

Organizational Learning & Instructional Technology Doctoral Degree Program Description & Admission Checklist University of New Mexico

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Mission and Philosophy

The mission of the Organizational Learning & Instructional Technology (OLIT) Program is to provide quality education for individuals interested in improving the learning experiences of adults in school, business, government, military, healthcare, and non-profit organizations through the application of instructional practices and organizational technologies that advance individual, group, and organizational learning.

The OLIT Program is based on a belief that learning is a life-long process, which is stimulated by active participation, a respect for the individual's past experiences and diversity, critical reflection, and dialogue. Through the teaching of new developments in learning theory, the application of new technologies, and the management of change, the OLIT Program prepares professionals to help individuals, groups, and organizations learn in more effective ways.

In light of the massive and continuous change organizations experience, it is imperative that graduates of our program be ready to not only manage change, but lead future change efforts as well. To this end, we strive to develop a community of learners who build motivation for learning in their own organizations. The learning communities they develop will be characterized by a shared vision, systems thinking, and team learning.

The OLIT Program focuses on the design, development, delivery, and evaluation of training, organization development, knowledge management, distance education, e-learning, and instructional technology systems, methods and strategies with the intent of improving human performance. The program can best be described as one that is both theory-based and practitioner oriented.

Upon graduation from the OLIT Program, depending on individualized Program of Studies, students will be able to:

- Undertake life long learning, developing in concert the cognitive and affective domains to think critically, reflect on practice, and solve problems effectively within organizations.
- Design learning environments that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.
- Address the cultural issues that influence the design, delivery, and evaluation of instruction within diverse social and linguistic contexts.
- Integrate the scholarship of adult learning throughout their professional lives.
- Design and develop effective instructional experiences based on a variety of models of design and evaluation (systems, constructivist, socio-constructivist).
- Apply multimedia and distance learning theories, technologies and practices in the design, delivery, and evaluation of instruction.

OLIT Doctoral Degree Program Description & Admission Checklist

- Address professional standards for instructional technology applications.
- Develop learning communities in real and virtual environments based on the theoretical foundations of communities of practice (Content and nature).
- Conduct research and evaluation studies.
- Administer and manage a variety of learning systems.
- Innovate and manage organizational knowledge.
- Facilitate individual and team processes, and communication.
- Lead individual, group, and organizational learning, and change.
- Engage in human resource development within local, national, and global organizations.
- Mentor and coach individuals through the process of their personal and professional development.
- Lead strategic planning and evaluation in a variety of political and social contexts.
- Balance inquiry and advocacy while respecting the individual or group within the social context.
- Model ethical practices in their work.

To ensure that these objectives are met, the content of the program's courses are grounded in theoretical and empirical research and the extant literature, and are taught by experienced faculty using new and emerging technologies to facilitate activities, discussions, lectures, exercises, readings, simulations, and collaborative projects with other institutions in the U.S. and overseas.

The courses that comprise the OLIT Program also reflect the seven domains outlined in the College of Education's Conceptual Framework. Furthermore, the program's courses have been correlated to the recommended competencies and guidelines that have been developed by the American Society for Training and Development (ASTD), the International Society for Performance Improvement (ISPI), the Association for Educational Communications Technology (AECT), the International Society for Technology in Education (ISTE), and the National Council on the Accreditation of Teacher Education (NCATE) associations, and therefore reflect the mission of the College and the requirements of the profession.

For recent updates and additional information on the OLIT Program and courses, please visit our web site at <http://www.unm.edu/~olit>.

OLIT Students

Our students come from every kind of organization and from varied backgrounds. Many are organization consultants, teachers, instructional and curriculum designers, trainers, school administrators, managers, lawyers, nurses, public administrators, higher education faculty, software designers, technology consultants, and professional development coordinators. The following are some of the organizations in which OLIT students are currently employed:

