



**BOARD OF REGENTS  
STUDENT SUCCESS, TEACHING & RESEARCH COMMITTEE**

**MEETING AGENDA**

**April 1, 2021**

**1:00 PM**

**Virtual Meeting**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**STUDENT SUCCESS, TEACHING and RESEARCH COMMITTEE MEETING**  
April 1, 2021 – 1:00 p.m.  
Virtual Meeting

**AGENDA**

- I. Call to Order – Confirmation of a Quorum, Adoption of the Agenda**
- II. Approval of Summarized Minutes from Previous Meeting** **TAB A**
- III. Reports/Comments:**
  - Provost's Administrative Report
    - i. James Holloway, Provost & EVP for Academic Affairs*
  - Member Comments
  - Advisor Comments
- IV. Action Items:**
  - A. Form C - AAS Computational Mathematics (VA)(New)** **TAB B**
    - Laura Musselwhite, Dean: Valencia County Branch*
    - Elaine Clark, Associate Professor, Mathematics*
  - B. Form C - UG Minor: Human Services (New)** **TAB C**
    - Kristopher Goodrich, Associate Dean: COEHS*
  - C. Form C - CERT Community Safety & Human Security (New)** **TAB D**
    - Ken Carpenter, PhD*
    - Academic Coordinator for the National Securities Study Program (NSSP)*
  - D. Form C - CERT Process Technology (GA)(New)** **TAB E**
    - Jon Saatvedt, M.S.*
    - Visiting Lecturer*
- V. Information Items:**
  - E. Transfer Students** **TAB F**
    - Dan Garcia, Vice Provost for Enrollment Management*
  - F. Differential Tuition: Process of Approvals** **TAB G**
    - Nicole Dopson*
    - Nicole Dopson, Director, Financial Operations for Academic Affairs*
- VI. Public Comment**
- VII. Adjournment**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

February 4, 2021 – 1:00 p.m.

Virtual Meeting

**Meeting Summary**

**Committee members present:** *Regent Doug Brown, Student Regent Melissa Henry, Regent Kim Sanchez Rael, Provost & EVP for Academic Affairs James Holloway, Staff Council President Nancy Shane, ASUNM President Adam Mia Amin, Regent Kim Sanchez Rael, GPSA President Nikhil Naguru*

**I. Call to Order – Confirmation of a Quorum, Adoption of the Agenda**

Regent Rael motioned to remove Action item B and move to future agenda.

Motion to Approve: Melissa C Henry

Second: James Holloway

**Motion: Approved**

**II. Approval of Summarized Minutes from Previous Meeting**

**TAB A**

Motion to Approve: Melissa C Henry

Second: Regent Doug Brown

**Motion: Approved**

**III. Reports/Comments:**

Provost's Administrative Report

*James Holloway, Provost & EVP for Academic Affairs*

• Leadership Searches:

- The Dean of the College of Libraries and Learning Sciences search committee is chaired by Dean Sergio Pareja.
- The Chancellor, UNM-Taos search committee is chaired by Chancellor James Malm
- The Dean, of Honors College & Dean of University College (single individual) search committee is chaired by Associate Provost William Stanley
- Interim Dean of Arts and Sciences; small advisory committee forming

• Spring Term and COVID

- HED approved UNM's Spring term restart plan; once again a hybrid model of instruction
  - 4% fully face to face, 16% hybrid and the remainder some version of remote instruction
- About 2 positive cases per day; student rapid interventional testing in SHAC
  - We are starting to see those on campus get vaccinated.
  - We should start to see more vaccinations in those without health conditions for educational workers
- Team of six nursing students support rapid response team; receive clinical credit
- We have a dedicated team that continues to build out support for students
  - We've launched Lobo Packs: groups of 5 students who we organize in groups to get together socially.
  - We are working to improve the social experience students are having; distributing resource lists
- Spring break: March 14-21
  - Study spaces: SUB, Zimmerman, and Dane Smith

• Budget Challenges:

- Academic affairs units allocated a \$15M reduction in I&G budget allocations for FY21 relative to the originally planned FY21 budget (7% reduction)
- This was a \$21M reduction relative to FY20 budget
- Schools and colleges received reductions of 4% to 12% relative to original FY21 budget
- Other AA unit's reductions of generally 4 – 7%, with highs of 37% and 100% reductions
- Hiring slow-downs, voluntary retirement incentives, operating budget reductions
  - Exploring bringing all AA units under the shared financial services model
  - Units are exploring increasing shared administrative support across departments
- Mid-year projections still being developed but some units clearly operating in deficit

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- Legislative proposals do not offer much opportunity for substantially addressing this
- Our goal of bringing salaries up to the median compared to our peers is challenged
- Enrollment and SCH
  - First year enrollment up 7.5% and graduate enrollment up 20%. Overall only a 2.5 decrease in enrollment.
  - Fall to spring, we see impacts of Covid.
  - Branch campuses may have higher head count, but a decrease of 23.29% in credit hours
  - SCH down for Spring
    - Main campus down about 8%. HSC is up about 2.7%. Graduate level up a little, 0.82%.
    - Reflects a drop in head count, but also those lower level students taking fewer courses
    - Trends similar to what we see across country and K 12
- Faculty Concerns
  - Survey provided by Advance. 1066 faculty (tenure and tenure track) 40% response rate
  - Several reports from this data
  - Significant negative impact on faculty physical and psychological well-being
  - Negative professional impacts, i.e. loss of time spent on research
  - Differences among groups by role, rank, and race
  - Now Reviewing and Acting on Recommendations
- Diversity and Inclusion 2040 Planning
  - UNM 2040 Strategic Planning for faculty diversity is ongoing
  - Ongoing Efforts include:
    - Address implicit bias in hiring: requirement for faculty search committee members to complete Diversity Edu online course
    - Build path to the professoriate for URM postdocs and visiting scholars: Inclusive Excellence Postdoc Program (launched on main campus)
    - Provide bridge funding to support tenure-track faculty during probationary period: Bridge Funding to promote hiring of URM faculty and women in STEM
    - Promote diversity in staff hiring. Include in hiring qualifications: “evidence of demonstrated and sustained commitment to diversity, equity, accessibility & inclusion as well as working with broadly diverse communities.”
- Instructors Colloquium on Innovative Teaching: Post-Pandemic Pedagogy (The PPP Colloquium) April 16, 2021.
  - Topics include:
    - Nuts and Bolts of Fall 2021 teaching
    - Incorporating research in undergraduate classrooms
    - What did COVID teach us about graduate education: new approaches to graduate milestones
    - Flipping classrooms in multiple disciplines
    - Anti-racist pedagogy
    - Transplanting remote teaching skills to in-person
    - Incorporating national and international scholarly communities in our classes
    - Student perspectives on what to keep from remote learning
    - Other topics as proposed by submitters
- Research Expenditures + Facilities & Administration (F&A) Cost Recovery
  - Research expenditures over last several years are relatively steady since 2017
  - Proposals submitted has increased; excellent trend

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**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
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**Member Comments**  
**No Comments**

**Advisor Comments**  
**No Comments**

**IV. Action Items:**

- A. Key Managerial Personnel (KMP) Resolution** **TAB B**  
*Deb Kuidis, Industrial Security Officer*  
Motion to Approve: Melissa C Henry  
Second: James Holloway  
**Motion: Approved**
- B. Proposed Name Change for ASAR** **TAB C**  
*Kim Sanchez Rael, Vice President Board of Regents*  
Motion to Approve: Doug Brown  
Second: James Holloway  
**Motion: Approved**

**V. Information Items:**

- A. Food Pantry** **TAB E**  
*Nasha Torrez, Dean of Students*
- Dean of Students, Nasha Torrez recognized Lisa Lindquist, Olivia Torres Jojola, and Michelle Dugan as they are keeping the food pantry going during the pandemic. Dean Torrez talked about student hunger and its direct relationship with the ability to thrive in an academic environment. A research study was conducted on food insecurity and housing insecurity among UNM students. The goal is to build a \$3 million endowed fund to cover operating expenses and support a 1.0 FTE. The organization is working with the Foundation to set up employee payroll deduction for donations towards the Food Pantry.
- B. KUNM Updates** **TAB F**  
*Richard Towne, KUNM General Manager*
- Mr. Towne introduced the Chair of KUNM, Dr. David Hanson who was appointed to the board by the Faculty Senate. KUNM is expanding its footprint in regional news collaboration with six other state public radio systems.
  - KUNM received a gift through UNM Foundation. Total value of the portfolio today is 2.3 million and is divided equally between NM PBS and KUNM
  - In 9<sup>th</sup> year of public health reporting; Kellogg Foundation provided an additional year of funding.
  - The Student Fee Review Board is funding professional internships for students in newsrooms.
  - Radio Board elections are underway. Results in early April.
- C. Merit Scholarships** **TAB G**  
*Dan Garcia, Vice President for Enrollment Management*
- Vice President Garcia presented on Regents Scholarship Awards –History & Outcomes and Scholarship Goals and Operational Strategies
  - On average, UNM receives 207 applications per year; offering 35 awards, with a goal of enrolling 18-20 of the recipients each year.
  - Offers go to residents 68% of the time and non-resident 32% (average yields).
  - We want to expand access opportunities and fairness, particularly for New Mexico residents.
  - Increase funds budgeted for awards to \$3.3 million for the 2020-2021 academic year.

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- An additional 375 students were enrolled in the freshman cohort.
- UNM is not requiring ACT or SAT scores this year
  - Many student have no opportunity to take the exam
  - Unweighted HS GPA was better predictor of college success
  - Eliminated AP and Honors consideration-many areas in New Mexico do not offer these courses

**D. Annual Course Fee Report**

**TAB H**

*Pamela Cheek, Associate Provost for Student Success*

*Nicole Dopson, Director, Financial Operations for Academic Affairs*

- Associate Provost Cheek provided update of the course fees that are charged to students
  - Curriculum fees: a fee that is charged for broad materials technology needs; to offer the curriculum
  - Class fees are specific fee for an opportunity or particular need related to delivery of the class.
  - Full-time student pays on average an additional \$161
  - Academic departments prorated fees for materials they were not using during the pandemic

**E. General Education Program Update**

**TAB I**

*Pamela Cheek, Associate Provost for Student Success*

- The General Education Program website has been revamped for look and presentation.
- General Education Credit courses has been reduced to 31 credits
- These general education courses and credits transfer in the areas in which they took them from other institutions to UNM
  - This does not mean general education courses can count for a major. They do count for university credit.
- The General Education goal is to provide a gateway that sifts students “in” rather than “out”

**VI. Public Comment**

None.

**VII. Adjournment @ 2:46pm**

Motion to Approve: Doug Brown

Second: Melissa C Henry

**Motion: Approved**

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2784**

**Fields marked with \* are required**

<b>Name of Initiator:</b> Laura Musselwhite <b>Initiator's Title:</b> Dean: Valencia County Branch <b>Email:</b> <a href="mailto:lmusselwhite@unm.edu">lmusselwhite@unm.edu</a> <b>Phone Number:</b> 505 925-8601	<b>Faculty Contact:</b> Laura Musselwhite <b>Administrative Contact:</b> Laura Musselwhite <b>Admin Email:</b> lmusselwhite@unm.edu <b>Admin Phone:</b> 925-8601	<b>Department:</b> Academic Affairs <b>Branch:</b> Valencia <b>Date:</b> 10-29-2020
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Associated Forms exist? Yes

**Proposed effective term**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program

Select Category   Degree Type

Select Action

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.  
See current catalog for format within the respective college (upload a doc/pdf file)

[AAS Computational Mathematics for main campus LM new.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. (upload a doc/pdf file)

[AAS Computational Mathematics -Preliminary Form .pdf](#)

**Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

[AAS Computational Mathematics Exec Summary.pdf](#)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

[AAS Computational Mathematics Approval.pdf](#)



Mathematics, Engineering, and  
Computer Science Division  
280 La Entrada Road  
Los Lunas, NM 87031  
Academics Office: 505-925-8600

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

**NEW ASSOCIATE OF APPLIED SCIENCE PROGRAM  
PRELIMINARY REVIEW AND PROPOSAL OUTLINE  
UNM-Valencia, AAS in Computational Mathematics**

**Executive Summary**

**1. Program Description**

UNM-Valencia requests permission to offer an Associate of Applied Science degree in Computational Mathematics in response to community need. We would like to offer students in the UNM-Valencia service area a chance to establish an educational foundation for smooth transfer into at least four degree programs at UNM-Albuquerque: Computer Science, Applied Mathematics, Mathematics of Computation, and/or National Security Studies Program, as well as give them basic programming skills to enter the workforce as data analysts or computer programmers to provide financial support for completing these degrees. This program would give students an opportunity not only to earn transfer credits into these programs, but provide them with prerequisite skills they will need to succeed once they transfer to UNM-Albuquerque.

**2. Evidence of Need**

This need stems from Valencia County's circumstance of being in proximity to several national research laboratories (Sandia National Laboratories, Los Alamos National Laboratory, as well as smaller, private laboratories situated in the Albuquerque area), and our partnership in the development of the New Mexico (UNM) Intelligence Community Centers for Academic Excellence (IC-CAE) programs. There is also growing demand in most business sectors for basic programming and computational mathematics skills. For example, Facebook recently opened a data center in Los Lunas, and other technology businesses could be attracted to the UNM-Valencia service area. In addition, the US Department of Labor is projecting that employment in computer and information technology occupations will grow 11% from 2019 to 2029, which includes opportunities for applicants holding associate degrees. Also, employment in math occupations is projected to grow 27% from 2019 to 2029, which includes data scientists and operations research analysts (Occupational Outlook Handbook from the US Department of Labor,



[Type here]

Sept. 2020<sup>1</sup>). UNM-Valencia has offered an Associate of Science degree in Mathematics since Fall 2016 and an Associate of Science degree in Pre-Engineering since 2012. During the 2019-20 academic year, UNM-Valencia had 17 students who had declared Pre-Engineering as their major and, in the same year, we had 15 students who had declared Mathematics as their major. However, because of the need for students to complete a full general education course complement for an associate of science degree, neither the Associate of Science in Mathematics nor Pre-Engineering allows students to complete enough classes in the field to allow students to directly enter the workforce. Thus, an associate of applied science degree is a more efficient pathway to the workforce.

