



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

MEETING AGENDA

**February 2, 2023
1:00 PM
Virtual Meeting**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING, and RESEARCH COMMITTEE MEETING
February 2, 2023– 1:00 p.m.
Virtual – Zoom

AGENDA

- I. Call to Order –**
- a. Confirmation of a Quorum
 - b. Adoption of the Agenda
- II. Approval of Summarized Meeting Minutes from December 1, 2022** **TAB A**
- III. Reports/Comments:**
Provost’s Administrative Report
James P. Holloway, Provost & EVP for Academic Affairs
- Member Comments
 - Advisor Comments
- IV. Student Wellness Planning** **TAB B**
Eric Scott, Ph.D., Vice President for Student Affairs
- V. Action Items:**
- A. Form C: AAS in Fire Science (GA)** **TAB C**
Matthew D. Mingus, Associate Professor of History, UNM Gallup
- B. Form C: AA Chicana/o Studies (VAL)** **TAB D**
Laura Musselwhite, Dean of Instruction, UNM Valencia
- C. Form C: AA English (Val)** **TAB E**
Laura Musselwhite, Dean of Instruction, UNM Valencia
- D. Form C: New Graduate Certificate Maternal Child Health** **TAB F**
Tammy Thomas, Assistant Professor, College of Population Health
Pam Sedillo, Student Success Manager, College of Population Health
- E. Form C: New Graduate Certificate in Secondary Education with 7-12 Licensure** **TAB G**
Professor Marjorie Krebs, College of Education and Human Sciences
- F. Request approval to appoint Hengemeh Raissy to replace Richard Larson on New Mexico Consortium Board of Directors.** **TAB H**
Ellen Fisher, Ph.D., Vice President for Research & Economic Development
Greg Trejo, Associate Director of Finance & Administration, Office of The Vice President for Research
- G. Recommendations for Consent Agenda Items on Full Board of Regents’ Agenda**
Kim Sanchez Rael, Chair, Regents’ SSTAR Committee
- VI. Information Items:**
- A. Overview Continuing Education** **TAB I**
Audrey Arnold, Executive Director, UNM Continuing Education

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B. Faculty Senate Resolution

Finnie Coleman, Ph.D., Faculty Senate President

TAB J

VII. Public Comment

VIII. Adjournment

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING AND RESEARCH COMMITTEE MEETING**

**December 1, 2022 – 1:00 p.m.
Meeting Summary**

Committee members present: *Regent Kim Sanchez Rael, Chair, Regent Doug Brown, Regent Robert Schwartz, Student Regent Randy Ko, James Holloway, Provost & Executive Vice President for Academic Affairs, Aimee Ortiz, Staff Council President, Finnie Coleman, President, Faculty Senate*

Committee members Absent: *NA*

Advisors present: *Ian May, ASUNM President, Shaikh Ahmad, GPSA President*

Staff: *Pam B. Kirchner, Mallory Reviere*

- I. Call to Order (1:02 PM) – Confirmation of a Quorum**
Adoption of the Agenda
Motion to Approve agenda: Provost Holloway
Second: Student Regent Ko
All members voted
Motion: Approved

- II. Approval of Summarized Minutes from October 6, 2022 Meeting and Approval of Summarized Minutes from August 8, 2022 Meeting** **TAB A**
Motion to Approve: Student Regent Ko
Second: Provost Holloway
All members voted
Motion: Approved

- III. Reports/Comments:**
Provost Administrative Report
James Holloway, Provost & Executive Vice President for Academic Affairs
Recognized and thanked UNM Staff for providing support following tragic events on campus. There was an immediate response to support students during this time.
Leadership Transitions:
 - Carolyn Montoya will take over as Interim Dean of Nursing, effective at the end of the calendar year. Christine Kasper is moving on to the University of Pittsburgh.
 - Mitzi Montoya will be moving on as Provost at University of Utah. Julie Coonrod will step in as Interim Dean for the Anderson School. We are launching an immediate search.
 - Arash Mafi, Interim Dean of College of Arts & Sciences has accepted a position as the Executive Dean for the College of Liberal Arts and Sciences at Kansas University. Janie Chermak will serve as Interim Dean from March until mid-summer when we will have a new Dean in place.
 - Donna Riley, PhD. Will be joining us as Dean of Engineering starting on April 1, 2023**Leadership Searches:**
 - The Dean search in the College of Arts and Sciences is underway, chaired by Eric Lau.
 - Interim Dean, College of Education and Human Sciences-public forums and interview this week
 - Chancellor, UNM Gallup-public forum and interview next week**UNM 2040 Goal: Advance New Mexico: Education**
 - Working to expand the faculty of College of Education and Human Sciences
 - Approximately 20 hires planned
 - \$18M endowments received from State
 - Received ~\$20M from State to support teaching internships
 - Provost office to fund approximately 6 hires

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING AND RESEARCH COMMITTEE MEETING**

**December 1, 2022 – 1:00 p.m.
Meeting Summary**

- Provided dedicated recruiter to COEHS

UNM 2040 Goal: Advance New Mexico: Business Development

- State economic development plan includes 9 strategic business sectors; 7 are STEM sectors
- the economic plan calls for alignment between higher education and business/economic development

UNM 2040 Goal: Advance New Mexico: STEM Workforce Development

- Working to grow STEM education, the number of students pursuing stem degrees, and our ability to support that
- Received \$15M NIH grant to grow neuroscience related faculty, focused on underrepresented minority faculty
- Commitment to grow engineering enrollments; goal to grow by 20 faculty positions over five years
- Working on a category three center with joint mission with Sandia National Labs to strengthen Quantum Science and Engineering
- \$20M Special Appropriation request to State

Student Wellness

- Mental Health Support:
 - SHAC-Offer to new Associate Director, offers to 3 counselors (one to be embedded in housing)
 - SHAC-Training & development Specialist social worker on board
 - SHAC- 2.5 FTE admins on board
 - SHAC/UNM Health providing report on proposed models for better integration and coordination between the two entities
 - Increased student activities
 - Launching a Task Force: Frist Amendment and Student Activism via Student Affairs-how student can protest and make voices heard in healthy and constructive ways.
 - Food Pantry Growth-
 - increased weekly hours
 - >2K students use pantry
 - Served 3K meals
 - Started food rescue program, collecting food items that would normally be thrown away from vendors (Einstein Bagels, Subway, Lobo Café) at the end of the day.

Faculty Wellness

- Pandemic Faculty Impact Study
 - Issues
 - Lingering barriers to scholarship
 - Increased student support related work
 - Stress / impacts to well being
 - Responses
 - Continue WeR1 programs (FaST & PERC)
 - Continue Provost Professional Travel Support
 - Continue working on faculty evaluation processes
 - Continue tenure supports: Opt-Out, external letter template, flexibility
 - Scott & McIver presented to chairs on resources and support for students
 - Work on communication and visibility of programs and supports

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING AND RESEARCH COMMITTEE MEETING**

**December 1, 2022 – 1:00 p.m.
Meeting Summary**

IV. Strategy Discussion-Grand Challenges on Substance Use

- NM is #1 in US for alcohol mortality, and 1 in 3 New Mexicans under 50 die of alcohol related causes
- Alarming increase in fentanyl and meth-amphetamine related deaths
- Over 65% of individuals with substance use disorder (SUD) in NM need and do not receive treatment
- A critical need for substance use treatment services, a severe shortage of providers, and 51.8% of SUD providers 55+
- \$35M in new funding will utilize A strategic, coordinated, and integrated approach across multiple systems
 - will target most affected communities for interventions
 - Increasing scientific rigor of interventions
 - Using implementation models to change systems of care
- New Project ECHO on alcohol use and mental health for New Mexico Providers
- Pharmacist-delivered opioid safety intervention
- Cultural tailoring of interventions for tribal communities
- Training existing Behavioral Health Providers
- UNM efforts to increase and support treatment of substance use disorder throughout New Mexico
 - Undergraduate programs: UNM online degree in Psychology, including courses in addiction, basics in Addiction Counseling
 - Graduate programs: PhD in clinical psychology – focused on NM communities and training in telehealth for rural areas of New Mexico
 - All medical, physician assistants and nurse practitioners graduating from UNM are trained in medications for opioid use disorder
 - Project ECHO for provider training and ongoing support
 - Basics in Addiction Counseling (BAC) at UNM
 - Academic coursework and applied clinical experience to help prepare students for careers in the addiction counseling field
 - UNM Psychology graduates with the BAC concentration will have completed all coursework requirements to become a Licensed Substance Abuse Associate (LSAA) and Licensed Alcohol/Drug Abuse Counselor (LADAC)
 - 90% of BAC graduates are placed in positions in NM upon graduation
 - Future expansion:
 - Develop Masters program at UNM to train behavioral health providers in substance use disorder and mental health treatment, address shortage of NM providers in behavioral health

V. Action Items:

A. Form C: Certificate in Community Health (GA)

TAB C

Lewis Gambill, interim chair of the UNM-Gallup Education, Health and Human Services division

Motion to Approve: Provost Holloway

Second: Regent Brown

All members voted

Motion: Approved, passed unanimously

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
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**December 1, 2022 – 1:00 p.m.
Meeting Summary**

- B. Form C: Certificate in Hotel, Restaurant, and Tourism** **TAB D**
Customer Service (GA)
Ann E. Jarvis, Chair, Business and Applied Technologies, UNM Gallup
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously
- C. Form C: Certificate in Business Principles (GA)** **TAB E**
Ann E. Jarvis, Chair, Business and Applied Technologies, UNM Gallup
Motion to Approve: Regent Brown
Second: Regent Ko
All members voted
Motion: Approved, passed unanimously
- D. Form C: Certificate in Office Specialist (GA)** **TAB F**
Ann E. Jarvis, Chair, Business and Applied Technologies, UNM Gallup
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously
- E. Form C: Master of Science in Anesthesia Science (New)** **TAB G**
Christopher D. Arndt, M.D., Professor & Chair, Department of Anesthesiology & Critical Care
Motion to Approve: Provost Holloway
Second: Finnie Coleman
All members voted
Motion: Approved, passed unanimously
- F. Request approval to create an endowed professorship the, ‘Terry and Alyce J. Richardson Professorship in Nursing’** **TAB H**
Christine Kasper, Dean and Professor, Crenshaw Endowed Chair, College of Nursing
Larry Ryan, Vice President for University Development
Motion to Approve: Provost Holloway
Second: Regent Ko
All members voted
Motion: Approved, passed unanimously
- G. Request approval to appoint Katherine Zychowski, Ph.D., as the inaugural holder of the Terry and Alyce J. Richardson Professorship in Nursing** **TAB I**
Christine Kasper, Dean and Professor, Crenshaw Endowed Chair, College of Nursing
Larry Ryan, Vice President for University Development
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
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**December 1, 2022 – 1:00 p.m.
Meeting Summary**

- H. Request Approval to appoint Sharon Lynn Ruyak, PhD, RN, CNM as the next holder of the Leah L. Albers Professorship in Midwifery** TAB J
Christine Kasper, Dean and Professor, Crenshaw Endowed Chair, College of Nursing
Larry Ryan, Vice President for University Development
Motion to Approve: Provost Holloway
Second: Regent Ko
All members voted
Motion: Approved, passed unanimously
- I. Request approval to create an endowed professor the ‘William D. Grasse Endowed Chair in Finance’** TAB K
Mitzi Montoya, Dean, Anderson School of Management
Larry Ryan, Vice President for University Development
Motion to Approve: Regent Brown
Second: Provost Holloway
All members voted
Motion: Approved, passed unanimously
- J. Request approval to create an endowed professor the ‘William E. Baker Endowed Professorship’** TAB L
Christos Christodoulou, Dean, School of Engineering
Leslie Currie, Sr. Director of Development, School of Engineering
Courtney Holmes, Development Associate, School of Engineering
Motion to Approve: Provost Holloway
Second: Regent Ko
All members voted
Motion: Approved, passed unanimously
- K. Request approval of UNM Gallup Staff Council Constitution and By-laws** TAB M
Frank Sanchez, Technical Analyst 3, UNM Gallup
Motion to Approve: Provost Holloway
Second: Amie Ortiz
All members voted
Motion: Approved, passed unanimously
- L. Policy C70 Confidentiality of Faculty Records** TAB N
Finnie Coleman, Ph.D., Faculty Senate President
Item Tabled – no action taken
Policy to be taken to operations committee for further discussion and clarification. Provost office and University Counsel to be involved in discussions.
- M. Summer 2022 Degree Candidates** TAB O
Finnie Coleman, Ph.D., Faculty Senate President
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
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**December 1, 2022 – 1:00 p.m.
Meeting Summary**

N. Fall 2022 Degree Candidates

TAB P

Finnie Coleman, Ph.D., Faculty Senate President

Motion to Approve: Provost Holloway

Second: Regent Ko

All members voted

Motion: Approved, passed unanimously

O. Recommendations for Consent Agenda Items on Full Board of Regents' Agenda

Kim Sanchez Rael, Chair, Regents' SSTAR Committee

Action Items for Full Board Consent Agenda: A, B, C, D, E, I, J, and K

Action Items for Full Board Agenda: F, G, H, M, and N

I. Information Items:

A. UNM's International Posture

TAB Q

Nicole Tami, Ph.D., Executive Director, Global Education Initiatives

Global Education Office (GEO)

GEO is a multi-functional service unit tasked with promoting and facilitating international education and engagement at UNM:

- Forge strategic partnerships and agreements with academic institutions & government partners around the globe.
- Act as a liaison for U.S. government agencies, foreign embassies, sponsors, and educational foundations that support international education
- Support UNM faculty to engage in virtual teaching collaborations and develop/lead courses abroad
- Recruiting and admitting international students, includes foreign credential evaluation
- Intensive English as a Second Language (ESL) education
- Advise and facilitate education abroad for UNM students
- Provide immigration advice & manage institutional compliance for J-1 & F-1 visa holders
- Onboarding support and transition services for international students and visiting scholars
- Non-credit, high-impact, 2-8-week certificate programs tailored to academic level and organizational interests
- According to NAFSA (Association of International Educators) international students in New Mexico made a financial contribution of \$59.6 million USD in 2021 and supported over 497 jobs.
- For international students at the University of New Mexico the total estimated expenditure is \$30.4 million USD and 285 jobs supported.
- There has been an increase of international students at the graduate level

GEO collaborates regularly with other campus entities that promote campus internationalization at various levels:

- Latin American & Iberian Institute
- International Studies Institute

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING AND RESEARCH COMMITTEE MEETING**

**December 1, 2022 – 1:00 p.m.
Meeting Summary**

- Global & National Security Policy Institute
- UNM Colleges/Schools (Honors, SOE, ASM)
- Project ECHO
- Diplomat in Residence
- Career Services

B. KUNM Radio Annual Report

TAB R

Richard Towne, KUNM Station Manager

KUNM listening area includes much of northern New Mexico, as far South as Socorro. Transmitted from towers on Sandia Mountains.

- KUNM's contributing listeners and local program sponsors provide about \$1.5 million of the station's annual cash budget of about \$2.1 million.
- Individual donor's average gift in FY22 \$174. Total gifts: \$1,401,800
- Starting in FY19, KUNM began receiving planned gifts that have been "in the works" for about a decade. Planned gifts are in greater amounts than typical annual gifts, driving up the average gift amount.
- KUNM continues to see success as a self-supporting department at UNM. Revenues have exceeded expenses for the past 25 years. The station has an emergency reserve of \$500,000 (2.5 months operating expenses) along with anticipated planned gifts totaling just over \$2,000,000.
- KUNM memorialized a 20-year volunteer, Linda Lopez McAlister who died in 2022.

Recommendations by Radio Board:

- KUNM continue expanding its streaming and digital content, including increasing digital availability of all programming, podcasting many locally produced programs, and promoting its internet services.
- Analyze downward trend in listenership numbers to identify key drivers
- That station management provide the Radio Board with any recommended changes to the KUNM program schedule, including proposed programming on its HD2 and HD3 platforms.
- Continue outreach efforts to KUNM students to increase awareness in KUNM
- Increasing broadcasting from 24-72 hours a day (radio/web combined of youth-oriented music a week. Have an all music service and a news/talk information service. Delineating between these services should be attractive to listeners.

II. Public Comment No comments

III. Adjournment

Motion to Adjourn: Provost Holloway

Second: Regent Ko

Adjournment: 4:32 PM



UNM Student Wellness

DR. ERIC SCOTT

VICE PRESIDENT FOR STUDENT AFFAIRS

UNM BOARD OF REGENTS SSTAR MEETING

FEBRUARY 2ND, 2023

Purpose and Agenda

Generate a common understanding of the research-informed dimensions of wellness that may serve as key factors in planning and implementing a successful wellness plan and culture at a university.

Consider the coordination of programs, practices, or initiatives and emerging opportunities for future growth related to wellness at UNM.

Engage in constructive dialogue about the next steps in advancing wellness at UNM.

Student Wellness

Student learning is at the core of the academic mission. Students' physical, mental, emotional, social, and spiritual health and well-being have a significant influence on their academic and personal success. Creating a campus environment that supports student health and safety is therefore an important, broad institutional responsibility that requires commitment and activities both inside and outside the classroom. – NASPA

Wellness and Health Promotion Knowledge Community

Wellness has been empirically tied to student success and is relevant for students from all backgrounds and levels of study (Baldwin & Towler, 2017).

UNM is diverse, so efforts to support wellness must also be diverse.

Research on Student Wellness is broad and interrelated, but can be placed into several 'buckets'



UNM 2040 Opportunity Defined Wellness Connections

Goal One: Advance New Mexico

Goal Two: Student Experience and Educational Innovation

Goal Three: Inclusive Excellence

Goal Four: Sustainability

Goal Five: One University



Basic Needs and Physical Health

At a base level, students need access to safe and reliable housing, food, and transportation to meet their basic needs. Once these needs are met, understanding and consuming a healthy diet, regularly exercising, and getting the right amount of sleep advance the physical health of students, which can prepare them to be successful in other facets of wellness. Detriments to physical health, such as substance use disorder, present an opportunity cost for physical wellness and mental health.

See: Balzer & London (2020), Hege et al. (2021), Dunston et al. (2020), Haskett et al. (2021), Arria et al. (2013).



Mental Health

Effectively dealing with the stressors of college life is critical to student success.

Common mental health issues, such as anxiety or depression, and more serious ones should be identified and treated proactively. There is often a reciprocal relationship between physical and mental wellbeing. Universities must provide proactive and responsive services for mental health support.

See: Eisenberg et al. (2009), Scwitzer et al. (2018).



Academic Success

Academic challenges and the pressure to succeed can often take a toll on other elements of wellness. Maintaining strong study habits, staying organized, and knowing how and where to seek help when needed can contribute to wellness. Universities should maintain a robust and accessible network of academic support resources and proactively identify students who may benefit from additional academic support.

See: Baldwin & Towler (2017), Ruthig et al. (2011).



Social Support & Sense of Belonging

A strong network of social support that might include friends, family, mentors, and peers is helpful in coping with the challenges of college life. In the context of social support, as with other interactions within the university, students need a sense of belonging and validation of their lived experiences. Through a variety of outlets, faculty and staff should build strong and authentic relationships with students and encourage social support, including engagement in activities that provide a social and emotional outlet. A sense of belonging also has an impact on spiritual wellbeing.

See: Stallman et al. (2018), Strayhorn et al. (2015), Soria et al. (2022), Baker (2013), Sadeghifard et al. (2020).



Financial Stability

Money is often a major source of stress for college students. Effectively managing finances and accessing resources that reduce financial stress can help students feel more financially stable and meet college costs over time. Services that help students identify and manage financial resources can reduce this major stressor.

See: McNair et al. (2022), Falcon (2015).



Work Life Balance

Balancing school, work, and personal life can present varying degrees of difficulty for students. Practicing time management and learning to strategically prioritize tasks can help students achieve a healthy balance and address the many demands on them without the addition of new stress. With more thorough understanding of time as a limited resource and more effective time management skills, students may be able to invest time wisely in wellness and/or student success.

See: Krumrei-Mancuso et al. (2013), Tusuf et al. (2020)



Equity

It is critical that students encounter culturally relevant and culturally responsive resources and experiences. Equity must be a prime consideration in wellness as some students may experience disproportionate barriers or lack of access, while inequality itself can impact a student's physical, emotional, and mental wellness. Institutions should assess whether services are equitable and whether students are being reached by services so that students may be more equitably impacted by wellness initiatives.

See: Strayhorn et al. (2015), Baker (2013), Lopez (2018)



UNM programs, practices, & initiatives

A non-exhaustive list in the attached resource provides a cross section of resources, programs, initiatives, and services that are aligned with key factors and best practices advancing student wellness at UNM.

Emerging opportunities exist and are in various stages of development and implementation.

More intentional coordination, collaboration is a priority (Associate Dean of Students for Student Wellbeing, LoboWell working concept).

Access, visibility, and equity are key in implementation.

Wellness is about services AND culture.



Referenced Scholarship

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- Baker, C. N. (2013). Social support and success in higher education: The influence of on-campus support on African American and Latino college students. *The Urban Review, 45*(5), 632-650.
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- Balzer Carr, B., & London, R. A. (2020). Healthy, housed, and well-fed: Exploring basic needs support programming in the context of university student success. *AERA Open, 6*(4), 2332858420972619.
- Dunston, E. R., Messina, E. S., Coelho, A. J., Christ, S. N., Waldrip, M. P., Vahk, A., & Taylor, K. (2022). Physical activity is associated with grit and resilience in college students: Is intensity the key to success?. *Journal of American College Health, 70*(1), 216-222.
- Eisenberg, D., Golberstein, E., & Hunt, J. B. (2009). Mental health and academic success in college. *The BE Journal of Economic Analysis & Policy, 9*(1).
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- Haskett, M. E., Majumder, S., Kotter-Gröhn, D., & Gutierrez, I. (2021). The role of university students' wellness in links between homelessness, food insecurity, and academic success. *Journal of Social Distress and Homelessness, 30*(1), 59-65.
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- McNair, T. B., Albertine, S., McDonald, N., Major Jr, T., & Cooper, M. A. (2022). *Becoming a student-ready college: A new culture of leadership for student success*. John Wiley & Sons.
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- Sadeghifard, Y. Z., Veisani, Y., Mohamadian, F., Azizifar, A., Naghipour, S., & Aibod, S. (2020). Relationship between aggression and individual resilience with the mediating role of spirituality in academic students—A path analysis. *Journal of education and health promotion, 9*.
- Schwitzer, A. M., Moss, C. B., Pribesh, S. L., John, D. J. S., Burnett, D. D., Thompson, L. H., & Foss, J. J. (2018). Students with mental health needs: College counseling experiences and academic success. *Journal of College Student Development, 59*(1), 3-20.
- Soria, K. M., Boettcher, B., & Hallahan, K. (2022). The Effects of Participation in Recreational Activities on Students' Resilience and Sense of Belonging. *Recreational Sports Journal, 46*(2), 184-192.
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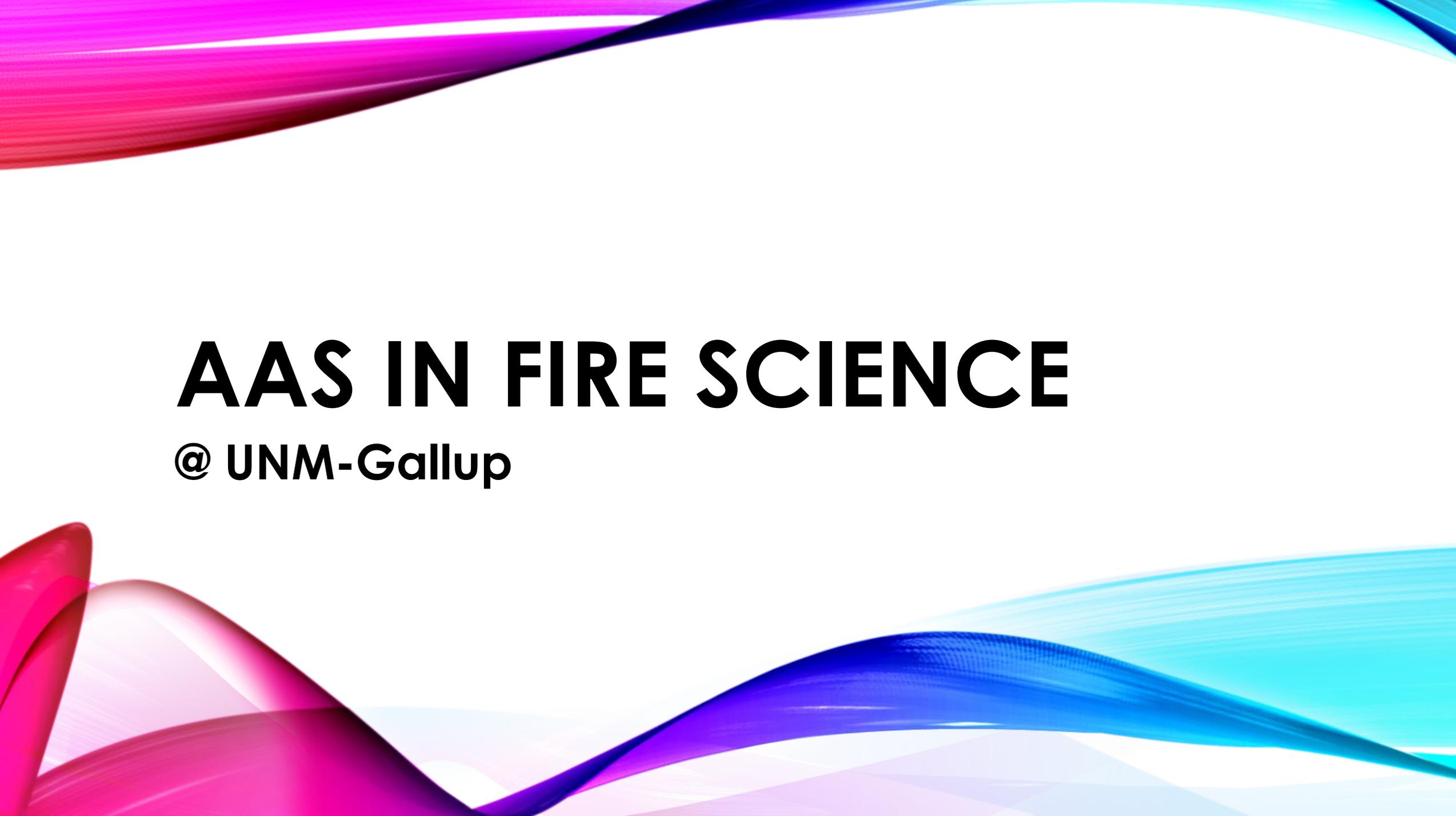
Discussion

What are your observations about student wellness at UNM?

Are the factors outlined in alignment with your understanding of student wellness?

Should a wellness plan be weighted more towards organizing and scaling existing efforts or developing new ones?

Are there specific additional research-informed approaches or perspectives that should be elevated for consideration?



AAS IN FIRE SCIENCE

@ UNM-Gallup

RATIONALE

- UNM-Gallup wants to adopt this program from the UNM-Los Alamos campus
- UNM-G wants to help prepare the next generation of firefighters
 - These graduates could be employed locally or regionally, in municipal and/or wildland firefighting
 - Producing more local first responders is a priority for our branch
- This proposal has been developed in collaboration with the Gallup City and McKinley County fire departments
 - We plan on seeking FESHE accreditation for our program

POTENTIAL STUDENTS / WORKFORCE OUTCOMES

- This program will be marketed to students who are interested in firefighting, EMT/EMS, and healthcare fields
- Firefighting jobs are projected to grow by 8% over the next ten years
 - The Gallup Fire Department employs 42 firefighters who respond to over 6000 calls a year
 - The federal government is constantly recruiting firefighters in our region
 - Fire danger in the southwestern United States is projected to become more destructive in the future

FACULTY/RESOURCE NEEDS

- Partnering with local fire departments will make all of the necessary facilities available to our students
- **Expenses** will include one full-time Lecturer II and two adjuncts
 - Also include instructional materials, training materials, and mileage
 - Potential maximum cost of **\$92,185/year**
- We hope to initially enroll 16 students/year
- 8 students, enrolled in 15 credits/year @ \$80.50/credit =
 - **\$9660/year in potential revenue**
- 8 CCTE students, enrolled in 15 credits/year @ \$52.50 =
 - **\$6300/year in additional revenue**
- The Business & Applied Tech Division will absorb the costs not covered by tuition

ROUTING SLIP FOR CURRICULAR CHANGES

Original/Copy checkboxes

AAS in Fire Science [Branch Adoption] Matt Mingus 31 Oct. 2022

1. Chairperson/Instructor (ALL FORMS MUST BE GRAMMATICALLY CORRECT AND TYPED)

Form A, B, C checkboxes and justification fields

Branch Adoption. No formal full-length proposal required.

