



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

**MEETING AGENDA**

**May 5, 2022  
1:00 PM  
Virtual Meeting**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
STUDENT SUCCESS, TEACHING, and RESEARCH COMMITTEE MEETING  
May 5, 2022 – 1:00 p.m.  
Virtual Meeting

AGENDA

- I. Call to Order –**
- a. Confirmation of a Quorum
  - b. Adoption of the Agenda
- II. Approval of Summarized Minutes from March 3, 2022 Meeting** **TAB A**
- III. Reports/Comments:**  
Provost’s Administrative Report  
*James P. Holloway, Provost & EVP for Academic Affairs*
- Member Comments
  - Advisor Comments
- IV. Action Items:**
- A. Form D – Advanced Graduate Certificate in Counseling (New)** **TAB B**  
*Kristopher Goodrich, Ph.D., Chair, Counselor Education*
  - B. Form C –Certificate in Barbering (Gallup) (New)** **TAB C**  
*Matthew Mingus, Ph.D., Gallup Branch*
  - C. Form C – Minor in Maternal Child Health (HSC) (New)** **TAB D**  
*Pamela Sedillo, Manager, Student Success*  
*Tammy Thomas, Ph.D., Director of Undergraduate Programs COPH*
  - D. Deletion of Graduate Certificate in Law, Environment, and Geography** **TAB E**  
*Pamela Cheek, Ph.D., Associate Provost for Student Success*
  - E. Policy C70 Confidentiality of Faculty Records** **TAB F**  
*Finnie Coleman, Ph.D., Faculty Senate President*
  - F. 2022 Spring Degree Candidates** **TAB G**  
*Finnie Coleman, Ph.D., Faculty Senate President*
  - G. Recommendations for Consent Agenda Items on Full Board of Regents’ Agenda**  
*Kim Sanchez Rael, Chair, Regents’ SSTAR Committee*
- V. Information Items:**
- A. Strategic Enrollment Planning** **TAB H**  
*Dan Garcia, Vice Provost for Enrollment Management*
  - B. Academic Supports for Undergraduates** **TAB I**  
*Pamela Cheek, Ph.D., Associate Provost for Student Success*
- VI. Public Comment**
- VII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
March 3, 2022 – 1:00 p.m.  
Virtual Meeting

**Meeting Summary**

**Committee members present:** *Regent Kim Sanchez Rael, Chair, Regent Doug Brown, Student Regent Randy Ko, James Holloway, Provost & Executive Vice President for Academic Affairs, Scott Sanchez, Staff Council President, Finnie Coleman, President, Faculty Senate (joined meeting at 1:10pm)*

**Committee members Absent:** *NA*

**Advisors present:** *Gregory Romero, ASUNM President, David Saavedra GPSA President*

**I. Call to Order (1:00 PM) – Confirmation of a Quorum, Adoption of the Agenda**

*Chair Sanchez Rael: Asked for adoption of the agenda with one modification: request to move Action items A and B before the Provost's report with no objection.*

**Motion to Approve agenda as amended:** Provost Holloway

**Second:** Student Regent Ko

**All members voted**

**Motion: Approved**

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

**TAB A**

**Motion to Approve:** Regent Brown

**Second:** Student Regent Ko

**All members voted**

**Motion: Approved**

**III. Reports/Comments:**

Provost Administrative Report

*James Holloway, Provost & Executive Vice President for Academic Affairs*

UNM held two each-In Events on the invasion of Ukraine. I am proud of quick responses from our faculty and students to put on some educational and scholarly events related to an emerging global crisis and emerging global tragedy. One of the events was hosted by the School of Law and the second was hosted by the department of history, involving faculty from several other departments as well.

Over time I hope that we can keep up this kind of service to the UNM community and New Mexico by providing quick and cogent information and discussion on emerging events like this. I think it is part of developing citizens within our students, making sure we are all informed about major events in the world.

**Awards:**

- UNM College of Nursing ranked #20 for their Master of Science in Nursing online program. This is up from the previous ranking of 83<sup>rd</sup>, a huge increase. It is the second highest in the Mountain West and first in the state of New Mexico.
- College of Education and Human Sciences wpm the Billy Dixon Award from the Association of Teacher Education for the Albuquerque Teacher Residency Program. This is important as it recognized the incredible work that has gone on to prepare teachers and do so in a unique and creative way. This program provides a teacher residency. This started in 2017. It involves a

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

March 3, 2022 – 1:00 p.m.