- Albuquerque Area Dental Support Center
- Albuquerque Public Schools
- Bosque School
- Central New Mexico Community College (CNM)
- City of Albuquerque
- Gap, Inc.
- Innovative Technology Partnerships
- Intel
- ITT Technical Institute
- Los Alamos National Laboratory
- Lovelace Sandia Health System
- LTD Limited
- National Weather Service
- PNM
- Pony Pack, Inc.
- Presbyterian Health Plan
- Rio Rancho Public Schools
- Sandia National Laboratories
- Scientific Research Corporation
- State Bar of New Mexico
- Time Solutions Corporation
- University of New Mexico
- Wackenhut Services

Examples of Position Titles:

- Application Analyst
- Administrator for International Programs
- Associate Director of Communication
- Clinical Education Manager and Program Director
- Computer Support-Knowledge Management
- General Plant Manager
- Human Resource Development Consultant
- Information Systems Business Manager
- Instructional Designer
- Marketing Coordinator
- Middle School Teacher
- Multimedia Developer
- Neonatal Education Consultant & Coordinator
- Online ESL Instructor
- Organizational Development Consultant
- Organizational Learning Business Consultant
- Program Manager
- Senior Performance Consultant
- Systems Administrator
- training and Development Consultant
- Training Specialist
- Upper School Spanish Teacher
- Videographer
- Web & Database Developer

The OLIT Doctoral Degree

Overview

The Ph.D. is a research degree. It is designed to develop the candidate's competencies to design, conduct and report original theoretical and applied research in learning and human performance technologies. A comprehensive content foundation in theory and research is strengthened through the requirement of an interdisciplinary support area. The Program of Studies and the dissertation reflect an emphasis on theoretical concepts, inquiry skills and original research.

For Questions About the Doctoral Program

Please contact Dr. Mark Salisbury, Associate Professor and OLIT Program Coordinator, at salisbu@unm.edu if you would like to discuss the doctoral program.

Requirements:

An OLIT Ph.D. candidate must complete an approved program of studies, exclusive of the dissertation, of no less than 78 graduate semester credit hours. All candidates shall complete the required core courses (18 credit hours), concentration courses (15 credit hours), interdisciplinary supporting area courses (30 credit hours) and research courses (15 credit hours).

Candidates for the Ph.D. shall be required to demonstrate inquiry skills appropriate to conducting scholarly research. The identification and certification of the inquiry skills shall be completed by the Committee on Studies prior to the candidate's starting work on a dissertation.

The dissertation for the degree of Doctor of Philosophy must demonstrate an ability to do independent research and competence in scholarly exposition. It should present original investigation at an advanced level, of a significant problem and should provide the basis for a publishable contribution to the research literature of the major field.

The Ph.D. degree in Organizational Learning and Instructional Technology includes a minimum 78 course work hours *plus* 18 dissertation hours.

Required Courses

Doctoral Core (18 hours)

Prerequisites: OLIT 501, OLIT 561 and EDPY 500 or equivalent courses.

Note: Prerequisites are not applied to the 78 course work hours required.

- OLIT 600 Science, Technology and Society
- OLIT 601 Advanced Instructional Design
- OLIT 690 Dissertation Proposal Seminar
- OLIT 696 Internship

Plus 6 credit hours of doctoral level seminar courses to be selected from the following 3-credit hour seminars:

- OLIT 641 Advanced Seminar in Organizational Development and Consulting
- OLIT 608 Advanced Seminar in Organizational and Program Evaluation
- OLIT 635 Research in Distance Education
- OLIT 639 Advanced Technology Seminar
- OLIT 661 Transformational Learning

Doctoral Concentration (15 hours)

These hours are chosen from the OLIT 500 and 600 level courses. With the approval of the student's Program of Studies Committee, the student may take courses from more than one of the three OLIT concentrations: Organizational Learning and Training, Multimedia Technologies and Distance Education.

Research Requirement (15 hours)

- EDPY 511 Introductory Educational Statistics
- EDPY 505 Conducting Quantitative Educational Research
- EDPY 603 Applied Statistical Design and Analysis
- LLSS 502 Naturalistic Inquiry
–or– Equivalent course

Plus an additional 600-level research course:

- For a Qualitative Dissertation, take one additional qualitative course (e.g., LEAD/LLSS 605).
- For a Quantitative Dissertation, take one additional quantitative course (e.g., EDPY 604 or 606).