### **3. Program Content and Quality**

The curriculum for the Associate of Applied Science in Computational Mathematics consists of a total 61 credit hours, including general education requirements, computational mathematics core requirements, and two career tracks so that students can best choose their pathway.

### **4. Evaluation and Assessment**

If approved, the Associate of Applied Science in Computational Mathematics will follow the procedure for academic program review set forth by the Office of Assessment at UNM-Main. Internally, UNM-Valencia will track students' progress on an annual basis to ensure their timely graduation from the program. As with all UNM-Valencia programs and courses, the Associate of Applied Science in Computational Mathematics will be subject to an annual assessment cycle of student learning outcomes and program outcomes evaluation in addition to cyclical program review.

### **5. Required Resources**

In terms of physical resources such as classroom, technology, equipment, instructional supplies, library resources, etc., no additional cost is anticipated. All UNM-Valencia faculty have access to the various programs, software platforms, and other technology needed to support this program. Courses may be offered in online, hybrid, or face-to-face modalities as required. Currently UNM-Valencia has at least two faculty members qualified to teach the courses listed in the program description. All of the full-time Mathematics faculty are qualified to teach the courses with the MATH or STAT prefix.

### **6. Projected Enrollment and Costs**

Based on the enrollments, initial and ongoing, in the Pre-Engineering and Mathematics Associate of Science programs, we anticipate a small start of perhaps 10 students in this new program. However, because of the projected growing employment opportunities, we believe that this enrollment will grow. The cost for the program to the student would be comparable to that of any associate's degree program, at the current UNM-Valencia tuition rate of \$78.25 per credit hour. There may be additional lab fees for the computer lab courses.

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<sup>1</sup> "Occupational Outlook Handbook." [www.bls.gov](http://www.bls.gov), US Department of Labor, 9 Jan. 2020. [www.bls.gov/ooh/computer-and-information-technology/home.htm](http://www.bls.gov/ooh/computer-and-information-technology/home.htm).

From: Dr. Pamela Cheek, Associate Provost for Student Success



To: Dr. Laura Musselwhite

cc. Mr. Michael Raine

Re: AAS in Computational Mathematics

Date: October 27, 2020

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I am writing on behalf of Office of the Provost and EVP for Academic Affairs to express our support for development of the AAS in Computational Mathematics. This AAS is timely in that it meets workforce development needs in the greater area around UNM-Valencia and, importantly, also prepares students for math- and computer science intensive B.S. and M.S. degrees at UNM-Albuquerque. As you develop plans for the program further, please bear in mind the opportunities to coordinate with UNM-Albuquerque departments around articulation, particularly into a joint ECE and Physics degree in development and emerging expertise and curricular development in Quantum Information Science. Please bear in mind too the opportunity to employ graduate students in physics, mathematics, and computer science to fill some of the instructional vacancies.

Thank you for developing this program.

*Associate of Science*  
*In*  
*Computational Mathematics*

University of New Mexico – Valencia

# Rationale

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- Evidence of need
  - US Dept. of Labor projects at least an 11% growth from 2019 to 2029 in computer and information technology occupations.
  - They also project a 27% growth in the same time frame in math occupations – which includes data scientists

# Focus of this degree program (Potential Students)

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- Provide foundation for students who wish to transfer to four-year degree programs in Computer Science, Applied Mathematics, and/or National Security Studies
- Provide a strong foundation in mathematics, data science, and/or coding for students who wish to transition into a data-driven workforce
- Provide a pipeline for students who seek employment in companies like Red Hat, Cisco, and Oracle - they want IT employees with strong mathematics and coding skills.

# Why an AAS degree?

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- UNM-Valencia has offered an AS in Mathematics since Fall 2016 and an AS in Pre-Engineering since 2012. During the 2019-20 academic year, we had 17 students in the Pre-Engineering program and 15 students in the Mathematics program
- Because of the need to complete all General Education courses in an AS degree program, students are not able to complete enough mathematics or computer science classes to enter the workforce

# Two Strands Within the Program

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In the AAS in Computational Mathematics we would offer students the choice of picking from two strands

- Applied Mathematics and Data Science
- Computer Science

# Applied Mathematics and Data Science

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In consultation with the UNM-Albuquerque Mathematics and Statistics Department, we have devised a selection of classes that can prepare students for transfer into the Applied Mathematics program there. We have also included a Data Science class and other classes to align with the National Security Studies program. Will also explore articulation with the emerging expertise and development of Quantum Information Science program – joint with ECE and Physics.



# Computer Science

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In consultation with the coordinator for our current Information Technology program (at UNM-Valencia) and with the UNM-Albuquerque Computer Science Department, this strand provides foundational coding classes that will allow students to transition smoothly into the workforce or into a Bachelor's program in Computer Science.

# 3 to 5 year budget

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UNM-Valencia currently employs two full-time faculty and one part-time faculty who are qualified to teach courses in the program.

- Full-time faculty: one holds a PhD from Univ. of Colorado-Boulder in Applied Mathematics, one holds an MS degree in Statistics and is completing a PhD in Computer Science.
- Part-time faculty: holds an MS degree in Computer Science and retired from working for Oracle for a number of years.

## 3 to 5 year budget (cont.)

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We therefore do not anticipate the need to recruit new full-time faculty to teach courses in this program. There may be need in the future to hire one or two more adjunct faculty to teach some of the mathematics courses that the full-time faculty will no longer be available to teach.

Currently, the cost of hiring an adjunct faculty member for one three-credit course at UNM-Valencia is \$2400 for a person with a master's degree and \$2550 for a person with a terminal degree.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2704**

Fields marked with \* are required

<b>Name of Initiator:</b> Kristopher Goodrich Initiator's Title <b>Dr.</b> <b>Email:</b> <a href="mailto:kgoodric@unm.edu">kgoodric@unm.edu</a> <b>Phone Number:</b> 505-277-4063	<b>Faculty Contact</b> Kristopher Goodrich <b>Administrative Contact</b> Cynthia Salas Admin Email <a href="mailto:casalas@unm.edu">casalas@unm.edu</a> Admin Phone 2774535	<b>Department</b> IFCE <b>Branch</b> Main Date: 04-08-2020
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Associated Forms exist? Yes

**Proposed effective term**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program

Select Category   Degree Type

Select Action

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.  
See current catalog for format within the respective college (upload a doc/pdf file)

[1\) HSMajorExecutiveSummary REVISED.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)

The proposed undergraduate minor is proposed by the faculty of the Counselor Education program as a consequence of witnessing the increased demand for undergraduate level professional and paraprofessional human service providers. The demand for various types of mental health professionals are growing in New Mexico and across the region, thus positioning the program to continue its leadership in training the most prepared service providers. The major goal of this program is to introduce the various helping professions to students and provide the basic skills required for entrance into these careers.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. (upload a doc/pdf file)

[25MinorChangeJustificationANDBudget.docx](#)

**Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

## HUMAN SERVICES MINOR

Executive summary:

The Minor in Human Services is designed for persons interested in the human services disciplines, as well as paraprofessionals who never received formal training in human service delivery. The goal of the minor is to introduce students to the study and practice of Human Services, as well as provide information about careers in fields including Counseling, Marriage and Family Therapy, Social Work, and other social service professions.

Proposed UNM Catalogue Description:

### Minor in Human Services

#### PROPOSED PROGRAM OF STUDY (18 CREDIT HOURS)

##### REQUIRED COURSES (15 Credit Hours)

	Cr. Hrs.
COUN 1110 Introduction to Human Services	3
COUN 1120 Introduction to Helping Skills	3
COUN 2110 Introduction to Group Dynamics	3
COUN 2120 Life Designing and Career Development in Human Services	3
EDPY 303 Human Growth and Development	3

##### ELECTIVE COURSES (3 Credit Hours) (Choose One)

COUN 310 Harm Reduction and Crisis Intervention	3
COUN 320 Introduction to Veteran's Issues in Counseling	3
COUN 330 LGBTQ Issues in Education and Human Services	3
or other undergraduate COUN courses	3

## **Justification for Establishing a Human Services Minor Program:**

- **Provide the correct and competitive educational credential for New Mexican's seeking careers in Counseling Related Human Services fields.** The proposed undergraduate minor aims to fill the increasing demand for undergraduate level professional and paraprofessional human service providers (e.g., career advisors, paraprofessional counselors, education program managers). The demand for various types of mental health professionals is growing in New Mexico and across the region, with the projected outlook for 2014-2024 for substance abuse and behavioral disorder counselors growing by 22% (BLS, 2015). Considering this growth trajectory, the human services minor will position the program to continue its leadership in training the most prepared service providers.
- **Provide an opportunity for growth in the Counselor Education Program.** Due to very specific accreditation standards, the master and doctoral CE programs are severely limited in their scope for growth. Adding a Human Services minor is an appropriate and strategic growth opportunity for the CE program.
- **Provide needed teaching opportunities for Counselor of Education (CE) doctoral students to be competitive in the academic job market.** Since the CE program currently includes only masters and doctoral level programs, CE doctoral students are not able to teach (i.e., be the primary instructor; instructor on record) counseling courses until they attain candidacy. This has put its doctoral students at a disadvantage in the academic job market because they are competing against other applicants with more extensive teaching experience. Furthermore, the terminal practice degree in counseling is at the masters level, and the primary intent of a doctoral degree in counselor education is to train future counselor educators and supervisors; as such, given the limited teaching opportunities throughout the doctoral students' programs of study, the current program is limited.

**Impact on Long-Range Planning:** UNM's College of Education, through faculty collaboration has attempted to further the College's mission of serving diverse students and families, as well as better serve schools in NM. The proposed undergraduate minor would serve both these missions and increase employment possibilities for our doctoral graduate students who would serve as primary instructors in the proposed minor.

The proposed minor will have no adverse effect on the accreditation standing for either the masters or doctoral programs in Counseling. This said, because of the Council for Accreditation of Counseling and Related Education Programs (CACREP) requirement that doctoral students must have successfully completed their comprehensive exams prior to teaching masters level courses, the human services minor undergraduate courses provide a unique opportunity for all

doctoral students to teach, including those who have yet to complete their comprehensive exams. Consequentially, our doctoral students are at a competitive disadvantage in the academic job market. The proposed minor would support the long-range goal of the program to strengthen the doctoral program.

**Budget Analysis:** For the past five semesters the Counselor Education Program has been offering three courses per semester staffed by TA's from the IFCE budget. Thus, IFCE is already accommodating the staffing needed to enact the minor.

**Faculty Workload Implications:** All courses will be taught by Counselor Education doctoral students and the preparation and supervision of these doctoral student instructors will be provided as a part of their existing studies (i.e., COUN 625 Teaching in Counseling and COUN 696 Internship); thus, there will be no impact on Counselor Education faculty workload.

#### References

Bureau of Labor Statistics (BLS): U.S. Department of Labor (2015). *Occupational Outlook Handbook 2016-2017 Edition*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm#tab-1>



THE UNIVERSITY OF  
NEW MEXICO®

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COUNSELOR EDUCATION PROGRAM

DEPARTMENT OF INDIVIDUAL, FAMILY, & COMMUNITY EDUCATION



# Information about the Minor

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Undergraduate Minor in Human Services

Constructed with coursework at branch campuses in mind

- Letter of support from Psychology Department
  - Not duplicative
- Pipeline to Masters' degree programs
- Support of existing degree programs
- All courses fully approved at university level
- Recent faculty vote to transition to online
  - All courses by two have final online course approval from university

# Counseling Minor

Proposed Curriculum

- **Required Courses:**

- COUN1110: Intro to Human Services
- COUN1120: Intro to Helping Skills
- COUN2110: Intro to Group Dynamics
- COUN2120: Life Designing and Career Development in Human Services
- EDPY303: Human Growth and Development
- Elective: 3 credits

- **Electives**

COUN310: Harm Reduction and Crisis Intervention

COUN320: Intro to Veteran Issues in Counseling

COUN330: LGBTQ Issues in Education and Human Services

COUN492: Topics



# Enrollment Data

	2013-2014	2016-2017	2020-2021	8 Year %
Undergraduate	42	342	543	+1193%
Graduate	1312	1482	1434	+9%
Total COUN	1354	1824	1977	+46%

- Data provided by COEHS Data Team
- FUTURE PLANS
  - Application for Accelerated Online Program (AOP)
  - Increased collaboration with other BA programs, and marketing of F2F and Online offerings of Human Services minor

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2734**

Fields marked with \* are required

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Associated Forms exist? Yes

**Proposed effective term**

Semester  Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program

Select Category  Degree Type

Select Action

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Certificate in Community Safety and Human Security - Catalog Text.pdf](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)  
See attached

[Form C for CSHS Certificate.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. (upload a doc/pdf file)

[Form C for CSHS Certificate.pdf](#)

**Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

[Executive Summary.pdf](#)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

[support memo.pdf](#)

**Curriculum Committee Form C**  
**Community Safety/ Human Security Certificate**  
**UNM University College and National Security Studies Program**

**Executive Summary**

The proposed interdisciplinary Certificate in Community Safety/Human Security (CS/HS) aims to provide undergraduate students and recent graduates recognition for academic work in community safety and human security issues. The major goal is to demonstrate an understanding of how important structural and contextual issues (e.g., inequality, poverty, politics) frame community/individual interactions in ways that can drive violence and other social problems. The program aims to highlight the role of positive, non-violent, and un-official interventions in reducing systemic violence and its associated ills while enhancing community and individual health and well-being in the short and long term. The capstone activity is a community-based volunteer or internship project designed to demonstrate an understanding of this emerging area of government and public concern. Such broadening of perspective, combined with practical work experience, a baccalaureate or a graduate degree, will provide students with enhanced career opportunities and prepare them for new careers in program initiatives currently being developed by non-governmental organizations (NGOs) as well as state, city, tribal, and local governments. This new area is part of a larger movement to reform the country's emergency crisis and disaster response practices, overhaul aspects of the criminal justice and prison systems, free up armed police to focus more on law enforcement and serious crimes, and move to a public health and non-violent intervention response to issues ranging from drugs, mental illness and homelessness to political and social unrest around inequality, climate change, and other pressing social problems. The objective is to train students to think critically about the full range of systemic and long-term problems that threaten the safety and security of individuals, families, and communities, including medical and disaster responses to emergencies, such as a pandemic or climate change.