Virtual Meeting

residency model in which the teacher learners are paired with master teachers in the Albuquerque Public Schools. They receive a stipend as part of their work and extensive mentoring from their APS teacher and from faculty and instructors in education and science. It concludes with them receiving a masters degree in either elementary or secondary teacher education. One of the reasons this is so important is one of the challenges with teachers isn't graduating teachers, it is that many teachers don't stay. They move into the teacher profession and because they are not given the right kind of support early in their teaching experience, they do not stay. This is a model of providing extensive support for teachers in the classroom as they are just starting their in-service This is a model for providing extensive support for teachers in the classroom. This is a model to improve their preparation and improve the chance that they stay. Out of the 44 residents that completed the program, 37 are still in their original school; 40 are still teaching. This is a good number. Many teachers step out after two years. We are trying to scale this up across the state. UNM made a request to the legislature to expand this statewide. Our ask was not funded, but a much smaller pilot was funded.

- Dr. Kirsten Buick has been named inaugural Chair of new Department of Africana Studies. Department Chairs are not customarily part of this meeting, but this is a brand-new department that has been a multi-decade process to move Africana studies from a programmatic status to department status. It has been accomplished this year. I really congratulate and thank a whole lot of people who helped make this happen. Dr. Buick herself, Dean Burley, who put together the committee to plan this transition, Finnie Coleman, Faculty Senate President who championed this through the Faculty Senate Process, Dean Arash Mafi, Dean of Arts and Sciences and many others. This is a great development for UNM.

**Academic Leadership:**

- James Malm will be finishing his 5-year term as Chancellor at UNM Gallup this summer. Dr. Sabrina Ezzell, currently Department Chair for Health Education and Human Sciences at UNM Gallup, will take over as Interim Chancellor this summer. We will start a search for a Chancellor in Gallup early fall.

**Ongoing Leadership searches:**

- Vice President for Student Affairs-committee is interviewing candidates over next week or two. From that group of candidates, a selection of finalists will be invited for on-campus interviews
- Chancellor for UNM-Valencia is moving forward. The committee has assembled the opportunity profile. Our search consultants are actively identifying people of interest and working to recruit them into the candidate pool.
- Chancellor for UNM-Los Alamos. This search is also moving forward. Both UNM Los Alamos and UNM Valencia are looking to have new leadership at each of these campuses this summer.
- Dean of Engineering. Ellen Fisher is chairing the search advisory committee, which is now formed and posted on the executive search website. We will be initiating that search in the next week or two.

**Budget and Budget Requests: Focus: *Academic Affairs Budget***

- Academic Affairs directly oversees the budget of 11 of our Schools and Colleges in addition to other academic delivery units (Global Education, Continuing Education, UNM Online, LAII, GNSPI, iA, OVPR, Harwood) as well as the critical set of enabling units (Enrollment Management, Office of Assessment, Advising, CTL, Ombuds, CARS, Student Affairs (Student

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

March 3, 2022 – 1:00 p.m.

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Services, DOS, SHAC, SUB, etc), University Secretary, VPR). These units are core to the academic enterprise, outside of the branches and outside of HSC. Every year in September, we reach out to each of the units and ask for a 3-year plan with their goals and what that means in terms of required resources. We then put together a summary of needs with a 3-year horizon, thinking strategically for each unit. This year we had about 240 requests that totaled about \$22M in recurring dollars and approximately \$17M in onetime requests. The \$17M includes \$10M in capital requests. This is not the totality of capital requests. There is a separate capital planning process through which much more significant capital requests are received. Of those for FY 23, recurring requests total approximately \$15M. The budget planning process that passes through the budget leadership team is only about recurring needs. We prioritize the requests, focusing on the priorities expressed by the Regents:

- Achieve competitive faculty salaries, recruit & retain excellent faculty
- Support advanced workforce and economic growth of NM
- Enrollment & student success
- Address strategic aims: UNM 2040, Strategic Research and Teacher Education

We really try and focus our decision making on those primary goals. This year we put in a request for \$8.6M. We know that we cannot fund the full \$8.6M as there will not be that much additional revenue at UNM. We will re-work this amount to fund what we can support with available revenue streams. Separate from the recurring request, we strongly advocated for the additional 7% in funding for the compensation increase as recommended by the LFC. This has been an ongoing process over the past year, involving all the Higher Education organizations in New Mexico.

- State Comp: 7% and 70% - We talk about a 7% comp increase and say it is only funded at 70%. The funding is based on the LFC budget recommendation which is submitted in HB2. The recommendation specifies amounts to be allocated to all Public employees. Specifically, for Higher Education, the LFC recommended a 70% proportion of the compensation increase. The remaining percentage will then need to be funded from revenue streams within the UNM.

**Member Comments:**

Regent Sanchez Rael: As a follow up to the teacher conversation, from a focus perspective for next year, the SSTAR committee would like to have four strategic initiatives to focus on and support the Provost and the staff.

