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

Best Regards,

Janie M. Chermak

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

Professor and Chair
UNM Department of Economics



THE UNIVERSITY of
NEW MEXICO

Department of Geography and Environmental Studies

MEMO

May 1, 2014

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

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

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

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

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

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

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



March 5, 2014

Dean David Herring
University of New Mexico School of Law

Dear Dean Herring,

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

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

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

Sincerely,

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

Regis Pecos, Co-Director



May 20, 2014

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

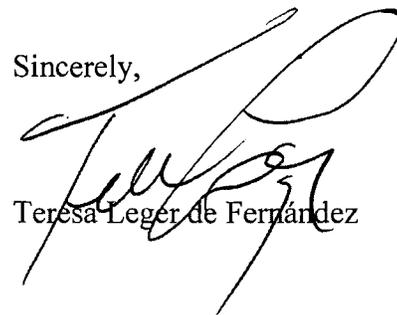
Re: Support for New Master of Legal Studies Degree

Dear Dean Herring:

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

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

Sincerely,



Teresa Leger de Fernandez

Native American Studies

June 16, 2014

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

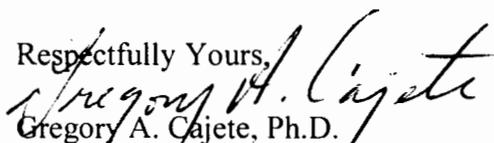
Dear Regents and Senators,

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

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

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

Respectfully Yours,



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



SUSANA MARTINEZ
Governor

JOHN A. SANCHEZ
Lieutenant Governor

NEW MEXICO
ENVIRONMENT DEPARTMENT

Office of the Secretary

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



RYAN FLYNN
Cabinet Secretary

BUTCH TONGATE
Deputy Secretary

April 24, 2014

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

Dear Mr. Benson:

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

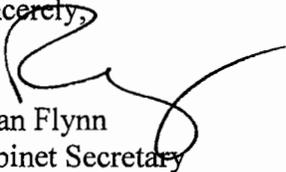
The proposed Master's program has the potential to greatly benefit both the regulators and the regulated, along with public interest groups. Non-attorney NMED employees would be able to have a more advanced understanding of environmental law, which would supplement their already extensive technical understanding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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan Flynn', with a large, sweeping flourish extending to the right.

Ryan Flynn
Cabinet Secretary



The New Mexico Tribal-State Judicial Consortium

STRENGTHENING RELATIONSHIPS, FOSTERING COMMUNICATIONS

March 5, 2014

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

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

Dear Dean Herring,

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

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

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

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

Respectfully yours,

Chief Justice, Isleta Appellate Court
Tribal Co-Chair

Associate Judge, NM Court of Appeals
State Co-Chair



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

PUEBLO OF ISLETA

P.O. BOX 730
ISLETA, NM 87022

March 5, 2014

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

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

Dear Dean Herring,

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

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

Sincerely,

William Johnson
Chief Justice
Pueblo of Isleta Appellate Court



UNM

SCHOOL of PUBLIC
ADMINISTRATION

July 24, 2014

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

Dear Dean Herring,

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

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

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

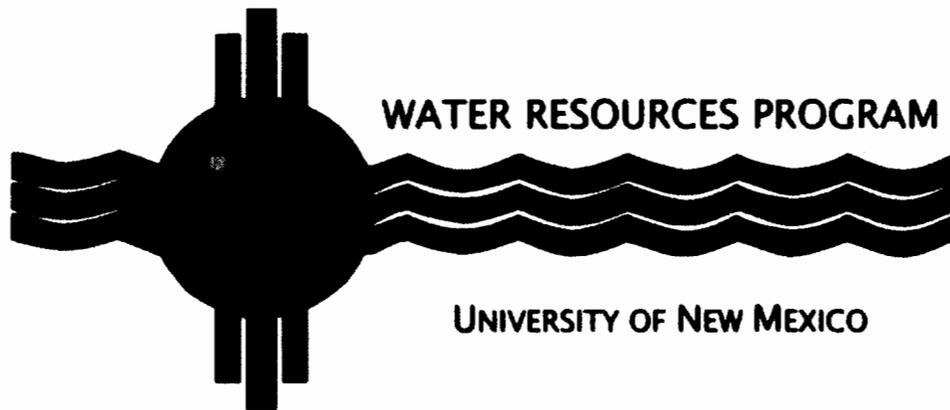
Many students and graduates in the Master of Public Administration Program have expressed interested in these types of course. most have not had the desire of ability to pursue a 3 yr law degree. This opportunity will enable them to acquire this education on a full or part-time basis. This will greatly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

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

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

Sincerely,

Mario A. Rivera
Director
School of Public Administration



Reed Benson, Professor
Law School
University of New Mexico

4/14/14

Dear Reed:

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

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

Sincerely,

Robert P. Berrens

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

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NEW COURSE REQUEST—FORM B

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

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

Submission Date 08 / 04 / 2014

Name of Faculty Member Initiating Request Robert Desiderio

Initiator's Position / Title Professor of Law

College Law

Department _____

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

- Branches Only – course is**
- Type 1 Type 2 Type 3

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

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

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

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

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

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

(assigned by Assoc. Provost for Academic Affairs)

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

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

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

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes No
If no, select the appropriate option and complete section F2.

- The grade scale will be exclusively CR/NC.
- The grade scale will be an alternative to the standard scales in the catalog.

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

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

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

If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.

Note: Please see the instructions for information on one-way vs. two-way co-requisites.

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

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

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

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

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

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

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

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

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

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

None.

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

Department Chair Signature

Department Chair Signature

Department Chair Signature

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

If yes, complete the following table:

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

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

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

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

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

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

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

n/a

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

n/a

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

a. Justification for offering the course:

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

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

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

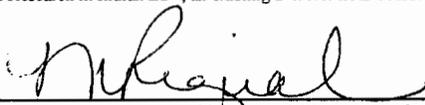
c. Budget and faculty load data:

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

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

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

School of Law Library
Name of Library


Name and Signature of Librarian

Michelle Rigual

H. Required Signatures:

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

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

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

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

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

Grade Modes _____

H. Required Signatures:

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

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

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

Entered in Banner _____ Entered in Catalog _____ Copies Mailed _____

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

Grade Modes _____

19.



Form B New Course Request for Master of Legal Studies Proposal

Catalog Listing

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

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

Form B Law School MLS Intro Course Catalog Listing.docx

20.



Form B New Course Request for Master of Legal Studies Proposal

Syllabus and Bibliography

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

Instructor: Robert J. Desiderio

Office Location: Bratton Hall

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

Class Meeting Day(s): TBD

Class Location/Room: Bratton Hall/
Room TBD

Email: desiderio@law.unm.edu

Office Phone: (505) 277-0557

Course Credit: 4

Class Time: TBD

Term/Semester: Fall Semester

Course Description:

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

Course Objectives:

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

Student Learning Outcomes:

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

Textbooks:

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

Course Requirements:

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

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

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

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

Grading:

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

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

Attendance Policy:

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

Accommodation Statement:

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

Academic Integrity:

The University of New Mexico, and the law school, believe that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or work of another from any type of source such as print, internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The law school's policy is contained in the law school Student Handbook, and the University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

Cell Phones and Technology:

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

Library and Tutorial Services:

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

Weekly Schedule of Topics:

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

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

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

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

21.



Form B New Course Request for Master of Legal Studies Proposal

Investigation of Course Duplication

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

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

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

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

The following steps were taken to investigate duplication:

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

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