OLIT Doctoral Degree Program Description & Admission Checklist

Interdisciplinary Supporting Area (30 hours)

Courses should be selected in consultation with the student's Program of Studies Chairperson to support an interdisciplinary course of study. Courses may include, but are not limited to, the following areas:

- Anthropology
- Communication
- Computer Science
- Cross-Cultural Studies
- Educational Leadership
- Educational Psychology
- Foreign Languages
- Health Education
- Organization and Management
- Psychology
- Public Administration
- Sociology

At least 24 credit hours of the interdisciplinary supporting area must be outside of OLIT. (For students who obtained a Master's degree in OLIT, only 6 OLIT credits may be used for the supporting area.)

Outside of OLIT course (3 credits)

Transfer Credits

A maximum of 18 credit hours may be transferred into the Ph.D. program from a student's Master's program. The final decision of which courses are accepted is made by the student's Program of Studies Committee. For more information on the transfer of courses, see Transfer Credit in The Graduate Program section of this catalog.

OLIT Master's & Doctorate Courses

501. Instructional Design. (3)

Application of instructional design principles used in the development of instructional materials. Students work individually on course exercises and collaboratively on two course projects. One of the first three courses taken in the Master's program.

505. Contemporary Instructional Technologies: Survey. (3)

An overview of contemporary instructional technologies and how they can be utilized to improve the effectiveness of instruction. Students will gain expertise in selecting and using appropriate instructional technologies supporting the achievement of performance-based objectives.

507. Designing Knowledge Management Solutions. (3)

Participants apply general principles and techniques for designing comprehensive knowledge management solutions that combine web-based technologies and organizational interventions. To put a theory into practice, participants utilize an iterative design process in developing a course project.

OLIT Doctoral Degree Program Description & Admission Checklist

508. Program Evaluation. (3)

Provides the student with a basic understanding of the evaluation process, the application of evaluations in determining the effectiveness and/or value of a learning experience both in the classroom and in the workplace.

511. Dissemination and Application of Knowledge. (3)

Focused on designing organizational portals for managing and disseminating documents, instruction, best practices, and expert advice.

514. Theory and Practice of Organizational Learning. (3)

This course focuses on the theories and applications of organizational learning strategies and process. The relationship between individual and team learning to organizational learning will be addressed throughout the course. [Offered annually]

521. Presentation Technologies. (3)

Designed to increase the effectiveness of presentations for educator/trainers using a variety of presentation technologies. Utilizing ISD principles, students engage in production of media to develop an instructional package. Special Fee.

522. Digital Video Techniques for Instruction. (3)

This course provides resources and guidance as students conceive, design, script, shoot and edit digital video footage. Students will learn to create instructional video sequences based on theories of learning and instructional design principles.

Prerequisites: 501, 561.

523. Computer Authoring Languages and Systems. (3)

Combines learning theory and authoring to teach the computer skills necessary to design and produce computer assisted instructional (CAI) programs using an authoring language. No previous programming experience is necessary. Includes demonstration of other authoring languages and systems. Special Fee.

525. Instructional Multimedia. (3)

An introduction to computer based learning environments incorporating multiple forms of media. Students study the theories applicable to multimedia learning, gain practical skills for implementing simple systems, and design a large scale multimedia learning environment. Lab fee. *Prerequisites: 501, 521, 561.*

526. Artificial Intelligence and Learning. (3)

Students investigate the theories underlying artificial intelligence and education, examine techniques for producing systems which adapt to a learner's needs, learn about the latest developments in the field, and design a "smart" learning system. *Prerequisites : 501, 525, 561.*

527. Practicum-Instructional Technology. (3)

Hands-on project-oriented introduction to the design and development of instructional multimedia. The conceptualization of the instruction is based on adult learning principles and theories of multimedia learning. Project implementation using Authoring Systems of Web Pages. *Prerequisites: 501, 521, 561 and 523 or 525.*

528. Management of Learning Systems. (3)

Focuses on management strategies and key elements of modern systems. Discusses program planning and management, funding and budget management, technology selection and implementation, marketing, quality control and evaluation.

