

Institutional Profile of The University of New Mexico

Mission Statement

The mission of the University of New Mexico is to educate students by developing their intellectual and creative skills and capabilities so students may be well-equipped to participate in the world as productive and enlightened individuals. The University, including its branch campuses and educational centers, is a leading partner in the statewide higher education sector, and as such, plays a special role by serving the educational needs of the citizens of the state in ways that take advantage of its special characteristics and its wide range of academic and professional fields.

The University develops and offers comprehensive educational programs at the undergraduate, graduate, post-graduate and professional levels. The University conducts research and engages in scholarly and creative activities to support undergraduate, graduate and professional educational programs and to create, interpret, apply and accumulate knowledge. The University contributes to the quality of life in New Mexico and beyond by providing to the public selected services that are part of, contribute to, or originate from the University's teaching and scholarly activities.

Fall 1999 overall main campus enrollment by level:	
Undergraduate	16,156
Non-degree	2,907
Graduate	4,165
First-Professional	1,022
Total	24,250
Total FTE	18,011

Number of program majors offered at the following degree levels:	
Associate	2
Certificate	3
Bachelor's	109
Master's	65
Post-Master's	8
Doctorate	36
First-Professional	3

1999-2000 total current fund revenue for main campus:	\$457,630,053
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1999-2000 State appropriations as a percent of main campus operating budget:	30%
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Mission-Specific Programs and Activities

- UNM is a Carnegie Research I University, one of only 59 public institutions in the country with that classification. To be named Research I an institution must conduct an exceptional level of funded research activity, offer an extensive array of graduate and professional programs, and have a complete complement of high quality undergraduate programs.
- UNM is one of six public Carnegie Research I institutions designated as a Minority-serving institution and one of only two Research I institutions designated as a Hispanic-serving institution.
- UNM offers more than 225 separate degree programs and degrees and has New Mexico's only schools of Law, Medicine, Pharmacy, and Architecture.
- As many as 28 separate programs at UNM have been recognized as being among the best of their kind nationally. UNM is also ranked among the top colleges in the country in terms of the overall quality of its undergraduate programs and has again been named as one of America's Best 100 College Buys, providing quality at an affordable price.
- UNM's General Library is ranked in the top half of research libraries rated by the Association of Research Libraries.
- UNM's graduate and professional programs include 12 that received high marks in recent national surveys: Primary Care Medicine, Rural Medicine, Family Medicine, Clinical Law, Photography, Print-making, Fine Arts, Engineering, Inter-cultural Communications, Anthropology, Latin American Studies, and Psychology.

Recent Accomplishments

- In the fall of 1999, UNM received a full ten-year accreditation from the North Central Association of Colleges and Universities, which noted the dedicated faculty and staff, enthusiastic students, strong research, and excellent academic programs.
- In the spring of 1999, Manuel Montoya of Mora, New Mexico became UNM's first Rhodes Scholar in more than a quarter-century.
- UNM was added to the prestigious Honor Roll of the *Hispanic Outlook on Higher Education* and was recognized by the *Princeton Review* as one of the nation's best universities.

- The College of Education was recognized by the U.S. Department of Education as one of five sites noted for the excellent preparation of teachers for today's classroom.
- UNM Pediatrics Professor Andrew Hsi was named the first recipient of the Humanism in Medicine Award presented by the American Association of Medical Colleges for his work with mothers and infants affected by drugs.
- *Sports Illustrated* ranked The Pit (University Arena) as #13 on its list of the century's top 20 sports venues.