1. Challenge of teachers in New Mexico; work on this critical workforce gap in New Mexico
2. Nursing supply and nursing education gap and opportunities for New Mexico
3. Overall Mental Health for our community at UNM, all faculty, students, and staff
4. Tuition Rationalization

Provost Holloway: Thank you for the focus on these particular areas.

Regent Brown: I would like to applaud. Those are very worthy objectives.

Regent Ko: Chair Rael, you really summed it up very well. Thank you, Provost Holloway.

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
March 3, 2022 – 1:00 p.m.  
Virtual Meeting

**Advisor Comments:**

ASUNM President Romero: Thank you Chair Rael. I am Albuquerque, born and raised, so I very much understand exactly what you are talking about here. I would like to touch on our new ASUNM constitution. It is important that I explain it in this committee so that it can go to the Full Board of Regents at the end of March. It has been voted on by the ASUNM Senate and passed. It has also passed legal counsel. It is now ready for student vote March 7 through March 9. We are adopting a new constitution within ASUNM. There has not been a change to the constitution since 2002.

A few items worth noting:

1. The appointment process is changing. This is being done to clarify the checks and balances between the President's office and the Senate in terms of hiring.
2. The outreach and appointments committee has been changed to outreach and events. With the change the President Pro tem is more powerful within the checks and balances within the President's office and the Senate.
3. An impeachment process has been outlined. This is a new addition to the Constitution.
4. Multiple inconsistencies throughout the Constitution have been addressed and cleaned up
5. A change in the model for student fees and an increase in the amount. We have moved from a \$20.00 prorated model to a \$35.00 headcount model for students. Within the language, it will go up \$5.00 every three years until it reached \$50.00. This will provide a sustainable model of increased student fees over a 12-year period.

GPSA President Saavedra: Regarding the student fee review board, there was a special meeting held yesterday to discuss policy and ensure that our process is protected. We will keep you informed as we move through this process.

**IV. Action Items:**

- A. Request approval to create an endowed professorship the Jim and Ellen King Professorship in Dermatology** **TAB B**  
*Aimee Smidt, M.D., Chair of Dermatology, UNM School of Medicine*  
**Motion to Approve:** Provost Holloway  
**Second:** Regent Brown  
**All members voted**  
**Motion: Approved, passed unanimously**
- B. Request approval to appoint Dr. John Durkin, MD, MBA as the inaugural Holder of the Jim and Ellen King Professorship in Dermatology** **TAB C**  
*Aimee Smidt, M.D., Chair of Dermatology, UNM School of Medicine*  
**Motion to Approve:** Provost Holloway  
**Second:** Regent Brown  
**All members voted**  
**Motion: Approved, passed unanimously**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
March 3, 2022 – 1:00 p.m.  
Virtual Meeting

- C. Request approval to name the Department of Civil, Construction and Environmental Engineering, the Gerald May Department of Civil Construction and Environmental Engineering** **TAB D**  
*Christos Christodoulou, Ph.D., Jim and Ellen King Dean of Engineering and Computing*  
**Motion to Approve:** Regent Brown  
**Second:** Student Regent Ko  
**All members voted**  
**Motion: Approved, passed unanimously**
- D. Request approval to create an endowed professorship the Jim and Mary Lois Friday Hulsman Librarianship for Student Success** **TAB E**  
*Leo Lo, Ph.D., Dean College of University Libraries & Learning Sciences*  
**Motion to Approve:** Provost Holloway  
**Second:** Regent Brown  
**All members voted**  
**Motion: Approved, passed unanimously**
- E. Form C – Health Information Technology-AAS Degree (GA) (New)** **TAB F**  
*Pamela Cheek, Associate Provost for Student Success on behalf of Sabrina Ezzell, Ph.D., Chair, Education, Health and Human Services*  
**Motion to Approve:** Provost Holloway  
**Second:** Student Regent Ko  
**All members voted**  
**Motion: Approved, passed unanimously**
- F. Form C – Pre-Health Scholars Certificate (HSC) (New)** **TAB G**  
*Laura Burton, Ph.D., Associate Director, Business Operations UNM Health Sciences Rio Rancho Campus*  
**Motion to Approve:** Provost Holloway  
**Second:** Regent Brown  
**All members voted**  
**Motion: Approve, passed unanimously**
- G. Form D – Cert Technical & Professional Communication Graduate** **TAB H**  
*Julianne Newmark, Ph.D., Department of English Language and Literature*  
**Motion to Approve:** Faculty Senate President Coleman  
**Second:** Provost Holloway  
**All members voted**  
**Motion: Approve, passed unanimously**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
March 3, 2022 – 1:00 p.m.  
Virtual Meeting

**H. Policy C07: Faculty Misconduct and Progressive Discipline** **TAB I**

*Finnie Coleman Ph.D., Faculty Senate President*

**Motion to Approve:** Provost Holloway

**Second:** Staff Council President Sanchez

**All members voted**

**Motion: Approve, passed unanimously**

**I. 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: Action Items E, F, and G

Action Items A and B will be held over for the May 10 Full Board to accommodate the presence of the donors to the meeting.