533. Instructional Use of Computer Simulations. (3)

Students will review shareware, public domain, and complex interactive commercial simulations; explore theory and survey recent literature. Project activity will focus on design issues and solutions, as students design a simulation and develop its prototype. *Lab fee.*

535. Theory and Practice of Distance Learning. (3)

Analyzes theoretical approaches to distance education and their practical applications. Examines characteristics and needs of distance learners, learner support, distance teaching, course design, delivery system selection, evaluation, policy, organization and administration of distance education.

536. Instructional Television: Principles and Applications. (3)

For educators and trainers who use instructional television for distance education. Major types of instructional TV formats are analyzed, as well as research on television and learning. Participants develop techniques for training television instructors.

538. E-Learning Course Design. [Distance Education Course Design.] (3)

Explores new paradigms based on constructivist and sociocultural learning theories for designing e-learning. Focuses on online learning design and evaluation, and networked learning communities. Analyzes print, audio, and video for designing hybrid learning environments. *Prerequisites: 501 and 535 and 561.*

540. Foundations of HRD and Instructional Technology. (3)

Foundations of HRD (training, organization and career development) and its role in facilitating individual, group and organizational learning. Students will also be introduced to instructional technologies that facilitate learning.

541. Organizational Consulting Theory and Practice. (3)

An introduction to the field of consulting. Covers conceptual knowledge of models to increase organizational effectiveness, consultant role responsibilities and needs assessment and evaluation techniques used in consulting practices.

OLIT Doctoral Degree Program Description & Admission Checklist

543. Training Techniques. (3)

Introduces student to training techniques that are suitable for instructing adult learners in a variety of settings. Students will design and deliver an instructional unit to other adult learners. *Prerequisites: 501. 561.*

546. Cross-Cultural Issues in Adult Learning. (3)

Students will examine learning styles of culturally diverse populations, conduct research on cross-cultural teaching and learning, experiment with methods and techniques of cross-cultural training and design and develop cross-cultural training programs.

561. The Adult Learner. (3)

(Also offered as LEAD 529.) Examines the teaching and learning transaction with adults. Specific attention is on adult life stage development, relevant learning theories and approaches, and learning style issues of cross-cultural populations.

562. Team Development. (3)

Provides learners with information and skill development of various methods and techniques for teaching adults in a team environment. Emphasis is placed on team development and training necessary to facilitate team learning and growth.

563. Mentoring Adult Career Development. (3)

Students examine adult career patterns and organizational perspectives on employee career development. Specific emphasis is on mentoring and coaching adults in career decision making.

591./391. Problems. (1-3 to a maximum of 6) Δ Individual Performance Contract required between student and professor.

592./492. Workshop. (1-4)

Special offerings given on demand for terms less than a semester. May be repeated to a maximum of 5 credit hours for Masters Plan I and a maximum of 8 credit hours for Masters Plan II.

593./493. Topics. (1-3, no limit) Δ Used to test new courses.

595. Field Experiences. (3-6 to a maximum of 12) Δ

This independent study is for students to gain experiences in settings other than those in which they are employed or who are making career transitions and would benefit from shadowing a professional in the field. *Offered on a CR/NC basis only.*

596. Internship. (3-6 to a maximum of 12) Δ

This final independent study is the capstone experience for Master's students who opt not to do a thesis. The student submits a proposal for a minimum 200-hour project to his/her internship faculty supervisor. Offered on a CR/NC basis only.

OLIT Doctoral Degree Program Description & Admission Checklist

598. Directed Readings in OLIT. (3-6 to a maximum of 6) Δ

Student will develop an Individual Performance Contract with a faculty member to determine the key readings and will produce a product.

599. Master's Thesis. (1-6, no limit) Δ

Offered on a CR/NC basis only.

600. Science, Technology and Society. (3)

Defines science, technology, human values and examines the impacts and relationships among them. Discusses emerging scientific and technological developments, projects effects on society and the proposition that technology is a primary determinant of social change.

601. Advanced Instructional Design. (3)

A theory-driven and project-based doctoral level seminar on the foundations of learning environments, instructional design theory, and the instructional design process. Students develop design models based on constructivist and socioconstructivist theories for innovative learning environments.