2. Department Chair: Corrections of Syllabus/ Course Outline format

3. Dean of Instruction: Budget Implication, Review for appropriateness

4. Zollinger Library Faculty Representative: Yes/No

5. Reviews by the Manager of Computing Services: Yes/No

6. Registrar (Two Weeks Before the Curricular Committee): Duplication of course/program

7. Dean's Assistant for distribution to Curricular Committee members

8. Curricular Committee Action: Approval with revisions, Tabled, Approved as Submitted

Chair Signature: [Signature] Date: 18 Nov 2022

9. Faculty Senate Approval: Yes/No: Reason: [Signature] Date: 18 November 2022

10. Dean's Assistant notified department to press "Submit to Dept. Chair" button on Curriculum Workflow: 18 November 2022



To: Dr. Matthew Mingus,
Dean Dan Primozic, UNM-Gallup
From: Dr. Pamela Cheek, Associate Provost for Student Success

Pamela L. Cheek

Re: AAS in Fire Safety
Date: September 9, 2022

The proposed adoption from UNM-Los Alamos of the Certificate in AAS in Fire Science has the potential to address fire safety and workforce needs in the state of New Mexico and in the greater Gallup and McKinley County communities.

The UNM-Los Alamos program has been developed as an online program. Rather than duplicating an existing program and competing with it for enrollments, it may be wise to engage UNM-Los Alamos in a collaboration with the overall goal of increasing the number of well-trained firefighters in New Mexico. On behalf of the UNM Office of the Provost and EVP for Academic Affairs, I support this proposed AAS moving forward with the understanding that UNM-Gallup will engage in conversations with UNM-Los Alamos and other interested branches, such as UNM-Valencia, on a collaborative rather than duplicative and competitive approach to offering the AAS in Fire Science. I would like to request that the outcome of a discussion on collaboration, whether successful or unsuccessful, be represented in an attachment or other documentation in the final AAS proposal.

The UNM-Gallup Faculty Assembly President, Dr. Matthew Mingus, has requested that the process for curriculum review and approval for branch campus programs be re-examined in 2022-23. I will make sure that this re-examination occurs this academic year. Please be advised that the re-examination could impact new certificate or program approval timelines.

Re: AAS in Fire Science Meeting

Sarah Fisher <sfisher2@unm.edu>

Fri 9/16/2022 1:58 PM

To: Eileen Davis <eileend@unm.edu>; Matthew Mingus <mmingus@unm.edu>; Ann Jarvis <aejarvis@unm.edu>

Agreed. If that's what's going to happen, then I am happy to just move forward with it.

From: Eileen Davis <eileend@unm.edu>**Sent:** Thursday, September 15, 2022 2:00 PM**To:** Matthew Mingus <mmingus@unm.edu>; Ann Jarvis <aejarvis@unm.edu>; Sarah Fisher <sfisher2@unm.edu>**Cc:** Eileen Davis <eileend@unm.edu>**Subject:** RE: AAS in Fire Science Meeting

I don't think it is necessary at this time if the Deans have figured out a way to collaborate on the AAS in Fire Science.

*Eileen Davis**Program Specialist**UNM - Valencia Campus**280 La Entrada**Los Lunas, NM 87031**(505) 925-8974*

Note: In order to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), UNM students must correspond with me using their UNM email account. Students must include their full name and ID number, so that I can locate their record. I cannot respond with any information contained in educational records from emails received from non-UNM accounts.

For information on FERPA, please visit <http://ed.gov/policy/gen/guid/fpco/ferpa/students.html>.

From: Matthew Mingus <mmingus@unm.edu>**Sent:** Thursday, September 15, 2022 1:54 PM**To:** Ann Jarvis <aejarvis@unm.edu>; Eileen Davis <eileend@unm.edu>; Sarah Fisher <sfisher2@unm.edu>**Subject:** Re: AAS in Fire Science Meeting

Hi everyone,

I think the Deans recently met and figured out a way to collaborate on the AAS in Fire Science. I think their solution is that Gallup students, if they want to take some online Fire Science courses, will be encouraged to take those from the Los Alamos branch. As of right now, the Gallup campus is not planning on offering any Fire Science courses online.

Does that work for all of you? Or would you still like to meet about this?

Matthew D. Mingus
Associate Professor of History
University of New Mexico-Gallup
505.863.7558

From: Matthew Mingus <mmingus@unm.edu>
Sent: Monday, September 12, 2022 10:31 AM
To: Ann Jarvis <aejarvis@unm.edu>; Eileen Davis <eileend@unm.edu>; Sarah Fisher <sfisher2@unm.edu>
Subject: AAS in Fire Science Meeting

Hello,

UNM-Gallup is planning to offer an AAS degree in Fire Science in the near-future. This degree will be based entirely on Los Alamos's current program (which utilizes FESHE curriculum).

We've been asked by the Associate Provost to meet with representatives from the Los Alamos and Valencia branches so that we can potentially work out some kind of collaborative arrangement regarding Fire Science. We are certainly not interested in competing with other branch programs or drawing students from other branch programs. In an effort to minimize any potential adverse consequences of our new program, we'd love to meet with you soon over Zoom to talk about it.

I've set up a when2meet survey to try to figure out a good time next week to meet. Please fill out your availability by using this link: <https://www.when2meet.com/?16781359-yUJQu>

I appreciate your time and attention.

Matthew D. Mingus
Associate Professor of History
University of New Mexico-Gallup
505.863.7558

AAS in Fire Science
Executive Summary
University of New Mexico-Gallup

Program Description

Goals. This proposed AAS degree in Fire Science is intended to prepare students for employment in a wide range of fields related to fire science and firefighting. As the earth warms, and as fire disasters become a more endemic problem in the Mountain West, UNM-Gallup wants to help prepare the next generation of firefighters to meet that challenge. Not only could our potential graduates contribute to wildland firefighting regionally, but they could also be retained as local firefighters for the city of Gallup, McKinley County, the Navajo Nation Fire Department, and other local agencies.

Branch mission alignment. A key component of UNM-Gallup’s vision/mission is to support students in pursuing “community focused, regionally specific, and culturally vibrant education.” By preparing students for employment opportunities in fire science, and by potentially bolstering our local pool of qualified firefighters, this proposed AAS program supports that mission.

UNM mission & strategic plan alignment. The fourth goal of UNM’s [most recent strategic plan](#) is, in part, to work “with community partners” to “ensure that all populations in New Mexico have access to the highest quality health care.” The creation of this AAS program would help to increase our pool of frontline emergency responders in and around Gallup, New Mexico – a community that is chronically underserved and understaffed by healthcare professionals. Moreover, as the state continues to suffer from a prolonged period of drought, maintaining a staff of high-quality firefighters has become necessary for the health and safety of our communities.

Other branch campuses. UNM-Los Alamos currently offers an AAS degree in Fire Science. We would like to adopt their program in its entirety.

Employer involvement. This AAS degree will be supervised, in part, by an advisory board comprised of representatives from local stakeholders. Ideally, this board will have representatives from the city of Gallup, from McKinley County, from the Navajo Nation, the Zuni Pueblo and from professional and volunteer fire departments around the area.

Timeline. Assuming approval, we would like to see the program begin with a cohort of students during the fall 2024 semester.

Evidence of Need

Demand. The health industry is the fastest-growing sector of the U.S. economy. Firefighting jobs are expected [to grow 8%](#) (“as fast as average”) over the next ten years. The Gallup Fire Department currently employs forty-two (42) uniformed firefighters who respond to over 6000 calls for help each year. The McKinley County Fire Department has just nine professional firefighters on staff, but over 200 volunteer firefighters. Many of these first responders need continual professional development, and many of them are looking for opportunities to advance their careers through more education. The federal government has also a [clear need](#) to recruit and retain firefighters. UNM-Gallup anticipates that this demand will exist for decades into the future.

Recruitment. Targeted recruitment efforts will include outreach and engagement with students who have expressed an interest in firefighting and emergency response during their middle school and high school careers. These students will be identified in cooperation with Gallup-McKinley County Schools. Students will also be recruited through local firefighting agencies.

Similar offerings in NM. Only three institutions in New Mexico have fire science associate’s degree programs that have been certified by FESHE – Fire and Emergency Services in Higher Education, which is sponsored by the National Fire Academy. Those include: [Central New Mexico](#)

[Community College](#), [Dona Ana Community College](#), and [Luna Community College](#). As mentioned earlier, UNM-Los Alamos has a [program](#) that adheres to the FESHE curriculum, but (so far as we can tell) it has not been formally certified by FESHE. San Juan College also has an associate's [program](#) in Fire Science.

Formal Needs Assessment. Fire danger in the southwestern region of the United States is [bad](#) and [getting worse](#). Wildfires in the state of New Mexico are [projected](#) to become more destructive and last longer in the future. In its most recent report (which starts on page 49 [here](#)), the Gallup Fire Department indicated an increase in calls as well as an increase in “major incidents” per year since 2017. The report also makes it clear that the department suffers from “staffing shortages” and requires tens of thousands of hours of training each year.

Program Content and Quality

Curriculum Standards. The curriculum for this associate's degree will be based entirely on the curriculum already used at UNM-Los Alamos. That curriculum includes:

GENERAL EDUCATION - Communication (3cr). *Select three credit hours from UNM General Education Curriculum courses in this area.*

GENERAL EDUCATION – Mathematics and Statistics (3cr). *Select three credit hours from UNM General Education Curriculum courses in this area.*

GENERAL EDUCATION – Social and Behavior Sciences (3cr). *Select three credit hours from UNM General Education Curriculum courses in this area.*

GENERAL EDUCATION – Humanities or Arts and Design (3cr). *Select three credit hours from UNM General Education Curriculum courses in one of these areas.*

GENERAL EDUCATION – Student Choice (3cr). *Select one additional General Education Curriculum course from Areas 1-7.*

BIOL 1140: Biology for Health Sciences (3cr). This introductory biology course for students interest in health science careers focuses on the concepts of chemistry, cell biology, metabolism, genetics, and regulation of gene expression. Not accepted toward the Biology major.

BIOL 1140L: Biology for Health Sciences Laboratory (1cr). This course is a laboratory that complements the concepts learned in the theory course. Students will learn skills involved in scientific measurement, microscopy, and mathematical analysis. Students will also perform experiments and data analysis related to cell structure and function, chemistry, enzyme activity, and genetics.

CHEM 1120C: Introduction to Chemistry for Non-Majors Lecture and Laboratory (4cr). This course covers qualitative and quantitative areas of non-organic general chemistry for non-science majors and some health professions. Students will learn and apply principles pertaining, but not limited, to atomic and molecular structure, the periodic table, acids and bases, mass relationships, and solutions. The laboratory component introduces students to techniques for obtaining and analyzing experimental observations pertaining to chemistry using diverse methods and equipment. Prerequisite: MATH 1215Z or MATH 1220 or MATH 1240 or MATH 1430 or

MATH 1440 or MATH 1512 or MATH 1522 or MATH 2530 or ACT Math => 22 or SAT Math Section => 540.

OR

CHEM 1215: General Chemistry I for STEM Majors (3cr). This course is intended to serve as an introduction to general chemistry for students enrolled in science, engineering, and certain pre-professional programs. Students will be introduced to several fundamental concepts, including mole, concentration, heat, atomic and molecular structure, periodicity, bonding, physical states, stoichiometry, and reactions. Prerequisite: ((CHEM 1105 or ACT Math => 22 or SAT Math Section => 540) and ALEKS1 =>50%) or MATH 1220 or MATH 1230 or MATH 1240 or MATH 1250 or MATH 1430 or MATH 1440 or MATH 1512 or MATH 1522 or MATH 2530 or ACT Math => 25 or SAT Math Section => 590.

AND

CHEM 1215L: General Chemistry for STEM Majors Laboratory (1cr). The first-semester laboratory course designed to complement the theory and concepts presented in lecture. The laboratory component will introduce students to techniques for obtaining and analyzing experimental observations pertaining to chemistry using diverse methods and equipment. Prerequisite: ((CHEM 1105 or ACT Math => 22 or SAT Math Section => 540) and ALEKS1 =>50%) or MATH 1220 or MATH 1230 or MATH 1240 or MATH 1250 or MATH 1430 or MATH 1440 or MATH 1512 or MATH 1522 or MATH 2530 or ACT Math => 25 or SAT Math Section => 590.

GEOL 1110: Physical Geology (3cr). This course is an introduction to our dynamic Earth, introducing students to the materials that make up Earth (rocks and minerals) and the processes that create and modify the features of our planet. The course will help students learn how mountains are formed, how volcanoes erupt, where earthquakes occur, and how water, wind, and ice can shape the landscape. Students will also develop a basic understanding of the ways humans have altered the planet including our impact on natural resources and global climate change.

GEOL 1110L: Physical Geology Laboratory (1cr). Students will learn to identify rocks and minerals in hand samples, work with topographic maps, geologic maps, and geologic cross-sections, and apply stratigraphic principles to explore geologic time.

FISC 101: Principles of Emergency Services (3cr). Fire protection, emergency services overview, careers; culture; history; fire-loss analysis; organization, function of fire protection services; fire departments; laws, regulations; nomenclature; fire protection functions; fire chemistry and physics; protection systems; strategy and tactics; safety initiatives.

FISC 102: Fire Prevention (3cr). Fundamental knowledge of fire prevention. Includes: history and philosophy of fire prevention; organization, operation of first prevention bureau; use, application of codes and standards; plans review; fire inspections; fire and life safety education; fire investigation.

FISC 105: Principles of Fire and Emergency Services Safety & Survival (3cr). Introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services.

FISC 106: Fire Behavior and Combustion (3cr). Explores the theories and fundamentals of how and why fires start, spread, and are controlled.

FISC 201: Fire Protection Systems (3cr). Provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers.

FISC 212: Building Construction for Fire Prevention (3cr). Components of building construction related to firefighter and life safety. Elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. Prerequisite: FISC 101.

FISC 103: Hazardous Materials (3cr). Introduces hazardous materials incidents, recognizing and identifying hazardous materials, planning response, implementing response procedures, decision making, and continued evaluation at the awareness and operation level.

FISC 210: Incident Safety Officer (3cr). Critical skills needed to be a proficient safety officer; teaches specific job functions in NFPA 1521: Standard for Fire Department Safety Officer; response to hazardous material incidents, technical rescue, wildland fire and other disasters.

FISC 220: Fire Protection Hydraulics and Water Supply (3cr). Provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and to solve water supply problems. Prerequisite: MATH 1215 or higher.

FISC 225: Strategy and Tactics (3cr). This course provides the principles of fire ground control through utilization of personnel, equipment, and extinguishing agents.

ELECTIVES (3cr)

Select 3 credit hours from the following:

FISC 104: Wildland Firefighting (3cr). Covers all aspects of wildland firefighting; introduces new advances in technology for wildland fire suppression, advances in technology for wildland fire suppression, the use of GPS, includes basic skills needed for wildland firefighting.

FISC 202: Fire Administration I (3cr). Introduces students to organization and management of fire and emergency services department and relationship of government agencies to fire service. Emphasis on fire and emergency service, ethics, and leadership from perspective of company officer. Prerequisite: FISC 101.

BCIS 1110: Introduction to Information Systems (3cr). Examination of information systems and their impact on commerce, education, and personal activities. Utilization of productivity tools for communications, data analysis, information management and decision-making. Prerequisite: MATH 1215 or MATH 1220 or MATH 1230 or MATH 1240 or MATH 1430 or MATH 1440 or MATH 1512 or MATH 1522.

FYEX 1110: First-Year Seminar (1-3cr). This course is designed to help students achieve greater success in college and in life. Students will learn many proven strategies for creating greater academic, professional, and personal success. Topics may include career exploration, time managements, study and test-taking strategies to adapt to different learning environments, interpersonal relationships, wellness management, financial literacy, and campus and community resources.

EMS 113: EMT-Basic (8cr). Meets the 1998 EMT-Basic National Standard Curriculum requirements and incorporates New Mexico EMT-B scope of practice. Provides lecture instruction to prepare the student to sit for New Mexico and National Registry testing.

EMS 142: EMT-Basic Lab (2cr). Meets the 1998 EMT-Basic National Standard Curriculum requirements and incorporates New Mexico EMT-B scope of practice. Provides lab instruction to prepare the student to sit for New Mexico and National Registry testing.

EMS 180: EMT-Intermediate (5cr). Meets New Mexico requirements for EMT-Intermediate lecture content, including intravenous fluid administration and pharmacology. Prerequisite: EMS 113 and EMS 142.

EMS 143: EMT-Intermediate Lab (1cr). Meets the New Mexico requirements for EMT-Intermediate skills training, including intravenous fluid administration and pharmacology. Prerequisite: EMS 113 and EMS 142.

EMS 151: EMT-I Clinical and Field Experience (2cr). Meets New Mexico requirements for EMT-Intermediate field and clinical training, including emergency department and prehospital experience. Prerequisite: EMS 113 and EMS 142.

Student Learning Outcomes. Upon completion of this Certificate program, students will be able to:

- Explain and promote fire protection and prevention within the community
- Explain the causes of structural, wildland, vehicle, and hazardous materials fires and understand the effects of fires in these settings so that graduates may predict fire behavior while fighting fires
- Perform a prefire plan, and identify the components of a fire protection system
- Understand and coordinate fire service organizations and manage different types of emergencies
- Apply different tactics and strategies needed to fight fires in a variety of situations

Instructional Models. Instruction will primarily be presented through lectures, discussion, and case studies.

Accreditation. UNM-Gallup will seek accreditation for this program through the [Fire and Emergency Services Higher Education](#) (FESHE) consortium. There is no fee for this accreditation, but our program curriculum (the curriculum we are currently proposing) would need to align with the FESHE curriculum.

Evaluation and Assessment

Measuring SLOs. Assessments would include learner self-assessments, peer assessments, and assessments by instructors, including quizzes, case studies, reflective writing and other assignments, portfolios, and performance-based assessments using standardized rubrics that crosscut, integrate, and apply the core competencies into real-world scenarios.

Program Effectiveness and Plan to Assess Learning Outcomes. Students will complete a comprehensive, qualitative course evaluation, along with the standard UNM student evaluations. Periodic consultations with local firefighting agencies and working firefighters will also provide feedback to inform curricular refinement. A systematic plan of evaluation will be required by the accrediting body to assess program outcomes.

Required Resources

To create a fire science technology program of study, a full-time faculty member (Lecturer II) will be needed to oversee the implementation of courses taught, outreach to and networking with local fire service professionals and organizations, and to teach courses associated with this proposed degree. Adjunct instructors will also be needed, as this program will included course offerings to be taught concurrently to secondary students within the Center for Career and Technical Education as well as strictly college-level courses taught to those pursuing the AAS in Fire Science Technology.

Budgeting for this program will have to include the following:

Item	Proposed Budgeted Amount
FT faculty salary (Lecturer II)	\$51,185.00
FT faculty benefits	\$25,000.00
Adjunct faculty salaries	\$6000.00
Instructional Materials	\$2000.00
Training Materials	\$5000.00
Mileage	\$3000.00
Total	\$92,185.00

Projected Enrollment & Costs

The Los Alamos Fire Science AAS program had eleven (11) students enrolled during the Fall 2021 semester, and seven (7) students enrolled during the Spring 2022 semester. In partnership with our local and regional fire departments, we anticipate an eventual continuing enrollment of twelve (12) students on our campus.

Detailed Table of Enrollment Projections:

Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027
8 students	8 students	10 students	10 students	12 students	12 students

Detailed Program Budget:

Revenue

8 students, enrolled in 15 credits/year @ \$80.50/credit (our tuition rate) =

Total potential revenue (initially) of \$9660/year

This program might also attract CCTE students, who have their credit hours paid for by the local school district. 8 students, enrolled in 15 credits/year @ \$52.50 (the CCTE tuition rate) =

Total potential revenue (initially) of \$6300/year

In all likelihood, this program will be composed of a mix of typical and CCTE students.

Expenses

See above, under subheading "Resources"

Total program expenses = \$92,185

As a conservative estimate, **\$85,885** in program expenses will not be covered by tuition, but will be paid for by the Business & Applied Tech division at UNM-Gallup.



Associate of Arts Chicana/o Studies

SSTAR Presentation February 2, 2023

Overview

UNM-Valencia requests permission to offer an Associate of Arts degree in Chicana/o Studies as a part of our involvement in the UNM Mellon Foundation grant: Extending Humanities Pathways. UNM-Valencia is excited about the potential of this program to assist us in creating new Humanities programming that will engage students and lead them to transfer to UNM-Albuquerque to pursue a bachelor's degree in a Humanities field.

Program Credits: 61

Program Learning Outcomes:

Upon successful completion of the required courses for the program, students will demonstrate:

1. Knowledge of effective communication in writing and speaking.
2. Understanding of the history and cultural context of the Chicanx/Latinx community.
3. Ability to apply critical thinking skills.
4. Ability to work with primary and secondary source material.

Completion of this degree will provide students with skills in a variety of areas such as critical thinking, effective communication, analytical reasoning, and use of historical context, which will produce students who can succeed in a wide variety of majors and job opportunities.

Evidence of Need

81% of UNM-Valencia's current student body has indicated a transfer major, as opposed to a career technical major. Many of these students are in Liberal Arts (10%) or Integrative Studies (15%), and thus typically transfer into a Social Sciences or Humanities major upon arrival at UNM-Albuquerque. We believe we have the student interest to support additional majors in these areas.

Additionally, we believe that our particular student body will be interested in a Chicana/o Studies program. UNM-Valencia is both an Hispanic-Serving Institution and a Minority-Serving Institution, and our student body is 64% Hispanic/Latinx. This program will be the only program on campus that specifically addresses those particular social and cultural characteristics that the vast majority of our students can see directly applying in their daily lives. We believe that the content will resonate with our students and encourage them to continue their studies.

Curriculum

General Education Core Courses (31 credit hours)

Communication 6 credit hours

ENGL 1120 (Composition II)

COMM 2120 (Interpersonal Communication)

Mathematics and Statistics 3 credit hours

Select one course from the UNM Core Curriculum in Mathematics and Statistics.

Physical and Natural Sciences 4 credit hours

Select one course from the UNM Core Curriculum in Physical and Natural Sciences, which must include a lab.

Social and Behavioral Sciences 3 credit hours

SOCI 1110 (Introduction to Sociology)

Humanities 3 credit hours

PHIL 1115 (Introduction to Philosophy)

Second Language 3 credit hours

SPAN 1110 (Spanish I) **OR** SPAN 2120 (Spanish for Heritage Learners I)

Arts and Design 3 credit hours

Select one course from UNM Core Curriculum in Arts and Design.

Student Choice 6 credit hours

Select two additional General Education courses from two of the different areas above.

Chicana/o Studies Core Courses (30 credit hours)

ANTH 1140 (Introduction to Cultural Anthropology)

CCST 1110 (Introduction to Comparative Global and Ethnic Studies)

CCST 1125 (Chicana/o/Latina/o Musical Cultures)

CCST 2110 (Introduction to Chicana/o Studies)

CCST 2996 (Topics)

ENGL 2540 (Introduction to Chicana/o Literature)

HIST 1170 (Survey of Early Latin America)

HIST 1180 (Survey of Modern Latin America)

HIST 2110 (Survey of New Mexico History)

SPAN 1120 (Spanish II) **OR** SPAN 1220 (Spanish for Heritage Learners II)

Total Program Credits: 61

Required Resources

-- There are no additional technology or equipment costs associated with this program.

-- Currently, and for the duration of the Mellon Grant, UNM-Valencia can utilize a graduate student from the Chicana/o Studies (CCST) Department to teach the one CCST course per semester that will be required. After that, UNM-Valencia will pick up the cost of instruction, either with adjunct faculty or a full-time faculty member who has disciplinary background to teach the program courses.

-- For the students, there will be no additional course fees associated with this program.



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**NEW ASSOCIATE OF ARTS PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, AA in Chicana/o Studies**

1. Program Description

UNM-Valencia requests permission to offer an Associate of Arts degree in Chicana/o Studies as a part of our involvement in the UNM Mellon Foundation grant: Extending Humanities Pathways. UNM-Valencia is very excited about the potential of this program to assist us in creating new Humanities programming that will engage students and lead them to transfer to UNM-Albuquerque to pursue a bachelor's degree in a Humanities field. The Mellon program, which has already created a successful partnership between UNM-Albuquerque and Central New Mexico Community College, will provide the opportunity for instructors and graduate students in the Chicana/o Studies Department to teach courses for UNM-Valencia. In addition, the Department has assigned a liaison to UNM-Valencia to facilitate communication and instruction.

2. Evidence of Need

UNM-Valencia has an established record of successfully transferring students to UNM-Albuquerque. 81% of our current student body identifies as transfer majors, as opposed to majoring in a career technical field. Many of those students transfer in a Humanities or Social Sciences field, so we believe we have the student interest to support additional Humanities programming. Additionally, we believe that our particular student body will be interested in a Chicana/o Studies program. UNM-Valencia is both an Hispanic-Serving Institution and a Minority-Serving Institution, and our student body is 64% Hispanic/Latinx. This program will be the only program on campus that specifically addresses those particular social and cultural characteristics that the vast majority of our students can see directly applying in their daily lives. We believe that the content will resonate with our students and encourage them to

continue their studies. It is clear that when an academic field piques the interest of a student, and when a faculty member makes a personal connection to a student, that the likelihood of retention and persistence increases dramatically.

3. Program Content and Quality

The curriculum for the Associate of Arts in Chicana/o Studies will consist of 61 credit hours. Upon completion, students will demonstrate effective written and communication skills, an understanding of the history and cultural context of the Chicana/Latina community, the ability to apply critical thinking skills, and the ability to work with primary and secondary source material.

4. Evaluation and Assessment

If approved, the Associate of Arts in Chicana/o Studies will follow the procedure for academic program review set forth by the Office of Assessment at UNM-Albuquerque. 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 Arts in Chicana/o Studies 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 Teaching and Learning Center, which provides training in the latest technologies available in the classrooms. Some courses will be face to face and some will be online.

6. Projected Enrollment and Costs

We anticipate that this program will be moderate in size, beginning with course enrollments of around fifteen and approximately ten majors in the first two years. We hope to grow the program to twenty majors afterwards. 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. No additional program fees will be charged. As we expand and grant funding winds down, UNM-Valencia will need to pick up the instructional costs from the Mellon grant, either adjunct instructors or potentially a new full-time faculty member if the numbers within the program demand. The current adjunct rate at UNM-Valencia is approximately \$2,700 per three-credit hour course.



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The Mellon program, which has already created a successful partnership between UNM-Albuquerque and Central New Mexico Community College, will provide the opportunity for instructors and graduate students in the Chicana/o Studies Department to teach courses for UNM-Valencia. In addition, the Department has assigned a liaison to UNM-Valencia to facilitate communication and instruction.

The 61-credit-hour Associate of Arts degree in Chicana/o Studies will provide students with a critical understanding of the cultural, political, and socio-economic context of the Chicana/Latina community. The Chicana/o Studies program will provide students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies at the baccalaureate level. Upon successful completion of the required courses for the program, students will demonstrate:

1. Knowledge of effective communication in writing and speaking.
2. Understanding of the history and cultural context of the Chicana/Latina community.
3. Ability to apply critical thinking skills.
4. Ability to work with primary and secondary source material.

As the learning outcomes indicate, completion of this degree will provide students with skills in a variety of areas such as critical thinking, effective communication, analytical reasoning, use of historical context, which will produce students who can succeed in a wide variety of majors and job opportunities. These skills are transferable not only to the Chicana/o Studies program at UNM-Albuquerque, but other programs such as History, Political Science, English, and Spanish/Portuguese, allowing students to be successful in many careers such as law, business, teaching, the arts, non-profits, etc.

The Associate of Arts in Chicana/o Studies program could be offered beginning as early as fall 2023. All of the general education core courses and the program core courses already exist in the UNM catalog. UNM-Valencia will need to request permission from the Higher Education Department (HED) to add three CCST courses to our local catalog (1110, 2110, and 2996). These forms have been submitted to HED. Our program proposal has been vetted by the Department of Chicana/o Studies.