Special Contributions to New Mexico

- In 1998-99, UNM awarded 2,780 bachelors' degrees (an all time record), 1,026 masters' degrees, 190 doctoral degrees, and 167 professional degrees. A recent Census Bureau study showed that people with bachelors' degrees were likely to earn 74% more in a lifetime than high school graduates, while those with professional degrees more than double the earnings of those with bachelors' degrees.
- UNM educates one-third of the state's doctors, one-third of its lawyers, 25 percent of the public school teachers, and sixty percent of the state's pharmacists. In addition, 1,985 graduates of the College of Nursing continue to live in the state.
- The Governor, one-third of the New Mexico legislature, the senior U.S. Senator, and many other public officials are UNM graduates.
- UNM is currently one of the state's largest employers, with more than 22,669 people employed statewide, including University Hospital and student employees. The total annual UNM payroll is approximately \$429.3 million and UNM employees pay more than \$13.1 million in state taxes each year.
- UNM expends approximately \$215.4 million annually on goods and services purchased in New Mexico.
- Indirect statewide economic activity attributed to UNM approximates \$1.25 billion annually. For every dollar the State of New Mexico spends on UNM from the general fund, UNM leverages another \$3.22 in grants and auxiliary activities to more than triple the state's return on investment.
- University Hospital provides the only Trauma I-level services in the state.
- The UNM Health Sciences Center conducted more than 641,000 clinic visits during the 1998 fiscal year and provided \$84 million in indigent and charity care.
- Intercollegiate sports at UNM attract more than 500,000 spectators each year.
- The Center for the Arts hosts more than 200,000 patrons at cultural events annually.
- UNM provides continuing education to more than 40,000 people each year.
- The College of Pharmacy operates the New Mexico Poison Control and Drug Information Center. The poison and drug information specialists responded to more than 50,000 phone calls last year. The Center saves more than \$3.5 million in health care costs each year by effective management of poisonings.
- The New Mexico First background report, "K-12 Education in New Mexico: Benchmarks for the New Millennium", prepared by researchers from the Center for Teacher Education, provided Town Hall participants with a review of the issues and information on education in New Mexico. The report was acknowledged as extremely helpful by educational, business, and political leaders across the state.
- Faculty from the College of Education completed a research study on dropouts in New Mexico.
- The School of Engineering offers more than 120 upper division and graduate courses per year to remote students through instructional television.
- The Anderson Schools of Management have successfully launched the American-Indian Management Center, a support program emphasizing partnerships with New Mexico's native communities and building programs that involve faculty and students in outreach and expertise.

Faculty Role and Contributions in Instruction, Research, Institutional Service, and Public Service

UNM has a large and distinguished faculty which includes a Nobel Laureate, a MacArthur Fellow, several members of the country's prestigious National Academies, five faculty designated as Presidential Young Investigators by the National Science Foundation, and more than one hundred faculty who have won Fulbright Fellowships or have been elected as Fellows in national professional societies.

Expected Distribution of Faculty Effort

The categories in which faculty performance is evaluated include: teaching, scholarly work, service, and personal characteristics. The term teaching as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction, and supervision of individual undergraduate, graduate, post-doctoral, and professional students. The typical load for a tenured/tenure-track, full-time faculty member is nine credit hours each semester. Teaching also includes the direction or supervision of students in reading, research, internships, residencies, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.

Scholarly Work comprises scholarship, research, or creative work. Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. Research is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. Creative work is understood to mean original or imaginative accomplishment in literature, the arts, or the professions. The faculty member's scholarly work should contribute to the discipline and serve as an indication of professional competence.

Service includes service to the University, to the faculty member's profession, and to the local, national, and international communities beyond the University. Evidence of performance in this area includes committee work at the University, college and department levels; participation in professional organizations of the discipline; and work in the community in the faculty member's professional capacity.

Description of Tenure/Promotion Evaluation Process

Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member's strengths in teaching and scholarly work. (The criteria for clinical educators in the Medical School, however, are somewhat different in that clinical educators are expected to also be excellent in clinical service/administration.) New faculty are reviewed annually; it normally takes six years to achieve tenure. Midway through their probationary period, faculty are formally reviewed to indicate whether they are on track to achieve tenure and if they are deficient in any areas.

Description of Post-Tenure Review Process

The purpose of UNM's post-tenure review is to determine levels of performance efficiently, equitably, and in conformity with tenure rights expressed in the Policy on Academic Freedom and Tenure and guaranteed by the Contract Clause of the U.S. Constitution. The Post Tenure Review Policy ensures that all tenured faculty members receive an annual review and that those with either exceptionally good performance or deficiency in one or more areas of teaching, scholarly work, and service are identified.

Description of Service Expectations within the Department/University/Profession

Service is defined in two broad categories: professional and public. Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession. Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole, including facilitation of the day-to-day operations of academic life, mentoring students and colleagues, and, in the Health Sciences Center, providing patient care. Universities, along with their component colleges and departments, rely to a great extent for their operation and advancement on the active participation of faculty members in their administration and governance. Beyond the University, professional service includes service to professional organizations and other groups that engage in or support educational and research activities.