608. Advanced Seminar in Organizational & Program Evaluation. (3)

This course is for students who wish to gain an in-depth understanding of evaluation theories and philosophies. In seminar format, students will study evaluation as a trans-discipline and its role in contemporary organizations.

635. Research in Distance Education. (3)

Advanced doctoral seminar on research in distance education and educational telecommunications. Students will critically examine current research and develop theoretical frameworks, appropriate methodologies, a research proposal and agenda for future distance education research. *Prerequisites: 501, 508, 535, 561 or EDUC 500.*

639. Advanced Instructional Technology Seminar. (3)

This seminar emphasized the process of applying research findings to create innovative computer-based solutions for organizational learning problems. Steps in the process include assessing organizational learning needs, designing and implementing solutions and applying formative evaluation techniques. *Prerequisites: 501, 508, 561.*

641. Advanced Seminar on Organization Development and Consulting. (3)

This advanced course in OD for doctoral students and advanced master's is designed to enable students to develop theoretical perspectives, intensive practice and understanding of the use of OD in improving organizations. *Prerequisites: at least 9 hours of Organizational Behavior, Team Development, Consulting or similar courses. Restriction: permission of the instructor.*

OLIT Doctoral Degree Program Description & Admission Checklist

661. Seminar: Transformational Learning. (3)

A theory-driven, project-based advanced seminar designed to enable students to develop theoretical perspectives, intensive practice, and understanding of the use of Transformational Learning for applications with individuals, groups and organizations.

690. Dissertation Proposal Seminar. (3-6) Δ

This seminar is the capstone course for the doctoral program. It assists students in planning and developing a dissertation proposal. Course may be repeated once. *Offered on a CR/NC basis only. Prerequisite: students must complete the Comprehensive Examination before enrolling or take it concurrently.*

696. Internship. (3-6 to a maximum of 12) Δ

Offered on a CR/NC basis only.

698. Directed Readings in OLIT. (3-6 to a maximum of 6)

699. Dissertation. (3-12, no limit) Δ

Individual performance contract required between student and professor, following formal approval of dissertation committee. *Offered on a CR/NC basis only.*

See the OLIT website for more information on the Doctoral Program of Study, sample documents and forms <http://www.unm.edu/~olit/>

Admission to the Doctoral Study Program

Admission Procedures

The following is a description of the application and admission procedures for the Doctorate within the OLIT Program. The applicant should consult the UNM Catalog for additional details. Applicants should be aware that incomplete files will not be reviewed for the current admission year.

Application Materials

Submit application materials to the UNM Graduate Admissions Department which shall contain the following items:

- A UNM Application for Admission form (can be completed & submitted online <http://www.unm.edu/~grad/forms/forms.html>)
- A Residency form (can be completed & submitted online, same as above)
- A \$50.00 application fee check made out to UNM or credit card payment for online application
- An original, official, sealed transcript from each school attended

Submit to the OLIT Program Office:

- A letter of intent must detail the reasons for requesting admission to the Doctoral program, including a summary of future professional plans and why –the OLIT Doctoral degree is necessary for the accomplishment of these plans. The letter should also include a full description of past academic and professional accomplishments and relevant experience. Any additional information which can be supplied will add to the evaluators' review.
- A current resume providing a summary of the applicant's experience and how this experience relates to the proposed doctoral study in OLIT. Publications, memberships in professional organizations, and speaking engagements are examples.
- Five letters of recommendation on OLIT/UNM forms from persons familiar with your academic ability and potential for doctoral-level work. Be sure to complete the top section before distributing the form to persons from whom you are requesting references, (including checking off whether you waive or do not waive

OLIT Doctoral Degree Program Description & Admission Checklist

your right to see it after the process has been completed and making certain to sign and date it or it). Full blown letters of recommendation may be attached to the form, but the form must be completed.

These blank forms can be found at <http://www.unm.edu/~grad/forms/forms.html>.

- Two recent samples of professional or scholarly writing by the applicant.
- The official results from the Miller's Analogies Test (M.A.T.) or the Graduate Record Examination (G.R.E.) taken within the previous three years. If you have not taken one of these tests, schedule and take either the M.A.T or G.R.E. in a timely fashion, so that the results are received in the Program Office before the Program deadline. (You may submit your copy of the results to meet the deadline, until the official results are received by the Program.)
- A set of transcripts from each school attended. These may be official or may be unofficial.