2. Evidence of Need

UNM-Valencia has an established record of successfully transferring students to UNM-Albuquerque. 81% of our current student body identifies as transfer majors, as opposed to majoring in a career technical field. Many of those students transfer in a Humanities or Social Sciences field, so we believe we have the student interest to support additional Humanities programming.

Total Transfers to UNM-ABQ	FA18	FA19	FA20	FA21	FA22
	58	57	73	57	80

# of Majors (total at UNMV)	FA18	FA19	FA20	FA21	FA22
Art Studio	13	16	12	9	8
Criminology	44	40	39	25	22
Early Childhood Education	39	32	33	26	23
Elementary Education	36	28	28	25	27
Film and Digital Arts	20	25	23	15	16
Integrative Studies	141	129	102	65	65
Liberal Arts	87	72	69	49	39

Additionally, we believe that our particular student body will be interested in a Chicana/o Studies program. UNM-Valencia is both an Hispanic-Serving Institution and a Minority-Serving Institution, and our student body is 64% Hispanic/Latinx. This program will be the only program on campus that specifically addresses those particular social and cultural characteristics that the vast majority of our students can see directly applying in their daily lives. We believe that the

content will resonate with our students and encourage them to continue their studies. It is clear that when an academic field piques the interest of a student, and when a faculty member makes a personal connection to a student, that the likelihood of retention and persistence increases dramatically.

3. Program Content and Quality

The curriculum for the Associate of Arts in Chicana/o Studies consists of the following courses that total 61 credit hours:

General Education Core Courses (31 credit hours)

Communication

6 credit hours

ENGL 1120 (Composition II)

COMM 2120 (Interpersonal Communication)

**Students who do not place into ENGL 1120 may apply the credit hours from the prerequisite ENGL 1110 (or its equivalent ENGL 1110 Y or Z) to help fulfill the Student Choice area requirements below.*

Mathematics and Statistics

3 credit hours

Select one course from the UNM Core Curriculum in Mathematics and Statistics.

Physical and Natural Sciences

4 credit hours

Select one course from the UNM Core Curriculum in Physical and Natural Sciences, which must include a lab.

Social and Behavioral Sciences

3 credit hours

SOCI 1110 (Introduction to Sociology)

Humanities

3 credit hours

PHIL 1115 (Introduction to Philosophy)

Second Language

3 credit hours

SPAN 1110 (Spanish I) **OR** SPAN 2120 (Spanish for Heritage Learners I)

Arts and Design

3 credit hours

Select one course from UNM Core Curriculum in Arts and Design.

Student Choice

6 credit hours

Select two additional General Education courses from two of the different areas above. Students who do not place into ENGL 1120 may apply the credit hours from the prerequisite ENGL 1110 (or its equivalent ENGL 1110 Y or Z) to help fulfill this area.

Chicana/o Studies Core Courses (30 credit hours)

ANTH 1140 (Introduction to Cultural Anthropology)
CCST 1110 (Introduction to Comparative Global and Ethnic Studies)
CCST 1125 (Chicana/o/Latina/o Musical Cultures)
CCST 2110 (Introduction to Chicana/o Studies)
CCST 2996 (Topics)
ENGL 2540 (Introduction to Chicana/o Literature)
HIST 1170 (Survey of Early Latin America)
HIST 1180 (Survey of Modern Latin America)
HIST 2110 (Survey of New Mexico History)
SPAN 1120 (Spanish II) **OR** SPAN 1220 (Spanish for Heritage Learners II)

4. Evaluation and Assessment

If approved, the Associate of Arts in Chicana/o Studies will follow the procedure for academic program review set forth by the Office of Assessment at UNM-Albuquerque. 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 Arts in Chicana/o Studies 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 Teaching and Learning Center, which provides training in the latest technologies available in the classrooms. Some courses will be face to face and some will be online.

6. Projected Enrollment and Costs

We anticipate that this program will be moderate in size, beginning with course enrollments of around fifteen and approximately ten majors in the first two years. We hope to grow the program to twenty majors afterwards.

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. No additional program fees will be charged.

Our partnership with the Chicana/o Studies Department at UNM-Albuquerque through the Mellon grant will allow UNM-Valencia to take advantage of UNM-Albuquerque instructors as we begin the program (one course per semester). As we expand and grant funding winds down, UNM-Valencia will need to pick up the instructional costs, either adjunct instructors or potentially a new full-time faculty member if the numbers within the program demand. The current adjunct rate at UNM-Valencia is approximately \$2,700 per three-credit hour course.

CM Program Code
Associate of Arts in Chicana/o Studies
Under Review | Spring Medical 2023

Proposal Information

Workflow Status

In Progress

Student Success, Teaching and Research (SSTAR) Approval, Student Success, Teaching and Research Committee

expand ▲

Waiting for Approval | SSTAR approval

Pamela Kirchner

Proposal Information

Sponsoring faculty member ⓘ

Laura Musselwhite

Faculty email

lmusselwhite@unm.edu

College

Associate Degree/Branch
Certificate

Department

Provost Branch Campuses

Campus

Valencia Branch Campus

Program Type

Academic

Branch Campus Dean of Instruction

Valencia Branch Campus

Effective Term and Year

Proposed Effective Term and Year

Spring Medical 2023

Validation Error: dateStart is not a valid term date. Here are some examples of valid terms: 2023-03-15, 2023-05-27, 2023-08-08, 2023-10-20, 2024-01-01

Justification

Program Justification

UNM-Valencia is proposing a new associate of arts degree in Chicana/o Studies as a way to create more Humanities pathways to UNM-Albuquerque as part of our participation in the UNM Mellon grant for the Humanities. This program fits our student body very well, as we are 64% Hispanic/Latinx, and we think that we will be able to generate interest in the program. Our first pilot course in Chicana/o Studies, which is currently running during Fall 2022, is completely full at 20 people.

Associated Forms

Select any associated course forms that exist

Select any associated program forms that exist

Program Category and Level

Program Category Program	Program Level Undergraduate	Degree, Minor, or Certificate Name Associate of Arts in Chicana/o Studies
New Graduate Program No	Dual Degree No	New Undergrad Degree/Certificate Yes

Catalog Information

Program Description

The Associate of Arts degree in Chicana/o Studies provides students with a critical understanding of the cultural, political, and socio-economic context of the Chicanx/Latinx community. This degree transfers to the bachelor's program at UNM-Albuquerque.

Admissions Requirements

Students must meet prerequisites by achievement of minimum placement scores on the ACCUPLACER or ACT or through completion of course work.

Course: ENGL 100, or place into ENGL 1110; **ACCUPLACER/ACT Minimum Scores:** 263+/19+

Course: MATH 1215 and MATH 101/102 – or place into MATH 1220; **ACCUPLACER/ACT Minimum Scores:** 239-248 (Advanced A and F)/22-24

Graduation Requirements

Program Information

Degree Type

Associate of Arts

Program Type

Associates Degree

CIP Code

05.0203

CIP Title

Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies

Professional Credential/Licensure Program Information

Licensure Information

Neither

File Uploads

Proposal File Upload

- Chicana-o Studies AA -Preliminary Form 9-20-22.docx

Executive Summary Upload

- Chicana-o Studies AA -Exec Summary 9-20-22.docx

Associate Provost Memo

- AA in CCS UNM Valencia.pdf

Degree Information

Degree Hours

61

Minimum Major Hours

Professional Accrediting Bodies

Degree Requirements

Degree Requirements

General Education Requirements

31

Total Credits

- Complete all of the following

Communication

- Complete the following:
 - ENGL1120 - Composition II (3)
 - COMM2120 - Interpersonal Communication (3)

Mathematics and Statistics

- Earn at least 3 credits from the following types of courses:
Select one course from the UNM Core Curriculum in Mathematics and Statistics.

Physical and Natural Sciences

- Earn at least 4 credits from the following types of courses:
Select one course from the UNM Core Curriculum in Physical and Natural Sciences, which must include a lab.

Social and Behavioral Sciences

- Complete the following:
 - SOCI1110 - Introduction to Sociology (3)

Humanities

- Complete the following:
 - PHIL1115 - Introduction to Philosophy (3)

Second Language

- Complete at least 1 of the following:
 - SPAN1110 - Spanish I (3)
 - SPAN1210 - Spanish for Heritage Learners I (3)

Arts and Design

- Earn at least 3 credits from the following types of courses:

Select one course from the UNM Core Curriculum in Arts and Design.

Student Choice

- o Earn at least 6 credits from the following types of courses:
Select two additional General Education courses from two of the different areas above. Students who do not place into ENGL 1120 may apply the credit hours from the prerequisite ENGL 1110 (or its equivalent ENGL 1110 Y or Z) to help fulfill this area.

Chicana/o Studies

30

Total Credits

Core Requirements

- Complete all of the following
 - o Complete the following:
 - ANTH1140 - Introduction to Cultural Anthropology (3)
 - CCST1110 - Introduction to Comparative Global and Ethnic Studies (3)
 - CCST1125 - Chicana-o Latina-o Musical Cultures and Expressions (3)
 - CCST2110 - Introduction to Chicana and Chicano Studies (3)
 - ENGL2540 - Introduction to Chicanx Literature (3)
 - HIST1170 - Survey of Early Latin America (3)
 - HIST1180 - Survey of Modern Latin America (3)
 - HIST2110 - Survey of New Mexico History (3)
 - o Earn at least 3 credits from the following:
 - CCST2996 - Topics (1 - 6)
 - o Complete at least 1 of the following:
 - SPAN1120 - Spanish II (3)
 - SPAN1220 - Spanish for Heritage Learners II (3)

Grand Total Credits: 61

Concentrations

Program Concentrations

Code

Title

Concentration Required

No

Emphases

Emphasis required ⓘ

Emphasis Hours

No

Emphasis Rules

No Rules

Sample Degree Plan

Sample Degree Plan Upload

Program Learning Outcomes

Learning Outcomes

The Chicana/o Studies program provides students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies at the baccalaureate level or enter the workforce. Upon successful completion of the required courses for the program, students will demonstrate:

1. Knowledge of effective communication in writing and speaking.
2. Understanding of the history and cultural context of the Chicanx/Latinx community.
3. Ability to apply critical thinking skills.
4. Ability to work with primary and secondary source material.



To: Dean Laura Musselwhite

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

Pamela L. Cheek

Re: NEW ASSOCIATE OF ARTS PROGRAM PRELIMINARY REVIEW AND PROPOSAL OUTLINE: UNM-Valencia, AA in Chicana/o Studies

Date: October 18, 2022

The proposed Associate of Arts in Chicana/o Studies has the potential to support humanities education and humanities student transfer to UNM. The expansion of the original UNM-CNM Humanities Now! Partnership to include UNM's branch campus UNM-Valencia is timely.

On behalf of Academic Affairs, I support moving this proposal for the AA in Chicana/o Studies forward to the next stages of curriculum review.



Associate of Arts English

SSTAR Presentation February 2, 2023

Overview

UNM-Valencia requests permission to offer an Associate of Arts degree in English as a part of our involvement in the UNM Mellon Foundation grant: Extending Humanities Pathways. UNM-Valencia is excited about the potential of this program to assist us in creating new Humanities programming that will engage students and lead them to transfer to UNM-Albuquerque to pursue a bachelor's degree in a Humanities field.

Program Credits: 60

An A.A. in English is a flexible degree. It will provide students with quality instruction in composition and rhetoric, American literature, literary analysis, creative writing, and core courses to facilitate mastery of knowledge and the attainment of skills necessary to complete a bachelor's degree in English. For students who pursue a B.A. in English, an undergraduate degree in English is one of the most versatile degrees in the Humanities. English students graduate with advanced skills in research, rhetoric, persuasive writing, critical reading and more. English graduates go on to careers in composition and rhetoric, creative writing, publishing, education, non-profit work, film, marketing, law, business, and others. For students who chose not to transfer to a 4-year institution, an A.A. in English will prepare them for jobs that require an associate's degree and strong communication skills.

Evidence of Need

81% of UNM-Valencia's current student body has indicated a transfer major, as opposed to a career technical major. Many of these students are in Liberal Arts (10%) or Integrative Studies (15%), and thus typically transfer into a Social Sciences or Humanities major upon arrival at UNM-Albuquerque. We believe we have the student interest to support additional majors in these areas.

The Liberal Arts degree at UNM-Valencia has had a concentration in English for years, but the concentration alone is not sufficient to prepare students to transfer to a bachelor's degree in English at UNM-Albuquerque.

There is growing demand for workers with the soft and hard skills learned in English programs. These skills are translatable to a spectrum of professions, including, business, advertising, education, film, legal, and technology sectors.

Curriculum

General Education Core Courses (31 credit hours)

Communication 6 credit hours

ENGL 1120 (Composition II)

Select COMM 1130, ENGL 2120, ENGL 2210, OR PHIL 1120

Mathematics and Statistics 3 credit hours

Select one course from the UNM Core Curriculum in Mathematics and Statistics.

Physical and Natural Sciences 4 credit hours

Select one course from the UNM Core Curriculum in Physical and Natural Sciences, which must include a lab.

Social and Behavioral Sciences 3 credit hours

Select one course from the UNM Core Curriculum in Social and Behavioral Sciences.

Humanities 3 credit hours

ENGL 1410 (Introduction to Literature)

Second Language 3 credit hours

Select one course from the UNM Core Curriculum in Second Language.

Arts and Design 3 credit hours

Select one course from UNM Core Curriculum in Arts and Design.

Student Choice 6 credit hours

Select two additional General Education courses from two of the different areas above.

English Core Courses (23 credit hours)

ENGL 2120 Intermediate Composition (3)

ENGL 2310 Intro. to Creative Writing (3)

ENGL 2510 Analysis of Literature (3)

ENGL 2610 American Literature I (3)

ENGL 2620 American Literature II (3)

ENGL 2993 English Capstone (2)

Choose 2:

ENGL 2540 Intro. to Chicana Lit (3)

ENGL 2560 Intro to Native American Lit (3)

ENGL 2650 World Lit I (3)

ENGL 2660 World Lit II (3)

English Elective Courses (6 credit hours)

Select 6 credit hours of English Electives or General Education courses to reach 60 total program credit hours.

Total Program Credits: 60

Required Resources

-- There are no additional technology or equipment costs associated with this program.

-- UNM-Valencia will absorb the cost of instruction, either with adjunct faculty or a full-time faculty member who has disciplinary background to teach the program courses. UNM-Valencia currently has ten or more faculty (between adjunct and full-time faculty) qualified to teach the English courses in the program. UNM-Valencia has five full-time English faculty members, making it one of the largest departments on campus.

-- For the students, there will be no additional course fees associated with this program.



To: Dean Laura Musselwhite

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

Pamela L. Cheek

Re: NEW ASSOCIATE OF ARTS PROGRAM: PRELIMINARY REVIEW AND PROPOSAL OUTLINE: UNM-Valencia, AA in English

Date: October 18, 2022

The proposed Associate of Arts in English has the potential to support humanities education and humanities student transfer to UNM. The expansion of the original UNM-CNM Humanities Now! Partnership to include UNM's branch campus UNM-Valencia is timely.

On behalf of Academic Affairs, I support moving this proposal for the AA in English forward to the next stages of curriculum review. As you consider how best to offer this program, it may be interesting to learn more about main campus offerings in rhetoric and technical writing (contact: Julie Newmark) as well as, of course, coordinating around the rich courses in literary and cultural studies.



Humanities 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 ARTS PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, AA in English**

1. Program Description

UNM-Valencia requests permission to offer an Associate of Arts degree in response to community need. An A.A. in English would offer potential students in the UNM-V service area a chance to establish the requisite skills necessary for a smooth transfer into the Bachelor's Program in English at UNM-Albuquerque. The Chair of Humanities at UNM-V has communicated with the Director of the B.A. in English program at UNM-ABQ, and has been assured that the A.A. in English, as envisioned, will transfer seamlessly. Part of our impetus for the creation of a new program is to better meet the goals of the UNM-Mellon "Expanding Humanities Pathways" grant, of which all UNM branches are now participants. The grant, funded by the Mellon Foundation, is a three-year program designed to increase degree attainment rates, improve transfer rates, and improve degree completion rates in Humanities programs. We want to do our part in fulfilling the mission of this grant. Establishing an A.A. in English at UNM-V is a step in this direction.

2. Evidence of Need

For years, UNM-Valencia has offered an Associate of Arts degree in Liberal Arts with a concentration in English, but this degree does not prepare students to transfer to a bachelor's degree in English at UNM-Albuquerque or elsewhere. Though UNM-V's English Department is one of the largest departments on campus (in terms of faculty), it lacks an academic program to center it and give it focus. We seek to rectify this with the creation of the AA in English. There is growing demand for workers with the soft and hard skills learned in English programs. These skills are translatable to a spectrum of professions, including, business, advertising, education, legal, and technology sectors.

UNM-V has an established record of successfully transferring students to UNM-Albuquerque. 81% of our current student body identifies as transfer majors, as opposed to majoring in a career technical field. Many of those students transfer in a Humanities or Social Sciences field, so we believe we have the student interest to support additional Humanities programming.

3. Program Content and Quality

The curriculum for the Associate of Arts in English will consist of 60 credit hours. Upon completion, students will demonstrate skills in written and oral communication, critical thinking, research, rhetoric, and literary analysis.

4. Evaluation and Assessment

If approved, the Associate of Arts in English will follow the procedure for academic program review set forth by the Office of Assessment at UNM-ABQ. Internally, UNM-V will track students' progress on an annual basis to ensure their timely graduation from the program. As with all UNM-V programs and courses, the Associate of Arts in English 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-V faculty have access to the various spaces and technologies needed to support this program. Courses may be offered in online, hybrid, or face-to-face modalities as required. Currently, UNM-V has five full-time faculty qualified to teach the courses listed in the program description. Although we do utilize adjunct faculty in the English program, no additional faculty would be required to execute the new program.

6. Projected Enrollment and Costs

Based on the enrollments, initial and ongoing, in the Liberal Studies and Integrative Studies Associate of Arts programs, we anticipate a small start of perhaps 10-15 students. However, because of the projected growth of 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-V tuition rate of \$78.25 per credit hour.



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Academics Office: 505-925-8600

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MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

**NEW ASSOCIATE OF ARTS PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, AA in English**

1. Program Description

English programs are not just about reading and writing poetry and stories or studying great works of literature. An English degree is a window into the world of confident communication. English majors learn how to read analyze texts (written and otherwise), navigate the roads of rhetoric and propaganda, develop critical perspective appropriate to a variety of analytical or rhetorical situations, and persuade others toward ideas that might better the world.

UNM-Valencia requests permission to offer an Associate of Arts degree in response to community need. An A.A. in English would offer potential students in the UNM-V service area a chance to establish the requisite skills necessary for a smooth transfer into the Bachelor's Program in English at UNM-Albuquerque. The Chair of Humanities at UNM-V has communicated with the Director of the B.A. in English program at UNM-ABQ, and has been assured that the A.A. in English, as envisioned, will transfer seamlessly.

Part of our impetus for the creation of a new program is to better meet the goals of the UNM-Mellon "Expanding Humanities Pathways" grant, of which all UNM branches are now participants. The grant, funded by the Mellon Foundation, is a three-year program designed to increase degree attainment rates, improve transfer rates, and improve degree completion rates in Humanities programs. We want to do our part in fulfilling the mission of this grant. Establishing an A.A. in English at UNM-V is a step in this direction.

An A.A. in English is a flexible degree. It will provide students with quality instruction in composition and rhetoric, American literature, literary analysis, creative writing, and core courses to facilitate mastery of knowledge and the attainment of skills necessary to complete a bachelor's degree in English. For students who pursue a B.A. in English, an undergraduate degree in English is

one of the most versatile degrees in the Humanities. English students graduate with advanced skills in research, rhetoric, persuasive writing, critical reading and more. English graduates go on to careers in composition and rhetoric, creative writing, publishing, education, non-profit work, film, marketing, law, business, and others. For students who chose not to transfer to a 4-year institution, an A.A. in English will prepare them for jobs that require an associate's degree and strong communication skills.

The Associate of Arts program could be offered beginning as early as Fall 2023. All the general education core courses and program core courses already exist in the UNM catalog.

2. Evidence of Need

For years, UNM-Valencia has offered an Associate of Arts degree in Liberal Arts with a concentration in English, but this degree does not prepare students to transfer to a bachelor's degree in English at UNM-Albuquerque or elsewhere. Though UNM-V's English Department is one of the largest departments on campus (in terms of faculty), it lacks an academic program to center it and give it focus. We seek to rectify this with the creation of the AA in English.

There is growing demand for workers with the soft and hard skills learned in English programs. These skills are translatable to a spectrum of professions, including, business, advertising, education, legal, and technology sectors.

As UNM-V is proximal to several film studios representing some of the best known and most financially successful companies in the film, including Netflix, NBC and Universal, there is opportunity, as well, for students with English degrees to find their way into New Mexico's booming film industry.

In addition, for those students who are willing to relocate, the US Department of Labor is projecting that employment in occupations for workers with an English degree will grow 4% to 12% from 2021 to 2031, which includes some opportunities for applicants holding Associate degrees. (Occupational Outlook Handbook from the US Department of Labor, Sept. 2021¹).

UNM-V has an established record of successfully transferring students to UNM-Albuquerque. 81% of our current student body identifies as transfer majors, as opposed to majoring in a career technical field. Many of those students transfer in a Humanities or Social Sciences field, so we believe we have the student interest to support additional Humanities programming.

¹ "Occupational Outlook Handbook." www.bls.gov, US Department of Labor, 8 Sept. 2022, <https://www.bls.gov/ooh/field-of-degree/english/english-field-of-degree.htm>

Total Transfers to UNM-ABQ	FA18	FA19	FA20	FA21	FA22
	58	57	73	57	80

# of Majors (total at UNMV)	FA18	FA19	FA20	FA21	FA22
Art Studio	13	16	12	9	8
Criminology	44	40	39	25	22
Early Childhood Education	39	32	33	26	23
Elementary Education	36	28	28	25	27
Film and Digital Arts	20	25	23	15	16
Integrative Studies	141	129	102	65	65
Liberal Arts	87	72	69	49	39

3. Program Content and Quality

The curriculum for the Associate of Arts in English consists of the following courses that total 60 credit hours:

GENERAL EDUCATION Requirements (31 credits)

Communication: (6 credits)

- ENGL 1120

Choose 1:

- COMM 1130
- ENGL 2120
- ENGL 2210
- PHIL 1120

Mathematics and Statistics: (3 credits)

- Gen Ed Mathematics and Statistics (*Recommended: Survey of Math; Intro to Statistics*)

Physical and Natural Sciences: (4 credits)

- Choose one Physical and Natural Sciences General Education course with Lab

Social and Behavioral Sciences: (3 credits)

- Select one course from the UNM Core Curriculum in Social and Behavioral Sciences

Humanities: (3 credits)

- ENGL 1410 (Introduction to Literature)

Second Language: (3 credits)

- Select one course from UNM Core Curriculum in Second Languages.

Arts and Design: (3 credits)

- Select one course from the UNM Core Curriculum in Arts and Design.

Student Choice: (6 credits)

- Select one additional General Education courses from Areas 1 through 7. Students who do not place into ENGL 1120 may apply the credit hours from the prerequisite ENGL 1110 (or its equivalent ENGL 1110Z) to help fulfill this area.

ENGLISH PROGRAM Requirements (23 credits)

- ENGL 2120 Intermediate Composition (3)
- ENGL 2310 Intro. to Creative Writing (3)
- ENGL 2510 Analysis of Literature (3)
- ENGL 2610 American Literature I (3)
- ENGL 2620 American Literature II (3)
- ENGL 2993 English Capstone (2)

Choose 2:

- ENGL 2540 Intro. to Chicax Lit (3)
- ENGL 2560 Intro to Native American Lit (3)
- ENGL 2650 World Lit I (3)
- ENGL 2660 World Lit II (3)

ELECTIVES: (6 credits)

- Select 6 credit hours of General Electives or remaining General Education courses, to reach 60 degree credit hours total.

4. Evaluation and Assessment

If approved, the Associate of Arts in English will follow the procedure for academic program review set forth by the Office of Assessment at UNM-ABQ. Internally, UNM-V will track students' progress on an annual basis to ensure their timely graduation from the program.

As with all UNM-V programs and courses, the Associate of Arts in English 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-V faculty have access to the various spaces and technologies needed to support this program. Courses may be offered in online, hybrid, or face-to-face modalities as required.

Currently, UNM-V has at least ten faculty members qualified to teach the courses listed in the program description. All the full-time English faculty are qualified to teach the courses with the ENGL prefix. With two recent full-time departures, we will be hiring two tenure-track English faculty for a start date of Fall 2023. We will be choosing candidates with experience teaching the classes we intend to offer for the AA in English.

That said, the UNM-V English Department would benefit from hiring an additional tenure track English faculty. We have, for decades, held steady at five full-time tenure-track English faculty. This is enough faculty to teach 60-70% of our classes, but we would like to have a sixth full-time member to increase consistency, versatility, and security in our teaching ranks and class offerings.

6. Projected Enrollment and Costs

Based on the enrollments, initial and ongoing, in the Liberal Studies and Integrative Studies Associate of Arts programs, we anticipate a small start of perhaps 10-15 students. However, because of the projected growth of 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-V tuition rate of \$78.25 per credit hour.

Maternal and Child Health Graduate Minor & Certificate College of Population Health

Tammy Thomas, PhD, MSW, MPH



- **Rationale for the program**

- New Mexico ranks 49th in child well-being (Annie E. Casey Foundation, 2021)
- New Mexicans face a number of MCH challenges including low birth weight babies, infant mortality, maternal mortality, a lack of medical providers, and the lack of access to services in rural and frontier communities (New Mexico Department of Health).
- There are currently no Public Health MCH programs in New Mexico.

Potential Students & Workforce Outcomes

- All graduate and professional students are eligible to receive a minor in MCH.
- The MCH certificate will be available for non-university individuals who hold a bachelor's degree.
- Our aim is to recruit students from multiple disciplines to create a well-trained MCH workforce.
 - Students are also eligible to receive a certificate in Interprofessional Education Honors offered through UNM Health Sciences Center.
- The MCH minor and certificate will increase the MCH workforce and provide trained professionals for vacant MCH positions across the state. This is especially important in high-risk communities where MCH issues impact morbidity, mortality, and quality of life.

Budget Projection

- Faculty and staff from the College of Population Health are sufficient for the delivery of the MCH curriculum. No additional faculty or staff will be required for the graduate minor and certificate and no extra cost will be required.
 - The program will be budget neutral.
- We anticipate 10-15 students enrolling in the minor and certificate in the first year.
- We expect the enrollment to increase as a result of cross campus collaborations, as well as outreach to community and governmental community partners. Thus, increasing revenue.
 - The MCH courses have been approved for Interprofessional Education Honors credits offered through UNM Health Sciences Center and the courses are advertised through this program.
- We have been offering MCH courses:
 - Introduction to MCH (Fall 2021) 22
 - Introduction to MCH (Summer 2022) 23
 - MCH Seminar 2 (Fall 2022) 7
 - MCH Seminar 1 (Spring 2023) 28 students



OFFICE OF
THE UNIVERSITY
SECRETARY

February 1, 2023

TO: Board of Regents Student Success, Teaching and Research Committee
FROM: Nancy D. Middlebrook, University Secretary *Nancy D. Middlebrook*
SUBJECT: New Graduate Certificate Maternal Child Health

The Faculty Senate approved the New Graduate Certificate of Maternal Child Health at their January 31, 2023, Faculty Senate Meeting.

Please place this item on the next Board of Regents Student Success, Teaching and Research Committee meeting agenda for consideration.

From: [Amy J Levi](#)
To: [Pamela M Sedillo](#)
Cc: [Todd W Hynson](#)
Subject: RE: Request for Graduate Minor and Transcribed Certificate in Maternal Child Health
Date: Tuesday, October 18, 2022 4:49:35 PM
Attachments: [image001.png](#)

Hi Pam,

My apologies for overlooking this!

I think this is an important educational opportunity for improving maternal and child health care in the community and statewide. Please don't hesitate to reach out with any other questions or concerns you might have!