New careers are being created by NGOs as well as local, state, and federal government agencies in field implementation, administration, planning, and program development for delivering new services and responses to crisis situations and longer-term community problems. Students in current major fields of study, including liberal arts, humanities, and social sciences—including sociology, psychology, public health, community and regional planning, political science, and public policy—are already preparing for such careers. A professional academic certificate, which emphasizes a broad understanding of issues and best practices using a multi-disciplinary approach, would be of considerable added value. Students who plan to pursue an advanced degree in their academic fields or in professional areas such as law, medicine, public administration, community planning, and national security would find the proposed certificate a useful stepping stone.

This certificate is modeled on and complements the Certificate in National Security and Strategic Analysis (NSSA) offered through University College. The NSSA and the CS/HS Certificates would be administered and supported within UC by the National Security Studies Program (NSSP) under the auspices of the UNM Global and National Security Policy Institute (GNSPI). The GNSPI has just had a very successful launch of its new Professional Master of Science in

Global and National Security degree (PMSGNS).

There are no new costs to UNM for the CS/HS certificate program, as courses are already offered or can be substituted, according to the recommendation of program managers in University College. The envisioned Certificate fits the core mission of University College that strives toward offering a multi-disciplinary addition to complement baccalaureate degrees in different UNM colleges and departments.

## **Program Proposal**

The following program proposal is structured and formatted as described in the Office of the Provost's Baccalaureate Degree Preliminary Review and Proposal Outline.

### **1. Program Description**

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

The primary goal of the proposed certificate or micro-credential is to provide undergraduate and graduate students, as well as interested recent graduates, with a new interdisciplinary course of study in the fields of community safety and human security. The certificate would provide a broad understanding of the security issues that most directly impact public safety and human needs of individuals, families, and communities in such areas as homelessness, alcohol and drug dependency, suicide, public and mental health crises, food and water insecurity, environmental hazards, disaster preparedness and response, and broader efforts to reform the community's first responder and legal and corrections systems. The curriculum, through its advanced course work, builds on the skills and knowledge that students acquire in their current major fields. It also supplements such knowledge by incorporating course and field work to promote a well-developed understanding of current research, analysis, and strategic trends in community safety and security. Other important goals include developing strong written and oral communication, social media, and technical skills, and the ability to relate to and work successfully with people from diverse cultures and backgrounds. The curriculum also fosters close cooperation with local, tribal, and state governments, law enforcement agencies, courts, judges, and attorneys, other first responders and private sector civic organizations, and community and neighborhood associations.

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

This program broadens the focus of UNM's GNSPI global and national security studies by including a focus on *local* safety, health, and security issues, and funding and job opportunities offered by state and local governments. The proposed certificate is uniquely situated to transfer some of its global and national security knowledge into local concerns. It also fits well with University College mandates to offer interdisciplinary studies and shorter and more targeted credentials to supplement existing academic majors. Finally, such certificate programs can easily be adapted to offer more online courses to reach wider groups of students in and outside the State of New Mexico.

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

The new certificate directly supports efforts of UNM to provide excellent career opportunities

and a competitive edge for students applying for jobs in New Mexico and elsewhere. It also supports the UNM goal to work more closely with state and tribal governments, municipalities and rural areas, civic organizations, and local communities throughout the state, as they develop new approaches to community safety and human security. The experiential learning and capstone requirements provide qualified students an opportunity to gain practical experience contributing to local communities and social services providers and planners.

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

This will supplement other offerings in University College and other academic departments, such as psychology, sociology, criminology, political science, public health, community planning, communications, statistics and other liberal arts and interdisciplinary programs. Most of the certificate courses and electives are already taught regularly in other departments. Students should have no problem completing this credential along with their undergraduate degree.

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

We intend to begin offering the program to students during the Spring 2021 semester. We will offer the topics course LAIS 309, *Survey of Community Safety/Human Security*, as an introductory course this spring, which students could use for the certificate requirements once it goes into effect. (Note: We are also filing a Form B with the Curriculum Committee to eventually move this course to its own number, LAIS 345, in University College.) The survey course will discuss the key elements of human security and trends and ideas for reform of community safety services. It will introduce selected topics that define the safety and security and provide a context for understanding solutions to social problems including human rights and equality; race, gender and class relations; diversity and tolerance for differences; public and mental health issues; emergency management; justice reform; structural and institutional violence. It will also introduce students to career opportunities in the field and what skills and knowledge they can acquire to be competitive in the job market. This course is supported by existing grants through AY 2021-22 and can be taught by a well-qualified PTI from the community or another Survey class can be substituted by the CS/HS Advisory Committee.

**2. Evidence of Need**

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

Currently there are 160 UNM main campus students enrolled in our National Security Studies (NSSP) and Critical Technology Studies (CTSP) programs, many of whom are also working on the current NSSA Certificate. Those include a growing number of students enrolled in the University College Bachelor of Integrative Studies and Innovation (BISI) concentration in Global & National Security. The graduate Professional Master of Science in Global & National Security (PMSGNS) degree has over fifty students admitted in less than a year since it was approved. Most of the PMSGNS students are employed professionals. If the CS/HS Certificate generates a high demand and becomes successful, then a new BISI concentration and professional master's degree patterned after the current GNS concentration and the PMSGNS would be a natural follow-on to support UNM students and the many professional people in our region currently engaged in some form of public safety, disaster, and medical emergency management and systematic reform efforts.

Students will be interested in the proposed CS/HS Certificate because of the potential for jobs that would allow them to remain in New Mexico and help agencies navigate the changing mandate and structures of public and community safety departments (see appendix 8b). In addition, many of the forty-five students in the nine New Mexico CTSP consortium partner institutions are potential transfer students to UNM and would be interested in the proposed certificate. One advantage of the program is that many of the required and elective courses could be taught online or remotely to reach wider audiences, including students from other NM institutions of higher education.

Faculty members in psychology, sociology, political science, public health public policy, and other departments, who are involved in discussions of the certificate, have stated that their students would be interested in the certificate and future employment in community safety and human security positions. In particular, we judge that a number of students in the large sociology/criminology program, many of whom are also members of NSSP, would be prime candidates for a certificate program that would broaden their job prospects, especially those who want to remain living and working in our region. We have a long-standing excellent relationship with UNM Career Services staff, and we frequently refer students to them, as well as work together in bringing job recruiters from many different sources to UNM.

**b. Indicate how you plan to recruit students.**

The NSSP successfully recruits UNM students into its programs through on-campus presentations, department and advisor meetings, seminars, symposiums, and most importantly through academic advisors and student referrals. The same methods of recruitment would be employed for the new CS/HS certificate. In addition, we would actively publicize and educate students and the general public about the new certificate and potential career opportunities. Given the national, state, and local focus on new careers that fit closely with the skill set that this credential would foster, students would see it as advantageous to their career paths. We also would expect similar interest from government, education, health, and private sector employees.

**c. How does the program fit with similar and related offerings in the state and region?**

Because the field of Community Safety/Human Security is relatively new, our proposed certificate could be a unique contribution to U.S. higher education. Criminal justice and criminology, sociology, psychology, communications, law, and public administration have elements of this concept in their programs, but this program can provide a unifying vision for the new field and through it a broadening of the student's knowledge beyond their discipline. A review indicates that there are a handful of schools now offering programs in Public Safety Administration, which is probably more closely related to our concept. The only one in our region appears to be at Grand Canyon University in Phoenix, a very expensive private business school. The collegechoice.net website claims that entry level salaries for students with degrees in Public Safety Administration range from \$61,000 to \$94,000.

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

Again, because this is a newly developing field, it is difficult to find data on potential job numbers. We note that Albuquerque Mayor Tim Keller (see appendix 8b) is working on a plan for a new Albuquerque Public Safety Department. The state Public Health Department is actively



recruiting for new positions as Contract Tracers and other staff because of the Covid-19 pandemic. The Biden/Sanders joint policy statement on 7/8/2020 (see appendix 8b) precisely proposed such professionals to augment and, in some cases, replace a significant portion of armed police response nationally. Many state and localities have run successful programs replacing armed intervention with professionals. These programs are spreading nationally.

### **3. Program Content and Quality**

#### **a. Describe the curriculum. Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments.**

See Appendix I



#### **b. What are the expected student learning outcomes for the program?**

Students will gain fundamental knowledge of the current national, state, and local trends and issues in community safety and human security. Quantitative and qualitative research methods, use of statistics and data and analytic skills such as critical thinking, problem-solving, effective oral and written communication, will be taught and practiced as essential skills needed for professionals in this field. Students will learn through course work and experiential learning how to work effectively and in collaboration with government agencies, civic organizations, businesses, and local residents. Students will gain an understanding and appreciation of cultural differences and the social impacts of race, ethnicity, gender, class, religion, differing abilities, education, family background, and other variables on individuals and communities. They will learn to identify basic human rights and human needs and how threats to those impact different communities and individuals in different ways. Through the community service requirement, they will gain structured experience working with a wide variety of people, responding to crises, and exploring social support systems available to help solve immediate and long-term community problems.

#### **c. What instructional model(s) will be used in delivering the program?**

Most learning will be via UNM undergraduate courses and practical experience working in communities. Students will take courses that will develop specific research and analytic skills and knowledge of community safety, disaster preparedness, and personal security issues. Students will receive extensive practice researching specific issues and communicating the results through research papers and oral briefings with instructors' feedback. Writing and briefing skills are critical for careers in CS/HS and will be emphasized in the curriculum and the capstone activities. This certificate is a broad interdisciplinary program involving cutting edge concepts, policy ideas, and implementation. This Certificate is not a skill-based training program but an academic professional program. We anticipate that many of the required courses will be taught online or as hybrid courses.

#### **d. If applicable, describe any accreditation issues, including the following:**

##### **Will accreditation be sought for the program?**

No accreditation options currently exist.

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

It has no effect on any existing accreditation and licensure.

#### **4. Evaluation and Assessment**

##### **a. What is the governance structure of the program?**

University College has in place LAIS Advisors and staff needed for managing the CS/HC Certificate program as it already does with the BISI degree, NSSA Certificate and current CTSP programs. NSSP will institute a Faculty Advisory Committee consisting of faculty from various colleges, including Business, Public Health, Engineering, Arts and Science, Law and Medicine specifically for the CS/HS program. This committee will assist in advising and act as a Faculty Advisory under the University College auspices and will assist UC staff in administering the programs. Membership of the Faculty Advisory Committee will be coordinated between UC and the NSSP, as part of the GNSPI. Initial members include: Kenneth Carpenter, [carpenk@unm.edu](mailto:carpenk@unm.edu), Brian Vineyard, [vineyard@unm.edu](mailto:vineyard@unm.edu), Emile Nakhleh, [enakhleh@unm.edu](mailto:enakhleh@unm.edu), Gabriel Ramon Sanchez <[sanchezg@unm.edu](mailto:sanchezg@unm.edu)>; Noah Painter Davis <[npf26@unm.edu](mailto:npf26@unm.edu)>; J E Jamal Martin <[JEJMartin@salud.unm.edu](mailto:JEJMartin@salud.unm.edu)>; Lisa Broidy <[lbroidy@unm.edu](mailto:lbroidy@unm.edu)>; Colin Olson <[colino@unm.edu](mailto:colino@unm.edu)>; Coordinator: Frank Gilfeather, [gilfeath@unm.edu](mailto:gilfeath@unm.edu), Chair: Robert DelCampo, [delcampo@unm.edu](mailto:delcampo@unm.edu).

##### **b. How will the program's learning outcomes be measured?**

Since the courses are primarily special topics courses, they currently are evaluated within the existing departments. Overall programmatic evaluation will be done by the UC Dean and the CS/HS faculty committee under UC auspices. Learning outcomes evaluation includes: the quality of student papers in advanced courses, performance in the required courses course and the required analysis paper in that course, development of research, critical thinking and analysis skills and the practicum/internship evaluation by the students' supervisors.

##### **c. What other measures to evaluate program effectiveness are contemplated?**

As with any degree, the value will be determined through use of the option and the success of its alumni. Also critical is the continued interest by faculty in offering courses and supporting students with CS/HS career goals and the collateral support from state, city and local government, civil organizations, and local residents.

##### **d. A plan for learning outcomes assessment at the course and program.**

Learning outcomes at the course level will be based on evaluation forms currently used within departments to assess the value of the various courses. UC evaluates each program for quality and use. Specific program outcomes assessment will be based on students' GPA and their performance in required courses. A key assessment indicator will be internships obtained by students and career placement of graduates.