Admission Criteria

Admission criteria include a Master's Degree from an accredited college or university with a 3.5 GPA, positive recommendations, minimum M.A.T. test results of 400 *or* minimum G.R.E. test results of 900 (verbal & quantitative combined), and goals *or* objectives that can be reasonably achieved through a degree in this program.

When the file is complete, applicants for admission to the OLIT Doctoral Program will be interviewed by a panel of *at least three regular OLIT Program faculty members*. (In rare instances, where it is impossible for the applicant to personally appear for an interview, a videotape prepared by the applicant in response to a set of Program questions, will be used. After viewing the tape, an audio teleconference may be scheduled.)

Evaluation of Applications

Evaluation criteria include (1) a grade point average of 3.5 in the Master's Degree, and other relevant graduate work; (2) assessment of the variety and quality of experiences which provide evidence of the acquisition of knowledge and skills appropriate for the doctoral level of performance; (3) M.A.T. or G.R.E. test score, as stated above; (4) recommendations (5) evidence of professional growth and a desire for continued professional development; (6) demonstrated writing skills; and (7) the personal interview.

OLIT Doctoral Degree Program Description & Admission Checklist

Criteria for interview evaluations include:

- The quality of presentation made by the applicant on relevant academic background, professional experience (if appropriate), and personal goals and objectives for completing the OLIT Doctoral Program.
- Congruence of the applicant's personal academic goals with Program goals, resources, and faculty expertise required to support the applicant's program objectives.
- Clarity of oral communication.
- Observed ability to respond effectively to questions.

After careful consideration of all data presented by the applicant, the Program faculty will make a decision regarding admission to the OLIT Doctoral Program.

Application Deadlines

Admission to the OLIT Doctoral Program is a **once-per-year process**, with applicants being admitted for the **Fall semester** only.

A complete applicant file must be in the Program office **no later than March 15** of the year the applicant is hoping to gain admission to the Program. *It is the applicant's responsibility to check in with the Program Specialist to see what items are missing from his/her file sufficiently early in the process and make sure that the file is complete by the deadline.*

Application materials submitted to the UNM Office of Admissions should be submitted at least a month prior to the Program deadline, which allows for the processing of those materials.

Upon notification of admission to the Program by letter, doctoral students should consult their Major Advisor (or Program of Studies Chair) as soon as possible in the first semester to (1) develop a tentative program of studies, and (2) determine committee membership. They should also familiarize themselves with the rules in the UNM Catalog under which they have been admitted.

While You Are an OLIT Doctoral Student

Notice of Self-Responsibility During Your Course of Study

To make your time of study the most rewarding, as well as to expedite your graduation process, please be aware of your obligations to the OLIT Program Office. Here are some actions and strategies to keep in mind to support your success in the OLIT Program:

- It is required for all OLIT students to become OLIT Listserv members (Directions to sign up are available in the OLIT Program Office). This is the main channel we use to make important announcements to everyone in the department. It's a great resource!
- You are responsible for keeping tracking of your own file throughout your Master's experience, this includes the OLIT Program Office, as well as the Office of Graduate Studies. It is not required, but we suggest you make it a practice every semester to check your online transcripts from the prior term and also to check in with the OLIT Program Office and OGS to verify that all your paperwork is in order.
- You are responsible for notifying the OLIT Program Office in writing of any changes in your name, address, telephone numbers, and email address(es) before, as well as after, acceptance to the program. We need to be able to find you!
- Make yourself very familiar with OGS's *Guidelines for Completing Applications for Candidacy for Doctoral or MFA Degrees*. As mentioned earlier on this page, there are a few important administrative responsibilities with "soft" deadlines you must be aware of. Not completing them in a timely fashion them will cause a delay in your graduation.

You can view the Application for Candidacy page online at the OGS website:
<http://www.unm.edu/grad/forms/candiapp.html>

- Please refer to the UNM Catalog for additional academic regulations not addressed here, just to be on the safe side.

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