Public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.

Instruction Highlights

- **Average class size by level**

(For regularly scheduled courses. Excludes dissertations, independent studies, and other arranged classes)

Lower Division	37.6
Upper Division	21.3
Graduate Level	10.5

- **Student/Faculty ratio**

The ratio of full-time equivalent students to full-time equivalent faculty in fall 1998 was 14.2:1.

- **Measure of Tenured/Tenure-track faculty participation in irregular instruction such as dissertation, independent studies, overseeing internships, and others**

There were 563 tenured/tenure-track faculty teaching irregular instruction classes in fall 1998. On average, they generated 23.7 student credit hours apiece. This is an indication of the large amount of instruction that goes on outside of regularly scheduled classes.

- **Description of instructor/course evaluation process**

The University utilizes a standard course evaluation form, called the Instructional Course Evaluation Survey (ICES), which is used by many faculty to provide teaching evaluations. Faculty who do not choose to use ICES often use alternative survey forms developed by their department. Peer evaluations, visits by chairs to individual classrooms, mentoring by senior

faculty members, and other methods are also used. The evaluation of teaching effectiveness by students and faculty is a very important component of tenure and post-tenure review and is a part of every faculty member's annual review.

- **Description of how results of outcomes assessments of student learning are used**

The University first started full-scale implementation of outcomes assessment across all University programs in 1996-97. Prior to that, assessment was used by some programs for external accreditations. By fall 1999, all undergraduate and graduate degree programs were required to state their educational goals, define the specific measures they propose to use in assessing that students are achieving those goals, and to have collected data. The next step is to tie these results to budgeting and to ensure full compliance across all programs. Some specific results from outcomes assessment have already materialized. In the College of Pharmacy, assessment results are used to ensure that the curriculum meets nationally developed competencies required for pharmacy practice. In Engineering, the outcomes assessment process has been a key component in modifying both the graduate and undergraduate curriculums. In Chemistry, exit interviews with graduating seniors guide the purchase of new equipment in undergraduate labs. In Spanish and Portuguese, students requested the opportunity to interact in Spanish-speaking local settings, and they are now including community visits (to community centers, cultural centers, etc.) in as many 300- and 400-level classes as possible. In Education, several programs have changed course requirements to stress areas of the curriculum to meet student's needs. Other programs have changed the content of certain courses to ensure that students have more knowledge or expertise in areas where they were not as strong as expected.

- **Description of faculty role in advising students**

The University has professional advisors for undergraduates in University Studies and in most colleges and in some departments. But faculty also play a very important role in advising students. Some specific examples include: College of Education students in all teacher education programs are part of a cohort not to exceed 30 students in size with each cohort being taught by a regular faculty member who then becomes an advisor for his or her students; in Arts & Sciences, advising is also part of supervising undergraduates' honor theses and graduate students' theses, dissertations, and independent research projects as well as serving on graduate students' committees; and in Fine Arts, professional mentoring, often one-on-one, is an important and common role for faculty in the arts.

Research Highlights

- In FY 1999, UNM received \$218.6 million in total contract and grant awards. UNM's research for 1998-99 totaled \$107.5 million, an increase of 13.6% over 1997-98.
- In 1998-99, UNM had 131 active U.S. patents resulting from its research efforts.
- UNM ranks first among public Research I universities (and second among all Research I universities) in growth of total R&D expenditures from 1990 through 1997 (\$116.2 million in 1997).
- UNM ranks first among all Research I universities (public and private) in the growth of federally-financed R&D expenditures from 1990 through 1997 (\$77 million in 1997).
- According to the 1999 Institute of Public Policy Statewide survey, New Mexico citizens believe UNM's involvement in research is very important and that UNM performs well in this area (ranking 8.1 out of 10.0 in importance; 7.4 out of 10.0 in performance).
- UNM received an Interdisciplinary award (Civil Engineering, Biology, and Environmental Restoration) of \$750K by the Department of Energy to investigate alternatives for remediating contamination of soils and ground water by metals, metalloids, and radio nuclides.
- The Center of High Technology materials (CHTM) has succeeded in developing a quantum dot laser with the lowest threshold current density, and thus the lowest power consumption, of any semiconductor laser.
- UNM received a Department of Defense grant from the Army Research Office for Deep Sub-Wavelength Optical Nanolithography of \$5.4 million.
- Hallie Preskill of the College of Education won the National Book of the Year award from the Academy of Human Resources Development for *Evaluative Inquiry for Learning in Organizations*.
- The Educating Tomorrow's Teachers Project focuses on the preparation of preservice and practicing teachers teaching grades K-12. The research in this project will provide leadership to the process of school reform and implementing technology in education.
- Faculty in the Biology and Earth & Planetary Sciences departments recently won a \$1.2 million National Science Foundation grant to establish an innovative, multi-faceted graduate program that will link the fields of aquatic ecology, environmental geology, and hydrology. This will have important ramifications for water resource management in New Mexico.
- The College of Fine Arts has just created two new college-based research centers (Arts of the Americas Institute and Arts Technology Center) to encourage greater research activity among its faculty, staff, and students.