Remaining Items, C, D, and H to be placed on the agenda for the Full Board.

**V. Information Items:**

**A. Research Activity and Strategy** **TAB J**

*Ellen Fisher, Ph.D., Vice President for Research & Economic Development*

**Member Comments:**

Provost Holloway: I think Ellen has done a terrific job bringing together a lot of focus and attention around research and working hard and successfully to greater integrate the research enterprise of central campus, the branches, and HSC. Doug Ziedonis, Richard Larson, Ellen, and I meet regularly as a group focused solely on this issue. I think we are making good progress on that and lots more to do.

Regent & Chair Sanchez Rael: What is the status of the initial Grand Challenges and does it make sense to come back to the board at some about the status and results of those initiatives

Dr. Fisher: We do have a Grand Challenges steering committee that meets fairly regularly. This idea of creating a phase program, where we are bringing people in at a lower level to explore some of the other possibilities for areas of focus is going to really help. The current grand challenges in that three-phase diagram that I presented, if we had done that from the beginning, they are sort of in that phase two to phase three stage. We are now working to figure out what is the next step for our current grand challenges. One of them is the arid climates. I think that is a place for the water grand challenges team to really get engaged. We are having on-going conversations about what are the next stages for the current ones as we start to bring on this new phased-in program.

**B. Research and Creative Works Leadership Awards** **TAB K**

*William Stanley, Ph.D., Associate Provost for Faculty Success*

*Faculty recognized: Associate Professor Levi Romero and Professor Richard Antwon White*

**Member Comments:**

Regent Brown: Levi Romero's poetry is amazing. It fuses English and Spanish together symbolically like he is fusing our heritages together. It is wonderfully symbolic poetry.

Regent & Chair Sanchez Rael: I echo your comments. It would be lovely to see these awards highlighted at the Full Board as well.



**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
March 3, 2022 – 1:00 p.m.  
Virtual Meeting

**C. Annual Course Fee Review**

**TAB L**

*Pamela Cheek, Ph.D., Associate Provost for Student Success*  
*Nicole Dopson, Director of Financial Operations*

**VI. Public Comment**

None.

**VII. Adjournment: 3:01 pm**

Motion to Adjourn: James Holloway

Second: Scott Sanchez, Staff Council President

**All members voted yes.**

**Motion: Approved**



THE UNIVERSITY OF  
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COUNSELOR EDUCATION PROGRAM

DEPARTMENT OF INDIVIDUAL, FAMILY, & COMMUNITY EDUCATION

# Information about the Graduate Certificate

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MA in Counseling (continuously accredited by CACREP since 1981)

- Clinical Mental Health Counseling (60 credits)
- School Counseling (60 Credits)

PhD in Counselor Education and Supervision (CACREP since 1996)

Each MA has same 48 credit hour base; 12 hour specialization

Two license tracks in NM:

- LMHC (non-independent license) to LPCC (independent license): Counseling and Therapy Practice Board (NM Regulation and Licensing)
- School Counseling (NM PED)

# Graduate Certificate

Proposed Curriculum

(12 credits to re-specialize)

- **Clinical Mental Health:**

- COUN521: Clinical Mental Health Counseling (3 credits)

- COUN560: Family Counseling (3 credits)

- COUN595: Internship (6 credits)

- **School Counseling:**

COUN545: School Counseling (3 credits)

COUN541: Counseling Children and Adolescents (3 credits)

COUN545: Internship (6 credits)



# Pathways

Who would take this certificate?

Pathway 1: Current students/dual track (72 MA credit hour requirement)

Pathway 2: Quicker path to workforce (graduate with 60 credits, take additional 12 credits)

Pathway 3: Non-UNM students/new transitions to the state (non-degree requests and persons referred by the state due to licensure deficiencies)



# Anticipated Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>New Students</b>	5	5	5	5	5
<b>Continuing Students</b>	6	10	15	20	20
<b>Graduates</b>	11	15	20	25	25
<b>Annual Retention Rate Target (%)</b>	Target 100% Graduation Rate (%)		Target Job Placement Rate (%)		
<b>95</b>	95		100		

# Resource Needs

All coursework exists currently within UNM curriculum

Content courses (COUN521, 541, COUN545, and COUN560) have space for targets, so should not require additional faculty

Additional space in COUN595 is likely, aimed at about 1-2 sections additional per year. This could easily be covered by a PTI.