Amy

From: Pamela M Sedillo
Sent: Monday, October 17, 2022 2:16 PM
To: Amy J Levi <AmyLevi@salud.unm.edu>
Subject: FW: Request for Graduate Minor and Transcribed Certificate in Maternal Child Health
Importance: High

Hi Dr. Levi. Just wanted to follow up on this email from last week to see if we can get move this forward.

Pam.

From: Pamela M Sedillo
Sent: Thursday, October 13, 2022 4:35 PM
To: Amy J Levi <AmyLevi@salud.unm.edu>
Cc: ktollestrup@salud.unm.edu; Tracie C Collins <TCCollins@salud.unm.edu>; Todd W Hynson <THynson@salud.unm.edu>
Subject: Request for Graduate Minor and Transcribed Certificate in Maternal Child Health

Good afternoon Dr. Levi. The COPH is respectfully requesting to add an graduate minor and transcribed certificate for maternal child health to be added to the COPH curriculum. Attached is the Executive Summary which contains the preliminary outline for the Graduate minor/certificate for your review. The Graduate minor and certificate will mirror the UG minor that was approved and started this fall. We are requesting your approval to begin the process.

This will be the first of it's kind in NM and it will highlight UNM's commitment to educate our workforce while remaining consistent with the HSC mission. We are hoping to begin this program in Fall 2022 and would appreciate your review of the Executive Summary.

We look forward to answering any questions you have and hearing from you soon.

Pam.

Pamela Sedillo, MPA

Manager, Student Success
College of Population Health
University of New Mexico
505-272-1917
Psedill1@salud.unm.edu



Note: In order to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), students must email with their UNM Account. Students must include their full name and ID number. The College of Population Health will not respond with any information contained in educational records from emails received from non-UNM accounts. For information on FERPA, please visit <http://ed.gov/policy/gen/guid/fpco/ferpa/students.html>.

EXECUTIVE SUMMARY

MATERNAL CHILD HEALTH GRADUATE LEVEL CERTIFICATE

1. Program Description

The proposed program includes an undergraduate certificate in Maternal and Child Health (MCH) offered through the College of Population Health (COPH). The program will be open to community members working in MCH-related professions who hold a bachelor degree. These individuals can enroll in the graduate level certificate program.

The MCH graduate level certificate will allow students to: (1) Develop the values needed to provide excellent MCH services; (2) Develop skills to evaluate community and individual needs, partner with communities and individuals in meaningful and equitable ways, and assist in creating authentic change to improve lives; (3) Gain specific MCH knowledge and learn how to integrate this knowledge into their specific field of practice; and (4) Develop and practice the skills needed to be an excellent MCH practitioner and/or researcher.

It is important to note that no MCH programs exist in New Mexico despite having a significant MCH needs. The MCH Bureau, NM Department of Health, has seen a large turnover in its workforce and expects to see a continued trend in the next few years. New Mexico regularly ranks in the bottom (49th/50th out of 50) in child wellbeing according to the Annie E. Casey Foundation Kids Count Data. New Mexicans face a number of MCH challenges including high rates of low birth weight babies, infant mortality, maternal mortality, a lack of medical providers, and the lack of access to services in rural and frontier communities. Having a trained MCH workforce in our New Mexico communities has the potential to reduce the negative impacts and improve the quality of lives for women, children, and families.

Additional academic training in MCH issues is vital to the state in numerous ways, and this proposed certificate will ensure that UNM is at the forefront of providing new training options for the state workforce. Thus, the certificate in MCH is in line with UNM's mission by providing students with educational, research, and service opportunities in this area. The certificate in MCH contributes to the mission of the Health Sciences Center by educating the maternal and child health workforce in the knowledge and skills needed to ensure all New Mexicans have access to quality MCH care in communities throughout the state. The

2. Evidence of Need

While we have not conducted a formal needs assessment for the MCH graduate level certificate program, we have talked to colleagues across campus who stated their students would be interested. We have students at the COPH who have expressed interested in the program and have had community members reach out to inquire about the program. From 2014 – 2021, the COPH offered a graduate professional development certificate in MCH public health which was funded by the Health Resources and Services Administration (DHHS). This was an established and well attended program, which speaks to topical interest. Additionally, we pilot-tested Introduction to Maternal Child Public Health and the MCH Seminar 1 and drew students from COPH and CON and a fellow from the School of Medicine. The COPH currently has a very robust and viable approach to recruiting undergraduate and graduate students. We will use the established recruiting system to share information about the MCH certificate.

3. Program Content and Quality

The 12-credit MCH graduate level certificate courses were approved through the UNM curriculum and catalog committees for 2022-2023 academic year. The MCH graduate level certificate consist of four 3-credit hour courses focusing on MCH topics. These courses include: Introduction to Maternal and Child Health; Seminar 1 MCH: History, Life Course Perspective, and Title V Programs; Seminar 2 MCH: Policy, Research, and Career Pathways; and Seminar 3 MCH: Communities, Diversity, and Cultural and Linguistic Responsiveness.

The Intoduction to Maternal Child Public Health course and the 3 seminars are delivered fully online. Student learning objectives have been tailored to each individual class. All courses utilized a combination of reading, discussion, vidoes, website review, reflection exercises, and reseach projects to meet the learning objectives.

The Council for Education in Public Helath is the national accrediting body for public health education programs. The certificate program will not require separate acceditation and will not impact the accreditation for COPH.

4. Evaluation and Assessment

The learning objectives for the graduate level certificate program were modeled after the MCH Leadership Competencies developed by HRSA – Maternal and Child Health Bureau for MCH programs. The competencies include: MCH knowledge base, self-reflection, ethics, critical thinking, communication, negotiation and conflict resolution, cultural competency, family-professional partnerships, developing others through teaching, coaching, and mentoring, interdisciplinary/interprofessional team building, working with communities/systems, and policy.

5. Required Resources

The MCH graduate level certificate program will require four existing COPH faculty to teach the courses once a year as part of their regular teaching load. One faculty will oversee the administrative duties in collaboration with COPH administrative staff. Two faculty members will teach the four core courses. The faculty will hold either a master's degree or PhD and have expertise in teaching maternal and child health courses. The MCH graduate level certificate program should require little extra work for the existing faculty and staff. No additional faculty or staff will be required for the certificate program and no extra cost will be required.

6. Enrollment

The MPH program currently has an enrollment of almost 75 students, and we anticipate enrollment growing over the next year. Many of our community members and students are interested in MCH related courses and have inquired about a graduate level certificate. Based on our discussions with our current students, we anticipate 10 -15 students initially enrolling in the graduate level certificate.

We offered the PH 560 (Introduction to MCH-PH now offered as PH 571) in the summer 2022 WITH 15 graduate level students. We are currently offering the PH 571 course in Fall 2022 and have 5 students registered. In both semesters, we had students from main and HSC campuses representing multiple disciplines, including medicine, nursing, architecture, business, population health. The MCH curriculum has been approved for Interprofessional Education Program (IPEP).

7. Other

We developed the four courses and pilot tested in AY 2022. The curriculum and catalog committees approved the courses for the current 2022-2023 catalog year, and we are offering the courses now as PH 571, 572, 573 and 574. We are proposing the graduate level MCH certificate to begin in the fall of 2023. We have developed a recruitment and outreach plan for students at the COPH and across campus. Additionally, we are promoting this program to working professionals interested in increasing their MCH knowledge and skill base.

NEW GRADUATE CERTIFICATE PROGRAM APPLICATION

A. General Information

Institution

University of New Mexico College of Population Health

Name and Title of Contact Person

Kristine Tollestrup, Director of Education Programs

Email of Contact Person

ktollestrup@salud.unm.edu

Name of Proposed Program

Maternal Child Health Graduate Certificate

Name of Sponsoring Department, School, and/or College

College of Population Health

Level of Proposed Program (*Graduate Certificate or Post-degree Certificate*)

Graduate Certificate

Estimated Time to Complete Proposed Program

4 semesters

Campuses to offer this degree program

Health Sciences

All Program Format(s) (*standard, distance education, evening, weekend and/or other*)

Distance education

Anticipated Start Date

Fall 2024

Proposed CIP code

Same CIP code as the MPH

B. Program Curriculum

Program Description (*as listed in catalog*)

The 12-credit MCH graduate certificate will allow students to: (1) Develop the values needed to provide excellent MCH services; (2) Develop skills to evaluate community and individual needs, partner with communities and individuals in meaningful and equitable ways, and assist in creating authentic change to improve lives; (3) Gain specific MCH knowledge and learn how to integrate this knowledge into their specific field of practice; and (4) Develop and practice the skills needed to be an excellent MCH practitioner and/or researcher.

Program Curriculum (*as listed in catalog*)

The MCH graduate level certificate consist of four 3-credit hour courses focusing on MCH topics. These courses include: PH 571 Introduction to Maternal and Child Health; Ph 571 Seminar 1 MCH: History, Life Course Perspective, and Title V Programs; PH 573 Seminar 2 MCH: Policy, Research, and Career Pathways; and PH 574 Seminar 3 MCH: Communities, Diversity, and Cultural and Linguistic Responsiveness

Number of Credits Required

12

Program Learning Outcomes

The MCH graduate level certificate will allow students to: (1) Develop the values needed to provide excellent MCH services; (2) Develop skills to evaluate community and individual needs, partner with communities and individuals in meaningful and equitable ways, and assist in creating authentic change to improve lives; (3) Gain specific MCH knowledge and learn how to integrate this knowledge into their specific field of practice; and (4) Develop and practice the skills needed to be an excellent MCH practitioner and/or researcher.

Is this certificate designed to be stand-alone or is it intended for students that are also seeking a graduate degree? This is a stand-alone certificate. We are requesting a minor for students who are seeking a graduate degree.

Is this certificate embedded in a degree program (i.e., do the courses taken articulate to a graduate degree)? Graduate minor in MCH

C. Assessment

Describe your institution's plan for periodic evaluation of program effectiveness. Include criteria that will be used to determine effectiveness. Max 500 words.

The learning objectives for the graduate level certificate program were modeled after the MCH Leadership Competencies developed by HRSA – Maternal and Child Health Bureau for MCH programs. The competencies include: MCH knowledge base, self-reflection, ethics, critical thinking, communication, negotiation and conflict resolution, cultural competency, family-professional partnerships, developing others through teaching, coaching, and mentoring, interdisciplinary/interprofessional team building, working with communities/systems, and policy.

D. Need

The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need. Max 500 words.

Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization.

While we have not conducted a formal needs assessment for the MCH graduate level certificate program, we have talked to colleagues across campus who stated their students would be interested. We have students at the COPH who have expressed interested in the program and have had community members reach out to inquire about the program. From 2014 – 2021, the COPH offered a graduate professional development certificate in MCH public health which was funded by the Health Resources and Services Administration (DHHS). This was an established and well attended program, which speaks to topical interest. Additionally, we pilot-tested Introduction to Maternal Child Public Health and the MCH Seminar 1 and drew students from COPH and CON and a fellow from the School of Medicine. The COPH currently has a very robust and viable approach to recruiting undergraduate and graduate students. We will use the established recruiting system to share information about the MCH certificate.

If the program fills a regional workforce need, describe collaboration between your institution and regional employers in program development. Max 500 words.

It is important to note that no MCH programs exist in New Mexico despite having a significant MCH needs. The MCH Bureau, NM Department of Health, has seen a large turnover in its workforce and expects to see a continued trend in the next few years. New Mexico regularly ranks in the bottom (49th/50th out of 50) in child wellbeing according to the Annie E. Casey Foundation Kids Count Data. New Mexicans face a number of MCH challenges including high rates of low birth weight babies, infant mortality, maternal mortality, a lack of medical providers, and the lack of access to services in rural and frontier communities. Having a trained MCH workforce in our New Mexico communities has the potential to reduce the negative impacts and improve the quality of lives for women, children, and families.

E. Enrollment and Graduation Projections: Establish realistic enrollment, retention, and graduation targets for this program.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	5	5	5	5
Continuing Students		5	5	5	5
Graduates		5	5	5	5
Annual Retention Rate Target (%)	Target 100% Graduation Rate (%)		Target Job Placement Rate (%)		
100%	100%		100%		

F. Institutional Readiness

Describe the faculty resources that are needed to initiate the program. Will any additional faculty be needed? Max 500 words.

The MCH graduate level certificate program will require four existing COPH faculty to teach the courses once a year as part of their regular teaching load. One faculty will oversee the administrative duties in collaboration with COPH administrative staff. Two faculty members will teach the four core courses. The faculty will hold either a master’s degree or PhD and have expertise in teaching maternal and child health courses. The MCH graduate level certificate program should require little extra work for the existing faculty and staff. No additional faculty or staff will be required for the certificate program and no extra cost will be required.

Describe the library and other academic support resources that are needed to initiate the program. What, if any, additional resources will be needed? Max 500 words.

Library resources for students registered in the certificate courses will be similar to other programs. No new journals will be required.

Describe the physical facilities of the institution that will be used for the first five years of the program. Will additional space or modifications of existing space be required within the first five years of program operation? Max 500 words.

No physical facilities will be required, this program will be conducted online

Describe the institution's equipment and technological resources needed for the first five years of the program? What, if any, additional equipment will be needed? Max 500 words.

UNM technology required will be UNM Canvas education platform.

Describe any other operating resources needed to initiate the program. Max 500 words.

None

Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? For example, if you are offering a graduate nursing program have you established a partnership with local hospital(s) and other clinical settings? Max 500 words.

None used

G. Projected Budget

Provide a clear analysis of the projected cost of the proposed program and the sources of funding that will support it for the first five years that the program will be offered. Include a discussion how any of the needed resources discussed in **Section F** will be addressed. **Section G** should be completed in collaboration with your institution’s financial office.

We developed the four courses and pilot tested in AY 2022. The curriculum and catalog committees approved the courses for the current 2022-2023 catalog year, and we are offering the courses now as PH 571, 572, 573 and 574. We are proposing the graduate level MCH certificate to begin in the fall of 2023. We have developed a recruitment and outreach plan for students at the COPH and across campus. Additionally, we are promoting this program to working

professionals interested in increasing their MCH knowledge and skill base. We anticipate 5 students to register in the MCH certificate each year.

Signature of Chief Academic Officer Date

Printed Name of Chief Academic Officer Date

Signature of Data (CIP) Coordinator Date

Printed Name of Data (CIP) Coordinator Date

HED use only

Date Presented to Advisory Committee _____

Approved Denied Request more information

Cabinet Secretary's Signature Date

Graduate Certificate in Secondary Education with 7-12 Licensure

Presented by Marjori Krebs, Professor
Coordinator of Graduate Licensure

Department of Teacher Education, Educational Leadership, & Policy



COLLEGE OF EDUCATION
& HUMAN SCIENCES

Rationale for Graduate Certificate in Secondary Education

- To increase the number of **qualified, competent, caring, and diverse teachers** of secondary students in grades 7-12 in New Mexico;
- To **prepare teachers who possess professional understandings, practices, and identities** that enable them to provide meaningful learning experiences of the highest quality for all secondary students; and
- To **meet accountability measures within the university and outside accrediting agencies and the New Mexico Legislature for tracking program “completers.”**
 - Identify those completing the Graduate Certificate as “completers” of a program.
 - Allow subject-area experts in other graduate programs (Science, Mathematics, English, History, Languages) to add this Graduate Certificate to their current programs.

Potential Students

- Career Changers with Bachelor's Degrees
- Current Graduate Students in content-area graduate programs
- Educational Assistants wanting to become teachers
- Those who already hold graduate degrees who want to become teachers
- Retirees with content area degrees to return to UNM to become teachers

Workforce Outcomes

- SOAR Report (2021)
 - 1,048 Teacher Vacancies in 2021
 - 376 of those were at the secondary level
 - Over 3000 students in middle schools and high schools without qualified secondary teachers
- Every District in New Mexico is seeking Secondary Teachers, especially Science & Mathematics

Budgetary Impact

- Currently, no increase in budget.
- If enrollment increases, we will need funds for additional
 - Content-area teaching methods instructors,
 - Seminar instructors, and
 - Field supervisors



Subject: Form D Graduate Certificate in Secondary Education

To: Dr. Marjori Krebs

CC: Robben Brown and Michael Raine

From: Associate Provost Pamela Cheek

Date: November 17, 2021

I am writing on behalf of the Office of the Provost and EVP for Academic Affairs to affirm our office's support for the Form D Graduate Certificate in Secondary Education. The proposed certificate will meet real needs in supplying more well-trained and qualified educators on the secondary education level in our state and region. It will also meet the needs of students who are interested in becoming educators and who have developed expertise in specific academic fields.

A handwritten signature in black ink that reads 'Pamela L. Cheek'. The signature is written in a cursive style and is positioned above the typed name.

Associate Provost Pamela Cheek

Graduate Certificate Full Proposal

Transcripted Graduate Certificate in Secondary Education with 7-12 Licensure

Executive Summary

The 20-credit hour *Graduate Certificate in Secondary Education with 7-12 Licensure* will be housed in the College of Education & Human Sciences as part of the Department of Teacher Education, Educational Leadership and Policy (TEELP) in the Secondary Education Program. The *Graduate Certificate in Secondary Education with 7-12 Licensure* is designed for an individual holding a baccalaureate degree or holding or completing an advanced degree in a major content area (Mathematics, Science, Social Studies, English, Spanish, German, French, or Dinè),) who want to pursue a New Mexico Level I Teaching License in Secondary Education to teach in grades 7-12.

This Graduate Certificate would supplant the MA in Secondary Education with Licensure degree pathway. Many individuals are interested in becoming teachers who do not want master's degrees, who already hold masters' degrees in their content areas, or who are enrolled in another master's degree programs and would like to become teachers.

The *Graduate Certificate in Secondary Education with 7-12 Licensure* would be open to graduates and graduate students from varied fields, career changers with diverse previous job experiences from either the private sector or the public sector, and current graduate students in other programs who are interested in careers in teaching secondary education. Those completing this program will have completed all the necessary requirements to be licensed teachers by the State of New Mexico, pending their passage of the state licensure tests.

This Graduate Certificate Program will be available to current graduate students in other departments who seek to add this Graduate Certificate to their current programs of study,

graduates with degrees in various fields, and career changers with diverse previous experiences from either the private or public sectors.

To obtain the proposed Graduate Certificate, students must successfully complete a minimum of 12 credits of content methods courses (with 3 of these credits offered as a prerequisite) and 8 credits of seminar and field experiences for a total of 20 credit hours. Students must also have previously earned 24 content area credit hours required by the State of New Mexico (with 12 credits at the upper division). Upon successful completion of certificate requirements and passage of state licensure tests, students are eligible to apply for a Level I Secondary Education Teaching License in New Mexico.

Graduate Certificate Full Proposal

Transcripted Graduate Certificate in Secondary Education with 7-12 Licensure

September 2022

Executive Summary

The transcripted *Graduate Certificate in Secondary Licensure* is designed for an individual holding a baccalaureate or advanced degree who seeks to pursue a New Mexico Level I Secondary Education Teaching License.

This Graduate Certificate Program will be available to current graduate students in other departments who seek to add this Graduate Certificate to their current programs of study, graduates with degrees in various fields, and career changers with diverse previous experiences from either the private or public sectors.

To obtain the proposed Graduate Certificate, students must successfully complete a minimum of 12 credits of content methods courses (with 3 of these credits offered as a prerequisite) and 8 credits of seminar and field experiences for a total of 20 credit hours. Students must also have previously earned 24 content area credit hours required by the State of New Mexico (with 12 credits at the upper division). Upon successful completion of certificate requirements and passage of state licensure tests, students are eligible to apply for a Level I Secondary Education Teaching License in New Mexico. The *Graduate Certificate in Secondary Education with 7-12 Licensure* will be housed in the College of Education & Human Sciences as part of the Department of Teacher Education, Educational Leadership and Policy (TEELP) in the Secondary Education Program.

New Graduate Certificate Full Proposal Outline

1. Program Description and Purpose

The *Graduate Certificate in Secondary Education with 7-12 Licensure* is designed for an individual holding a baccalaureate degree or holding or completing an advanced degree in a major content area (Mathematics, Science, Social Studies, English, Spanish, German, French or Dinè),) who want to pursue a New Mexico Level I Teaching License in Secondary Education to teach in grades 7-12. This Graduate Certificate would supplant the MA in Secondary Education with Licensure degree pathway. Many individuals are interested in becoming teachers who do not want master's degrees, who already hold masters' degrees in their content areas, or who are enrolled in another master's degree programs and would like to become teachers.

The *Graduate Certificate in Secondary Education with 7-12 Licensure* would be open to graduates and graduate students from varied fields, career changers with diverse previous job experiences from either the private sector or the public sector, and current graduate students in other programs who are interested in careers in teaching secondary education. Those completing this program will have completed all the necessary requirements to be licensed teachers by the State of New Mexico, pending their passage of the state licensure tests.

The *Graduate Certificate in Secondary Licensure* is ready to be implemented upon completion of this approval process, ideally in Fall 2024.

The major goals for the *Graduate Certificate in Secondary Education with 7-12 Licensure* are

- To increase the number of qualified, competent, caring, and diverse teachers of secondary students in grades 7-12 in New Mexico;

- To recruit university graduate students and career changers in the New Mexico community and from other areas of the country for a post-BA licensure program that can be completed in two semesters;
- To prepare teachers who possess professional understandings, practices, and identities that enable them to provide meaningful learning experiences of the highest quality for all secondary students; and
- To meet accountability measures within the university and outside accrediting agencies and the New Mexico Legislature for tracking program “completers.” Currently the licensure program is embedded in the master’s program which makes tracking student progress difficult when students opt out of the master’s program after completing licensure requirements. These students are recorded as “non-completers.” This proposed graduate certificate will allow the College of Education and Human Sciences to track licensure student enrollments and completions at the graduate level.

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

The proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* is housed within the Secondary Education Program in the Teacher Education, Educational Leadership and Policy Department (TEELP) of the College of Education and Human Sciences at UNM. One of the major goals of COEHS Dean Hansel Burley’s goals is recruitment of students to the college. The proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* will recruit students in various departments across campus who are completing bachelors’ degrees, students in graduate programs who can add this certificate as part of their program of study, and employees in area businesses and organizations thus strengthening the unit’s connections within and outside of the university.

The proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* provides a

new model of teacher education using existing resources, as well as providing research opportunities for faculty. The proposed program also has the potential to meet several components mentioned by the external review team in the TEELP Academic Program Review conducted in spring 2022. The APR External Review Committee stated the following:

- The number of paths or degree concentrations in teacher preparation results in confusion for students and administrators. It seems the variety of specialized pathways are overly complex. This may need to be revisited in order to simplify the process. (TEELP APR Report 2022, p. 3)
- Maintain discussions of alternative avenues to generate additional revenue while sustaining programmatic quality and rigor.

Several groups interviewed as part of the external review process stated that discussions regarding possible forms of alternative ways to help generate revenue for the COEHS while sustaining programmatic quality and rigor. Individuals understood that it was important to maintain the high quality and rigor within programs to reflect the preparation of educators and educational leaders to support the children of New Mexico today and in the future. (TEELP APR Report 2022, p. 8)

This proposed Graduate Certificate will streamline the completion of licensure in Secondary Education, decoupling it from the current MA in Secondary Education with Licensure. In addition, this Graduate Certificate will enable TEELP to more successfully recruit and thus increase revenues to the COEHS.

- c. **How does the program fit within the UNM mission and strategic plan? Does this**
 - a. **Does the program overlap or duplicate any existing program within UNM? In the state and/or region?**

The recent economic downturn coupled with the COVID-19 pandemic has resulted in increased unemployment and many individuals seeking retraining in order to reenter the workforce. By providing an alternative route to 7-12 licensure for UNM graduate students and career changers, the program fits within the University of New Mexico mission and strategic plan by contributing to the state and national economies as well as helping graduates lead satisfying lives as they leave the program and pursue teaching positions throughout the state of New Mexico, the nation, and beyond. In addition, this Graduate Certificate will allow students in various content area degree fields across the University to add teaching credentials to their programs of study.

New Mexico is in the midst of a dire teacher shortage. The Southwest Outreach Academic Research Evaluation & Policy Center, authors of the [SOAR Report](#) (October 2021), stated that teacher vacancies almost doubled over the past year from 571 in 2020 to 1,048 in 2021. Of those vacancies 376 (36%) were at the secondary level. This *Graduate Certificate in Secondary Education with 7-12 Licensure* will enable the Department of Teacher Education, Educational Leadership and Policy to package our secondary education licensure program to more easily recruit potential students to become teachers in secondary education. These students will be able to complete this certificate and licensure requirements within one year, thus assisting to alleviate the severe shortage of secondary education teachers in New Mexico.

The University of New Mexico has a stated commitment to increase graduation rates and to provide support and structures that will facilitate increased numbers of students completing degree and certificate programs. Within the TEELP Department, there are post-BA students who come with the desire to complete the requirements for teaching licenses so that they can enter the workforce expediently. Many students enroll in the MA in Secondary Education with Licensure Program, complete the licensure requirements, and then drop out of the program, thus being counted as “non-completers.” The proposed *Graduate Certificate in Secondary Education with 7-*

12 Licensure would address this issue by providing students with a licensure-only option that would allow them to have their program completion appear on their transcripts as a Graduate Certificate and allow them to enter the work force with this transcribed credential.

Teacher education programs are being examined and audited as the accountability movement has turned its gaze on institutions of higher education. Federal and state agencies are asking how teachers are being prepared and what can be done to improve teacher quality to improve K-12 student academic achievement. Providing accurate and complete data to outside accrediting agencies, as well as for analysis by faculty for continuous improvement, is imperative. The proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* would allow for a more accurate tracking of licensure student completers. The proposed certificate program would also provide an opportunity to faculty for studying best practices in a teacher preparation program that focuses on licensure for post-BA students.

c. Does the program overlap or duplicate any existing program within UNM? In the state and/or region?

The *Graduate Certificate in Secondary Education with 7-12 Licensure* will replace the current MA in Secondary Education with Licensure, therefore this new program does not overlap or duplicate any existing program within the University of New Mexico. All universities in New Mexico are required by the New Mexico Public Education Department to provide an alternative licensure route to teaching licensure. This Graduate Certificate satisfies this requirement.

d. What is the governance structure of the program?

Currently the alternative licensure pathway for secondary education licensure is housed within the Secondary Education Program in the TEELP Department. The *Graduate Certificate in Secondary Education with 7-12 Licensure* will be governed by Secondary Education Program faculty and monitored and supported by the Chair of the TEELP Department. As is the practice in

the College of Education and Human Sciences, the initial approval for the *Graduate Certificate in Secondary Education with 7-12 Licensure* includes review and approval by the Secondary Education Program Faculty, the TEELP Department Faculty, the COEHS Graduate Committee made up of representatives from all academic program units within the College, the COEHS full faculty, the COEHS Dean, the UNM Senate Graduate Committee, the UNM Faculty Senate, and the Provost. One new course, EDUC 564: Graduate Seminar in Secondary Teaching is being proposed to decouple the seminar from the field experience. The *Graduate Certificate in Secondary Education with 7-12 Licensure* otherwise utilizes courses already being taught in the Department. The remaining courses and syllabi were approved by the New Mexico Public Education Department Professional Standards Commission in 2019.

e. For interdisciplinary programs, describe the responsibilities of each participating unit?

This is not an interdisciplinary program. The proposed program includes only the professional education courses required for licensure in secondary education and offered within the College of Education and Human Sciences.

f. What is the program development and implementation timeline?

The program of studies for the *Graduate Certificate in Secondary Education with 7-12 Licensure* is already in place within the MA in Secondary Education with Licensure. This program of studies was approved through the COE process in 2002. The timeline for formal approval of this program of studies in this Graduate Certificate is the following:

- g. Spring 2022 Approval by the COEHS Dean, Provost, and the Dean of Graduate Studies
- h. Spring 2022 Submission and review by the Faculty Senate Graduate Committee
- i. Fall 2022 Submission and review by the Faculty Senate
- j. Fall 2022 Approval by the Provost

- k. Fall 2024 Implementation of the *Graduate Certificate in Secondary Education with 7-12 Licensure*

2. Student Impact

a. How many students are projected to enroll?

We anticipate 60-70 students to enroll in the program each year.

b. From where will these students be drawn?

This graduate certificate will draw from three groups of secondary licensure candidates:

- 1) Interested students enrolled in graduate degree programs within the university who want to pursue teaching licenses during their current programs of study in a particular content area;
- 2) Educational Assistants and substitute teachers with bachelor's degrees who wish to become classroom teachers;
- 3) Career changers within the community who hold baccalaureate or advanced degrees and want to pursue licensure; and
- 4) Current teachers-of-record who are teaching with temporary alternative licenses issued by the New Mexico Public Education Department and want to complete Level 1 license requirements through the UNM.

c. What are the demographic characteristics and educational goals of the target students?