Public Service Highlights

- The Adult Basic Education (ABE) Assessment Project in the College of Education explores research and development in language skills assessment and improvement in ABE programs in New Mexico. Basic and applied research will assess effects of language skills on literacy for adults.
- A faculty member in the Chemistry Department received a \$1.7 million, 5-year grant from the National Science Foundation to increase participation in chemical research by undergraduates enrolled in two- and four-year colleges in New Mexico.
- The College of Arts and Sciences received a three-year grant of \$380,000.00 from Yale University and the DeWitt Wallace-Reader's Digest Fund to set up the Albuquerque Teachers' Institute, one of four national sites designed to improve secondary education. The institute features seminars by Arts & Sciences faculty on topics chosen by Albuquerque Public School (APS) teachers. The teachers targeted by the institute work in the six APS high schools with the highest dropout rates, along with their feeder middle schools.
- The School of Engineering offers extensive support services to entering engineering, math, and science students through a mix of state-, federal-, and corporate-supported programs that emphasize on students from under-represented minorities.
- The College of Fine Arts has an outreach program that facilitates faculty and student artistic activity in communities throughout the state. This includes a significant number of events in K-12 schools.
- The Albuquerque Public School (APS)/UNM Professional Development Partnership is a joint program that places up to 130 teacher interns in the Albuquerque Public Schools yearly. These interns complete teacher education programs in elementary, middle, secondary or special education, or in educational administration, while teaching in an APS classroom. There are similar but smaller cooperative internship arrangements with other school districts, including: Bernalillo, Gallup-McKinley, Grants-Cibola, Los Alamos, Los Lunas, Rio Rancho, and Santa Fe public schools.
- The Navajo Educational Technology Consortium's Education Technology Improvement Plan Project (ETIP) trains more than 2,700 teachers in 11 isolated, low-income, and rural school districts across the 25,000 sq. mile Navajo Indian Reservation.
- The Family Development Program provides training for educators across the state, as well as a number of services for families in Albuquerque's South Broadway area, including a preschool and counseling for victims of domestic violence.
- The Anderson Schools of Management are aggressively assisting New Mexico businesses in strategic planning, market planning, and financial planning via individual and team projects woven into the curriculum. A number of upper-division courses are wholly devoted to project work at the community level, including business planning in Indian Country and writing business plans for technology start-ups, coordinated by the Department of Organizational Studies and Management of Technology Program, respectively. Demonstrating excellence in hands-on business outcomes, the Small Business Institute was named Program of the Year by the Kaufman Foundation's Center for Entrepreneurial Leadership for its work in enhancing the productivity of New Mexico's small businesses.

University of New Mexico

Accessible and Affordable University Education

<u>Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers</u>				
Per-Capita Income	Relative to Nation: 75.5%		Relative to Peers: 81.6%	
	<u>Resident</u>	<u>Percent of Peers</u>	<u>Non-Resident</u>	<u>Percent of Peers</u>
1997-98	\$2,164	82.7%	\$8,174	79.8%
1998-99	\$2,242	82.2%	\$8,461	80.1%

<u>Financial Aid Awarded and Unmet Student Financial Need</u>		
	<u>Average Award Paid Per Recipient</u>	<u>Average Unmet Financial Need Per Recipient</u>
1997-98	\$7,214	\$2,644
1998-99	\$7,559	\$3,273