No additional budget needs.



# Questions/Comments

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THANK YOU!



## **Preliminary Proposal Advanced Graduate Certificates in Counseling**

### **1. Description and Purpose**

The Advanced Graduate Certificate in Counseling (Clinical Mental Health or School Counseling) is a 12 credit hour specialization that will enable current graduate students or Master's level graduates to pursue an additional credential in either School Counseling or Clinical Mental Health Counseling. **The purpose** of these Advanced Graduate Certificate in Counseling programs are to provide students the opportunity to expand their knowledge, skills, and career opportunities in other counseling fields, by enabling them to obtain formal recognition for additional coursework. The Advanced Graduate Certificate in Counseling targets those students who have, or are seeking, a dual track Masters of Arts in Counseling in both Mental Health and School Counseling specialty areas. As our national accreditation body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has issued new guidance on requirements for internship hours in specific specialty sites, students who wish to pursue the dual track in Counseling must complete a total of 72 credit hours. This Advanced Graduate Certificate in Counseling would recognize their hard work in completing this task. In addition, this would also provide an admissions vehicle for post-degree students wishing to re-specialize in a different specialty area, without having to enroll in a second masters' degree. **Program Fit:** The proposed Advanced Graduate Certificate in Counseling is the result of a collaborative effort among Counselor Education faculty, who come from an array of counseling backgrounds. This effort would acknowledge the 85% of Counseling Masters Students who complete the additional courses necessary to meet the requirements of both the Clinical Mental Health and School Counseling tracks. These student's exceptional effort and dedication in completing additional coursework and internship requires recognition. In addition, this would allow non-degree students to re-specialize if they have already completed coursework in a different specialty area in counseling. **The major goal** of this program is to respond to the needs of the counseling students, by providing formal recognition of their additional training and practice in the field of School or Mental Health Counseling, and the needs of the people of New Mexico by graduating individuals who are dual licensure-eligible. In this way, this Advanced Graduate Certificate in Counseling program will enable students to achieve competency in multiple counseling foci, improving their chances of obtaining employment and their ability to better serve the diverse populace of our state. At this time, Albuquerque Public Schools has approximately 10 vacant school counseling positions annually. Providing students the opportunity to achieve certifiable competency in both School and Clinical Mental Health Counseling will better prepare those counseling graduates who seek to meet the needs of our public school systems. **The program does not overlap or duplicate any existing program within UNM, the state, or region in that no other program has formal recognition of a dual-track option. The advanced graduate Advanced Graduate Certificate in Counseling programs and UNM mission and strategic plan:** UNM's COEHS, through faculty collaboration have attempted to further the College's mission of serving diverse students and families, as well as better serve schools in NM. These graduate Advanced Graduate Certificate in Counseling programs would service both these missions and increase employment possibilities for our graduates. **Governance structure of the program:** For this program, Counselor Education faculty will advise students who wish to pursue an Advanced Graduate Certificate in Counseling to ensure that they take the designated courses necessary to fulfill the Advanced Graduate Certificate in Counseling requirements. No change in governance structure is needed, as this Advanced Graduate Certificate in Counseling would be completely staffed by faculty members of the Counselor Education program.

### **2. Student Impact**

The *Advanced Graduate Certificate in Counseling* program will have **approximately a 20-25-student cohort each year**. These students will be drawn from the current Masters of Arts in counseling students, and former graduates. The demographic makeup of those students participating in the Advanced Graduate Certificate in Counseling programs is expected to parallel that of the Counselor Education Masters program. The Masters of Arts in Counselor Education program consists of: 45% of students who identify as Hispanic/Latino (a); 7-11% identify as Native American; and the remainder as White or other. The participating students will be from **diverse backgrounds with a variety of helping interests and who have educational and employment goals that concern the mental health needs of their community**.

### 3. Curriculum Plan

The *Advanced Graduate Certificates in Counseling* program will pull for existing courses in the Counselor Education Program. The 12 credit hour Advanced Graduate Certificate in Counseling will allow students to choose from 2 specializations, either School Counseling or Clinical Mental Health Counseling. The Mental Health Specialization will require: COUN 595: Internship (6 credits, placement in Mental Health setting); COUN 521: Clinical Mental Health Counseling; and an additional clinical mental health related course. The School Counseling Specialization will require: COUN 595: Internship (6 credits, placement in School Counseling setting); COUN 545: School Counseling; and an additional school counseling related course. Students must complete all 12 credit hours with a minimum 3.0 GPA, and no course grade lower than B-. These courses were selected as each provide students with a specific focus on the clinical mental health issues and unique aspects of their area of interest, as well as communication skills and knowledge of how to deal with individuals, groups, and families. This also meets current CACREP national accreditation guidelines for each of these specific specialty areas, and the current requirements for dual-degree students as set by this national body.