#### **5. Required Resources**

##### **a. How many faculty are necessary for program delivery and what are their qualifications?**

Current faculty are expected to teach currently listed courses. The number is approximately 40 courses per year in various departments which are already offered by those departments to a range of UNM students. In addition, regular faculty and/or part time instructors (PTI) would teach the required LAIS 309 T: Survey of Community Safety/Human Security 3course and any

topics courses offered based on program interest and need. Initially, it is anticipated that at least one such non regular faculty could be engaged. Specifically, this faculty could teach the Survey of Community Safety/Human Security course, which is required of all students seeking the certificate. This course will also be available to all UNM students. Faculty qualified to teach this type of course are currently part of GNSPI and University College as well as serving as PTIs in various affiliated departments. It is anticipated that this will be a 300 level University College course and cross listed in other departments (Form B is concurrently being submitted to the Curriculum Committee). Cost of that PTI will be provided by Nssp through AY 2021-22. During the coming year, additional funding will be sought for the program from a variety of sources.

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

It is not expected to affect workload of current regular faculty, except for any faculty involved in mentoring or supporting the programs. Currently over ten faculty provide such occasional support to the Nssp scholars.

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

None expected. Annual faculty/staff consist of at most one PTI instructor for the one required UC course. For AY 2019- 2020 through AY 2021-2022 Nssp grant and unrestricted funds will cover this cost as well as any administrative costs expected to be about 10% of one staff and academic advisor in UC.

**d. What faculty and staff development services will be needed?**

None expected.

**e. 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 expected other than the existing technology support systems for remote, online or hybrid courses.

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

None expected.

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

No new services. University Libraries provide ongoing support for the research and teaching needs of UNM in general. Because the curriculum for the CH/HS already exists through current UNM courses, the library resources for it already exist. The CS/HS certificate program will have minimal impact on UNM Libraries. The library has a "Purchase on Request" policy allowing faculty members to request specific purchases to support faculty or student needs. Students and staff may also request materials to be added to the permanent collection. Any additional needs can be met through these programs. A similar situation is true for other UNM services.

**h. What student support will be needed (Undergraduate Assistant & Teaching Assistant positions, scholarships, internships, etc.)?**

None from UNM, though external sources will be sought to support internships, etc. from federal, state, and local government funding, or other sources.

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

The new certificate should not incur any additional non-academic costs to the student.

**6. Projected Enrollment and Costs**

**a. Provide a three-year projection of enrollments and program costs.**

**i. Enrollment**

Program Year	ONE (2020-21)	TWO (2021-22)	THREE (2022-23)
New Students	10-20	20-25	25-30
Continuing Students		15	30
Credit Hours	90	240	360
Degrees Awarded		5	15
Credit hours are expected enrollment x 6 credit hours of CS/HS required/approved courses.			

**ii. Program budget**

**a. Yearly budget.** Annual costs consist of at most one PTI instructor for the one required course (initially listed under LAIS309). The required Introductory course will be open to all students with an expected enrollment of 30/year. Such costs would be at most \$5,000/yr. For AY 2019-2020 through AY 2021-2022 NSSA/GNSPI funds will cover this cost. If funding is not available after that time, a suitable regularly scheduled class will be substituted for this requirement.

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

Administration costs will be assumed by University College with, at most, 10% of an administrative support/advisor staff person. Nssp will provide the PTI costs in (2a) above and added administrative support from the Nssp IC-CAE grant funds through AY 2021-2022. Funds will be sought from the federal, state, and local government sources to support the continuing program. If there is no continuing sponsor for the required course and other funding is not obtained, the program will substitute another regularly scheduled class for the Introductory course and provide supplement material through seminars and meetings.

**7. Additional Information**

**a. Provide any additional information to support the request for the proposed certificate.**

A certificate in Community Safety/Human Security administered by GNSPI/ Nssp University College will open additional career opportunities for UNM students. There are several natural student populations potentially interested in this new micro-credential. First, there are a number of students graduating from UNM who will continue their education at UNM with a career goal involving research and policy issues, including safety and security in urban, small town, and rural areas or in professional schools such as Law, Medicine, or Public Administration

Employees with the CS/HS Certificate will have a broadened skill set that will be attractive to government, business, and the NM federal laboratories. This Certificate is an excellent fit for graduates interested in a military, business, NGO, or governmental leadership and decision making. It is also an excellent fit for current civil and private public safety and health personnel to enhance their employment credentials including current: police, safety, health and other civic personnel.

**8. Attachments (for full proposal only)**

**a. Department of Labor if applicable.** Not Applicable.

**b. Formal Needs Assessment.** The need for professionals with broad CS/HS backgrounds is spreading rapidly. UNM can provide a pioneering program with no major additional resource costs and considerable potential benefits to our students, state, and communities. Two directly applicable programs and developments are cited below. These opportunities and programs will expand and develop over the coming year.

**Mayor Tim Keller to Refocus Millions in Public Safety Resources with First-of-Its-Kind Civilian Response Department, June 15, 2020**

**Albuquerque Community Safety department will restructure thousands of calls on homelessness, addiction and mental health into the hands of trained professionals; keep officers focused on core police work and reform efforts.**

In a groundbreaking first that puts our community at the forefront of a national conversation on public safety, Mayor Tim Keller announced today that he is creating a third department of first responders at the City of Albuquerque. Albuquerque Community Safety, a cabinet-level department, will serve alongside the Albuquerque Police Department and Albuquerque Fire Rescue to deliver a civilian-staffed, public health approach to safety. The new department is the culmination of two years of preliminary work to change the way Albuquerque handles public safety and comes amid nationwide calls to move resources away from armed police response as a one-size-fits-all answer.

Albuquerque Community Safety (ACS) will include trained professionals such as social workers, housing and homelessness specialists, violence prevention and diversion program experts. The department will give 9-1-1 dispatch an option when a community safety response is more appropriate than a paramedic, fire-fighter, or armed police officer. The City will be working with community members, experts and City Councilors over the next two months to map out the details of the department, which will reallocate millions of dollars. These efforts will bolster expanded investments in violence intervention, diversion programs and treatment initiatives.

“While many cities are only now waking up to these issues, Albuquerque is well into its police

reform process and we decided to tackle these tough questions head on when we took office. For years, we've heard the public calling for a better solution for de-escalation and more officers for community policing, and we have been listening. It's time we stop asking officers to do everything, and time we get people the help they need instead of sending armed officers to knock on their door," said Mayor Tim Keller. "We're creating a third branch of first responders – alongside our police and fire departments - to deliver a civilian public health approach to public safety. Through the Albuquerque Community Safety department, we're creating an innovative model that reflects our city's current situation. We want to send the right resource to the right call—especially where a social worker or trained professional can connect people with the services they need, instead of simply taking folks to jail or the hospital, which have been the only choices until now."

Over the last two years, the City has been working to transform its approach to public safety. That process began with new leadership at the Police Department and embracing the process of DOJ reforms. The administration created a dedicated compliance department, reformed internal affairs investigations, overhauled department use of force policies, implemented cultural competency and ethical policing training, and launched violence intervention and diversion programs to keep young people out of the criminal justice system. The administration has also been focused on reducing gun violence, which is a key denominator in violent crime.

The City has been piloting the shift of some responses out of police and fire, including homeless encampment outreach and "down and out" calls. Mayor Keller also created the first Office of Equity and Inclusion and the Office of Civil Rights and invested millions annually in youth programs and infrastructure in parts of town that have been historically underserved.

Chief Administrative Officer Sarita Nair said, "Our community and our officers agree that some calls are more appropriate for non-police personnel equipped with the right resources and expertise. We've had some early successes innovating with new types of responses, including the more than 15,000 "down and out" calls we moved out of the Police Department over a year ago. The Albuquerque Community Safety department will continue to focus our resources more efficiently and effectively and is a key part of our response to the public calls for change."

In a planning process that will take place over the next several months, the City will gather input from experts and the public on how to bring together this new department with resources currently spread across several areas, including Albuquerque Police Department, Albuquerque Fire Rescue, Family and Community Services, and the Department of Municipal Development.

When it begins operations, Albuquerque Community Safety department will help the City focus police efforts and resources on fighting violent crime, and fire fighters and paramedics on fires and medical emergencies. That should lead to decreased response times, as 9-1-1 dispatchers will have another tool in their toolbox to send trained professionals to respond to calls on

homelessness, addiction, mental health, and other issues that do not present an immediate threat to public safety.

The Albuquerque Community Safety department will also more efficiently connect those in need with service providers that address underlying issues including housing or treatment for addiction and behavioral health. Just as the Albuquerque Fire Rescue department currently does, responders from the new department will call for police assistance if there is a threat to their own safety or the safety of others.

Albuquerque Police Department Chief Mike Geier said, “This new department will make Albuquerque safer. We have seen success when officers partner with behavioral health clinicians and social workers to address complicated cases involving people in crisis or child neglect and abuse. My officers are sent to a wide range of calls that do not need or benefit from a police response, and that takes away from time they could be doing community policing. Civilian expertise can make all the difference in resolving problems without the threat of arrest. And limiting the need for police involvement helps to build trust with the community and allow officers to focus on reducing crime.”

Albuquerque Fire Rescue Chief Paul Dow said, “It’s important to look at the system as a whole to ensure the right resources are being sent to the right calls. Based on early results on down and out calls, we already know this can make AFR more efficient and effective, and I expect ACS to help focus resources even further.”

**ONE ALBUQUE RQUE**

## Albuquerque Community Safety Department

*THE RIGHT RESPONSE AT THE RIGHT TIME*

- First-of-its-kind cabinet-level department responding to calls on inebriation, homelessness, addiction, and mental health
- Refocusing millions of dollars through budget process into a public health model with civilian-led response
  - Third option for 911 dispatch alongside APD and AFR
- Unique Albuquerque idea based on programs we developed and tested with community

✓ WHAT IT IS	✗ WHAT IT IS NOT
Investing in behavioral health and community	Not taking money away from core police work or existing reform efforts
Shifting to a public health approach to poverty and trauma	Not turning away from our city's crime challenges
Focusing police officers' time on violent crime	Not deprioritizing crime fighting
Investing in community policing, diversion programs and violence intervention	Not ignoring the shortage of officers in our department
Emphasizing the core job description of police officers as 'guardians'	Not burdening officers with more tasks not related to core job
Investing resources in a non-police response	Not ignoring the massive budget cuts that APD suffered in the last recession
Responding to calls in a more cost-effective and sustainable way than police working alone	Not asking police to do more and more without giving them more resources
Building more than just another hotline or token gesture	Not pretending that people will stop calling 911 or needing a first responder

Michelle Melendez, Director of the Office of Equity and Inclusion said, “The establishment of this new department acknowledges the mismatch between the social needs of people experiencing non-violent crises in our community and the existing infrastructure that attempts to respond to those needs. A social work response, rooted in social justice, gives us a much better chance of connecting people with the help they need and getting better outcomes for people of color without involving law enforcement.”

City Councilor Lan Sena said, “I appreciate the administration for shedding light on this idea that is good for Albuquerque in the face of national challenges. This is just the start of the process and as a Councilor, I am committed to helping bring this to life through the upcoming budget process. The unique challenges that our city face require a nuanced approach that extends beyond the political rhetoric that can often be divisive; however, the issues at hand are more important than what drives us apart. This idea allows us to bring in community to have the important discussion and listen to their lived experiences while taking action to make a difference. We look forward to working together on this fundamental shift to our approach to public safety.”

To support this new approach to community safety, the City has initiated conversations with educational institutions to build a pipeline to hire the trained professionals who are needed in exchange for education funding or student loan repayment.

### **BIDEN-SANDERS UNITY TASK FORCE RECOMMENDATIONS (7/8/2020)**

**Non-Police Responses:** Federal funding to create a civilian corps of unarmed first responders such as social workers, EMTs, and trained mental health professionals, who can handle nonviolent emergencies including order maintenance violations, mental health emergencies, and low-level conflicts outside the criminal justice system, freeing police officers to concentrate on the most serious crimes. Fund initiatives to partner mental health professionals, substance use disorder experts, social workers, and disability advocates with police departments to respond to calls with police officers to better de-escalate interactions with citizens and when appropriate, to divert individuals to the social services they need.

#### **c. List of similar programs (state and regional)**

Although there are a number of higher education institutions that offer academic programs in security studies, criminology and public safety, we could not find any that have developed academic programs emphasizing the new concepts of “community safety and human security” or degrees, certificates, or minors that are specifically focused on cross-disciplinary studies, policy implementation or preparation for future careers in state, tribal and local government or community -based organizations.

A program emphasizing culturally-based education at Arizona State University has the [Kay Bailey Hutchison Center for Security Studies](#) claiming world-class faculty and advanced



teaching technologies to educate future leaders using cutting-edge, culturally based education. The ASU offers bachelor's degrees in Security Studies (BSS) in the following areas or concentrations:

[Border and Homeland Security](#)

[Criminal Justice](#)

[Security Studies](#)

[Intelligence, Security Studies, and Analysis](#)

But they do not appear to address the community-focuses reform programs in the way we have conceived of our CS/HS curriculum.

#### **d. Potential Employers**

Potential employers include federal, state, and local government entities as well as large businesses, the health care industry, and the national laboratories and facilities. The broad understating of community safety and human security has positive attributes for employees of almost any service orientated employer. At the management and leadership level, an understanding and appreciation of CS/HS goals and objectives are critical to success. For example, educational institutions employ many administrative staff with the need for these skills and understanding of these issues. The focus on cooperative problem solving, non-violent intervention, planning, and managing crises is valued by every potential employer. Many employers will see the credential as evidence of an applicant's interest and appreciation of the issues involved.