In the 2020-2021 school year 60 students were enrolled in the one-year MA in Secondary Education with Licensure Program. We anticipate more students to enroll in the Graduate Certificate program because this pathway will be transcribed and can be specifically marketed to potential applicants in specific content areas in Arts &

Sciences.

The target educational goal of those attaining this Graduate Certificate is to gain the knowledge, skills, and professional dispositions necessary to become an effective teacher. Further, students will be able to return to UNM to apply these graduate certificate credit hours toward a Master’s Degree in Secondary Education.

The data below lists the duplicated counts by ethnicity of students in the MA in Secondary Education with Licensure Program. Hispanic is considered an ethnicity separate from other racial categories. For the purpose of this report, they are included in the racial/ethnicity figures below.

Secondary Education MA + Licensure: Unique Students Enrolled by Ethnicity
n(%)

Academic Years	Total Unique Students	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	White	International	Two or More Races
2016-17	76	2 (2.6)	4 (5.2)	0	24 (31.6)	0	43 (56.7)	0	3 (3.9)
2017-18	58	2 (3.5))	1 (1.8)	0	18 (31)	0	36 (62)	0	1 (1.7)
2018-19	75	2 (2.7)	2 (2.7)	1 (1.3)	29 (38.6)	0	38 (50.7)	0	3 (4)
2019-20	54	2 (3.7)	1 (1.9)	1 (1.9)	19 (35.1)	0	30 (55.6)	0	1 (1.8)
2020-21	60	5(8.3)	1(1.7)	0	16 (26.7)	0	35 (58.3)	1 (1.7)	2 (3.3)

d. What are the employment goals of the typical target student?

The employment goal of the typical target student for the *Graduate Certificate in Secondary Education with 7-12 Licensure* is to be employed by a school district to teach in a secondary classroom in a middle school or high school in the State of New Mexico.

3. Curriculum Plan

a. Describe the curriculum and its impact on existing courses, including courses in

other departments. NOTE: Certificates with new courses must be reviewed by the HED.

The *Graduate Certificate in Secondary Education with 7-12 Licensure* utilizes existing courses within the TEELP Department which are currently taught within the Secondary Education Program and one additional seminar course included with this request.

Courses taught in the Language, Literacy, and Sociocultural Studies Department and the Special Education Department remain the same and no changes will impact these courses. The table below presents the curriculum for the *Graduate Certificate in Secondary Education with 7-12 Licensure*.

b. What instructional model(s) will be used in presenting the program?

The *Graduate Certificate in Secondary Education with 7-12 Licensure* includes four methods courses, two seminar courses, and two field experience courses. The instructional models used in the methods courses will include instructor modeling of strategies, small group discussions and projects, interactive learning experiences, technology integration, teacher observations, video analyses, field trips, guest speakers, and videos of content and exemplary teaching episodes, along with teacher resource websites.

Curriculum for *Graduate Certificate in Secondary Education with 7-12 Licensure Program*

Course Number	Course Name	Description	Graduate Credit Hours
EDUC 438 [PRE-REQUISITE]	Teaching Reading and Writing in the Content Field	Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of school curriculum. Required in secondary teacher education for all content specialization areas.	3 (Pre-requisite credits)
EDUC 550	Issues in Secondary Education	An exploration of issues that face secondary school teachers, including classroom management, school, and community, learning needs of adolescent learners, and planning for diverse groups.	3
EDUC 564	Graduate Seminar in Secondary Teaching	The seminar course is designed for teacher candidates to provide opportunities for reflection on and analysis of issues and developments in the student teaching experience. In this seminar, teacher candidates will be supported as they develop into reflective practitioners, collaborative colleagues, linguistically and culturally responsive professionals, teacher researchers, and lifelong learners. Teacher candidates work collaboratively to support one another's professional growth and development. Teacher reflection and research are emphasized as teacher candidates conduct professional dispositions assessments, create lesson plans, and are observed in the field.	2 (1 credit each semester for a total of 2 credits)
SPCD 507	Collaboration for Inclusive Education	This course addresses issues surrounding the inclusion of students with exceptionalities into general education.	3
OR			
SPCD 589	Teaching Exceptional Students in General Education	This course is specifically designed for general education majors with no minor in special education. It provides information about student characteristics, legal issues, resources, parent partnerships, and appropriate	

modifications in curriculum, instruction, and behavioral supports.

Content Area Methods Courses:

Students enroll in the course that corresponds to their content area endorsement.

LLSS 546	Advanced Language Arts Teaching	The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Language Arts classroom	3
OR			
LLSS 517	Secondary Social Studies Methods	This course provides students with instructional strategies, critical pedagogy, planning, and epistemology of secondary social studies education.	
OR			
MSET 530	Teaching of Secondary Sciences	The methods, processes, content, assessment, and management of inquiry-based learning for the secondary Science classroom.	
OR			
MSET 429*	Teaching of Secondary Mathematics	The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Mathematics classroom	
OR			
LLSS 480*	Second Language Pedagogy	Second Language Pedagogy prepares students to teach Modern, Classical, and Native languages in accordance with state and national foreign language teaching standards. Through assignments and readings, students will develop an understanding of second language acquisition.	
EDUC 595	Advanced Field Experience [Student Teaching]	Observation and teaching in secondary schools for one semester. Weekly seminar meetings required other students in the same content area.	6 (3 credits each semester for 2 semesters)
TOTAL GRADUATE CREDIT HOURS			20 / 17

**(3 credits as prerequisites for a total
of 17 credit hours for the Graduate
Certificate**

c. What are the expected student learning outcomes for the program? How will the learning outcomes be measured?

The following are the Program Goals for Secondary Education:

1. The secondary education teacher candidate designs lesson plans that are linked to program and instructional goals, as well as their students' strengths and needs.
2. The secondary education teacher candidate uses evidence to create, implement, and reflect on a professional development plans to target ways to improve their teaching practices and strengthen their individual professional identities.

The following Student Learning Objectives (SLOs) are measured throughout a student's progress through the *Graduate Certificate in Secondary Education with 7-12 Licensure*:

SLO 1: The secondary education teacher candidate develops detailed developmentally and culturally appropriate planning documents that align with professional New Mexico standards and reflect a respect for/ advocacy of every student and family.

SLO 2: The secondary education teacher candidate creates and implements a professional development plan with feedback from mentor teacher and university supervisor. The report uses APA formatting style.

The following presents the specific "understandings, practices and identities" (COEHS Mission) that articulate the student learning outcomes for the proposed *Graduate Certificate in Secondary Education with 7-12 Licensure*. Each of these outcomes is evaluated by program faculty, university supervisors, and cooperating teachers, and by the students' self-evaluations using the online assessment data management system, Tk20.

Conceptual Framework for Professional Education Professional Understandings, Practices, and Identities

The College of Education and Human Sciences at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These **understandings, practices and identities** frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

UNDERSTANDINGS: **Understandings** frame the identity and practice of educational professionals. We seek to help you better understand:

1. Human Growth and Development

Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

2. Culture and Language

The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one's own background and development shape understanding and interaction.

3. Content of the Disciplines

The substance of the disciplines you teach—the central organizing concepts and factual information—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

4. Pedagogy

Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

5. Technology

Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

6. Professional Issues

The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

7. Nature of Knowledge

How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

8. Pedagogy

Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

9. Technology

Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

10. Professional Issues

The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

11. Nature of Knowledge

How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

PRACTICES: These understandings enable you, as a professional, to value and engage in **practices** that embody the following qualities:

1. Learner-Centered

Students' past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

2. Contextual

Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

3. Coherent

Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

4. Culturally Responsive

Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.

5. Technologically Current

Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

PROFESSIONAL IDENTITY: Developing a **professional identity** is central to lifelong growth as a professional educator. The University of New Mexico College of Education and Human Sciences will help you to develop the following attributes of a professional:

1. Caring

Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.

2. Advocacy

Committed to ensuring equitable treatment and nurturing environments for all learners.

3. Inquisitiveness

Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

4. Reflection-in-Action

Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

5. Communication

Skilled in speaking, writing, and using other modes of expression.

6. Collaboration

Able to work cooperatively with students, parents, community members, and colleagues.

7. Ethical Behavior

Aware of and able to work within the ethical codes of the profession.

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

No new faculty are needed at this time for the proposed *Graduate Certificate in Secondary Education with 7-12 Licensure*. All the proposed courses are existing courses with the addition of one graduate seminar, which are offered on a planned schedule. However, with anticipated growth in student enrollment, TEELP will require more faculty to implement a quality teacher preparation program with expert teacher educators in each content area and additional seminar instructors and university supervisors, especially with bilingual language skills.

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

Current faculty, temporary part-time faculty, and support staff workloads will not be initially changed by the proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* due to the fact that the program will utilize existing courses and instructors.

However, as indicated above, with anticipated enrollment growth, additional faculty will be required to deliver a quality teacher preparation program. TEELP has recently received

approval by the Provost to hire additional licensure tenure/tenure-track faculty and lecturers to meet the growing demand of those wanting to become teachers.

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

No additional faculty or staff will be required to implement the program at this time.

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

No additional faculty and staff development services will be needed at this time for the proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* because all the courses already exist, along with one new course and are being taught currently in the Secondary Education Program. All Secondary Education faculty are skilled in teaching all the *Graduate Certificate* courses.

e. What impact will enrollments in the certificate program have on student support (GA & TA positions, scholarships, etc.)?

No new GA or TA positions, nor scholarships, will be required for implementation of the proposed program.

f. What technology, media, equipment, and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost?

No additional technology, media, equipment, and instructional supplies are required for the proposed Graduate Certificate program. All existing resources are sufficient for implementing the proposed program.

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

There is no need for additional or renovated space to implement the proposed Graduate Certificate program. All existing spaces are sufficient for implementing the proposed program.

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

The existing student support services will provide sufficient support for the proposed *Graduate Certificate in Secondary Education with 7-12 Licensure*. There is no anticipated additional cost to implement the proposed program.

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

All students in the College of Education and Human Sciences, including students in the proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* are charged a one-time \$125 fee for the Tk20 system to house their electronic portfolios and teaching data. A \$15 fee per semester allows all COE students to utilize printing in the technology centers. A \$105 course fee for each semester of field experience covers the cost of supervision during the students' student teaching experiences.

5. Accreditation Plan

- a. How does the program affect any existing accreditation and licensure requirements?**

The proposed *Graduate Certificate in Secondary Education with 7-12 Licensure* program meets the Council for the Accreditation of Educator Preparation (CAEP) accreditation requirements for secondary teacher education programs. The proposed program also meets the New Mexico Public Education Department's requirements for a license in Secondary Education. No new accreditation or state licensure requirements are required.

- b. If new accreditation is required, describe the accreditation process and the expenses involved.**

No new accreditation is required, except for New Program approval from the Department of Higher Education of the State of New Mexico.

6. Additional Information

a. Provide any additional information needed to make the case for development of a proposal.

All universities in New Mexico are required by the New Mexico Public Education Department to provide an alternative licensure route to teaching licensure. At UNM, the alternative licensure program, approved by the New Mexico Public Education in 2002, is currently nested within the MA in Secondary Education with Licensure.

At the present time, this structure impedes enrollment of graduate students in other programs within the university from seeking alternative teaching licensure according to OGS regulations (i.e., students may be enrolled in only one graduate degree program at a time). This new graduate certificate program would allow these students to pursue a transcribed certificate in secondary licensure, obtain an alternative teaching license from New Mexico Public Education Department and be hired for a full-time teaching position (if desired), and still maintain graduate status in their chosen degree program. This feature of the *Graduate Certificate in Secondary Education with 7-12 Licensure* program would make it possible for not only graduate students within the College of Education and Human Sciences (i.e. Special Education; Language, Literacy and Socio-Cultural Studies; and Educational Psychology) to work toward secondary licensure, it also means that graduate students from other colleges and departments within the university (e.g., Engineering, History, English, Anthropology, Biology, Mathematics, Fine Arts, Dance, Nursing, Business, all language programs, etc.) could work toward adding a secondary teaching license to their graduate degrees. The

Graduate Certificate in Secondary Education with 7-12 Licensure provides UNM students with additional options for future employment while also bringing into teaching individuals with strong content area backgrounds to work with students in middle schools and high schools.

Proposed Catalog Listing

Graduate Certificate in Secondary Education with 7-12 Licensure

Interested applicants should consult with the Secondary Graduate Licensure Coordinator or a Secondary Education Faculty member before applying to the Graduate Certificate Program in order to have their transcripts reviewed for the required content coursework required for licensure.

Students must be formally admitted to the Graduate Certificate Program in order to enroll in the Graduate Certificate Program courses.

Students who complete the Graduate Certificate in Secondary Education with 7-12 Licensure are strongly encouraged to apply these 17 credit hours toward an MA in Education.

Application Deadlines for Best Consideration:

Summer/Fall semester:	February 1-May 1 for best consideration. Applications will continue to be accepted throughout the year.
Spring semester:	September 1-November 1 for best consideration. Applications will continue to be accepted throughout the year.

Admissions Criteria

Admissions Criteria

A complete online application must be submitted to the University and to the Department. Admission is based on space availability. For application information, visit the [Graduate Certificate in Secondary Education with 7-12 Licensure Website](#).

The following are the Application Requirements:

- Meet UNM Graduate Studies requirements,
- Have an overall GPA of 3.0 in the last 60 credit hours of university coursework,
- Have a GPA of 2.5 or above in your content/endorsement area, and

- Be admitted to the Secondary Education Program through the Office of Graduate Studies.

Steps in the Application Process:

1. Contact the Graduate Licensure Coordinator (gradlicensure@unm.edu) to meet with a content-area faculty advisor to ensure you meet the content-area course requirements for secondary licensure.

NOTE: Secondary Education Teacher Candidates must have **24 credit hours of coursework in a content area** (English/Language Arts, Social Studies, Science, Mathematics, or Global Languages—Spanish, French, German, Dinè), with 12 of those hours at the upper division (300-level or above).

2. Complete the required online application. Instructions can be found at

<https://grad.unm.edu/graduate-programs/degrees-advisors-instructions.html>

A complete online application must be submitted to the University and to the Department. Admission is based on space availability. For application information, visit the [College of Education and Human Sciences Web site](#).

Graduate Certificate in Secondary Education with 7-12 Licensure

- Meet UNM Graduate Studies requirements,
- Have an overall GPA of 3.0 in the last 60 credit hours of university coursework,
- Have a GPA of 2.5 or above in your content/endorsement area, and
- Must be admitted to the Secondary Education Program through the Office of Graduate Studies.

Curriculum for Graduate Certificate in Secondary Education with 7-12 Licensure Program

Prerequisite Course:

EDUC 438: Teaching Reading and Writing in the Content Field (3 graduate credit hours)

Required Courses:

17 graduate credit hours in licensure courses.

Course Number	Course Name	Description	Graduate Credit Hours
EDUC 438 [PRE-REQUISITE]	Teaching Reading and Writing in the Content Field	Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of school curriculum. Required in secondary teacher education for all content specialization areas.	3 (Pre-requisite credits)
EDUC 550	Issues in Secondary Education	An exploration of issues that face secondary school teachers, including classroom management, school, and community, learning needs of adolescent learners, and planning for diverse groups.	3
EDUC 564	Graduate Seminar in Secondary Teaching	The seminar course is designed for teacher candidates to provide opportunities for reflection on and analysis of issues and developments in the student teaching experience. In this seminar, teacher candidates will be supported as they develop into reflective practitioners, collaborative colleagues, linguistically and culturally responsive professionals, teacher researchers, and lifelong learners. Teacher candidates work collaboratively to support one another's professional growth and development. Teacher reflection and research are emphasized as teacher candidates conduct professional dispositions assessments, create lesson plans, and are observed in the field.	2 (1 credit each semester for a total of 2 credits)
SPCD 507	Collaboration for Inclusive Education	This course addresses issues surrounding the inclusion of students with exceptionalities into general education.	3
OR			
SPCD 589	Teaching Exceptional Students in General Education	This course is specifically designed for general education majors with no minor in special education. It provides information about student characteristics, legal issues, resources, parent partnerships, and appropriate	

modifications in curriculum,
instruction, and behavioral supports.

Content Area Methods Courses:

Students enroll in the course that corresponds to their content area endorsement.

LLSS 546	Advanced Language Arts Teaching	The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Language Arts classroom	3
OR			
LLSS 517	Secondary Social Studies Methods	This course provides students with instructional strategies, critical pedagogy, planning, and epistemology of secondary social studies education.	
OR			
MSET 530	Teaching of Secondary Sciences	The methods, processes, content, assessment, and management of inquiry-based learning for the secondary Science classroom.	
OR			
MSET 429*	Teaching of Secondary Mathematics	The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Mathematics classroom	
OR			
LLSS 480*	Second Language Pedagogy	Second Language Pedagogy prepares students to teach Modern, Classical, and Native languages in accordance with state and national foreign language teaching standards. Through assignments and readings, students will develop an understanding of second language acquisition.	
EDUC 595	Advanced Field Experience [Student Teaching]	Observation and teaching in secondary schools for one semester. Weekly seminar meetings required other students in the same content area.	6 (3 credits each semester for 2 semesters)
TOTAL GRADUATE CREDIT			20 / 17

HOURS
(3 credits as prerequisites for a total
of 17 credit hours for the Graduate
Certificate

Field Experience Requirements:

EDUC 595: Advanced Field Experiences (3-6 credit hours) requires that students complete 2 semesters of field experience. Fall: Minimum of 2 hours per day in a secondary classroom.

Spring: Minimum of 5 days per week in a secondary classroom.

NOTE: Changes in state requirements or state initiatives in education may require periodic revisions of the curriculum and/or admissions.

For More Information Contact:

Department of Teacher Education, Educational Leadership and Policy

Hokona Hall-Zuni, Room 128

(505) 277-9439

gradlicensure@unm.edu

<https://coehs.unm.edu/departments-programs/teelp/index.html>



Date: January 20, 2023
To: James Holloway, Provost and Executive Vice President for Academic Affairs
From: Ellen R. Fisher, Ph.D., Chair, NMC Board of Directors and Vice President for Research, University of New Mexico
Re: Appointment of Hengameh Raissy to the New Mexico Consortium Board of Directors Replacing Richard Larson

On behalf of the Board of Directors for the New Mexico Consortium, we seek approval to appoint Hengameh Raissy as a member of the Board of Directors, replacing Richard Larson. She will represent the University of New Mexico.

Hengameh Raissy received a Pharm.D. degree in 1999 from University of New Mexico, college of Pharmacy. Following her Pharm.D. degree, she completed a 2-year fellowship in Pediatric Pulmonary and Pharmacology at the University of New Mexico, School of Medicine. She is a research professor and Vice Chair for Research in the UNM Department of Pediatrics. She has recently been named Interim Vice President for Research at UNM Health Sciences.

Dr. Raissy has been a principal investigator for more than 100 clinical trials that have contributed to new therapeutic interventions for asthma and cystic fibrosis, the Childhood Asthma Management Program, the Childhood Asthma Research and Education Network and AsthmaNet.

For your consideration, I have included Dr. Raissy's CV and Bio for your review.

Thank you for your time and consideration of this request.

A handwritten signature in black ink, appearing to read 'Ellen R. Fisher', written over a horizontal line.

[Ellen R. Fisher \(Jan 20, 2023 15:44 MST\)](#)

Ellen R. Fisher, Ph.D.
Chair, NMC Board of Directors
Vice President for Research, University of New Mexico

HENGAMEH H. RAISSY, PHARM.D.
Research Professor of Pediatrics
Interim Vice President of Research for HSC
Department of Pediatrics, Pulmonary Division
The University of New Mexico, School of Medicine

PROFESSIONAL ADDRESS

MSC10 5590
1 University of New Mexico
Albuquerque, NM 87131-0001
Office (505) 272-5484
FAX (505) 272-8240
Hraissy@salud.unm.edu

LICENSURES

New Mexico, Registered Pharmacist, license number: 6213, May 2019
New Mexico, Pharmacist Clinician, license number: PC136, May 2019
New Mexico, Pharmacist Prescribing Vaccine, January 2021

EDUCATIONAL HISTORY

Fellowship: Pediatrics Pulmonary Pharmacotherapy Fellowship, University of New Mexico School of Medicine, Pediatrics Department, June 1999-2001
Doctor of Pharmacy, University of New Mexico, College of Pharmacy, May 1999

EMPLOYMENT HISTORY

November 2022-present: Interim Vice President for Research, HSC, University of New Mexico, Albuquerque
July 2018- November 2022: Vice Chair of Research, Department of Pediatrics, School of Medicine, University of New Mexico, Albuquerque
July 2014- present: Research Professor of Pediatrics, Department of Pediatrics, School of Medicine, University of New Mexico, Albuquerque
July 2008- 2014: Research Associate Professor of Pediatrics, Department of Pediatrics, School of Medicine, University of New Mexico, Albuquerque
July 2001 – 2008: Research Assistant Professor of Pediatrics, Department of Pediatrics, School of Medicine, University of New Mexico, Albuquerque

MEMBERSHIP IN PROFESSIONAL SOCIETIES

2010 to present	Western Society for Pediatric Research- elected member 2012
2002 to present	American Thoracic Society
1999 to present	American College of Clinical Pharmacy
1996 to present	New Mexico Society of Health-System Pharmacists
1995 to 2005	American Society of Health-System Pharmacists
1995 to 2000	American Pharmaceutical Association
1997 to 1999	Gamma Beta Chapter of Rho chi Society

OTHER EXTRAMURAL PROFESSIONAL ACTIVITIES

2022- present	RECOVER, Participant Research Experience Committee
2022-present	Scientific advisory board: A Histamine Pharmacodynamic Biomarker to Guide Treatment in Pediatric Asthma (RO1)
July 2022	PT027 Pediatric Advisory Board, AstraZeneca
Jan 2022-present	Co-chair, ISPCTN Airway Working Group
2019 to present	Data Safety Monitoring Board, PEAKmAPP clinical trial (RO1)

2016 to present	IDEa State Pediatric Clinical Trial Network, Steering Committee
2016 to 2017	IDEa State Pediatric Clinical Trial Network, Executive Leadership Committee
2012 to 2014	NICHHD Workshop on Advancing Pediatric Therapeutics- Asthma core group
2010 to 2019	NHLBI AsthmaNet: Steering Committee
2010 to 2018	NHLBI AsthmaNet: Retention/Recruitment Subcommittee
2008 to 2011	NHLBI Center for Asthma Research and Education (CARE): Steering Committee
2005 to 2006	Sepracor pharmacy Advisory Committee meeting
2002 to present	Manuscript review for Pharmacotherapy
2002 to present	Manuscript review for Pediatric Asthma Allergy and Immunology

AWARDS

2019 Department of Pediatrics, Faculty Service Award
 2020 Faculty Research Excellence Award in Clinical Science
 2020 Outstanding Mentorship for Faculty Research: Clinical
 2021 AAMC; Women in Medicine Month: Women as Biomedical Scientists
 2022 College of Pharmacy Research Excellence Award

INVITED LECTURES

- Grand Rounds; Department of psychiatry: RECOVER study, April 15, 2022
- Grand Rounds, Department of Internal Medicine: updates on COVID-19 research and omicron, March 10, 2022
- Pediatric grand Rounds, Lessons Learned from CARE network, Management of asthma in preschool children, February 1, 2018
- Lecture, Master in the Clinical Research Sciences. "Clinical trials", October 2016
- Breathing Better Together, Asthma Educator Certification (AE-C) Prep Course, "Asthma Management Pharmacology," April 2016
- American Lung Association, NM: October 2015: "Upcoming Asthma studies and interventions"
- Grand rounds: "lessons learned from CARE network, Management of asthma in preschool children", University of FL, Sept 4, 2014
- Pediatric Grand rounds: "Asthma Research Pipeline, AsthmaNet Clinical Trials," May 15, 2014
- Synergy presentation April 2014, "A Dose-Escalation Study to Detect Urease-Producing Bacteria in Lungs of Health Volunteers and Subjects with Cystic Fibrosis Using Aerosolized ¹³C-urea", April 14, 2014
- The congress of Iranian Society of Asthma and Allergy, "Safety and efficacy of inhaled corticosteroids in children with asthma" Nov 27th and "pharmacotherapy of asthma exacerbation," Nov 28th, Tehran, Iran, November 27-29, 2013
- Breathing Better Together, Asthma Educator Certification (AE-C) Prep Course, "Asthma Management Pharmacology," November 7-8, 2013
- Envision Pulmonary clinic, Pediatric Pulmonary Clinical Research, October 2013
- Envision Pulmonary Clinic/CME: Side effects of Inhaled corticosteroids, April, 2013
- Project ECHO/CME, Role of Respiratory virus in development of asthma, Oct 8, 2012
- Internal Medicine, Infectious disease division, A review of clinical trials, July 2012
- American Thoracic Society (ATS), Annual meeting, "Aerosol Therapy" poster session, Facilitator, San Francisco, CA, May 2012
- Pediatric grand rounds: April 2012, Lessons Learned from the CARE Network: Asthma exacerbations
- Project ECHO/CME, TREXA study, Sept, 2011
- Project ECHO/CME, Asthma update/school management, Deming, NM, Aug 2011
- RISE conference, New Mexico State University, "Clinical trial 101", July 2011

- Grand Rounds/Project ECHO/CME, Asthma update, Alamogordo, NM, June 2010
- Department of Health (DOH)/ Project ECHO (School nurses in-service), asthma update/school management, Rio Rancho, NM October 2010
- October 2008, "Breathing Easy," Facilitator, ACCP Conference, Louisville KY
- Project ECHO/CME, "allergy medications", July 2008

RESEARCH INTERESTS

My primary research interest is asthma pharmacotherapy in the pediatric population. As the principal investigator of the Childhood Asthma Management Program (CAMP), Childhood Asthma Research and Education (CARE) Network and AsthmaNet projects (all sponsored by NHLBI), I have been able to collaborate with colleagues nationally, investigate asthma management from infancy to adulthood in order to learn about the natural history of asthma, and evaluate existing and new therapies for asthma tailored to individual patients. In addition, I participate in pharmaceutical sponsored Phase II-IV trials evaluating novel asthma therapies in children and adult patients. I also have interest in cystic fibrosis (CF) research and the opportunity for our CF patients to participate in clinical trials offering novel therapies for CF. Currently, I am the co-principal investigator of UNM Pediatric Clinical Trial Center in Environmental Influences on Child Health Outcomes (ECHO) IDeA States Pediatric Clinical Trials Network (ISPCTN). The Clinical Sites of the ISPCTN will conduct multicenter clinical trials research, assuring the participation of children living in rural or underserved communities located in IDeA states, and build pediatric research capacity for IDeA states to support the conduct of clinical trials of relevance to rural or underserved children in IDeA states. This network supports clinical trial pediatric research in the 5 focus areas of the ECHO program including: pre-, peri-, and postnatal outcomes; obesity; upper and lower airways; neurodevelopment; and positive health. With the COVID-19 pandemic, I am coordinating the efforts of the University clinical trials. In addition, My colleagues and I (MPI) have been funded to be a site for RECOVER study – adult and pediatric cohorts- to learn more about post-acute sequelae of SARS-CoV-2.

SERVICE INTERESTS

In a clinical setting at Pediatrics Pulmonary clinic, I provide pharmacotherapy consult and practice as a pharmacist clinician. This service gives me the opportunity not only to understand what is important in the clinical setting, but also to design research aims as they apply to clinical practice. The interaction with faculty, residents and other multidisciplinary health care providers in the clinic setting creates a perfect environment to teach, discuss ideas and to learn about different aspects of a condition.

TEACHING INTERESTS

I will continue providing lectures in management of asthma as well as presentation of new finding and publications resulted from ongoing research. in addition to disease specific lectures, I have given several lectures on research and clinical trials to hearth are providers. I will also continue my efforts in Envision, which enhances patient care and allows providers in all areas of NM opportunities to implement national guidelines for asthma. I will continue my collaboration with Envision, American Lung Association and NMCoA Education and health policy makers to improve education and the care of patients with asthma in NM.