### 4. Budgetary Impact

There is no anticipated budgetary impact should the proposed Advanced Graduate Certificate in Counseling be implemented as students in the dual track option already take these courses. The only potential difference would be approximately 2-3 additional internship students per year, and current space in sections would allow for this adjustment; the same is true for COUN521 and 545. The Advanced Graduate Certificate in Counseling would pull mainly from those students who are already enrolled in the program, and who are currently taking the aforementioned courses while working towards their dual-track graduate degree. In fact, the proposed Advanced Graduate Certificate in Counseling may provide an incentive for those individuals who have graduated and are seeking additional credentials for licensure to enroll in these classes, and seeking additional training through UNM. We already have many students seeking the dual track who enroll in each of these courses for a total of 72 credit hours. The Advanced Graduate Certificate in Counseling would recognize their hard work and dedication, as well as allow for additional students to be admitted if they had previously sought a MA in Counseling but wish to specialize in a different counseling specialty area.

### 5. Accreditation Plan

The *Advanced Graduate Certificate in Counseling* is in response to recent accreditation changes within CACREP requiring a 72 hour program for dual track students. The School Counseling program is currently accredited through CACREP accreditation, and also meets NCATE and NM PED requirements. Similarly, the Clinical Mental Health Counseling Program is accredited through CACREP. The courses within the proposal do not change current course structure or requirements for the Clinical Mental Health Counseling or School Counseling tracks, but does meet CACREP (2009 and 2016) requirements for dual track status for students.

**6. Additional Information**

We do not believe any additional information is needed to make a case for development of a full proposal.

## **UNM Department of Individual, Family and Community Education Proposal for a Transcribed Advanced Graduate Certificate in Counseling**

### **1. Program Description**

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

The Advanced Graduate Certificate in Counseling (Clinical Mental Health or School Counseling) is a 12 credit hour specialization that will enable current graduate students or Master's level graduates to pursue an additional credential in either School Counseling or Clinical Mental Health Counseling. **The purpose** of these Advanced Graduate Certificate in Counseling programs is to provide students counseling professionals the opportunity to expand their knowledge, skills, and career opportunities in other credentialed areas in counseling, by enabling them to obtain formal recognition for additional coursework. The Advanced Graduate Certificate in Counseling targets those current students who have, or are seeking, a dual track Masters of Arts in Counseling in both Mental Health and School Counseling specialty areas, as well as open up a pathway for current counseling professionals to re-specialize into a different subfield of counseling. As our national accreditation body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has issued new guidance on requirements for internship hours in specific specialty sites, students who wish to pursue the dual track in Counseling must complete a total of 72 credit hours. The Advanced Graduate Certificate in Counseling would recognize their hard work in completing this task. In addition, this would also provide an admissions vehicle for post-degree students wishing to re-specialize in a different specialty area, without having to enroll in a second masters' degree and allow them to be tracked in the banner systems and have formal academic advisors.

#### **Advanced Graduate Certificate in Counseling Program Goals**

**The major goal** of this program is to respond to the needs of the counseling students, by providing formal recognition of their additional training and practice in the field of School or Mental Health Counseling, and the needs of the people of New Mexico by graduating individuals who are dual licensure-eligible. In this way, the Advanced Graduate Certificate in Counseling program will enable students to achieve competency in multiple counseling foci, improving their chances of obtaining employment and their ability to better serve the diverse populace of our state. At this time, Albuquerque Public Schools has approximately 10 vacant school counseling positions annually. Providing students the opportunity to achieve certifiable competency in both School and Clinical Mental Health Counseling will better prepare those counseling graduates who seek to meet the needs of our public school systems, as well as support current Clinical mental health counselors to be credentialed into these roles.

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

The Advanced Graduate Certificate in Counseling provides a way to increase SCH without corresponding increase in faculty lines. As such, it will bring increased profitability to the counselor education program. The counseling program currently offers both specialty areas, and the addition of the Advanced Graduate Certificate in Counseling will help to increase enrollment in the specialty courses. The program will continue to offer both specialty areas and this will

support the program's goal to increase mental health professionals across different settings without the need for new coursework.