#### **e. List of advisory committee or board members**

Individuals below have indicated interest in supporting this credential at UNM – many have one or more courses listed as relevant and approved for the certificate.

Kenneth Carpenter\* [carpenk@unm.edu](mailto:carpenk@unm.edu) (Academic Manager and instructor for Survey of Community Safety/Human Security, Spring 2020)

Brian Vineyard\* [vineyard@unm.edu](mailto:vineyard@unm.edu) (CS/HS academic advisor)

Emile Nakhleh\* [enakhleh@unm.edu](mailto:enakhleh@unm.edu) (Director of GNSPI);

Frank Gilfeather\* [gilfeath@unm.edu](mailto:gilfeath@unm.edu) (Director of NSSP and CS/HS Coordinator in UC);

Robert DelCampo\* <[delcampo@unm.edu](mailto:delcampo@unm.edu)> (Dean of UC);

Gabriel Ramon Sanchez [sanchezg@unm.edu](mailto:sanchezg@unm.edu) (Prof of Political Science);

Noah Painter Davis [npf26@unm.edu](mailto:npf26@unm.edu) (Assoc Professor of Sociology);

J E Jamal Martin [JEJMartin@salud.unm.edu](mailto:JEJMartin@salud.unm.edu) Prof, Africana Studies and Director UNM Peace Studies);

Lisa Broidy [lbroidy@unm.edu](mailto:lbroidy@unm.edu) (Professor of Sociology);

Colin Olson [colino@unm.edu](mailto:colino@unm.edu) (Senior Lecturer of Sociology);

\*Indicates initial Executive Committee:

#### **F. Support Letters**



A handwritten signature in blue ink, appearing to read "P. Cheek".

From: Dr. Pamela Cheek, Associate Provost for Student Success

To: Dr. Rob Delcampo, Dean of University College

cc. Mr. Michael Raine

Re: **Community Safety/ Human Security Certificate  
National Security Studies Program and University College, UNM**

I am writing on behalf of Office of the Provost and EVP for Academic Affairs to support the development of an undergraduate certificate in Community Safety/Human Security within University College. The timeliness and need for studies in this area is evident. The program connects knowledge and analysis of socio-economic factors contributing to inequity and suffering with professional training in how to address reform for community safety.

## Appendix I

<b>Draft Catalog Text</b>
---------------------------

### **Community Safety and Human Security**

Frank Gilfeather, Director  
3019 Mesa Vista Hall  
MSC06 3840 1 University of New Mexico  
Albuquerque NM 87131  
(505) 277-3223  
FAX (505) 277-2182  
<http://nssp.unm.edu/>

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#### **Certificate Offered**

- **Certificate in Community Safety and Human Security (CERT)**
- 

#### **Introduction**

The undergraduate certificate in Community Safety and Human Security (CS/HS) may be earned by successful completion of a prescribed program of study as described below for students enrolled at UNM. Graduate students may get approval to substitute graduate level courses for the elective courses below. The certificate is designed to provide specific knowledge and competencies to enhance the student's degree program, and to provide exposure to a range of topics in the interdisciplinary fields of community safety, human security, crisis management and disaster preparedness and response. The requirement and course electives have been chosen to enhance students' skills in critical thinking; quantitative and qualitative research; social, political and policy analysis; effective oral and written communication; and intercultural awareness. The experiential learning and capstone requirements will give students actual experience working in the community through a supervised practicum or internship or volunteer program with an approved public agency or civic organization.

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#### **Requirements**

To earn the certificate, students must complete or have completed a baccalaureate degree and earn at least 23 total credits as described below, including at least 12 upper-division hours from at least three different departments. Students' programs of studies must satisfy the following

requirements and be approved by designated University College advisors. Students can dually count courses in the certificate and their major per UNM and department rules.

		<b>Credit Hours</b>
	<b>I. Core Required Courses</b>	
LAIS 345	Survey of Community Safety/Human Security	3
CELR 430	Advanced Research Service-Learning Field School (Fall only)	3
CJ 314	Intercultural Communication	3
MATH 1350 -or- STAT 279 or higher	Introduction to Statistics	3
	<b>Subtotal</b>	<b>12</b>
	<b>II. Elective Approved Courses</b> One elective chosen from each of the following three groups. Courses must be from at least three different subject areas (departments) across the groups.	
	<p><b>Group A: Race, Ethnicity and Prejudice:</b>                      AMST 1140 Introduction to Race, Class and Ethnicity                      AMST 353 Race Relations in America                      POLS 307 The Politics of Ethnic Groups                      SOC 430 Intersectionality: Race, Gender, Class for Social Policy                      SOC 420 Race and Inequality                      SOCI 2315 The Dynamics of Prejudice</p> <p><b>Group B: Law, Justice and Crime:</b>                      AMST 303 Law in the Political Community (Also offered as POLS 303)                      POLS 303 Law in the Political Community (Also offered as AMST 303)                      POLS 313 Women and the Law (Also offered as WMST 313)                      PSY 332 Abnormal Behavior                      SOC 312 Causes of Crime and Delinquency                      SOC 416 Sociology of Law                      SOC 424 Race, Class and Crime                      SOCI 2120 Introduction to Criminal Justice Systems                      SOCI 2210 Sociology of Deviance                      WMST 313 Women and the Law (Also offered as POLS 313)</p> <p><b>Group C: Public Policy, Health, and Communities:</b>                      AMST 1150 Introduction to Southwest Studies                      CJ 320 Conflict Management and Mediation                      CRP 403 Community-Based Practice                      HED 451 / 551 Prevention Strategies in Community Health                      HED 371 Introduction to Public and Community Health                      HMHV 1110 Social Contours of Health</p>	

	PCST 307 Nonviolent Alternatives (Also offered as SOC 307) POLS 324 The Politics of Poverty and Inequality PSY 374 Cross-cultural Psychology PSYC 2110 Social Psychology SOC 307 Nonviolent Alternatives (Also offered as PCST 307) SOC 346 Health and Social Inequalities I SOC 415 Inequality and Power SOCI 2310 Contemporary Social Problems WMST 339. Women and Cultural Violence	
	<b>Subtotal</b>	<b>9</b>
	<p><b>III. Approved Experiential Learning</b></p> <p>Students must complete a practicum, internship or volunteer program with a government agency or community organization approved in advance by the certificate program advisor in University College. This experience should include approved paid or volunteer work in the community of at least 90-hours during one or two semesters. (Students who want to earn additional academic credits for the work experience can do so by taking a UNM course such as:</p> <ul style="list-style-type: none"> <li>• CELR 498 Independent Study in Research Service-Learning</li> <li>• PSY 405 Practicum</li> <li>• SOC 347 Health and Social Inequalities II</li> <li>• SOC 488 Field Observation and Experience</li> <li>• SUST 344 Environmental Justice Practicum</li> <li>• UNM Career Service Cooperative Education (Co-op) program.</li> </ul> <p>For more information see:  <a href="https://career.unm.edu/assets/pdfs/coophandout.pdf">https://career.unm.edu/assets/pdfs/coophandout.pdf</a></p>	
	<b>Subtotal</b>	<b>0-3</b>
	<p><b>IV. Capstone Project</b></p> <p>Students must earn at least 2 credits of LAIS 409 or approved independent study course from another academic department, in which they write and submit either an analytic or policy research paper or a reflective essay describing their experiential learning project, written under the supervision of a faculty member.</p>	
	<b>Subtotal</b>	<b>2</b>
	<b>Total</b>	<b>23-26</b>



*Pamela Cheek*

From: Dr. Pamela Cheek, Associate Provost for Student Success

To: Dr. Rob Delcampo, Dean of University College

cc. Mr. Michael Raine

**Re: Community Safety/ Human Security Certificate  
National Security Studies Program and University College, UNM**

I am writing on behalf of Office of the Provost and EVP for Academic Affairs to support the development of an undergraduate certificate in Community Safety/Human Security within University College. The timeliness and need for studies in this area is evident. The program connects knowledge and analysis of socio-economic factors contributing to inequity and suffering with professional training in how to address reform for community safety.

- + University of New Mexico

# Community Safety & Human Security Program

Sponsored by:

- University College, Robert Delcampo, Dean
- National Security Studies Program, Frank Gilfeather, Director
- Global & National Security Policy Institute, Emile Nakhleh, Director

Presentation to the UNM Board of Regents,  
April 2, 2021

Presenter, Ken Carpenter, CSHS Program  
Academic Coordinator

# UNM Global, National & Human Security Studies Programs

Founded in 2005, currently serving more than 280 students at UNM main and branch campuses and seven other affiliated HE institutions in New Mexico and several hundred alums.

We have created new courses and supported current faculty and adjuncts, often with extensive professional backgrounds, in various UNM departments, and sponsored an annual international symposium in security studies

Bachelor of Integrative Studies & Innovation (BISI)

Certificate in National Security & Strategic Analysis (NSSA)

Certificate in Community Safety & Human Security (CSHS)

Critical Technology Studies Program (CTSP)

Professional Master of Science in Global & National Security (PMSGNS)

Graduate Certificate in National & Human Security (Proposed)



# Why Community Safety and Human Security?

## Community Safety

addresses efforts at the local and state level to address major risks and challenges to the lives and well-being of individuals, families and communities. Those include: environmental conditions, public and mental health, poverty and inequality, public education, crime and violence, justice systems and equality, systemic racism, sexism, intolerance and many other challenges.

**Human Security** is grounded in the *United Nations Declarations of Universal Human Rights* and other key documents. It expresses objectives set out in *the UN Millennium Development Goals*, *Sustainable Development Goals*, and the doctrine of *Responsibility to Protect (R2P)*, which charges governments at all levels with addressing critical human needs and problems.

# Current CSHS Challenges in New Mexico



Environmental: climate warming, drought, fires, air and water pollution, radioactive hazards and wastes, alternative energy

Public health: pandemics, infectious and chronic diseases, access to medical care, mental and behavioral health, addiction, suicide, gun violence, childhood and adult trauma

Economic: poverty and inequality, hunger, food insecurity and nutrition, homelessness and affordable housing, unemployment and low salaries

Personal and family safety: criminal violence and property crimes, domestic violence and child abuse, sexual harassment and assault, date rape, violence in schools and workplaces, domestic terrorism and hate crimes

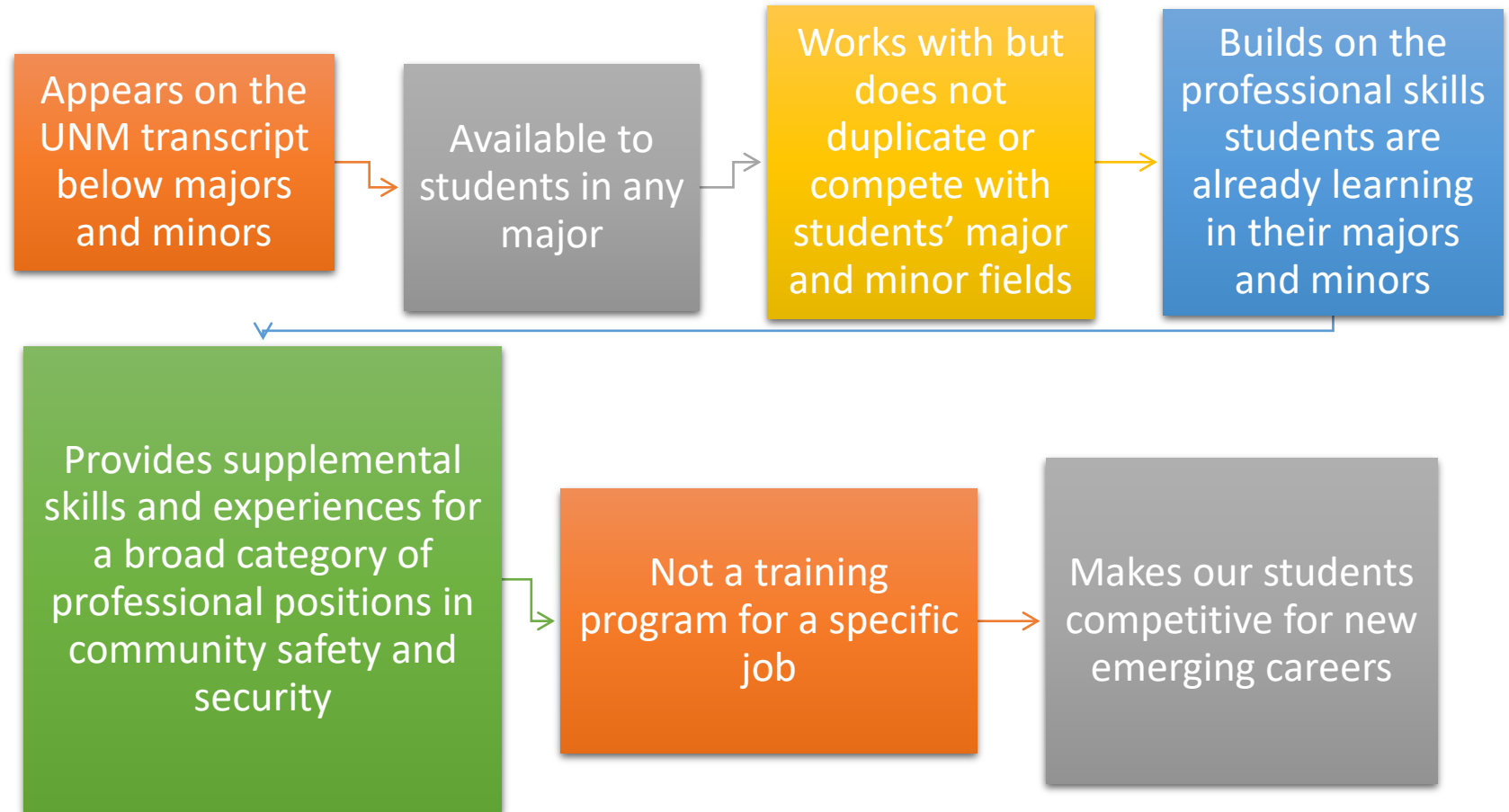
Social justice and human rights: police and community relations, justice and corrections systems reforms, structural racism, gender inequality and intolerance