<u>Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers</u>						
Race/Ethnicity	<u>Total Enrollment</u>		<u>Freshmen</u>		<u>NM HS Graduates</u>	<u>NM ACT Takers</u>
	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>1997-98</u>	<u>1997-98</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
American Indian	4.5	4.5	5.4	4.8	11.2	8.7
Asian	3.0	3.3	3.3	3.8	1.5	1.6
Black	2.4	2.4	1.6	2.5	2.1	1.7
Hispanic	24.2	25.6	34.9	39.6	41.5	31.0
White/Other	59.8	57.8	53.7	47.9	43.7	40.4
Nonresident Alien/Unknown	6.1	6.3	1.1	1.5	0.0	16.6

<u>Transfer Students from NM 2-Yr Colleges, Including Branches in Fall 1994</u>	
NM 2-Yr and Brancher Total	463
NM Public 4-Yr Total	132
<u>All Other Transfers</u>	<u>649</u>
All Fall 1994 Transfers	1,244

Effective and Efficient Use of Resources

<u>Primary Mission Expenditures: Instruction, Research, and Public Service as a Percent of Total Educational and General Expenditures, 1996-97</u>			
Percent for Institution:	76.1%	Percent for Peers:	64.5%

<u>Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General, 1996-97</u>			
Percent for Institution:	5.1%	Percent for Peers:	6.0%

University of New Mexico

Student Progress and Student Success

<u>Freshman Persistence Rates – Fall to Fall Terms</u>		
<u>Race/Ethnicity & Sex</u>	Entered Fall 1997 (N=2,155) % Enrolled	Entered Fall 1998 (N=2,628) % Enrolled
	<u>Fall 1998</u>	<u>Fall 1999</u>
American Indian	57.6	61.5
Asian	83.8	77.2
Black	64.4	71.1
Hispanic	71.5	68.0
White/Other	70.3	70.1
<u>Nonresident Alien/Unknown</u>	66.7	76.3
Men	68.5	67.3
<u>Women</u>	71.8	71.0
Overall	70.3	69.4

<u>Graduation Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years</u>							
<u>Race/Ethnicity and Sex</u>	<u>Entered Fall 1991</u>		<u>Entered Fall 1992</u>				
	<u>N</u>	<u>% Grad & Still Enr</u>	<u>N</u>	<u>% Assoc. Deg 3 Yrs</u>	<u>% Bach. Deg 6 Yrs</u>	<u>% Still Enr After 6 Yrs</u>	<u>% Grad & Still Enr</u>
American Indian	76	28.9	67	0.0	17.9	13.4	31.3
Asian	43	65.1	53	0.0	45.3	17.0	62.3
Black	38	44.7	44	0.0	18.2	9.1	27.3
Hispanic	582	51.4	592	0.0	36.0	16.2	52.2
White/Other	957	53.5	917	0.0	39.3	11.1	50.4
Nonres. Alien/Unknwn	20	60.0	27	0.0	44.4	0.0	44.4
Men	801	45.8	754	0.0	33.3	14.6	47.9
Women	915	57.2	946	0.0	40.0	11.6	51.6
Overall	1,716	51.8	1,700	0.0	37.0	12.9	49.9

<u>Transfer Student Completers</u>				
	<u>Students Who First Started at the Institution</u>	<u>Transfers from NM 2-Yr and Branches</u>	<u>Transfers from NM Pub 4-Yr Colleges</u>	<u>All Other Transfer Students</u>
	Total Enrolled in Fall 1994	7,284	463	132
% Grad by Aug '99	56.1%	42.5%	37.9%	43.6%
% Still Enrolled in Sep '99	10.3%	12.7%	10.6%	7.9%

University of New Mexico

Academic Quality and a Quality Learning Environment

Faculty and Staff Profile by Ethnicity and Sex – Fall 1997

<u>Race/Ethnicity & Sex</u>	<u>Full-Time Faculty % (N=1,509)</u>	<u>Full-Time Staff % (N=4,876)</u>
American Indian	1.5	4.0
Asian	3.8	1.5
Black	0.9	2.5
Hispanic	8.7	32.1
White/Other	80.3	57.9
<u>Nonresident Alien/Unknown</u>	4.8	2.0
Men	64.4	38.2
Women	35.6	61.8

Full-Time Faculty with Terminal Degrees – Fall 1997: 88%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions

	<u>Average Salary</u>	<u>Peer Avg. %</u>	<u>Average Comp.</u>	<u>Peer Avg. %</u>
Fall 1997	\$53,736	90.2	\$64,421	88.0
Fall 1998	\$55,900	90.8	\$67,344	89.1

Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty

<u>Course Level</u>	<u>Fall 1997</u>		<u>Fall 1998</u>	
	<u>Regular Instruction</u>	<u>Irregular* Instruction</u>	<u>Regular Instruction</u>	<u>Irregular* Instruction</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lower Division	33.1	37.5	30.5	45.9
Upper Division	65.0	51.1	62.0	64.7
<u>Graduate Division</u>	<u>81.2</u>	<u>55.6</u>	<u>76.8</u>	<u>90.2</u>
Overall	52.2	47.9	46.8	74.2

* Irregular instruction includes labs, theses, internships, independent studies, etc.

External Accreditations: University of New Mexico

UNM	North Central Association
B.B.A., M.B.A., E.M.B.A., & Masters of Accountancy	American Assembly of Collegiate Schools of Business
Accounting, undergraduate & graduate programs	American Assembly of Collegiate Schools of Business
Masters in Public Administration	National Association of Schools of Public Affairs & Admin.
Master of Architecture	National Architectural Accrediting Board
Master of Community & Regional Planning	Planning Accreditation Board
Undergraduate Program	American Chemical Society
Journalism, undergraduate program	Accrediting Council on Educ. in Journalism & Mass Comm.
Ph.D. Clinical Psychology	American Psychological Association
Speech/Language Pathology, M.S. & Audiology, M.S.	American Speech Language Hearing Association
M.A. in Art Education, Art Therapy Program	American Art Therapy Association Educational Board
M.A. and Ph.D. Counselor Education	Council for the Accreditation of Counseling & Related Education Programs
B.A., M.A., & Ph.D. All programs for preparation of teachers, school administrators, and guidance counselors	National Council for Accreditation of Teacher Educ. and the New Mexico State Board of Education
B.S. Athletic Training Program	Commission on Acc. of Allied Health Educ. Programs
B.S. in Nutrition, Nutrition/Dietetics Program. Post B.S. in Dietetics	Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association
M.A., Ed.S. and Ed.D. All programs in Educational Administration and Leadership	University Council for Educational Administration
B.S. Chemical Engineering	EAC / ABET
B.S. Nuclear Engineering	EAC / ABET
B.S. Civil Engineering	EAC / ABET
B.S. Construction Engineering	EAC / ABET
B.S. Electrical Engineering	EAC / ABET
B.S. Computer Engineering	EAC / ABET
B.S. Mechanical Engineering	EAC / ABET
B.S. Computer Science	Computer Science Accreditation Comm. of the

External Accreditations: University of New Mexico

	Computing Sciences Accreditation Board
B.S. Construction Management	American Council for Construction Education
B.M., B.A., B.M.E. & M.M. Music	National Association of Schools of Music
B.A., B.F.A. & M.A. Theatre	National Association of Schools of Theatre
B.A. and M.A. Dance	National Association of Schools of Dance
Nursing	National League of Nursing. Approval by the NM Board of Nursing. Commission on Collegiate Nursing Educ.
M.S.N. with a certificate in Nurse Midwifery	American College of Nurse-Midwives, Division of Accreditation
B.S. & Pharm.D., Pharmacy	American Council on Pharmaceutical Education
M.D. Medicine Undergraduate Medical Education Curriculum	Liaison Committee on Medical Educ. representing the Assoc. of American Medical Colleges & the American Medical Assoc.
"Part of a B.S. degree program & also a cert. program." Paramedic Course.	Comm. for Accred. of Health Educ. Programs, Joint Review Committee
B.S. and cert. of completion Physician Asst. Educ.	Comm. on Accred. of Allied Health Educ. Programs
Masters in Public Health in Community Health & Preventive Medicine, through Biomedical Sciences Graduate Program	Council on Education for Public Health
B.S. Occupational Therapy Program	Accreditation Council for Occupational Therapy Educ
B.S. Physical Therapy Program	Commission on Accred. in Physical Therapy Educ.
B.S. or cert. for those with a B.S. Degree, Med. Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences
A.S. (Assoc. of Science) Radiography	Joint Review Committee on Educ. in Radiologic Tech.
B.S. Dental Hygiene	Commission on Dental Accreditation
Law	American Bar Assoc. and Association of American Law Schools