SCHOLARLY ACHIEVEMENT

Book Chapters

- **Raissy HH**, Marshik PL, Kelly HW. Drug-Induced Pulmonary Disease. In: Pharmacotherapy: A Pathophysiologic Approach, 5th edition, DiPiro J, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM, eds, Appleton & Lange, Norwalk. 2002
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- **Raissy HH**. Asthma and bronchospasm. In: Drug-Induced Diseases: Prevention, Detection, and Management. Tisdale J, Miller D eds. American Society of Health-System Pharmacists. Bethesda, Maryland. 2005
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- **Raissy HH**, Harkins M. Drug-Induced Pulmonary Disease. In: Pharmacotherapy: A Pathophysiologic Approach, 9th edition, DiPiro J, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM, eds, Appleton & Lange, Norwalk. Feb 2014
- **Raissy HH**, Harkins M. Drug-Induced Pulmonary Disease. In: Pharmacotherapy: A Pathophysiologic Approach, 10th edition, DiPiro J, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM, eds, Appleton & Lange, Norwalk. Feb 2017
- **Raissy HH**, Abram E, Kelly HW, Szeffler S. Antiasthmatics. In: Neonatal and Pediatric Pharmacology: Therapeutic Principles in Practice, 5th edition, Sumner J. Yaffe and Jacob V. Aranda, editors, Lippincott Williams & Wilkins. February 2019; submitted

- Blake K, **Raissy HH**. Principles of Pharmacotherapeutics. In: Middleton's Allergy: Principles and Practice, 9th edition, Burks AW, ST Holgate, O'Hehir RE, Broide DH, Bacharier LB, Khurana Hershey GK, Peebles RS, eds, Elsevier- 2020
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Original Research or Scholarly Articles in Refereed Journals

1. Long-term effects of budesonide or nedocromil in children with asthma. The Childhood Asthma Management Program Research Group. (**Raissy HH**, Co-Investigator, University of New Mexico, Albuquerque, New Mexico) N Engl J Med. 2000;343:1054-63.
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4. The prevalence of environmental exposure to perceived asthma triggers in children with mild-to-moderate asthma: data from the Childhood Asthma Management Program (CAMP). Weiss ST, Horner A, Shapiro G, Sternberg AL; Childhood Asthma Management Program (CAMP) Research Group. (**Raissy HH**, Co-Investigator, University of New Mexico, Albuquerque, New Mexico). J Allergy Clin Immunol. 2001 ;107(4):634-40.
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80. Blake K, **Raissy HH**. Inhaling Essential Oils: Purported Benefits and Harms. Pediatric Allergy, Immunology, and Pulmonology; Sep 2017: 186-188.
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85. Blake K, **Raissy HH**. Asthma Guidelines Priority Topic: Long-Acting Anti-Muscarinic Agents in Asthma; Management as Add-On to Inhaled Corticosteroids. Pediatric Allergy, Immunology, and Pulmonology; Sept 2018:199-203
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95. Step-Up Therapy in Black Children and Adults with Poorly Controlled Asthma. Wechsler ME, Szeffler SJ, Ortega VE, Pongracic JA, Chinchilli V, Lima JJ, Krishnan JA, Kunselman SJ, Mauger D, Bleecker ER, Bacharier LB, Beigelman A, Benson M, Blake KV, Cabana MD, Cardet JC, Castro M, Chmiel JF, Covar R, Denlinger L, DiMango E, Fitzpatrick AM, Gentile D, Grossman N, Holguin F, Jackson DJ, Kumar H, Kraft M, LaForce CF, Lang J, Lazarus SC, Lemanske RF Jr, Long D, Lugogo N, Martinez F, Meyers DA, Moore WC, Moy J, Naureckas E, Olin JT, Peters SP, Phipatanakul W, Que L, **Raissy H**, Robison RG, Ross K, Sheehan W, Smith LJ, Solway J, Sorkness CA, Sullivan-Vedder L, Wenzel S, White S, Israel E; NHLBI AsthmaNet. *N Engl J Med*. 2019 Sep 26;381(13):1227-1239
96. Heterogeneity of Mild to Moderate Persistent Asthma in Children: Confirmation by Latent Class Analysis and Association with 1-Year Outcomes. Fitzpatrick AM, Bacharier LB, Jackson DJ, Szeffler SJ, Beigelman A, Cabana M, Covar R, Guilbert T, Holguin F, Lemanske RF, Martinez FD, Morgan W, Phipatanakul W, Pongracic JA, **Raissy HH**, Zeiger RS, Mauger DT. *J Allergy Clin Immunol Pract*. 2020 Sep;8(8):2617-2627. PMID: 32156610
97. Long-term safety and efficacy of tezacaftor-ivacaftor in individuals with cystic fibrosis aged 12 years or older who are homozygous or heterozygous for Phe508del CFTR (EXTEND): an open-label extension study. Flume PA, Biner RF, Downey DG, et al; VX14-661-110 study group. *Lancet Respir Med*. 2021 Jul;9(7):733-746. PMID: 33581080
98. IDEa States Pediatric Clinical Trials Network for Underserved and Rural Communities. Annett RD, Chervinskiy S, Chun TH, Cowan K, Foster K, Goodrich N, Hirschfeld M, Hsia DS, Jarvis JD, Kulbeth K, Madden C, Nesmith C, **Raissy H**, Ross J, Saul JP, Shiramizu B, Smith P, Sullivan JE, Tucker L, Atz AM. *Pediatrics*. 2020 Sep 17:e20200290. PMID: 32943534
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100. Evaluation of mRNA-1273 Covid-19 Vaccine in Children 6 to 11 Years of Age. Creech CB, Anderson E, Berthaud V, et al; KidCOVE Study Group. *N Engl J Med*. 2022 May 26;386(21):2011-2023. PMID: 35544369
101. Evaluation of mRNA-1273 Covid-19 Vaccine in Children 6 months to 5 Years of Age. Anderson EJ, Creech CB, Berthaud V, et al; KidCOVE Study Group. *N Engl J Med*. 2022 Nov 3;387(18):1673-1687 PMID: 36260859

Contributed Abstracts and/or Oral Presentations

- **Raissy HH**, Cain HN, Marshik P, Crowley M, Kelly HW. Comparison of the Systemic Effects of Inhaled Corticosteroids in Children. Presented at 2000 ALA/ATS International Conference. *Am J Resp Crit Car Med* 2000;161:A36.
- Colon-Semidey AJ, **Raissy HH**, Cain HN, Marshik P, Crowley M, Kelly HW. Comparison between Equipotent Doses of Inhaled Steroids and Non-Invasive Markers of Disease Severity in Children. Presented at 2000 ALA/ATS International Conference. *Am J Resp Crit Car Med* 2000;161:A37

- Marshik P, **Raissy HH**, Kelly HW, Crowley M. A Dose Response for Inhaled Corticosteroids in Children. Presented in ACCP Annual Meeting 2001. *Pharmacotherapy* 2001;21(10)308.
- **Raissy HH**, Welch SM, Marshik PL, Scott S, Kelly HW. Urinary free cortisol concentration in healthy and mild asthmatic children. Presented in International Conference of the American Thoracic Society, May 2002. *Am J Resp Crit Car Med* 2002;162:A743.
- Caffey LF, **Raissy HH**, Marshik P, Kelly HW. A crossover comparison of fluticasone propionate (FP) and montelukast (M) in children 5-12 years old with mild to moderate persistent asthma. Presented in International Conference of the American Thoracic Society, May 2003. *Am J Resp Crit Car Med* 2003;167:A269.
- **Raissy HH**, McNutt DM, Monske M, Caffey LF, Marshik P, Harkins M, Kelly HW. Inspiratory flow through dry-powder inhalers (DPIs) in asthmatic children 2 to 12 years old. Presented in International Conference of the American Thoracic Society, May 2004. *Am J Resp Crit Car Med* 2004;169:A147.
- **Raissy HH**, Kelly HW. Relationship between Asthma Severity and Endogenous Cortisol Excretion. Presented in International Conference of the American Thoracic Society, May 2004. *Am J Resp Crit Car Med* 2004;169:A147.
- **Raissy HH**, Harkins M, Esparham A, Kelly HW. A double-blind, placebo-controlled crossover comparison of the dose-response to levalbuterol for reversing methacholine-induced bronchoconstriction with and without pretreatment with S-albuterol. International Conference of the American Thoracic Society May 2005.
- **Raissy HH**, Harkins M, Esparham A, Kelly HW. A double-blind, placebo-controlled crossover comparison of the dose-response to levalbuterol for reversing methacholine-induced bronchoconstriction with and without pretreatment with S-albuterol. American College of Clinical Pharmacy, spring meeting- and selected for best poster competition. May 2006.
- Shakib JH, Ralston SH, **Raissy HH**, Stoddard GJ, Byington C. Pertussis antibodies in postpartum women and newborns. Pediatric Academic Societies, May 5-8, 2007, Toronto, Canada.
- Jacobs A, Wong CS, Kelly F, **Raissy HH**, Greger, N, Kaufman E, Brandt J. Diurnal Patterns of Urine Total Protein Excretion in Children. Pediatric Academic Societies, May 5-8, 2007, Toronto, Canada.
- Pretreatment with Albuterol vs. Montelukast in Exercise Induced Bronchospasm in Children. **Raissy HH**, Harkins M, Kelly HW. Accepted to American College of Clinical pharmacy, Annual Meeting October 12-17, 2007, Denver, CO.
- Project ECHO: Improving Asthma Care in New Mexico with Telehealth Technology. Harkins M, **Raissy HH**, Moseley K, Luttecke K, Arora S. CHEST, Annual meeting October 2011, Honolulu, HI
- Implementing an Innovative Patient Recruitment Service that Employs an "Honest Contactor" to Make "Cold-Calls" in a Compliant Manner for the Purposes of Clinical Research Recruitment. Burge M., **Raissy HH**. 5th Annual CTSA Clinical Research Management Workshop "Learning by Doing: Applying Evidence-based Tools to Re-engineer Clinical Research Management.", June 3-5 2012 at Yale in New Haven, CT.

- An Innovative Participant Recruitment Service that Employs an “Honest Contactor” to Make HIPAA-Compliant “Cold-Calls” for Clinical Research Recruitment. Larson RS, Burge MR, **Raissy HH**. CTSA Steering Committee, Washington DC December 2013
- A dose-escalating study to evaluate safety of aerolized 13C-urea to detect urease-producing bacteria in lungs of cystic fibrosis patients. **Raissy HH**, Heynekamp T, Davies L, Morales E, Harkins M. American thoracic Society, San Diego, CA, May 2014
- A proof of concept study to evaluate use of aerosolized 13C-urea to detect urease-producing bacteria in lungs of cystic fibrosis patients. **Raissy HH**, Heynekamp T, Davies L, Morales E, Harkins M. American College of Clinical Pharmacy, Austin, TX, October 2014.
- **Raissy HH**, Kong AS, Tigges E, Yakes-Jimenez E, Sanders SG, Nunez O, Lavelle S, Kelly F. A New Approach to Child Health Research: ISPCTN Mission and Goals. UNM Pediatric Research Week , April 2019.
- Urrea NJ, Sebesta E, **Raissy HH**, Lavelle S, Sanders SG, Nunez O, Kelly F, Beauman S, Hanson M. CUDDLE: Commonly Used Drugs During Lactation and Infant Exposure. UNM Pediatric Research Week, April 2019.
- Campbell, AE, **Raissy HH**, Kong AS, Negrete S, Seik A, Lavelle S, Nunez O. Vitamin D Supplementation in Children with Obesity-Related Asthma (VDORA1). UNM Pediatric Research Week, April 2019.
- **Raissy HH**, Kong AS, Lavelle S, Sanders SG, Nunez O. POP01 (Opportunistic): Pharmacokinetics of Understudied Drugs Administered to Children per Standard of Care. UNM Pediatric Research Week, April 2019.
- **Raissy HH**, Kong AS, Tigges E, Yakes-Jimenez E, Sanders SG, Nunez O, Lavelle S, Kelly F. A New Approach to Child Health Research: ISPCTN Mission and Goals. Poster presentation at Wylder Lecture Series , August 2019. Presented by Carols Vargas and Jade Archuleta.
- Pratt-Chavez H, Kong AS, Sanders S, Ozechowski T, Widener M, **Raissy H**. NOWS-NM: A Web-Based Training Curriculum in Best Practices for the Care of Newborns with Neonatal Opioid Withdrawal Syndrome. INBRE Conference, Las Vegas NV, October 2019.
- IDeA States Pediatric Clinical Trials Network Clinical Trials and Capacity Building. Jeannette Y. Lee, David Easa, Alberta Kong, **Hengameh Raissy**, Bruce Shiramizu, Rosalyn Singleton, Paul Smith, and Jessica N. Snowden on behalf of the IDeA States Pediatric Clinical Trials Network. INBRE, Las Vegas Nevada, October 2019

CURRENT GRANT AND CONTRACT FUNDING

GRANTS:

- OTA-21-015B; (Raissy and Harkins) 10/1/2021- 9/31/2025 2.4 calendar
NIH Capitulated budget; up to \$3,000,000
Researching COVID to Enhance Recovery (RECOVER): Adult Cohort: Mountain States PASC Consortium (MSPC)

Goal: RECOVER, a research initiative from the National Institutes of Health (NIH), seeks to understand, prevent, and treat PASC, including Long COVID.

- OTA-21-015B; (Raissy and Dehority) 10/1/2021- 9/31/2025 2.4 calendar
NIH Capitulated budget; up to \$1,000,000
Researching COVID to Enhance Recovery (RECOVER), ISPCTN Pediatric COVID Cohort

Goal: RECOVER, a research initiative from the National Institutes of Health (NIH), seeks to understand, prevent, and treat PASC, including Long COVID.

- 2UG10D024947-03 (Raissy and Kong, dual PI) 9/01/16-8/31/2025 2.4 calendar
NIH Total Costs: \$2,082,900
UNM Pediatric Clinical Trial Site in IDeA State Pediatric Clinical Trial Network UNM PCTSN)

Goal: To provide the research infrastructure as well as the supervised professional development in research and clinical trial implementation. We will build a dedicated pediatric clinical trial teams at our institutions and will partner with IDeA and non-IDeA state institutions to improve access to relevant populations and accelerate overall study accrual and retention of participants; our effort will have a sustained influence on child health and advancing knowledge in the field.

- 2UL1 TR0001449 (Larson, PI) 8/14/15 – 5/31/2025 2.40 calendar
DHHS/NIH/NCRR Total Costs: \$19,955,385
University of New Mexico Clinical and Translational Science Center (CTSA)

Goal: To continue a transformative, novel, and integrated academic home for clinical and translational science at the University of New Mexico Health Sciences Center.

Role: Network Capacity Core Lead

- U24OD024957 (Jeannette Lee), UAMS 11/1/2018-8/31/2021 1.2 calendar
NIH Office of the Director Total Costs: \$350,700

Vitamin D supplementation in children with obesity-related asthma

Role: Principal Investigator of clinical trial

- 1R21HD095100-01 (Felton , PI) 08/1/2018-07/31/2021 0.6 calendar
NIH Total cost: \$416,625

Aqueous-based Two-Step Spray Drying as a Taste Masking Drug Delivery Platform

Goal: to develop a 2-step taste masking strategy using a second coating using sealed matrix microparticles followed by a pediatric test panel trial

Role: principal investigator of clinical trial component

CLINICAL TRIALS:

1. The BREATHE Study: Bronchiolitis Recovery and the Use of High Efficiency Particle Air (HEPA) Filters.
Faulk K (PI), Raissy HH, Dehority W
Sponsor: NIH
Sept 2022- present
2. EPIC-Peds: Study of Oral PF-07321332 (Nirmatrelvir)/Ritonavir in Nonhospitalized COVID-19 Pediatric Patients at Risk for Severe Disease

Dehority (PI), Raissy HH
Sponsor: Pfizer
June 2022-present

3. A Randomized, Double-Blind, Double Dummy, Parallel Group, Multicenter 24 to 52 Week Variable Length Study to Assess the Efficacy and Safety of Budesonide, Glycopyrronium, and Formoterol Fumarate Metered Dose Inhaler (MDI) Relative to Budesonide and Formoterol Fumarate MDI and Symbicort® Pressurized MDI in Adult and Adolescent Participants with Inadequately Controlled Asthma (KALOS)
Raissy HH (PI), Assaf S
Sponsor: AstraZeneca
April 2022- present
4. A 52-week, randomised, double-blind, double-dummy, parallel group, multi-center, non-inferiority study assessing exacerbation rate, additional measures of asthma control and safety in adult and adolescent severe asthmatic participants with an eosinophilic phenotype treated with GSK3511294 compared with mepolizumab or benralizumab (NIMBLE)
Assaf S (PI), **Raissy HH**
Sponsor: AstraZeneca
April 2022- present
5. Researching COVID to Enhance Recovery (RECOVER), ISPCTN Pediatric COVID Cohort
Raissy HH (Co-PI), Dehority W, Larrabee J, Kadish M
Sponsor: NIH
June 2021- present
6. Researching COVID to Enhance Recovery (RECOVER): Adult Cohort: Mountain States PASC Consortium (MSPC)
Raissy HH (Co-PI), Harkins M
Sponsor: NIH
June 2021-present
7. Improving pediatric COVID-19 vaccine uptake using an mHealth tool: a randomized, controlled trial. (MoveUP)
Dehority, W (PI), **Raissy HH**, Maxwell J.
Sponsor: NIH, Office of Director
May 1, 2021- May 2024
8. Improving COVID-19 Vaccine Uptake Using mHealth Tools: A Qualitative Study (Move-UP)
Sponsor: NIH
Dehority W (PI), **Raissy HH**
October 2021- Jan 2022
9. A Phase 2/3, Two-Part, Open-Label, Dose-Escalation, Age De-escalation and Randomized, Observer-Blind, Placebo-Controlled Expansion Study to Evaluate the Safety, Tolerability, Reactogenicity, and Effectiveness of mRNA-1273 SARS-CoV-2 Vaccine in Healthy Children 6 Months to Less Than 12 Years of Age
Sponsor: Moderna
Dehority W (PI), **Raissy HH**, Kadish M, Todd C
July 2021- present
10. Eating, Sleeping, Consoling for Neonatal Withdrawal (ESC-NOW): a Function-Based Assessment and Management Approach
Maxwell J (co-PI), Weitzen S (co-PI), **Raissy HH** (center PI)
Sponsor: NIH/HEAL Initiative

Jan 2020-present

11. Trial to Shorten Pharmacologic Treatment of Newborns With Neonatal Opioid Withdrawal Syndrome (NOWS)
Maxwell J (protocol PI), **Raissy HH** (center PI)
Sponsor: NIH/HEAL Initiative
Jan 2020-present
12. Taste Masking effectiveness and Palatability in Pediatric Patients
Raissy HH (PI), Dehority W.
Sponsor NIH
September 2019-present
13. A Phase 1b, Multicenter, double blind randomized controlled trial of fentanyl vs. fentanyl + dexmedetomidine as the initial regimen for maintenance of sedation in mechanically-ventilated, critically ill children
Subbaswamy A (PI), **Raissy HH**, Hadid S
Sponsor: NIH
September 2019-2021
14. A Long-term, Randomized, Double-blind, Multicenter, Parallel-group, Phase III Study Evaluating the Efficacy and Safety of PT027 Compared to PT007 Administered as Needed in Response to Symptoms in Symptomatic Adults and Children 4 Years of Age or Older with Asthma (MANDALA)
Raissy HH (PI), Caffey L
Sponsor Avillion
September 2019-2021
15. Phase II/III Safety and efficacy of IMI/REL (MK-7655A) versus comparator in pediatric subjects with hospital-acquired/ventilator-associated bacterial pneumonia (HABP/VABP), complicated intra-abdominal infection (cIAI) and complicated urinary tract infection (cUTI)
Muller M (PI), **Raissy HH**
Sponsor: Merck
January 2020- 2022t
16. A Randomized, Multicenter, Double-Blind, Parallel-Group, Placebo-Controlled Study to Investigate the Efficacy and Safety of Canagliflozin in Children and Adolescents (≥ 10 to < 18 years) with Type 2 Diabetes Mellitus
Kong A (PI), Negrete S, **Raissy HH**
Sponsor: Janssen
December 2019-present
17. A phase I , open-label, single-dose study to assess the PK and safety and tolerability of ceftazidime-avibactam (CAZ-AV10 in children from 3 months to less than 18 years of age who are hospitalized and receiving systemic antibiotic therapy for suspected or confirmed nosocomial pneumonia, including ventilator-associated pneumonia.
Dehority (PI), **Raissy HH**
Sponsor: Pfizer
January 2020-2022
18. Vitamin D Supplementation in Children with Obesity-Related Asthma (VDORA).
Raissy HH (PI), Campbell A.
Sponsor: NIH
January 2019- 2022

19. CUDDLE STUDY, Commonly Used Drugs During Lactation and Infant Exposure (NICHD-2017-BMS01)
Urrea N (PI), Sebasta E, **Raissy HH**
Sponsor: NICHD
January 2019- 2022
20. A Phase 1, Non-comparative, Open-Label Study of Pharmacokinetics and Safety of a Single-Dose of ZTI-01 (Fosfomycin for Injection) in Pediatric Subjects (Less than 12 Years of Age) Receiving Standard of Care Antibiotic Therapy for Proven or Suspected Infection or for Peri-operative Prophylaxis
Dehority W (PI), **Raissy HH**
Sponsor: Zavante Therapeutics, Inc.
December 2018-2021
21. A Phase 3, Multi-Center, Randomized, Open-Label, Assessor-Blind Study to Evaluate the Efficacy and Safety of Mino-Lok Therapy (MLT) in Combination with Systemic Antibiotics in the Treatment of Catheter-Related or Central Line-Associated Bloodstream Infection
Dehority W (PI), **Raissy HH**
Sponsor: Leonard-Meron Biosciences, Inc.
December 2018-2021
22. Pharmacokinetics and Safety of Anesthetics and Analgesics in Children and Adolescents
Protocol: NICHD-2017-ANA01
Raissy HH (PI)
Sponsor: NICHD
December 2018- 2021
23. Advancing Clinical Trials for Neonatal Opioid Withdrawal (ACT NOW)
Fuller J (PI), **Raissy HH**, Kong A
August 2018- 2021
Sponsor: NIH
24. A Post-approval Observational Study to Evaluate the Long-term Effectiveness and Safety of Orkambi in US Patients Who completed Study VX12-809-105 Part A. VX16-809-120
Raissy HH (PI), Daveis L, Cotton C
Sponsor: Vertex
November 2018-Jan 2019
25. A Phase 3, Open-label Study Evaluating the Long-term Safety and Efficacy of VX-445 Combination Therapy in Subjects With Cystic Fibrosis Who Are Homozygous or Heterozygous for the F508del Mutation VX17-445-105
Raissy HH (PI), Daveis L, Cotton C
Sponsor: Vertex
January 2018- present
26. A Phase 3, Randomized, Double-blind, Controlled Study Evaluating the Efficacy and Safety of VX-445 Combination Therapy in Subjects With Cystic Fibrosis Who Are Heterozygous for the F508del Mutation and a Minimal Function Mutation (F/MF). VX17-445-102
Raissy HH (PI), Daveis L, Cotton C
Sponsor: Vertex
January 2018- 2019
27. Pharmacokinetics of Understudied Drugs Administered to Children per Standard of Care, NICHD-2011-POP01 – Opportunistic
Raissy HH (PI), Kong A

Sponsor: NICHD
January 2018- July 2022

28. A Multicenter, Randomized, Double-blind, Parallel Group, Placebo-controlled, Phase 3b Study to Evaluate the Safety and Efficacy of Benralizumab 30 mg sc in Patients with Severe Asthma Uncontrolled on Standard of Care Treatment. ANDHI
Raissy HH (PI), Davies L, Assad N
Sponsor: AstraZeneca
Feb 2018- July 2022
29. A Phase 1/2 Study of VX-445 in Healthy Subjects and Subjects With Cystic Fibrosis VX16-445-001.
Raissy HH (PI), Daveis L, Cotton C
Sponsor: Vertex
August 2017- January 2021
30. A Phase III, randomized, double-blind, placebo-controlled study of AeroVanc for the treatment of persistent methicillin-resistant Staphylococcus aureus lung infection in cystic fibrosis patients SAV005-04
Raissy HH (PI), Daveis L, Cotton C
Sponsor: Savara
August 2017- December 2020
31. Multicenter, 2-arm, Parallel-group, Pilot Study of Adherence to Lumacaftor/Ivacaftor in CF Subjects Homozygous for the F508del-CFTR Mutation -VX15-809-114
Raissy HH (PI), Daveis L, Heynekamp T
Sponsor: Vertex, Inc.
March 2016 -Jan 2018
32. A Phase 2, Multicenter, Randomized, Double-blind, Placebo-controlled, Parallel-group Study to Evaluate the Efficacy, Safety, and Tolerability of CTX-4430 Administered Orally Once-Daily for 48 Weeks in Adult Patients with Cystic Fibrosis, CTX-4430-CF-201, EMPIRE
Raissy HH (PI), Daveis L, Heynekamp T, Cotton C.
Sponsor: CeltaSys, Inc.
January 2016 -2018
33. A 52 Week, Multicentre, Randomized, Double-Blind, Parallel Group, Placebo Controlled, Phase 3 Study to Evaluate the Efficacy and Safety of Tralokinumab in Adults and Adolescents with Asthma Inadequately Controlled on Inhaled Corticosteroid Plus Long-Acting β 2-Agonist (STRATOS 2).
Raissy HH (PI), Harkins M, Davies L.
Sponsor: AstraZeneca
October 2015-2017
34. A Multicenter, Double-blind, Randomized, Parallel Group, Phase 3 Safety Extension Study to Evaluate the Safety and Tolerability of Benralizumab (MEDI-563) in Asthmatic Adults and Adolescents on Inhaled Corticosteroid Plus Long-acting β 2 Agonist (BORA)
Raissy HH (PI), Harkins M
Sponsor: AstraZeneca
October 2015-2018
35. VX15-371-101- A Phase 2a, Randomized, Double-blind, Placebo-controlled, Incomplete Block, Crossover Study to Evaluate the Safety and Efficacy of VX-371 in Subjects Aged 12 Years or Older With Cystic Fibrosis, Homozygous for the F508del-CFTR Mutation, and Being Treated With Orkambi
Raissy HH (PI), Daveis L, Heynekamp T, Cotton C

Sponsor: Vertex, Inc.
January 2016 –2019

36. A Phase 1, Open-label, Multi-center Study to Determine the Pharmacokinetics and Safety of Solithromycin as Add-on Therapy in Adolescents and Children with Suspected or Confirmed Bacterial Infection- CE01-120
Dehority W (PI), **Raissy HH**
Sponsor: Cemptra
May 2015- 2016
37. VX14-661-110: A Phase 3, Open-Label, Rollover Study to Evaluate the Safety and Efficacy of Long-term Treatment With VX-661 in Combination With Ivacaftor in Subjects Aged 12 Years and Older With Cystic Fibrosis, Homozygous or Heterozygous for the F508del-CFTR Mutation. VX14-661-110
Raissy HH (PI), Davies L, Heynekamp T, Cotton C.
Sponsor: Vertex
October 2015- October 2017
38. VX12-809-105- A Phase 3, Rollover Study to Evaluate the Safety and Efficacy of Long-Term Treatment With Lumacaftor in Combination With Ivacaftor in Subjects Aged 12 Years and Older With Cystic Fibrosis, Homozygous or Heterozygous for the F508del-CFTR Mutation
Raissy HH (PI), Davies L, Heynekamp T, Cotton C.
Sponsor: VERTEX
Jan 2015- December 2017
39. VX14-661-106- A Phase 3, Randomized, Double-Blind, Placebo-Controlled, Parallel-Group Study to Evaluate the Efficacy and Safety of VX-661 in Combination With Ivacaftor in Subjects Aged 12 Years and Older With Cystic Fibrosis, Homozygous for the F508del-CFTR Mutation Vertex Study Number:
Raissy HH (PI), Davies L, Heynekamp T, Cotton C.
Sponsor: VERTEX
February 2015- 2017
40. SStep-up Yellow Zone Inhaled CorticosteroidS to Prevent Exacerbations(STICS)
Raissy HH (PI), Caffey F, Davies L.
U10 HL098075A AsthmaNet (Penn State/Mauger, NJH/Martin, UNM/Raissy)
July 2014-July 2017
41. Multicentre, Randomized, Double-blind, Parallel Group, Placebo controlled, Phase III Efficacy and Safety Study of Benralizumab (MEDI-563) Added to High-dose Inhaled Corticosteroid Plus Long-acting β 2 Agonist in Patients with Uncontrolled Asthma (SIROCCO).
Raissy HH (PI), Harkins M
Sponsor: AstraZeneca
March 2014- December 2015
42. Multicenter Validation of Predictive Sputum Biomarkers in CF
Heynekamp T (PI), **Raissy HH**
Sponsor: CF foundation/subcontract Utah University
February 2013- present
February 2018 (PI)- 2019
43. BARD - Best African American Response to Asthma Drugs
Raissy HH (PI), Morales E, Davies L
U10 HL098075A AsthmaNet (Penn State/Mauger, NJH/Szafler, UNM/Raissy)
February 2014- 2019