Others:, cyber security, disaster preparation and response , infrastructure development and protection

# Community Safety & Human Security Certificate

- ❑ An interdisciplinary certificate that aims to provide students with the skills and knowledge necessary to work effectively in safety and security issues at the state, local, tribal, or community levels. The program aims to help provide long-term solutions to the chronic problems that threaten individuals, families and communities.
- ❑ Open to students in any major, especially sociology, criminology, psychology, political science, public health, geography, environmental studies, peace studies, law, and STEM fields including earth & planetary sciences, statistics & data science, computer science, engineering
- ❑ Requires at least 23 academic credits and 90 hours of volunteer work or internships with governmental and community organizations
- ❑ Prepares students for new jobs being developed by local governments, community organizations and service providers
- ❑ Adds value to transfer students coming from two-year schools with Associate degrees in social work, health sciences or other fields

# What is a Transcribed, Professional Certificate?



## Skills and Knowledge Emphasized

- ❖ Critical thinking, analytic writing, and oral presentations
- ❖ Quantitative, qualitative and participatory research
- ❖ Experiential learning through community engagement, e.g., internships, volunteer work, prior or current employment
- ❖ Working knowledge of political systems, local, tribal and state government and role of non-profits and the private sector
- ❖ Understanding of legal systems, human rights and equal justice
- ❖ Developed skills in intercultural communication and cultural differences, and commitment to diversity and inclusion
- ❖ Demonstrated commitment to learning how to work with those who are different from us

# CSHS Certificate Requirements

- ✓ **Credits:** 23 credits, including 12 upper division credits from 3 different subject areas
- ✓ **Required core courses:** LAIS 309 (345) *Survey of CSHS*; CELR 175 *Intro Community Engagement*; CJ 314 *Intercultural Communication*; MATH 1340 *Statistics*, STAT 279 *Data Science*, or higher-level quantitative methods. LAIS 409 *Capstone research and paper* (2 credits)
- ✓ **Electives:** One approved course from each of the following groups (courses must be from at least three different subject areas across the groups)
  - Group A: Race, Gender, Ethnicity and Prejudice
  - Group B: Law, Justice and Crime
  - Group C: Public Policy, Health, and Communities
- ✓ **Experiential Learning:** Students must complete an approved practicum, internship or volunteer program of at least 90 hours with a government agency or community organization

Matching current and future jobs with UNM students, post-bacs or graduates, and non-degree students currently working in CHSH fields at the state, community or tribal levels.

- Crisis and emergency, health and disaster response
- Suicide and crisis hotlines
- Mental health therapists and case managers
- Public health monitoring, researcher and outreach
- Early childhood education, childcare centers and child protection
- Homeland & cyber security specialists
- Service providers for addiction, alcoholism, domestic violence, homelessness, food insecurity and nutrition, sexual harassment and assault, aging, veterans, immigrants, refugees, human trafficking, etc.
- Police, sheriff, corrections and parole officers, halfway house managers
- Criminal justice reform, specialty courts and diversion, ex-offender rehabilitation, education and reentry programs
- Mediation, arbitration, equal opportunity, race relations, LGBTQ and other social justice issues
- Environmental, water, energy and natural resource managers; disaster preparation and response teams
- Policy analysts, data analysts, legislative aides
- Agency managers, HR and public information staff
- Educators, journalists, and community organizers

# Our Program Development Plan & Timeline

- Spring 2021 Approval and rollout of certificate & classes
- Summer-  
• Fall 2021 Outreach to government, community groups, employers and other potential partners
- Search for federal, state or foundation grant sources for program expansion (funds from current grants can sustain the current programs through AY 2023-24)
- 2022–2024 Based on initial success and student and employer demand, we will explore expansion of curricular programs possibly including minors, University College Bachelor degree concentration in CSHS and Professional Masters degree modeled on our current Global & National Security online degree



**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2791**

**Fields marked with \* are required**

<b>Name of Initiator:</b> Jon Saatvedt	<b>Faculty Contact</b> Ann E. Jarvis	<b>Department</b> CCTE
<b>Initiator's Title</b> Visiting Lecturer II: Gallup Branch	<b>Administrative Contact</b> Loretta Notah	<b>Branch</b> Gallup
<b>Email:</b> <a href="mailto:jasaatvedt@unm.edu">jasaatvedt@unm.edu</a>	<b>Admin Email</b> lbillie@unm.edu	<b>Date:</b> 10-29-2020
<b>Phone Number:</b> 505 863-7634	<b>Admin Phone</b> 505.863.7679	

Associated Forms exist? Yes

**Proposed effective term**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program

Select Category   Degree Type

Select Action

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[200916\\_Certificate in Process Technology - Advisement Checklist.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)  
Please see attached Form C for the new Process Technology (PTEC) Program.

[201028\\_RoutingslipformCSIGNED.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. (upload a doc/pdf file)

[200818\\_UNM-PTEC-Proposal\\_Summary-Rev\\_2.docx](#)

**Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

[201029\\_UNMG-PTEC-Executive\\_Summary.docx](#)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

[200815\\_process technology\\_Pre.pdf](#)



## NEW ASSOCIATE DEGREE/CERTIFICATE PROGRAM

**Program Name:** Process Technology – “New” Program  
**Category:** Certificate (vocational) program  
**Degree Type:** NA – certificate -

### EXECUTIVE SUMMARY

#### Process Technology Program

The Process Technology program has been created to provide knowledge and skills that will enable student to contribute as Process Technicians (operators, maintenance workers, and instrument technicians) in manufacturing environments. Students will learn to interpret trends, troubleshoot problems, and make process adjustments to deliver quality products to their customers. Knowledge based on Science, Applied Technology, Engineering and Math, along with teamwork, troubleshooting and communication skills, will enable graduates of this program to safely and efficiently contribute and add value to complex and automated modern manufacturing plants.

One of the job titles anticipated for graduates of the Process Technology program is Water and Wastewater Treatment Plant Operator. While overall projections suggest that this position could decline by as much as 5% due to process automation over the next 10 years, the increased complexity of automated operations creates a new demand for operators with “advanced” training. We believe our process technology program will provide that advanced training.

1. Program Description: Process Technology Program

- a) The "Process Technology" program is being developed in support of our vision and mission. As part of our vision to be "community focused and regionally specific" we have partnered with local industrial partners, including Marathon Petroleum, the City of Gallup Water & Utilities Department, and McKinley Paper to help meet their employment needs. As part of our mission to "prepare people to achieve professional goals," the Process Technology program will prepare students with classroom instruction, "hands-on" lab and practical exercises, and computer based simulations for work as Process Operators or Production Technicians in modern manufacturing plants that could include oil refineries, water or wastewater treatment plants, food processing plants or paper mills, along with other manufacturing plants where raw materials are converted into finished goods.
- b) As part of our mission to "prepare people to achieve professional goals," the Process Technology program will prepare students to apply skills built on Science, Applied Technology, Engineering and Math skills along with teamwork, troubleshooting, and communication skills to safely and efficiently contribute and add value to complex modern manufacturing plants.
- c) There is a strong fit due to the regional proximity of the Gallup (Marathon Petroleum) refinery and the high incomes available to operators able to contribute and add value to the operation of the local refinery and other regional manufacturing plants.
- d) There are 45 Process Technology programs offered in North America. The most common CIP codes for Process Technology is PTEC. There are no current PTEC programs offered in NM, AZ, CO, UT nor NV. The only similar program is a program for Water & Wastewater treatment operators offered at Dona Ana Community College in Las Cruces, NM.
- e) This is a vocational program. Partners include a refinery, regional water and wastewater treatment plants, a local recycled packaging board mill and regional energy generating plants that include hydroelectric and solar.
- f) While not intended as a transfer program, the STEM foundation could enable students to matriculate into Science, Engineering or Education programs.
- g) Program development began in 2019 and will continue through 2020 with program promotion beginning following preliminary approval and launch during Spring or Fall 2021.

2. Evidence of Need: Process Technology Program

- a) There are currently ~220 employees at the local Gallup refinery. Feedback from the refinery is that they lose ~10% of their workforce (retirements and replacements) each year, which generates the need for 20-24 new hires each year. We anticipate additional hiring needs from the recycled board mill known as McKinley Paper in Prewitt and from the City of Gallup at their water and wastewater treatment plant operators, and for service technicians for electrical power distribution. Other regional manufacturing plants include medical equipment (Rhino Health), power distribution facilities (solar field technicians, NTUA), food production, and breweries.

On July 31, 2020, the Marathon Gallup refinery announced an indefinite shutdown of the Gallup refinery due to market conditions.

- b) Enrollment: Initial enrollment will require promotion and recruitment. Plans are to promote the program at regional high schools during fall 2020 and spring 2021 to recruit an initial cohort of ~20 students for fall 2021. It is believed that income and earning potential will be the best recruitment tools. The average annual income in McKinley county is \$31,674 based on US Census Bureau QuickFacts (2014-2018 data). Income data for Gallup and the state of NM is \$44,768 and \$48,059, respectively. For one job category, Water and Wastewater Treatment Operator, where there is a stated need in our community, the US Bureau of Labor Statistics published that the average salary for water and wastewater treatment plant operators was \$46,780 per year for 2018. For 2019, that average increased to \$47,760 per year. Similar positions for Electrical Power Plant Operators (and distributors) averaged \$85,950 for 2019, and Boiler Operators averaged \$62,150 during 2019. With experience and overtime pay, incomes for senior operators exceeding \$100,000 per year are common. Each of the above listed "operator" positions annual incomes compares favorably with the average annual income for Gallup and McKinley county.

The "hands-on" training elements of this program begin during the second semester of courses in the Process Technology II (Equipment) course and will require lab space for equipment or weekly travel to remote locations to view equipment operations and maintenance.

- c) There are no other "Process Technology" or PTEC programs currently offered in New Mexico. The closest PTEC programs are offered in Oklahoma and Texas. The closest similar program currently offered is a program for Water and Wastewater Treatment Plant and System Operators offered at Dona Ana Community College (through New Mexico State University) in Las Cruces. Sante Fe Community College is reported to also offer a Water Treatment Operation "Certificate."
- d) Evidence of demand has been documented by UNMG's "Industrial Advisory Committee" or IAC. Mr. Dennis Romero, Water and Sanitation Director for the City of Gallup and a member of the IAC writes, *"The UNM-Gallup Process Technology Program, while technically focused, is broad enough to help develop process technicians for manufacturing in the area, while still allowing for the development of water and wastewater operators. With the demographics in this area, the program has the potential to help the City and the area meet needs for (our) future workforce."*

### 3. Program Content & Quality: Process Tech Program

- a) A benchmark study of the other Process Technology programs may be found in the attachment titled Appendix 1. Prerequisites from the general education common core might include Algebra, Interpersonal Communication or Public Speaking and Intro to Computers. In addition, two new courses identified as "Introduction to Process Technology" and "Health, Safety and Environment" may be considered as prerequisites to join the Process Technology program cohort. New Process Technology (PTEC) courses proposed, and common to the other benchmarked Process Technology programs, are shown in the following table:

Semester I	Intro to Process Technology	Health, Safety & Environment
Semester II	Process Tech I (Equipment)	Intro to Process Quality
Summer	Process Tech Practicum	
Semester III	Process Tech II (Systems)	PTEC Instrumentation
Semester IV	Process Tech III (Operations)	PTEC Troubleshooting

- b) Students will be prepared to safely enter a modern process manufacturing plant, operate computer-based controls, collaborate with coworkers, follow SOPs, and interpret quality and production data so that they are able to optimize production and operational efficiency.
- c) Our instructional model will include traditional teaching, "hands-on" or active learning labs, and on-line or "computer based" process simulations.
- d) Our initial plan is to launch this program as a "Certificate" program. Obtaining an AAS will be a future option. Half of the North American Process Technology Alliance (NAPTA) colleges are "endorsed" by NAPTA following a program audit. With a lab, a program audit in pursuit of endorsement will be recommended. After joining NAPTA, it is anticipated to take ~2-3 years to successfully host an audit. We are intentionally setting up this program to meet the NAPTA criteria for endorsement.

4. Evaluation and Assessment: Process Technology Program

- a) Key assessment measures will include job placement following graduation and summer "Internships" available from regional employers.
- b) Other effective measures will be student competition in industry events such as NAPTA's TSC (Troubleshooting Skills Competition) which is an annual event held at a member college that evaluates teams from different colleges.
- c) NAPTA is an international alliance with standardized on-line testing. As a member, UNMG will be able to benchmark student performance against industry standards.

5. Required Resources: Process Technology Program

- a) Faculty requirements are anticipated to be 1 or 2 FTE, or 1 FTE and 1 or 2 Adjunct Instructors. Adjunct positions may be filled with Supervisors or Engineers from the refinery or from other local manufacturing operations. Existing faculty may also have the ability to provide instruction for some of the proposed courses.
- b) Enrollment is anticipated to grow by ~20-25 students per year with this program.
- c) The needs for additional faculty or staff to support general ed courses is unknown.
- d) Faculty & Staff development may include OSHA safety training and NAPTA "Process Technology" training such as their "Instructor Skills Conference."
- e) A functional lab with motors, agitators, pumps, control valves along with instrumentation will be needed. Equipment was previously purchased but location of the lab setting (at a remote location or on campus) has not yet been determined.
- f) If the lab setting is to be located on campus, additional space or a repurposed space will be necessary.
- g) As with other computer-based programs, IT support will be necessary.
- h) Work-based learning such as internships and job shadows will be critical for the ongoing growth and success of this program.
- i) Workbooks from NAPTA are priced at \$30 per course. Student costs of ~\$50 per book are anticipated through the bookstore. Online access to computer-based training and simulations is priced at \$70 per semester through NAPTA. If "lab" space is located remotely, then student transportation may also be necessary.