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

The proposed Advanced Graduate Certificate in Counseling is the result of a collaborative effort among Counselor Education faculty, who come from an array of counseling backgrounds. This effort would acknowledge the 85% of Counseling Masters Students who complete the additional courses necessary to meet the requirements of both the Clinical Mental Health and School Counseling tracks. These student's exceptional effort and dedication in completing additional coursework and internship requires recognition. In addition, this would allow non-degree students to re-specialize if they have already completed coursework in a different specialty area in counseling. This supports the university and College in supporting the needs of New Mexico, as we are currently in a mental health crisis, and the Anne Casey Kids Count data has demonstrated this has been a long and persistent issue. We will better serve the NM community around these mental health needs.

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

The program does not overlap or duplicate any existing program within UNM, the state, or region in that no other program has formal recognition of a dual-track option. UNM is the only nationally accredited program in school counseling currently in NM.

**e. What is the governance structure of the program?**

For this program, Counselor Education faculty will advise students who wish to pursue an Advanced Graduate Certificate in Counseling to ensure that they take the designated courses necessary to fulfill Advanced Graduate Certificate in Counseling requirements. No change in governance structure is needed, as the Advanced Graduate Certificate in Counseling would be completely staffed by faculty members of the Counselor Education program.

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

N/A

**g. What is the program development and implementation timeline?**

The program curriculum is already in existence. Both the clinical mental health and school counseling courses are offered on a regular basis and generally do not fill to capacity. Implementation will occur upon University approval without delay.

**2. Student Impact** \_\_\_\_\_

**a. How many students are projected to enroll?**

The Advanced Graduate Certificate in Counseling program will have **approximately a 20-25-student cohort each year** between existing students seeking dual track, along with new students seeking only the certificate.

**b. From where will these students be drawn?**

These students will be drawn from the current Masters of Arts in counseling students, and former graduates.

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

The demographic makeup of those students participating in the Advanced Graduate Certificate in Counseling programs is expected to parallel that of the Counselor Education Masters program. The Masters of Arts in Counselor Education program consists of: 45% of students who identify as Hispanic/Latino (a); 7-11% identify as Native American; and the remainder as White or other. The participating students will be from **diverse backgrounds with a variety of helping interests and who have educational and employment goals that concern the mental health needs of their community.**

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

The target population are school counselors and licensed mental health counselors seeking to expand their training to the other specialization.

**3. Curriculum Plan**\_\_\_\_\_

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

The Advanced Graduate Certificates in Counseling program will pull for existing courses in the Counselor Education Program. The 12-credit hour Advanced Graduate Certificate in Counseling will allow students to choose from 2 specializations, either School Counseling or Clinical Mental Health Counseling. The Mental Health Specialization will require: COUN 595: Internship (6 credits, placement in Mental Health setting); COUN 521: Clinical Mental Health Counseling; and COUN560: Family Counseling. The School Counseling Specialization will require: COUN 595: Internship (6 credits, placement in School Counseling setting); COUN 545: School Counseling; and COUN541: Counseling Children and Adolescent course. Students must complete all 12 credit hours with a minimum 3.0 GPA, and no course grade lower than B-. These courses were selected as each provide students with a specific focus on the clinical mental health issues and unique aspects of their area of interest, as well as communication skills and knowledge of how to deal with individuals, groups, and families. This also meets current CACREP national accreditation guidelines for each of these specific specialty areas, and the current requirements for dual-degree students as set by this national body.

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

The courses will be offered face-to-face, however all can be taught remotely via zoom and/or learn.edu if necessary. Some courses have already been approved for online course offerings through the official UNM course review process.

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

We use an approved assessment plan that measures individual students' academic, clinical, and disposition performance, along with aggregate SLO and KPI data based on CACREP accreditation standards. The KPI (Key Performance Indicator) for school counseling is to gain knowledge of models of school counseling programming. The KPI is measured via the school counseling Comprehensive Developmental Guidance Program Summary assignment, School Performance Comprehensive Program Evaluation, and the Program Evaluation assignment in COUN 545, each wherein the student must meet expectations (80% or above).

The KPI for clinical mental health is to understand theories and models of clinical mental health. The KPI is measured via Discussion Board assignment, Licensure Paper assignment, the Final paper, and Final Exam in COUN 521, each wherein the student must meet expectations (80% or above).

**4. Budgetary Impact** \_\_\_\_\_

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

There is no anticipated budgetary impact should the proposed Advanced Graduate Certificate in Counseling be implemented as students in the dual track option already take these courses. The only potential difference would be approximately 5 additional internship students per year, and current space in sections would allow for this adjustment; the same is true for COUN521 and 545. The Advanced Graduate Certificate in Counseling would pull mainly from those students who are already enrolled in the program, and who are currently taking the aforementioned courses while working towards their dual-track graduate degree. In fact, the proposed Advanced Graduate Certificate in Counseling may provide an incentive for those individuals who have graduated and are seeking additional credentials for licensure to enroll in these classes, and seeking additional training through UNM. We already have many students seeking the dual track who enroll in each of these courses for a total of 72 credit hours. The Advanced Graduate Certificate in Counseling would recognize their hard work and dedication, as well as allow for additional students to be admitted if they had previously sought a MA in Counseling but wish to specialize in a different counseling specialty area.