44. A randomized double- blinded controlled trial of an oral nutritional supplement containing AN777 in older hospitalized patients. .
Raissy HH (PI), Harkins M.
Sponsor: Abbott
January- December 2014
45. Individualized Therapy For Asthma in Toddlers (INFANT) and Acetaminophen Versus Ibuprofen in Children with Asthma (AVICA)
Raissy HH (PI), Davies L.
U10 HL098075A AsthmaNet (Penn State/Mauger, NJH/Szafler, UNM/Raissy)
August 2013-Jan 2015
46. A phase 3, Randomized, Double-Blind, Placebo-Controlled Study to Assess the Efficacy, Safety, and Tolerability of Lebrikizumab in Adolescent Patients with Uncontrolled Asthma who are on Inhaled Corticosteroids and a Second Controller Medication (ACOUSTICS)
Raissy HH (PI), Morales E.
Genentech/Roche
September 2013- October 2015
47. A phase 3, Randomized, Double-Blind, Placebo-Controlled Study to Assess the Efficacy, Safety, and Tolerability of Lebrikizumab in Patients with Uncontrolled Asthma who are on Inhaled Corticosteroids and a Second Controller Medication (LAVOLTA)
Raissy HH (PI), Harkins M..
Genentech/Roche
September 2013- October 2015
48. A Phase 2, randomized, Double-Blind, Placebo-Controlled, Repeated-dose Study of KLB001-A in Subjects with Cystic Fibrosis Infected with Pseudomonas Aeruginosa.
Heynekamp T, **Raissy HH (Co-I)**
KaloBios Pharmaceutical
Sept 2013- August 2014
49. A Phase 3, Randomized Double-Blind, Placebo-Controlled, Multicenter Study of Aztreonam for Inhalation Solution (AZLI) in a Continuous Alternating Therapy (CAT) Regimen of Inhaled Antibiotics for the Treatment of Chronic Pulmonary Pseudomonas aeruginosa Infection in Subjects with Cystic Fibrosis. Protocol Number: GS-US-205-0170
Raissy HH (PI), Davies L, Ramey K.
Gilead
October 2012-December 2013
50. APRIL - Azithromycin for Preventing the development of upper Respiratory tract Illness into Lower respiratory tract symptoms in children And OCELOT - Oral Corticosteroids for treating Episodes of significant Lower respiratory Tract symptoms in children.
Raissy HH (PI), Davies L.
U10 HL098075A AsthmaNet (Penn State/Mauger, NJH/Szafler, UNM/Raissy)
March 2011-Jan 2015
51. VX12 809 104- A Phase 3, Randomized, Double Blind, Placebo Controlled, Parallel Group Study to Evaluate the Efficacy and Safety of Lumacaftor Alone and in Combination With Ivacaftor in Subjects with Cystic Fibrosis, Homozygous for the F508del CFTR Mutation. Protocol Number:
Raissy HH (PI), Heynekamp T, Davies L.
Vertex.
May 2012- Jan 2015

52. A Dose-escalation Study to Detect Urease-producing Bacteria in Lungs of Healthy Volunteers and Subjects with Cystic Fibrosis Using Aerosolized ¹³C-urea.
Raissy HH (PI), Davies L, Harkins M.
Avisa
May 2013-May2014
53. A 16-Week, Randomized, Double-Blind, Placebo-Controlled Study to Evaluate the Efficacy and Safety of Reslizumab (3.0 mg/kg) Treatment in Patients With Moderate to Severe Asthma (BREATH). Protocol Number: C38072/3084.
Harkins M (PI), **Raissy HH**.
May 2012- 2013
54. A 6-month safety and benefit study of inhaled fluticasone propionate/ salmeterol combination versus inhaled fluticasone propionate in the treatment of 6,200 pediatric subjects 4-11 years old with persistent asthma (Vestri).
Raissy HH (PI), Davies L.
GlaxoSmithKline
December 2011-December 2015
55. A Safety and Efficacy Study of Inhaled Fluticasone Propionate/Salmeterol Combination versus Inhaled Fluticasone Propionate in the Treatment of Adolescent and Adult Subjects with Asthma (SAS115359) (Austri).
Raissy HH (PI), Davies L, Harkins M.
GlaxoSmithKline
December 2011-February 2015
56. A Phase III, randomized, double-blind, placebo-controlled study to assess the efficacy and safety of Lebrikizumab in patients with uncontrolled asthma who are on inhaled corticosteroids and a second controller medication (Lute). Protocol Number: GB27862.
Raissy HH (PI), Harkins M.
Genentech
January 2012- January 2013.
57. A Randomized, Placebo-Controlled, 2-Week Fixed Dose Period Followed by a 6-Month, Single-Arm, Open Label, Dose-Titration Period Study to Investigate the Efficacy and Safety of Sevelamer Carbonate in Hyperphosphatemic Pediatric Patients with Chronic Kidney Disease.
Wong C, Raissy HH (Co-Investigator).
Genzyme
Jan 2012- Sept 2013
58. Open-Label Phase 2 Trial to Evaluate the Safety and Efficacy of Aztreonam 75 mg Powder and Solvent for Nebuliser Solution/Aztreonam for Inhalation Solution (AZLI) in Pediatric Patients with Cystic Fibrosis (CF) and New Onset Lower Respiratory Tract Culture Positive for Pseudomonas aeruginosa (PA) **Aztreonam Lysine for Pseudomonas Infection Eradication (ALPINE)**.
Davies L (PI), **Raissy HH**.
Gilead
December 2011- December 2012
59. A Phase 3, Multi-Center, Multinational, Randomized, Double-Blind, Placebo-Controlled Study to Evaluate the Efficacy and Safety of MP-376 (Levofloxacin Inhalation Solution; Aeroquin) in Stable Cystic Fibrosis Patients - Study Number MPEX-207.
Davies L (PI), **Raissy HH**, Goade D, Gallegoes C.
MPEX
February 2011- February 2012

60. A phase 3, open-label, randomized trial to evaluate the safety and efficacy of MP-376 inhalation solution (Aeroquin) versus tobramycin inhalation solution in stable cystic fibrosis patients. (MPEX-209).
Davies L (PI), **Raissy HH**, Goade D, Gallegoes C.
MPEX
February 2011- December 2012
61. A randomized, double-blind, double-dummy, placebo-controlled, parallel-group study to assess and compare efficacy and safety of an 8-week treatment with BI 54903 at doses of 22.7, 45.5, and 90.9 g BID administered via Respimat inhaler and fluticasone propionate HFA MDI 88 g BID in patients with asthma inadequately controlled on SABA therapy- protocol # 1248.5. **Raissy HH (PI)**, Davies L.
Boehringer Ingelheim
January 2011- May 2012
62. A randomized, double-blind, double-dummy, placebo-controlled, parallel-group study to assess and compare efficacy and safety of an 8-week treatment with BI 54903 at doses of 45.5, 90.9 and 181.8 µg BID administered via Respimat® inhaler and fluticasone propionate HFA MDI 220 µg BID. in patients with asthma inadequately controlled on low dose ICS therapy. Protocol#1248.6 **Raissy HH (PI)**, Davies L.
Boehringer Ingelheim
January 2011-May 2012
63. A randomized, double-blind, double-dummy, active-controlled, parallel group study to assess and compare efficacy and safety of an 8-week treatment with BI 54903 at doses of 90.9, 181.8 and 363.6 µg BID administered via Respimat® inhaler and fluticasone propionate HFA MDI 440 µg BID in patients with asthma inadequately controlled on medium dose ICS therapy. Protocol #1248.7 **Raissy HH (PI)**, Davies L.
Boehringer Ingelheim
January 2011-May 2012
64. Safety of Home Oxygen Therapy in Children with Bronchiolitis.
Raissy HH (PI), Hoffman B, Davies L, Rotello B, Davis M.
March 2010-2012
No funding- resident projects.
65. A Randomized, Double-Blind, Parallel Group Study of FSC 100/50 and FP 100, Both Twice Daily, in a Pediatric Population during the Fall Viral Season.
Raissy HH (PI), Kelly W, Davies L.
April 2010– December 2010
66. Phase 3b Randomized, Double-Blind, Placebo-Controlled Two-Part Trial to Assess the Safety and Efficacy of Continuous Aztreonam for Inhalation Solution (AZLI) in Subjects with Cystic Fibrosis (CF) and Chronic *Burkholderia* Species Infection.
Goad D, **Raissy HH** (Co-investigator).
Gilead.
March 2010-February 2011
67. Prevalence and Impact of Depression and Anxiety in CF Patients and their Caregivers.
Caffey LF, Goad D, **Raissy HH** (co-investigator)
CF foundation.
January 2010- March 2011
No funding
68. HOLA-CF: Health of Latino Populations with Cystic Fibrosis (Modifier Genes in Latino Patients with Cystic Fibrosis).

- Caffey L (PI), Davies L, **Raissy HH**, Goade D.
January 2010-March2011
No funding
69. A Phase 3, Open-Label, Randomized Study of the Antiviral Activity, Safety, and Tolerability of Intravenous Peramivir in Adult and Adolescent Hospitalized Subjects with Confirmed or Suspected Influenza Infection.
Goad D, **Raissy HH** (co-Investigator).
Biocryst
October 2009- June 2010
70. Maintenance vs. Intermittent Inhaled Steroids in Wheezing Toddlers (MIST).
Raissy H (PI), Kelly W, Davies L.
5U10HL098075 (CARE Network) Penn State/Mauger, NJH/Szafler, UNM/Raissy
October 2008- 2010
71. Treating Children to Prevent Exacerbations of Asthma (TREXA).
Raissy HH (PI), Kelly W, Davies L.,
U01HL064288 (CARE Network) Penn State/Mauger, NJH/Szafler UNM/Raissy.
March 2008- 2010
72. TREXA extension study.
Raissy HH (PI), Kelly W, Davies L.
5 U10 HL064287 Penn State/Mauger, NJH/Szafler, UNM/Raissy.
December 2010-Novemeber 2011
73. Evaluation of the bronchoprotective effect of arformoterol in children with exercise-induced bronchospasm (EIB).
Raissy HH (principal investigator), Harkins M, Kelly W.
Grant/Sepracor Inc.
January 2008-January 2009
74. Childhood Asthma Management Program Continuation Study/Phase 3 (CAMPCS/3).
Raissy HH (PI), Harkins M.
NHLBI. 1 U01 HL075420-01
September 2007- June 2012
75. Barrier to Voluntary Assent in Asthma Youth Research Project.
Brody JL, **Raissy HH** (co-investigator), Harkins M, Hops H, Kelly, HW, Scherer D, Turner C.
NIH 5 R01 HL064677
2005-2009
76. Pediatric Patient Preferences for Asthma Medication.
Raissy HH (PI), Kelly HW.
2004-2006
No funding
77. Microalbuminuria in children with and without diabetes.
Jacobs A, Wong C, Brandt J, **Raissy HH** (Co-Investigator).
Funded by GCRC
2005-2008
78. Pretreatment with Albuterol vs. Montelukast in Exercise Induced Bronchospasm in Children.
Raissy HH (PI) Harkins M, Kelly HW.
Supported by a grant from American College of Clinical Pharmacy -Sanofi- Aventis

Allergy/Asthma and Frontier Research
June 2005- June 2006

79. A double-blind, placebo-controlled crossover comparison of the dose-response to levalbuterol for reversing methacholine-induced bronchoconstriction with and without pretreatment with S-albuterol in adult asthmatics.
Kelly HW, **Raissy HH** (Co-Investigator).
Harkins M. Grant/ Sepracor
January 2004- January 2005
80. FSGS-Clinical trial.
Wong C, **Raissy HH** (Co-Investigator), Harris A.
NIH Grant
2004-2006
81. A Two-Stage, Randomized, Open-Label, Parallel Group, Phase III, Multicenter, 7-Month Study To Assess The Efficacy And Safety of SYMBICORT® pMDI Administered Either As Fixed Or As An Adjustable Regimen Versus A Fixed Regimen Of Advair™ In Subjects 12 Years Of Age And Older With Asthma-ATLANTIS.
Raissy HH (PI), Caffey F, Harkins M, Kelly HW.
Contract/Astra Zeneca.
2004-March 2005
82. Childhood Asthma Management Program Continuation Study/Phase 2 (CAMPCS/2). H.W. Kelly (PI), Bashir N, Jacobs A, **Raissy HH (co-investigator)**.
NIH (NHLBI), 1 U01 HL075420-01 for \$658,460.00 from
9/30/03- 07/31/07.
83. A Randomized, Multicenter, Placebo- and Active-Controlled, Double-Blind, Therapeutic Confirmatory Study Evaluating the Safety and Efficacy of 90 mcg Levalbuterol and 180 mcg Racemic Albuterol and Placebo.
Raissy HH (PI), Caffey F, Kelly HW.
Contract/Sepracor
February-December 2003
84. A Placebo-Controlled Comparison of the Efficacy, Safety, and Pharmacokinetics of the Current US Version of Pulmicort (Budesonide) Turbuhaler® and the New Version of Pulmicort Turbuhaler® in Asthmatic Children and Adolescents.
Kelly HW, Caffey F, **Raissy HH** (Co-Investigator).
Contract/AstraZeneca
January 2003- January 2004
85. An open-label, randomized, non-inferiority study of novel erythropoiesis stimulating protein (NESP) and recombinant human erythropoietin (rHuEPO) for the treatment of anemia in pediatric subjects with chronic renal insufficiency (CRI) or end-stage renal disease (ESRD) receiving dialysis.
Wong C, Brandt J, Raissy HH (Co-investigator)
2003- 2007
86. A Twelve-Week, Randomized, Double-Blind, Double-Dummy, Active-Controlled Study of SYMBICORT pMDI Administered Once Daily in Children and Adolescents 6 to 15 Years of Age with Asthma – SPROUT.
Kelly HW, **Raissy HH** (Co-investigator), Caffey F.
AstraZeneca
October 2002- September 2004

87. A Stratified, randomized, double-blind, placebo-controlled, parallel group, 12-week trial evaluating the safety and efficacy of the fluticasone propionate/salmeterol Diskus combination product 100/50 mcg once daily versus fluticasone propionate Diskus 100 mcg once daily and placebo in symptomatic subjects (4 to 11 years) with asthma.
Raissy HH (PI), Marshik P, Kelly HW, Caffey F.
GlaxoSmithKline
March 2002-March 2004
88. A Stratified, randomized, double-blind, parallel group, 12-week trial evaluating the safety and efficacy of the fluticasone propionate/salmeterol Diskus combination product 100/50 mcg BID versus fluticasone propionate Diskus 100 mcg BID in symptomatic subjects (4 to 11 years) with asthma.
Raissy HH (PI), Kelly HW, Caffey F.
GlaxoSmithKline
August 2002-August 2003
89. Inspiratory flow through dry-powder inhalers (DPIs) in asthmatic children 2 to 12 years old.
Raissy HH (PI), Kelly HW, Marshik P, Welch S, Caffey F.
GlaxoSmithKline
January 2002-2003
90. A Double Blind randomized Trial of Steroids Withdrawal in Sirolimus- and Cyclosporine- Treated Primary Transplant Recipients.
Wong CS, Harford A, Brandt J, Harris A, Gibel L, **Raissy HH** (Co-Investigator).
NIH Grant
January 2002-2005
91. A Double Blind randomized Trial of Steroids Withdrawal in Sirolimus- and Cyclosporine- Treated Primary Transplant Recipients.
Wong CS, Harford A, Brandt J, Harris A, Gibel L, **Raissy HH** (Co-Investigator).
NIH Grant
January 2002-2005
92. An Observational study of Epidemiology and Natural History of Asthma: Outcomes and treatment Regimens (TENOR).
Perkett E, **Raissy HH** (Study coordinator)
Contract/ Genentech, Inc.
2001-2004
93. A randomized, double-blind, double-dummy, placebo-controlled, parallel group clinical trial of four weeks treatment with SEREVENT Inhalation Aerosol, 25 mcg BID, 50 mcg BID and placebo administered via a valved holding chamber with facemask in subjects with asthma age 24 to 47 months.
Kelly HW, Caffey F, Welch S, **Raissy HH** (Co-investigator).
GlaxoWellcome
2001-2002
94. Safety and efficacy of HMR4396 for the management of anemia in pediatric subjects with chronic renal failure (predialysis, hemodialysis, peritoneal dialysis).
Wong CS, Brandt J, Raissy HH (Co-Investigator).
Aventis
2001-2004
95. A randomized, placebo-controlled trial of nebulized albuterol and racemic epinephrine at equipotent beta2 agonist dosages in the treatment of bronchiolitis.
Kelly HW, Coleman D, Ralston S, Caffey LF, **Raissy HH** (Co-investigator).

Funded by GCRC.
1999-2005.

96. A Dose response for Inhaled Corticosteroids in Children.
Marshik P, **Raissy HH** (study coordinator), Crowley M, Kelly, HW.
Supported by a grant from American College of Clinical Pharmacy 1998– Bristol-Myers Squibb Primary Care Research Award.
1999-2001
97. A multicenter, randomized, double-blind, parallel group, placebo-controlled, 12-week study of fluticasone propionate 44 mcg BID and 88 mcg delivered via CFC MDI and a valved holding chamber with facemask in subjects with asthma age 24 months to 47 months”
Kelly HW, Bashir N, Clayton M, **Raissy HH** (study coordinator).
Contract/ GlaxoWellcome
1999-2000
98. Urinary free cortisol concentration and exhaled nitric oxide level in healthy and mild asthmatic children.
Kelly HW, Scott S, Crowley M, **Raissy HH** (co-investigator/fellow).
Funded by GCRC
July 1999-2002.
99. A crossover comparison of fluticasone propionate and montelukast in children 5-12 years old with mild to moderate persistent asthma.
Kelly HW, Bashir N, Clayton M, Marshik P, **Raissy HH** (co-investigator/fellow).
Funded by GCRC and a grant/GlaxoWellcome)
July 1999-2001
100. Childhood Asthma Management Program (CAMP).
Kelly HW, McWilliams B, Clayton M, **Raissy HH** (co-investigator, coordinator/fellow).
NIH (NIHLBI), NO1-HR-16046
June 1999-June 2000
101. Childhood Asthma Management Program Continuation Study (CAMPCS).” PI: H.W.
Kelly (PI), Bashir N, Clayton M, **Raissy HH (co-investigator/fellow)**
NIH (NHLBI), NO1-HR-16046 for \$1,194,206
11/1/99- 4/30/04
102. Comparison of the Systemic Effects of Inhaled Corticosteroids in Children.
Raissy HH (study coordinator/fellow), Cain HN, Marshik P, Crowley M, Kelly HW.
Funded by GCRC and a grant/GlaxoWellcome
October 1997-1999

SERVICES

Patient Care Services

- Pediatric pulmonary clinic, July 2001-present, pharmacy clinician

University, SOM, HSC Administrative Duties

- Co-Chair, Data Warehouse, Clinical and Translational Sciences Center (CTSC), January 2022-present
- Director, Network Capacity, Clinical and Translational Sciences Center (CTSC) September 2020-present
- Vice Chair of Research, Department of Pediatrics July 2018- present
- Co-director, UNM IDeA State Pediatric Clinical Trial Site, Sept 2016- present
- Associate director, Network Capacity, Clinical and Translational Sciences Center (CTSC) 2015-2020
- Associate Vice Chair of HSC Integration Research, Pediatric Department, May 2013- December 2016
- Director of Envision Asthma Clinic, September 2012- 2014
- Associate director, Clinical and Translational Science Center (CTSC), September 2010 – present
- Co-director, ECHO Asthma Clinic, February, May 2009- September 2012
- Associate Director of Research Pediatric Department, July 2007- April 2013

University, SOM, HSC, Department Committees

- Goal One of the UNM 2040 strategic plan, November 2021
- University of New Mexico, Health Sciences Center, Research Strategy Planning committee (2018-current)
- Conflict of Interest, management committee (June 2016-present)
- CTSC Sage Committee (2010-present)
- Executive CTSC Leadership Committee (2010- present)
- CTSC Clinical Data Warehouse Proposal Review Committee (2011-present)
- Childhood Signature Program Committee (November 2007- 2021t)
- Research Allocation Committee (January 2007- July 2017)
- Conflict of Interest Committee (July 2003-2006, 2010- 2016)
- Pediatric Research Committee (July 2001- 2018)
- General Clinical Research Center Advisory Committee Center (2004- 2010)
- Clinical trials Center Steering Committee (April 2005- August 2006)

Civics Activities

- NM CoA Education Committee
- American Lung Associate, Asthma Educator Institute

INFORMATION ITEMS

UNM CONTINUING
EDUCATION

YEAR IN REVIEW

2022





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FROM THE EXECUTIVE DIRECTOR

I didn't know Continuing Education did that....

Over the past few years, I would say one of the most often repeated phrases we hear is “I didn't know Continuing Education did that”. While UNM Continuing Education (UNMCE) has been around for nearly 100 years, it is often surprising to me the perception that many still have of the programs and activities that exist at UNMCE. Often the image that comes to mind is that Continuing Education is primarily for the retirement community looking for fun and stimulating programs that promote lifelong learning. UNM Continuing Education does serve that community, offering 100's of programs each year through our personal enrichment programs and the Osher Lifelong Learning Institute, but UNMCE serves a much broader and diverse community.

Professional Development and Career Training

UNMCE has, for at least 60 years or more, offered many professional development programs to individuals and organizations. While programs have evolved over the years to keep current with the changing needs of the workforce, the current climate of constantly changing technologies and workforce development challenges has greatly impacted UNMCE. It is more imperative than ever that to predict and respond quickly to these community and workforce needs to provide the practical tools and education that will help individuals and organizations thrive. We currently create dozens of new non-credit certificate and certification programs per year, update existing curriculum and/or remove programs that are no longer relevant to the community.

Often UNMCE career and professional development programs are perceived as entry-level training or an alternative to those who do not wish to enter a degree seeking program. While UNMCE does serve that demographic, the student base for career and professional development is much broader. Our students come from a wide variety of socio-economic backgrounds and who are on unique paths on their career journey. We serve students who are looking to change careers, start a new business, new leaders, existing leaders, front-facing customer service staff, front- and back-end coders, accountants, project managers, entrepreneurs, and much more.

Personal Enrichment Programs

Basket weaving may have been the traditional thought about the types of classes offered at UNM Continuing Education, but even our personal enrichment programs have evolved in the past few years. Developing programs can be a challenge as personal tastes and trends change. Fitness and health trends change as do hobbies and social interaction. UNMCE keeps ahead of the curve by keeping an ear to the ground and eye to the future in developing new programs for all ages.

Osher Lifelong Learning Institute

The Osher Lifelong Learning Institute (OLLI) at the University of New Mexico offers academically oriented non-credit programming for adults 50 plus. There are no admission requirements, tests or grades - just interesting classes in a variety of topics such as history, art history, creative writing, art appreciation and more. Member benefits include free member-only events, access to UNM Libraries, discounts on Personal Enrichment programs and discounts at Popejoy.

Conference Center

Continuing Education has a 650 seat Auditorium and approximately 15,000 square feet available that is available for rental to UNM departments and the public. Rental prices are priced for community use and UNM Departments receive a substantial discount on facility rentals. State of the art technology is available at no charge, other services offered is full day tech support, equipment rental and more. Many schools and organizations utilize the center for conferences, graduations, public events, entertainment, religious services, weddings, showers, and other public events.



Connection to the Community

UNMCE is deeply connected to the New Mexico community and beyond. UNMCE has a student base of approximately 25,000 with over 5,000 students enrolling in classes each year. At present, approximately 90% of our students are based in New Mexico but we have students who participate in our programs throughout the United States and around the world. We have over 200 instructors and vendors who teach our programs and add to the vast community network. Our base staff of 18 employees serve on many boards and are involved in many community programs including United Way of New Mexico, Albuquerque Quality Network, UPCEA, American Marketing Association, Street Food Institute, Big Brother Big Sisters, CMED, American Society for Clinical Pathology, Southwest Writers, Osher NRC, NAADAC and more.

A Bridge to the University

Due to the unique nature of UNMCE and its student base, UNMCE can be a helpful bridge between the community and the University both in helping students find appropriate degree programs and jobs, in addition to other opportunities at the University. UNMCE has a wide variety of knowledge of expertise and tools in the noncredit programming, including registration software and customer service, analytical tools to forecast career and skill demands, noncredit learning management system and support, marketing services, and consulting.

It is widely known that University colleges and departments often work in silos, creating duplicate programs and work and this is being addressed in UNM 2040 plan. The past two years, UNMCE in partnership with UNM IT, Anderson School of Management, and the College of Education and Human Sciences piloted several programs to launch a shared service, where UNMCE administers the noncredit registrations for the other departments and also facilitates the noncredit learning management system. The pilot demonstrated the effectiveness of such collaborations where IT support was minimized, costs were reduced to the departments, and customer service and ease of registrations improved to the students. This pilot has led to other UNMCE and University Department Partnerships. The Nuclear Engineering Department, The University of New Mexico Child Maltreatment Prevention Symposium, Taos Branch Campus and The Support Center for Microsystems Education.

There are also many current discussions regarding how we further strengthen and leverage these partnerships. Noncredit programs can be a gateway to degree programs and provide visibility to students who may not be aware of further educational opportunities at UNM. These partnerships will continue to be a primary focus for UNMCE in FY23.

Business Model

Many also find UNMCE’s business model quite surprising. The department is self-sustainable and is entirely funded by the revenues derived directly through the department programs and activities. Currently, UNMCE generates approximately \$4M in gross annual revenue. Approximately 90% of the revenue is generated from community program course fees. 5% revenue comes from facility rental revenue and 5% from grants/endowments. All revenue generating departments within UNMCE have specific revenue goals and allocations to the operating costs of the entire unit. Surplus revenue is used to reinvest in department development, technology and facility maintenance and upgrades.



UNMCE and the 2040 Plan

Just as UNMCE's Mission and Vision is a subset of the UNM Mission and Vision, UNMCE looks to collaborate and support the UNM 2040 vision. Some of this year's initiatives in 2022 are as follows:

Relevant and affordable noncredit programs provide opportunities to the entire New Mexico community to contribute to the quality of life, growth, prosperity, and advancement for all. Programs that had high rate of new job creation, promotion or entry level job include:

- Paralegal Studies
- Cannabis Business Programs
- Data Analytic Bootcamps
- Phlebotomy
- Practical Project Management

University Partnerships support the "One University" goal to align and integrate initiatives and strengthen the University and its impact. Current University Partners include:

- Anderson School of Management
- College of Education Human Sciences
- The Nuclear Engineering Department
- The University of New Mexico Child Maltreatment Prevention Symposium
- Taos Branch Campus
- The Support Center for Microsystems Education.
- Pre-Law Summer Institute for American Indians and Alaska Natives

UNMCE partners with many organizations to locate funding resources for noncredit students. Current partners include:

- Workforce Innovation and Opportunity Act (WIOA)
- U.S. Department of Veteran Affairs
- Division of Vocational Rehabilitation (DVR)
- AmeriCorps
- My Career Advancement Account (MyCAA)
- SallieMae Smart Option Student Loans
- Job Training Albuquerque (JTA)

The Future looks bright...

In early 2020, UNMCE was poised to have one of its most financially successful year ever, with plans to upgrade technologies and infrastructure. And then the pandemic hit. Like most organizations, UNMCE had to adapt quickly to a very different and uncertain environment. UNMCE has the ability to pivot quickly and while revenues certainly took a dramatic hit, the upward trend remained. This past year, UNMCE achieved another new net revenue record - with over 1.5 million dollars in surplus revenue. This achievement is crucial to continue the path to upgrade technologies and infrastructure to create the high-quality learning environment and innovative programming. There is no doubt that recent inflation has a serious impact on UNMCE and its business model. It is imperative to keep program fees affordable and our programs accessible to the entire community. We continue to look for avenues for student funding of noncredit programs and local sponsors. In addition, we remain dedicated to constant business and process improvements that keep costs low and productivity and morale high.