6. Projected Enrollment and Cost: Process Technology Program

- a) Projected enrollment is ~20-25 students per year. Providing custom training or instruction in a short course format at our industrial partner's locations could double enrollment estimates to 40-50 additional students per course. Initial budget estimates for this program are estimated at 1-2 FTE (~\$90,000 - \$180,000). The use of 1 or 2 adjunct instructors would incrementally reduce that projection, and existing faculty, some who have previous manufacturing experience, may also be suited for instructing these courses.
- b) Industry and local scholarships should help support program growth.

7. Additional Information: Process Technology Program

- a) This program is anticipated by our local partners and is expected to have a positive impact on enrollment. One current screening process at a regional manufacturing plant is to have all potential applicants take a "Mechanical Aptitude" test, which is like the Armed Services Vocational Aptitude Battery or ASVAB test. From the highest scores, potential employees are interviewed. It is believed that our program will provide adequate background and training to provide "safe" and "savvy" employees for the interviewing process by our industrial partners.

8. Attachments for full proposals: Process Technology Program

a) DOL documentation: Job categories listed in the Occupational Outlook Handbook that match skills being taught include the following: Industrial Machinery Mechanics, Maintenance Workers, and Millwrights; Power Plant Operators, Distributors, and Dispatchers; Water and Wastewater Treatment Plant and System Operators; Electricians (and Instrument Technicians); and Line Installers & Repairers. The following table lists some of the details for these various Process Technology positions, including median salary, number of jobs, and projections (growth trends) for both national and the state of New Mexico. For some regional opportunities, such as Power Plant operators, there are twice as many positions in Colorado and Arizona, along the Colorado river due to hydroelectric dam locations.

Also of interest, employment categories such as Water and Wastewater Treatment Plant and System Operators, where plant automation is credited with the declining job outlook (-5%), the job outlook states that due to plant automation, “plants will need skilled workers to operate increasingly complex controls and water and wastewater systems.” Our program is intended to provide the knowledge and skills necessary for students to be successful as plant operators. There are also state licensing requirements for water and wastewater treatment operators.

U.S. Bureau of Labor Statistics – National

Occupation	Median Pay (US dollars)	# of US Jobs (2018)	Job Outlook (2018-2028)
Industrial Maintenance	\$52,860	506,900	+5%
E&I Technicians (Electricians)	\$56,180	715,400	+10%
Line Installers & Repairers	\$65,700	242,200	+4%
Power Plant Operators	\$85,950	53,000	-6%
Boiler Operators	\$62,150	33,700	+3%
Water Treatment Operators	\$47,760	127,100	-5%

U.S. Bureau of Labor Statistics – State of New Mexico

Occupation	Median NM Pay (dollars)	# of NM Jobs (2018)
Industrial Maintenance	\$56,590	3,390
E&I Technicians (Electricians)	\$50,460	4,080
Line Installers & Repairers	\$63,900	840
Power Plant Operators	\$84,820	490
Boiler Operators	\$47,470	140
Water Treatment Operators	\$41,350	1,280

b) Formal Needs Assessment: Regional needs were initially based on the need of the Gallup refinery. With 220 full time employees and an attrition rate of ~10%, we anticipated a demand for ~20 graduates each year. Similar needs are predicted for BioPapel’s McKinley Paper mill in Prewitt, NM. Regional utilities have needs that range from 1 – 5 new hires each year.

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- c) List of similar Programs: Associate of Water Technology degree, Dona Ana Community College, Las Cruces, NM;
- 

Water Treatment Operation Certificate, Sustainable Technologies, Water Treatment Operation Concentration, A.A.S., Sante Fe Community College, Santa Fe, NM;

Engineering and Industrial Technology – Process Technology Option, A.A.S., Northern Oklahoma College, Tonkawa, OK

See Appendix I for a complete listing of colleges offering Process Technology certificates and/or Associates degrees.

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- d) List of potential employers: Marathon Petroleum, McKinley Paper, Rhino Health, NTUA, City of Gallup

- e) Advisory Committee: Jake Usery, Training Manager-Marathon Petroleum; Dennis Romero, Water & Sanitation Director-City of Gallup; Johnny Gonzalez, Training Manager-GGEDC; Ann Jarvis-UNMG; Klo Abeita, HR-City of Gallup; Jon Saatvedt-UNMG
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Agendas and minutes from UNM-G's Industrial Advisory Committee are available upon request. This group has met at least once per quarter over the past year to define needs and to explore options for meeting local employment needs.

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## Process Technology Program

The Process Technology program will prepare students to apply skills built on Science, Applied Technology, Engineering and Math along with teamwork, troubleshooting and communication skills to safely and efficiently contribute and add value to complex and automated modern manufacturing plants.

### Courses

#### Introduction to Process Technology (PTEC 101)

This course offers an introduction to many of the process manufacturing industries. It also introduces, defines and explores process equipment, process instrumentation, teamwork, process safety and environmental regulations.

#### Health, Safety and Environment (PTEC 110)

Course provides an overview of the health and safety regulations required in process manufacturing. Environmental regulations necessary to protect community health and the environment are explored.

#### Introduction to Process Quality (PTEC 105)

Course explores product quality and process stability. Common tools for quality measures will be provided. Tools will include interpretation of trends and graphs, specifications, SPC, Pareto analysis and team tools.

#### Process Technology I (Equipment) & Lab (PTEC 120 & 121)

This course provides a detailed exploration of the equipment used in process manufacturing. An equipment lab or field work (trips) to see operating equipment and equipment repairs is required.

#### Process Instrumentation & Lab (PTEC 130 & 131)

This course introduces instrumentation used in process manufacturing. Instruments to measure and control pressure, temperature, level and process flow will be defined and described. Troubleshooting and control strategy are introduced.

#### Process Technology II (Systems) (PTEC 140)

Course explores system structure and controls. Systems covered include utility (water), gas, electric, auxiliary, steam, combustion, batch and continuous, filtration, adsorption, distillation, extraction and stripping systems.

#### Process Troubleshooting & Lab (PTEC 180 & 181)

Course explores troubleshooting. Normal and abnormal operations are defined along with control strategy and specifications. Tools include process flow drawings, P&ID's, SOPs, SPC, trend and control charts, fishbone diagrams, and field verification.

#### Process Technology III (Operations) (PTEC 160)

Capstone course for the PTEC program. Course describes normal operations and maintenance activity. Course combines process chemistry and physics with equipment and systems and explores the integration of equipment into functional operating systems.



Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

9. Faculty Senate Approval  Yes  No: Reason \_\_\_\_\_

\_\_\_\_\_ 10/28/2020 \_\_\_\_\_

President Signature Date

10. Dean's Assistant notified department to press "Submit to Dept. Chair" button on Curriculum Workflow:

\_\_\_\_\_

Date

\*

**Branch Course Type I** Check this if the course is academic in nature and will transfer (as is to the main campus with no questions asked. **(HAVE DOCUMENTATION THAT THIS WILL OCCUR – THAT IS SIGNED BY ACCEPTING DEPARTMENT ON CAMPUS).**

**Branch Course Type II** Check this if the course is academic in nature and not generally given blanket acceptance but may be accepted for certain programs. **(AGAIN, HAVE DOCUMENTATION THAT STATES WHEN AND WHO WILL ACCEPT IT AND IF ANY CIRCUMSTANCES EXIST).**

**Branch Course Type III** Check this if the course is vocational/ Technical or academic but carries a "T" designation. This course is not transferable.

Full, precise, complete listing:

Description: course description as it will appear in catalog and on course syllabus. Duplication rarely occurs within the branch campus, but do check with other departments and include a statement as well as the required signatures from these departments a bout any duplication. If there is a problem, please get it cleared up before it comes to the curriculum committee. The curriculum committee is not an arbitration committee.



Coming Soon

a new

“Process Technology” Certificate  
Program offered at UNM-Gallup

# What is “Process Technology”?

- **Process Technology (PTEC)** is the term used to describe industrial or manufacturing processes that transform raw materials into higher value products.
- Process Industries are the manufacturing industries that transform raw materials into products used by consumers.
- Examples of Process Industries include: Water & Wastewater treatment, Food & Beverage manufacturing, Power Generation, Pharmaceuticals, Oil & Gas, Chemicals and Pulp & Paper.

# Rationale for a “PTEC” Program?

- The GGEDC provided the initial grant that brought me to UNM Gallup for program development.
- Marathon petroleum’s Gallup refinery was the initial partner. That refinery closed last summer due to low demand during the pandemic.
- Other regional Industries include: Water & Wastewater treatment, Food & Beverage manufacturing, Power Generation and Distribution, Pharmaceuticals and Chemicals, along with Pulp & Paper and (hopefully) Oil & Gas.

# Where would a “PTEC” graduate work?

- **UNM-Gallup** has collaborated with local Industries that include: Water & Wastewater treatment, Food & Beverage manufacturing, Power Generation and Distribution, Pharmaceuticals, Chemicals, Oil & Gas, and Pulp & Paper.
- Examples include the City of Gallup (Utility & Energy Departments), NTUA (Water & Energy), Rhino Health (Medical Equipment), McKinley Paper (Recycled Packaging), along with Marathon Petroleum (Oil & Gas).

# What “Process Industries” are local?

Water Treatment Plants



Oil & Gas Refinery



Power Generation



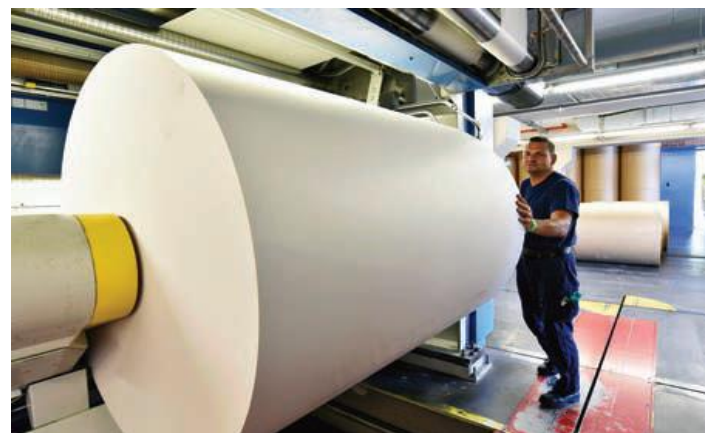
Wastewater Treatment Plants



Food and Beverage Manufacturing



Pulp and Paper







# Workforce outcomes for a “PTEC” graduate:

(Based on US Bureau of Labor Statistics)

Occupation	Outlook ('18- '28)	Median US Pay	Median NM Pay
E&I Tech (Electrician)	+ 10 %	\$56,180	\$50,460
Line Installer & Repairer	+ 4 %	\$65,700	\$63,900
Industrial Maintenance	+ 5 %	\$52,860	\$56,590
Power Plant Operators	- 6 %	\$85,950	\$84,820
Water Treatment Operator	- 5 %	\$47,760	\$41,350
Average Income NM   Gallup	(Census bureau data) ->	\$48,100	\$44,800

# Who are potential “PTEC” students and what will they do when they graduate?

- We believe regional students looking for stable “living wage” work, who may not be interested in a traditional college path, will be a great match.
- **UNM-Gallup’s** new training will provide the skills and training so that graduates will be **safely** prepared to contribute as operators, process technicians, maintenance or instrument technicians locally, or nationally, in a variety of Process Industries.

**Process Technicians** test raw materials, process variables and finished goods to optimize quality and production.



# Process Technicians analyze and control manufacturing processes.

- **Technicians** monitor process variables, analyze trends and results, and control the process to optimize production and quality.



Courtesy of Eastman Chemical Company.

# What is the budget projection and projected faculty need to support the new “PTEC” program?

- Projection is for 1.5 – 2 FTE to support the students in the program.
- If 1 FTE (fully loaded) costs \$120,000, and a second part time or “adjunct” instructor could be found for 50% - 75% of FTE, then the budget impact could be estimated to be ~ \$ 200,000 per year.

# What courses will I take as part of the new “**Process Technology**” certificate program?

- **Semester I (Fall 2021)**
    - **Intro to Process Technology**
  - **Semester II (Spring 2022)**
    - **Process Tech I (Equipment) & Lab**
  - **Summer (2022) : Process Tech Practicum** (Internship or Industrial Work Experience)
  - **Semester III (Fall 2022)**
    - **Process Instrumentation & Lab**
  - **Semester IV (Spring 2023)**
    - **Process Troubleshooting & Lab**
- (Fall 2021)
    - **Health, Safety & Environment**
  - (Spring 2022)
    - **Intro to Process Quality**
  - (Fall 2022)
    - **Process Tech II (Systems)**
  - (Spring 2023)
    - **Process Tech III (Operations)**

There are no other “**Process Technology**” programs offered in NM, AZ, CO nor UT.

- The closest PTEC offering is at Northern Oklahoma College where their Engineering and Industrial Technology offers a Process Technology A.A.S. Several programs are available in Texas & across the Gulf coast.
- Similar programs with a focus on water are found in NM:
  - An A.S. degree program offered at Dona Ana Community College in Las Cruces is called: Associate of Water Technology
  - An A.A.S. degree along with a Water Treatment Operation Certificate are available in Sustainable Technologies, Water Treatment Operation Concentration from Sante Fe Community College in Santa Fe, NM



If you have any questions, or other interest in UNM-G's new “**Process Technology**” program, then please contact me.

- **Contact Information:**

**Jon A. Saatvedt – Visiting Lecturer**  
**University of New Mexico – Gallup Branch**  
**705 Gurley Avenue, GCH-167 D**  
**Gallup, NM 87301**

- **Phone: 503.708.2151 (Cell)**
- **Phone: 505.863.7634 (Office)**



# Transfer Students at the University of New Mexico

Dan Garcia

Vice President for Enrollment Management

4.1.2021



THE UNIVERSITY OF  
NEW MEXICO<sup>®</sup>

Over 80% of entering community college students intend to earn a bachelor's degree or higher, but only a third transfer to a four-year institution within six years.

Jenkins and Fink, 2016

## Admission Criteria

Minimum completion of 24 credits with a “C” average or higher on all transferable work completed.

OR

Completion of an associate’s degree (AA or AS) from a regionally accredited college or university.

## UNM Enrollments of Transfers

- Approximately 40% of our undergraduate population are transfer students.
- Each year around 7,000 transfer students are enrolled at UNM.
- Over the past five years, we have received an average of 2,400 new transfer students each year; of those, approximately 1,400 each year are from 2-year institutions from inside NM.
- Fall 2020: Students from NM two-year institutions averaged 55 incoming transfer credits.

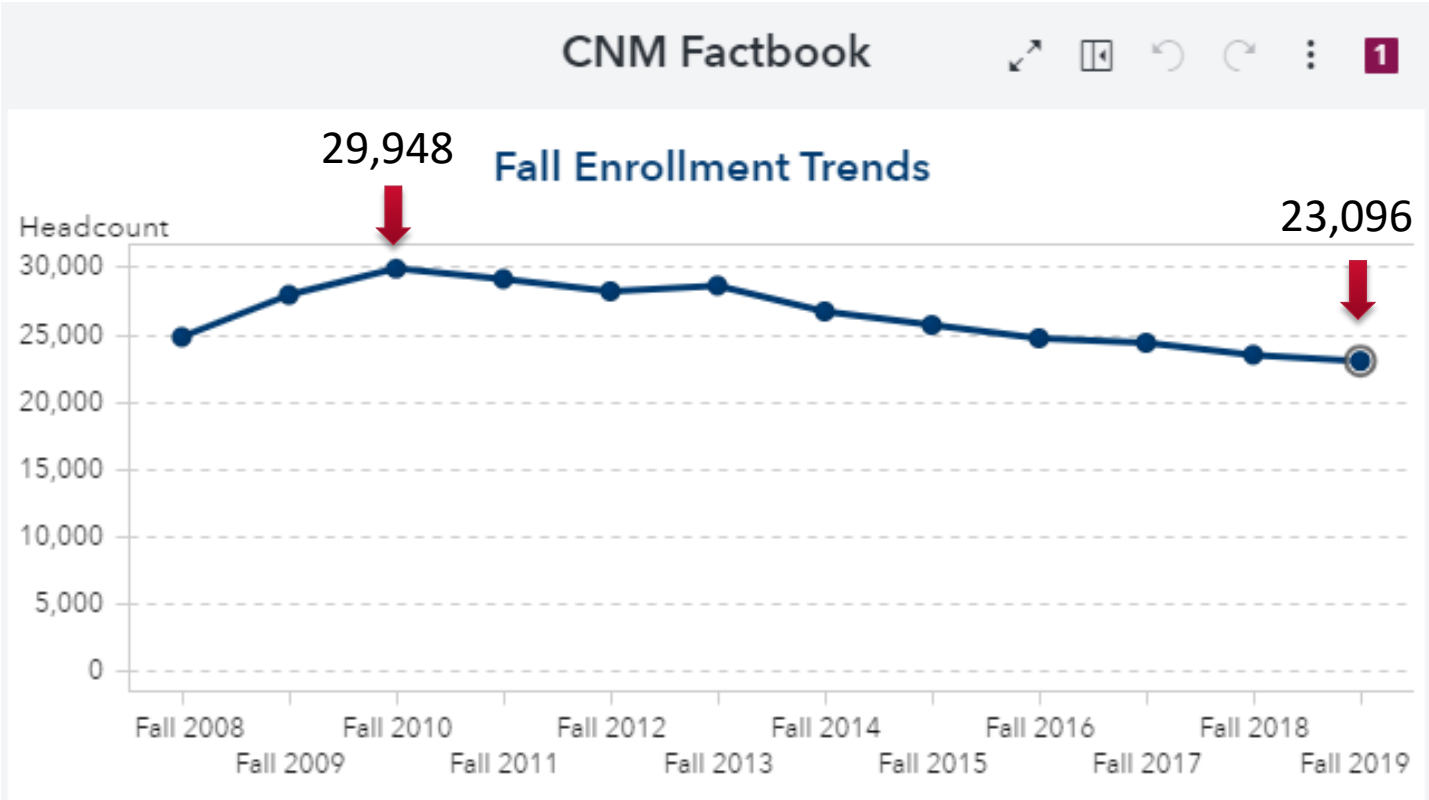
## Data from 2019-20:

- 2,079 total transfer students
  - *59% female and 41% male*
- 1,312 came from 27 NM colleges and universities
  - *243 came from UNM Branch Campuses*
  - *90 UNM Valencia, 80 UNM Gallup, 43 Los Alamos, 30 UNM Taos*
- 767 came from other states
  - *Top 5 states: 54 AZ, 78 CA, 50 CO, 73 TX, 25 NY*

## Admission Funnel – Fall Semesters 2017 - 2020

### The University of New Mexico Fall New Transfer Admission Funnel 2017 – 2020

Status	2017	2018	2019	2020	4-yr Change
Applications	2,881	2,530	2,405	2,492	-13.50%
Admit	2,141	1,933	1,823	1,818	-15.09%
Admit Rate	74.31%	76.40%	75.80%	72.95%	
Enroll	1,200	985	980	936	-22.00%
Yield Rate	61.00%	50.96%	53.76%	51.49%	



## Recruitment Strategies, Efforts, and Tools

1. Simplify expression of University admission requirements/process.
  - Guaranteed admission if minimum requirements are met.
  - UNM Branch campus students do not need to apply—only submit the Albuquerque Campus Transition Form.
2. Two (2) dedicated full-time recruiters at CNM and San Juan College, plus two other recruiters that focus on transfer students.
3. Data-sharing with CNM.
  - Three times a year, we receive contact information for every student on transfer pathway that has completed 30+ hours at CNM.



## Recruitment Strategies and Efforts (continued)

4. Dedicated scholarships for UNM Branch and CNM students.
  - Goal is to offer at least 150 awards (up from 45 last year.)
5. Communication plan with relevant content for and tailored to transfer students.
6. Outreach to PTK scholars – 10,000 across the nation.
7. Online transfer equivalency tool (TES) – 190,994 total course equivalencies, including 4,540 just for CNM.
8. Information sessions (admission, transfer) every Friday.
9. UNM transfer fairs each semester.

**Thank You**



# **Student Success, Teaching and Research Committee Differential Tuition Overview**

April 1, 2021

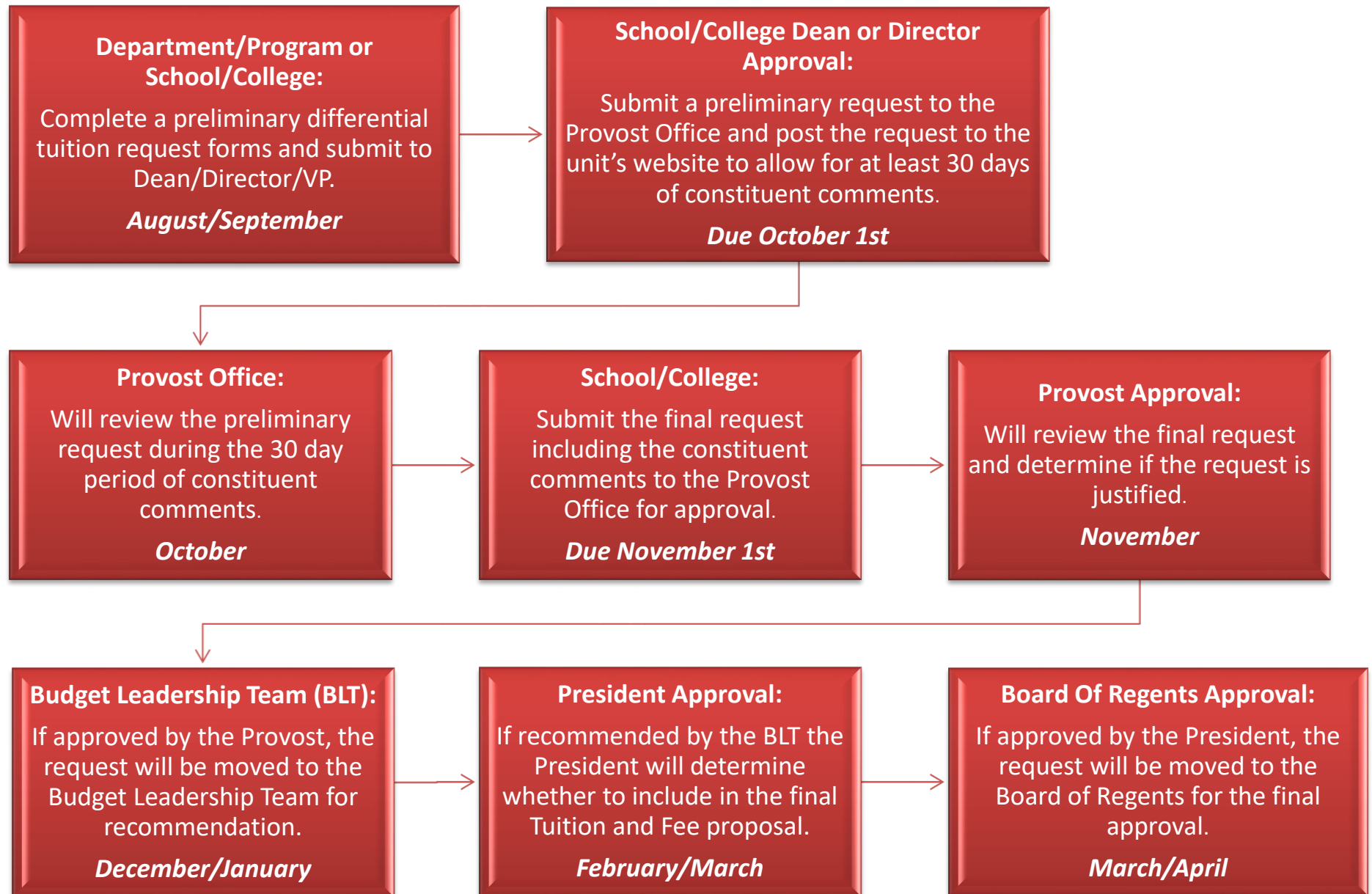
Presented By: Nicole Dopson, Director of Financial Operations

# Differential Tuition Policy

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- The policy regarding differential tuition can be found in the University Administrative and Procedures Manual, Policy 8210: Tuition and Fees, section 2.2 Differential Tuition  
<https://policy.unm.edu/university-policies/8000/8210.html>
- Policy includes:
  - Qualifying justifications for requesting differential tuition
    - Market competitiveness, which requires additional resources to remain competitive
    - Program accreditation standards, which mandate specific standards that could require significant financial investments
    - Curriculum containing clinical and/or laboratory components requiring costly equipment and technology
    - Programs containing experiential learning opportunities
    - Programs with licensure requirements
    - Programs with expenses above typical costs of undergraduate and graduate instruction
  - Guidelines on how differential tuition should be assessed to students
  - Financial aid set aside for need-based students
  - A consistent process for reviewing and approving requests, which include input from student, faculty and staff constituents
  - A review process for existing differential tuition every 3 years to ensure transparency and accountability to students

# Differential Tuition Approval Process



# Units with Existing Differential Tuition AY 2020-21

School/College/Program	Undergraduate Differential Tuition Rate	Graduate Differential Tuition Rate	Doctorate Differential Tuition Rate
Anderson School of Management	\$10.00	\$183.70	
School of Law		\$352.32	
School of Architecture and Planning		\$74.63	
College of Arts and Sciences	\$10.00	\$50.00	
Public Administration (A&S program)		\$100.00	
Speech and Hearing Sciences (A&S program)		\$119.00	
School of Engineering	\$15.00	\$100.00	
Global and National Security		\$150.00	
College of Nursing	\$185.00	\$249.00	
College of Pharmacy		\$379.50	
Occupational Therapy		\$140.00	
Physical Therapy			\$164.00
Emergency Medical Services	\$60.00		
Population Health	\$50.00		

*\*Rates are assessed per credit hour*

*\*\*Rates are the same for both resident and non-resident with exception of ASM \$190.10 and Law \$527.05 per credit hour for non-resident students*

# Differential Tuition Review Process

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- Per policy units with existing differential tuition must be reviewed every 3 years to:
  - Ensure transparency and accountability to students
  - Demonstrate justification for continuing the differential tuition
  - Validate the differential tuition is expensed appropriately per policy
- Units must complete the differential tuition review report and submit to the Provost Office or EVP for Health Sciences for review and approval in order to extend the differential tuition the following year
- Once the review has been conducted and it is determined to continue with the differential tuition these reports are posted on the Provost Office or EVP for Health Sciences websites for the public to access

# Questions?

**Additional Information:**

<https://provost.unm.edu/offices/budget-finance/differential-tuition-for-academic-affairs.html>

**Contact Information:**

Nicole Dopson

277-8126

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