UNMCE has a strong, motivated, and diverse team, for which I am extremely grateful. The culture of UNMCE is highly collaborative and innovative. This cohesive team works together to define our processes, discover new opportunities, plan strategic initiatives, and implement tactics to achieve the UNMCE and the UNM mission and vision. UNMCE is on track to achieve next year's financial and program goals. In addition, UNMCE is currently poised to be a resource and partner to more departments that may benefit from UNMCE's expertise in the areas of noncredit students, New Mexico Job Market research, and administrative services.

I am pleased to present this year's annual report in a new interactive format. Below you will find some highlights for UNMCE this past year as well as the start of an historic timeline. Finding historic information on UNMCE was certainly challenging. We believe this report will be useful to document challenges and achievements for years to come. As always, we welcome all suggestions in how we might improve our programs, our communication, and our service to the community.



Audrey Arnold
Executive Director, UNM Continuing Education

ABOUT UNM CONTINUING EDUCATION



For over 95 years, UNM Continuing Education has served hundreds of thousands of people in our community by offering valuable learning opportunities and certification programs that invest in our local workforce and economy while also providing a means for lifelong education and personal improvement.

UNM Continuing Education is committed to the development of innovative educational alternatives for those who love to teach and learn here in New Mexico and grow in response to the needs of our people and to changes in the economy, technology and business.

Our Mission: UNM Continuing Education is committed to providing quality lifelong learning opportunities to the community by extending the educational resources of New Mexico's flagship university.

Our Vision: To expand possibilities and strengthen communities through powerful collaboration.

HISTORY OF UNM CONTINUING EDUCATION

1928 CONTINUING EDUCATION CREATED

1948-1954 DEPARTMENT IS NAMED DIVISION OF EXTENSION AND ADULT EDUCATION AND IS HOUSED IN HODGIN HALL

Catalog Title: Community Evening College of the University of New Mexico.

Classes include:

Mental Hygiene for Adolescents and Children

Office Machines

Real Estate Selling

Cooking for Guests

How to be a Good Secretary

Hooked Rugs

Price range of classes: \$10-\$20

Classes offered typically on Semester basis 2 hours per week for 8-16 weeks

1954- 1957 CATALOG NAME CHANGES TO COMMUNITY COLLEGE

Credit and noncredit offerings on the college campus

Promoted evening classes to the community with many departments including Math, Biology, Education, Engineering, Business and Music.

Very little focus on noncredit programs

1977 DIVISION OF CONTINUING EDUCATION AND COMMUNITY SERVICES AT UNM

Focus on noncredit and primarily personal enrichment focused

One page offered for credit correspondence courses

Classes include:

Women's Life - Women's Work

Growing Gourds for Fun and Profit

The Third Reich: Could it Happen Again

Bullfighting

Very few professional development or career training. A few in real estate and small business

18-page print catalog

Mail in registration forms promoted

Approximately 60 programs offered

Price range \$30-\$40

Classes typically range from 3 ½ weeks to 12 weeks.

1983 UNM DIVISION OF CONTINUING EDUCATION

Spring Catalog Name: UNM Division of Continuing Education in Cooperation with Bernalillo Public Schools

Bizarre 14-page stapled, double-sided and typed catalog

12 noncredit programs offered including:

Computers and You

Cooking Together

Spanish

3 credit class offered:

English 100

Math 100

Math 120

Price range of classes: \$20-\$50

Classes typically range from 4 weeks to 12 weeks

1985 UNM DIVISION OF CONTINUING EDUCATION

Large “newspaper” type printed catalog

Courses organized by categories

Addition of drawings and sketches

Approximately 125 classes, including:

Health and Fitness classes such as golf, tennis and dance

Art, photography and craft classes

Children sports and fitness programs

Handful of small business programs

“Ride Pools” offered – coordinating rides with others to campus

Tuition Remission (up to \$102 offered for noncredit courses)

1985 CONFERENCE CENTER OPENS

The “new home” for Continuing Education

540 seat Educational Auditorium

300 seat dining area with partial kitchen (ovens, dishwasher and prep stations)

4 classrooms

Conference/Boardroom

UNM Catering Available

Plenty of Parking

2016 STAFF REDUCTION PROVOST OFFICE/FINANCIAL SERVICES OVERSEES ACCOUNTING.

Staff is reduced from 40 employees to 20 employees.

2018 NEW LEADERSHIP AND STAFF REORGANIZATION

Audrey Arnold becomes the Executive Director.

MARCH 2020 COVID IMPACT

All in-person classes were cancelled, 70% of programs were moved online.

Following State mandates, no face to face classes or facility rentals permitted.

FY22 NUMBERS

NUMBER OF REGISTRATIONS 5970

NUMBER OF PROGRAMS 443

WEBSITE PAGEVIEWS 875743

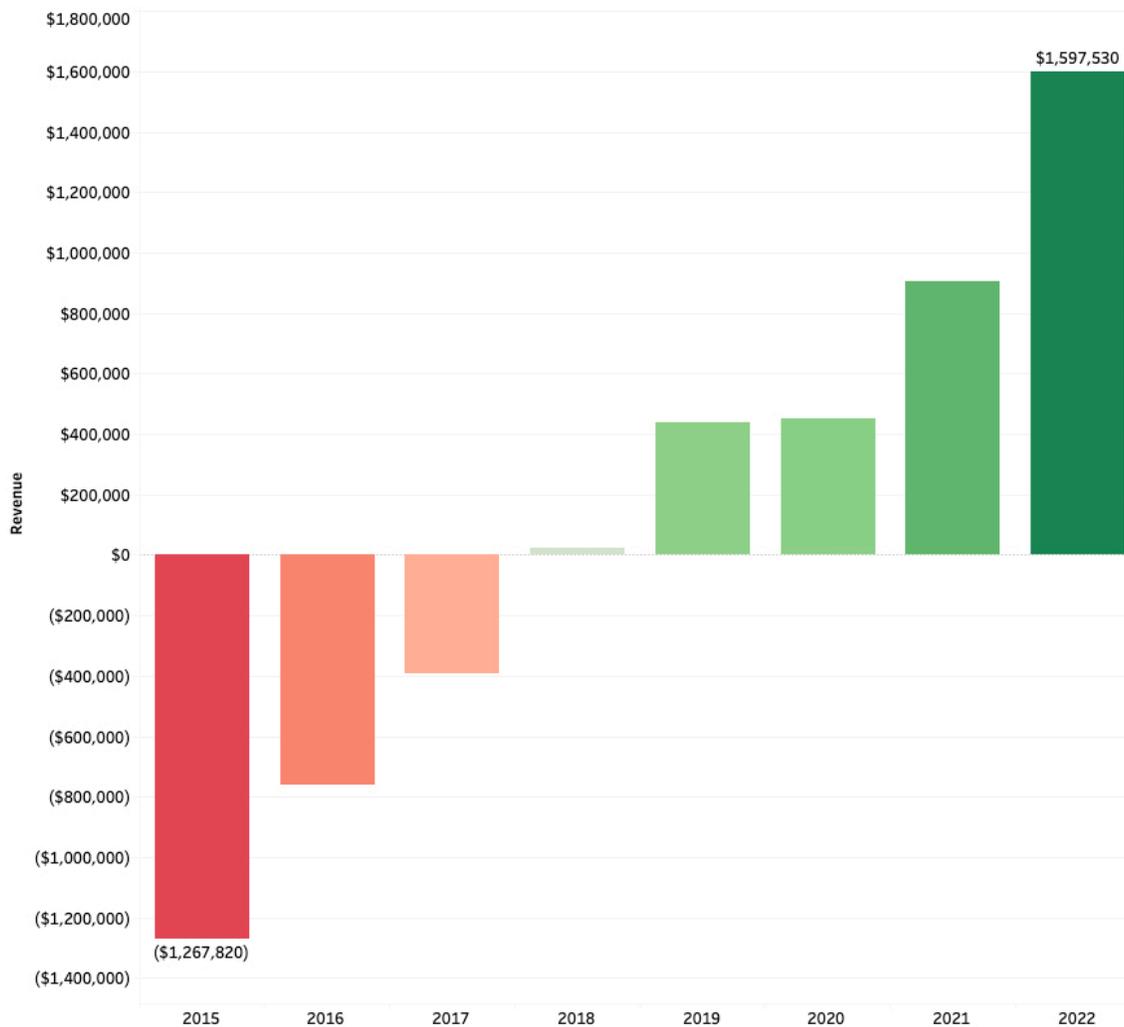
NUMBER OF STUDENTS 4246

NUMBER OF SECTIONS 1012

WEB VISITORS 129667

DATA & GRAPHS

NET REVENUE YEAR OVER YEAR (YOY)

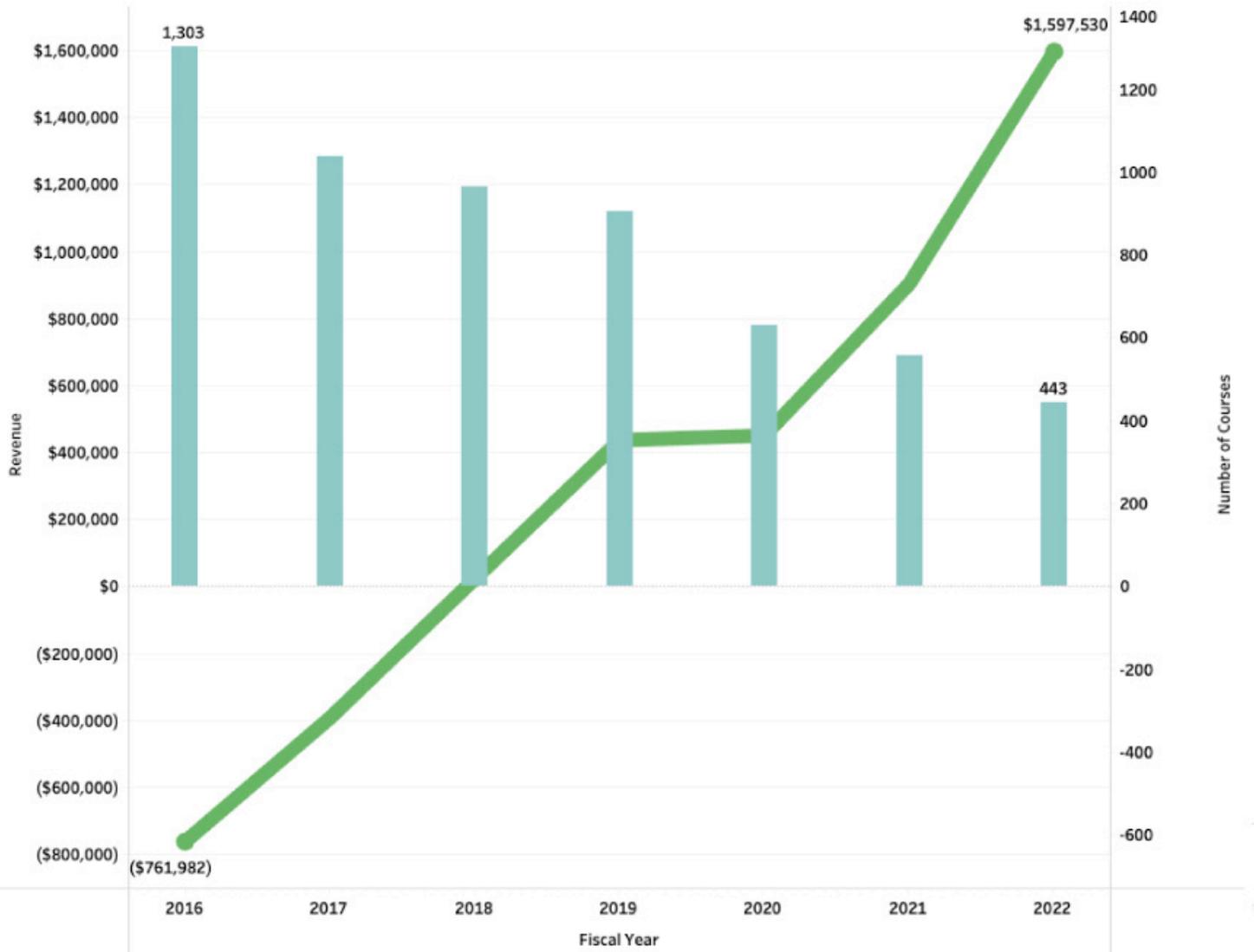


UNMCE ended FY22 with the highest surplus of net revenue to date (\$1,597,529.58).

NET REVENUE VS. NUMBER OF PROGRAM OFFERINGS

Measure Names

- Number of Programs
- Revenue

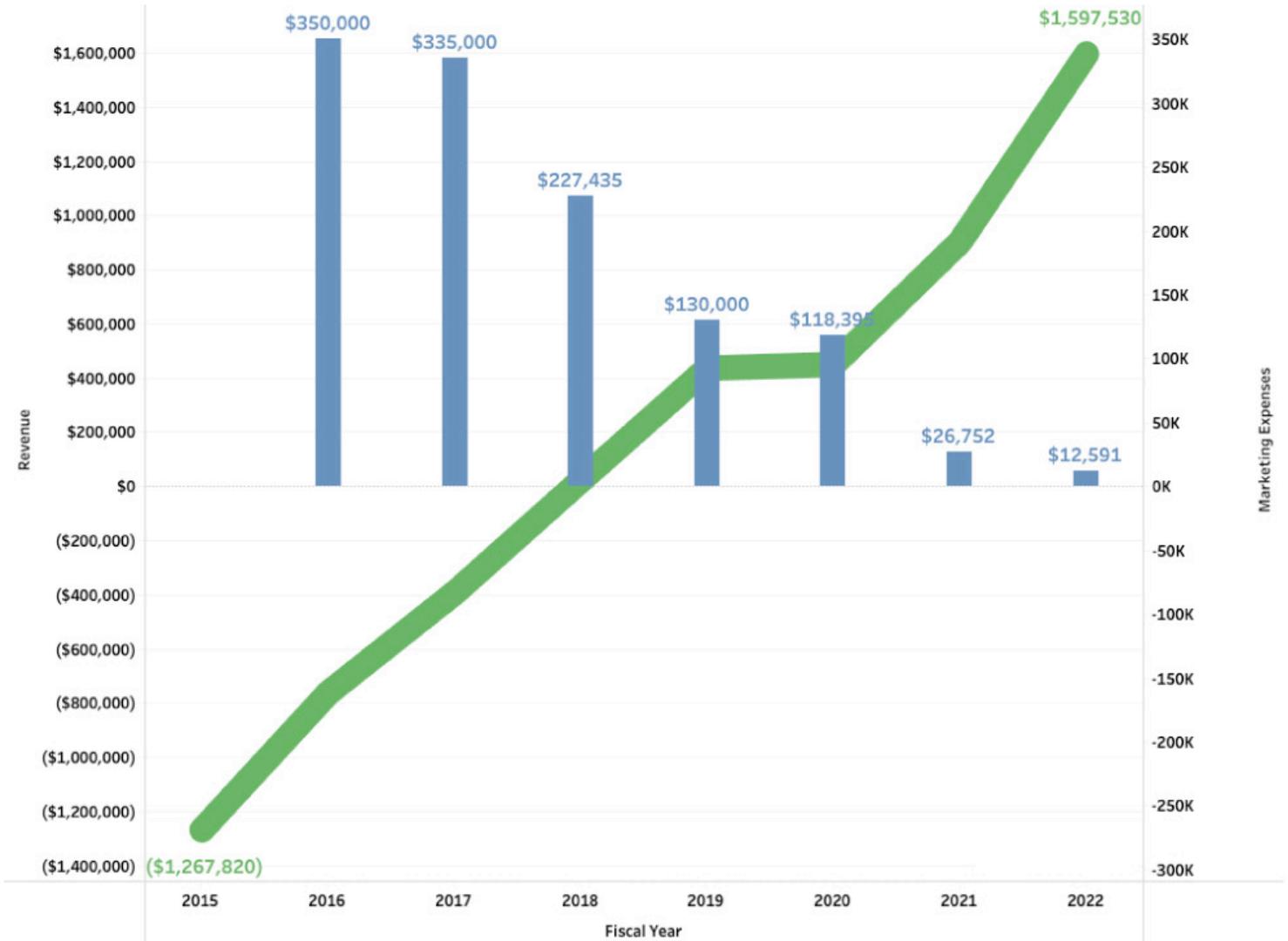


UNMCE streamlined offerings by cutting programs that were no longer serving the community, allowing us to focus on high-quality programs resulting in higher revenues, lower cancellations, and overall higher customer satisfaction.

NET REVENUE VS MARKETING EXPENSES

Measure Names

- Marketing Expenses
- Revenue



By creating a marketing plan that was strategic in its planning, UNMCE was able to reduce marketing expenses by over three hundred thousand dollars from the previous fiscal year – while increasing net revenue. With a focus on digital marketing, we are able to target audiences and streamline ad spending dollars. By reducing marketing spending and being more strategic in our intentions, we were able to re-invest saved dollars into infrastructure upgrades.

2022 ACHIEVEMENTS

- Revenue FY22

UNMCE ends FY22 with highest surplus of net revenue to date.

-Cannabis Education

UNMCE exceeds 500 students registered in Cannabis program. Change in Law Program to more comprehensive Compliance Program, as many discover the Cannabis Industry is really a compliance business!

-JTA Partnership

UNMCE partners with CNM Ingenuity and Job Training Albuquerque to help create new job growth in Albuquerque by providing professional development and career training funding to organizations with fewer than 500 employees. More than \$30,000 of funding provided to students in Fall of 2022.

-Arts & Crafts Festival

UNMCE holds first ever New Mexico Arts and Crafts Festival – The Art of Gifting. Designed to support the local art community the festival had low cost to vendors for event space and free to public. With approximately 100 vendors and 3,000 attendees, the event considered extremely successful to all. Many vendors sold out and were pleasantly surprised by UNMCE organization and communication and most have requested to return in 2023. This community event was positively received by the public and brought awareness to a new audience for UNMCE.

-Campaign: I Didn't Know CE Did That...

Created new marketing campaign to highlight the various activities and programs offered by UNMCE that many people are unaware of. Campaign will continue through FY23.

-Staffing

Continued emphasis on collaborative work and focus of removing internal silos. Backfilled several positions that were empty due to COVID, and had zero turnover of regular staff.



-Osher

Osher enrollments and memberships picking up after severe Covid impact and are up approximately 20% over last year.

-SFI Gala

UNMCE Partners with community organization Street Fair Institute (SFI) to promote fundraising Gala. Tickets sold by UNMCE in record time and brought new audience and awareness to both UNMCE and SFI.

-AQN Breakfast

UNMCE Partners with local nonprofit organization Albuquerque Quality Network (AQN) to promote annual educational and networking breakfast. Event promoted by UNMCE sold out in record time and brought new audience and awareness to both UNMCE and AQN.

-Major Website Upgrade

While website updates are a daily task, this year we completed major revisions to the UNMCE website including improved search functionality, improved user interface and navigation, and upgraded SEO.

-Innovative and Relevant New Programing

Approximately 30 new programs were added in FY22, not counting our Osher Lifelong Learning programs. Highlights include a cybersecurity, power BI, digital marketing, and big data bootcamps in our professional development programs and creative writing, harmonica, and art classes in our professional development programs.

-Continual Process Improvement

UNMCE consistently reviews processes and updates process documentation to improve efficiencies and reduce costs.

-Reporting

New analytic/marketing reports were created to keep team up to date on weekly revenue goals and marketing initiatives. New annual report template created.

-Conference Center and Facility Rentals

Increasing after 2 years of Covid impact. Currently on target to achieve FY23 goal. Technology upgrades completed to several rooms. Many renovations are needed in both North and South Buildings and exteriors, including technology, infrastructure, and cosmetic.

UNIVERSITY PARTNERS



EDUCATION & COMMUNITY PARTNERS



VISIT CE.UNM.EDU/REPORT FOR FULL REVIEW



TO: UNM Faculty Senate
FROM: Ad-Hoc Committee to the Faculty Senate President on Academic
Freedom & Equity
RE: Proposed Resolution: *Defending Academic Freedom to Teach About
Race and Gender Justice and Critical Race Theory*
DATE: Nov. 29, 2022

WHEREAS multiple states have already passed, are in the process of debating, and have proposed legislation to curb and limit academic freedom by targeting, undermining, and/or prohibiting academic discussions of racism, gender, sexuality, and related issues deemed “divisive” in American history in primary, secondary, and/or higher education schools, colleges, and universities; and

WHEREAS multiple school districts are also attempting and passing book bans and otherwise restricting access to books in schools, particularly books on racial history and LGBTQ+ relationships and expression; and

WHEREAS multiple organizations in the United States are soliciting, circulating, and publishing misleading information about curriculum in order to encourage the rejection of race and social justice education; and

WHEREAS the [Ratified and Signed Collective Bargaining Agreement Between UA-UNM and the Administration, Article 6](#) (6-23-21) affirms the importance of academic freedom “to the conception of the University as a community of scholars engaged in the pursuit of truth and communication of knowledge in an atmosphere of tolerance and freedom;” and

WHEREAS the [University Administrative Policies and Procedures Manual - Policy 2220\(1\): Freedom of Expression and Dissent](#) (1-14-2002) states: “As an institution that exists for the express purposes of education, research, and public service, the University is dependent upon the unfettered flow of ideas, not only in the classroom and the laboratory, but also in all University activities. As such, protecting freedom of expression is of central importance to the University. The exchange of diverse viewpoints may expose people to ideas some find offensive, even abhorrent. The way that ideas are expressed may cause discomfort to those who disagree with them. The appropriate response to such speech is speech expressing opposing ideas and continued dialogue, not curtailment of speech;” and

WHEREAS the [Faculty Handbook Section B, Appendix I](#) (as revised 1990) incorporates the American Association of University Professors’ (AAUP) [1940 statement of Principles on Academic Freedom and Tenure](#) and 1970 Interpretive Comments, noting: “As citizens engaged in a profession that depends upon freedom for its health and integrity,

professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom;” and

WHEREAS the AAUP’s statement [On the Relationship of Faculty Governance to Academic Freedom](#) (06-1994) noted that academic freedom of faculty members includes the freedom to express their views on academic matters in the classroom and in the conduct of research, having to with their institution and its policies, and in the interest of the general public even if their views are in conflict with others;” and

WHEREAS the [Faculty Handbook Section B, Appendix I](#) (as revised 1990) recognizes U.S. Supreme Court jurisprudence stating: “As the Supreme Court said in *Keyishian v. Board of Regents*, 385 U.S. 589 (1967): ‘Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom;’ ” and

WHEREAS the [Faculty Handbook at B.6.2.1\(b\)](#) (12-07-98) provides: “Academic freedom is defined in the 1940 Statement of Principles adopted by the American Association of University Professors and is the right of all members of the faculty and graduate students employed in teaching and research positions;” and

WHEREAS the faculty senate statement on [Right to Free Speech & Assembly](#) (12-20-11) affirms that universities have historically been vibrant public spaces for political debate, civil protest, and intellectual discourse; and

WHEREAS the faculty senate statement on [Right to Free Speech & Assembly](#) (12-20-11) affirms that for democratic life to thrive and for society to flourish, political and intellectual dialogue must be forever protected and cultivated (Right to Free Speech & Assembly); and

WHEREAS faculty have responsibility for the curriculum at their universities, as stated in AAUP’s statement on [Freedom in the Classroom at II.B.](#) (06-2007); the Faculty Handbook [A50: The Faculty’s Role in the University’s Academic Mission](#), [A51: Faculty Constitution](#) at Sections 2, 6, 7 (12-18-14) and [A61.2 Faculty Senate Curricula Committee](#) (8-03-21); and

WHEREAS the term “divisive” is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and

WHEREAS educating about systemic racism, sexism, and gender discrimination - subjects considered divisive, difficult, controversial, or challenging in proposed or enacted state legislative bills - is critical to the active and engaged pursuit of knowledge

necessary to produce engaged and informed citizens and residents in a multiracial democracy; and

WHEREAS legislation preventing these subjects and topics from inclusion in university instructional curricula poses a threat to continued institutional and program accreditation from the Higher Learning Commission and/or other accrediting bodies; and

WHEREAS over 70 organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (6-16-21) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning;” and

WHEREAS the [University’s Mission Statement](#) is to (1) “Educate and encourage students to develop the values, habits of mind, knowledge and skills that they need to be enlightened citizens,” (2) “Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society”, and (3) “Actively support social, cultural and economic development in our communities to enhance the quality of life for all New Mexicans;” and

WHEREAS several departments, committees, and groups at the University– including, for example the [UNM Honors College](#) (03-21), [College of the University Libraries and Learning Sciences](#) (7-07-20), [History, School of Architecture and Planning](#) (2-19-19), Diversity Committee of the [College of Education and Human Sciences](#) (6-10-20), [Institute for the Study of Race and & Social Justice](#) (2-1-22, Committee for Anti-Racist Education for the [Center for Teaching and Learning, Art Museum](#) (06-09-20), [Chicana/o Studies and research faculty associated with the Southwest Hispanic Research Institute, Division of Equity and Inclusion](#) (2021), [Student Health and Counseling](#) (6-05-20), [Black Faculty Alliance](#) (05-20) and [School of Law](#) (06-20)– have issued statements affirming the importance of racial, gender, criminal, tribal, and social justice, diversity and inclusion, gender studies, Black studies, and Chicanx studies; and

WHEREAS the [Division for Equity and Inclusion’s Diversity Statement](#) affirms a commitment to “deploy[s] justice, equity, accessibility, diversity, and inclusion (JEADI) resources to expand opportunity and cultivate potential of students, faculty, and staff at UNM by centering the community wealth of the peoples of New Mexico and beyond;” and

WHEREAS the University’s [Strategic Planning Framework UNM 2040: Opportunity Defined](#) stated objectives include being a force for social justice, addressing historical

and current injustices and inequities, and actively working to evolve cultural humility and literacy within our communities;

WHEREAS the University's [Strategic Planning Framework UNM 2040: Opportunity Defined](#) stated Vision is to: "Be a global leader in realizing human potential, addressing critical community challenges, and demonstrating the power of inclusive diversity;" and

WHEREAS in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI+ history, New Mexico history, and the policies that contributed to inequities and injustices, UNM has a responsibility and opportunity to help work toward equity and foster racial and social justice.

Now therefore be it **RESOLVED** that the faculty senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the state or federal legislature, or the Boards of Trustees or Board of Regents; and let it be further

RESOLVED that faculty senate support the [Joint Statement on Efforts to Restrict Education about Racism](#) (6-16-21), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over 70 organizations; and let it be further

RESOLVED that the UNM faculty senate supports the right of academics, regardless of contingent or permanent status, to have autonomy over the inclusion of racial and gender justice, and critical studies in curriculum and pedagogy; and let it be further

RESOLVED that the faculty senate stands with our K-12 colleagues throughout the country and in New Mexico who are affected by similarly harmful legislation when they seek to teach the truth in U.S. history and civics education, and seek to be culturally and linguistically-responsive in their instruction and pedagogy; and let it be further

RESOLVED that faculty senate calls upon the University President, the Provost, the Executive Vice President for UNM Health Sciences and Chief Executive Officer of the UNM Health System, and the UNM Board of Regents to reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to gender, racial, and social justice, and critical studies; and let it be further

RESOLVED that faculty senate calls upon University President, the Provost, the Executive Vice President for UNM Health Sciences and Chief Executive Officer of the UNM Health System, and the UNM Board of Regents to stand firm against encroachment on faculty authority by the state or federal legislature or the Boards of Trustees or the Board of Regents; and let it be further

RESOLVED that faculty senate calls upon University President, the Provost, the Executive Vice President for UNM Health Sciences and Chief Executive Officer of the UNM Health System, and the UNM Board of Regents and the UNM Board of Regents to assure that the University permanently retains a campus climate conducive to intellectual dialogue on race, gender, justice, and critical studies; and let it be further

RESOLVED that the faculty senate calls upon other representative bodies at the university, such as the [Faculty Union UA-UNM](#), the [Graduate and Professional Student Body Government](#), [Associated Students at UNM](#), Latinx Faculty Alliance, Black Faculty Alliance, Native American Faculty Council, and [Staff Council](#), to support this resolution.