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

The courses required for the transcribed certification are currently offered and generally not at maximum capacity, therefore no additional courses will need offered. Advisement will not require much time as the required courses for the Advanced Graduate Certificate in Counseling are mandated by licensure/certification boards and will not vary.

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

No additional faculty or staff will be required.

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

No faculty or staff development services will be needed.

**e. What impact will enrollments in the Advanced Graduate Certificate in Counseling program have on student support (GA & TA positions, scholarships, etc.)?**

The Advanced Graduate Certificate in Counseling program enrollments will not create any changes for the student support positions or scholarships.

**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 resources are needed to reach the student learning outcomes of the Advanced Graduate Certificate in Counseling program. The required resources are already available within the College of Education and the Department of Individual, Family and Community Education.

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

No additional equipment or space will be needed.

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

No additional support services beyond those currently provided will be required.

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

No additional course fees or other expenses beyond those currently required for the DI will be needed for the Advanced Graduate Certificate in Counseling program.

**5. Accreditation Plan** \_\_\_\_\_

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

The Advanced Graduate in Counseling is in response to recent accreditation changes within CACREP requiring a 72-hour program for dual track students. The School Counseling program is currently accredited through CACREP accreditation, and also meets CAEP and NM PED requirements. Similarly, the Clinical Mental Health Counseling Program is accredited through CACREP. The courses within the proposal do not change current course structure or



requirements for the Clinical Mental Health Counseling or School Counseling tracks but does not meet CACREP (2009 and 2016) requirements for dual track status for students.

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

No new accreditation is required for the Advanced Graduate Certificate in Counseling program.

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

N/A

**7. Additional Attachments for submission to NMHED for CIP Code approval (submitted by Provost's Office)**

**a. A copy of the Form D with signatures**

**b. The final executive summary, proposal, and supporting documentation c. Minutes from the Board of Regents meeting, noting approval**

### **Advanced Graduate Certificate in Counseling**

#### Description

The Advanced Graduate Certificate in Counseling is designed to prepare individuals who are seeking an additional counseling specialization concurrently or following the completion of the requirements for a masters degree in Counseling (Clinical Mental Health Counseling or School Counseling).

The Advanced Graduate Certificate in Counseling is available to those who have earned or are in-process of earning a CACREP accredited Masters of Arts/Science in Counseling.

The Advanced Graduate Certificate in Counseling offers two options, each developed to meet professional standards and New Mexico licensure requirements. Students will work with their advisor to determine the appropriate course work and course sequencing.

Students will complete a minimum of 12 credits with a GPA of at least 3.0, and no course grade lower than B-.

#### Option 1 – School Counseling Specialization

6 credits - COUN 595 Internship (placement in Advanced Graduate Certificate in Counseling area)

3 credits – COUN 545 School Counseling

3 credits – COUN 541 Counseling Children and Adolescents

Option 2 – Mental Health Counseling Specialization

6 credits - COUN 595 Internship (placement in Advanced Graduate Certificate in Counseling area)

3 credits - COUN 521 Clinical Mental Health Counseling

3 credits – COUN 560 Family Counseling

Please note additional fees may be necessary for background checks or clearance information required for some candidates internship sites. Education program in no way guarantees placements (e.g., internship), licensure, and/or Admission into the Counselor employment.

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE  
FORM D**

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

Date: 11/11/2020

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

Kristopher Goodrich  
(Name of individual initiating Graduate Degree or Graduate Certificate)

Professor, Counselor Education  
(Title, position, telephone number)

kgoodric@unm.edu  
(Email address)

IFCE  
(Department/Division/Program)

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

Attach the following required documents:

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

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

Proposed date to admit new students: Term Spring Year 2021

Required Signatures:

Department Chair <u>[Signature]</u>	Date <u>11/11/2020</u>
College Curricula Committee <u>Margori Krebs</u>	Date <u>02/08/2021</u>
College or School Dean <u>Hansel Burley</u> <small>Digitally signed by Hansel Burley Date: 2021.03.18 14:30:48 -06'00'</small>	Date _____
Dean of Library Services <u>[Signature]</u>	Date <u>2/2/22</u>
Office of the Registrar—Catalog <u>Michael Rains</u>	Date <u>2/2/22</u>
FS Graduate Committee <u>Nikki Juvigan</u>	Date <u>03/31/2022</u>
Dean of Graduate Studies <u>[Signature]</u>	Date <u>03/24/2022</u>
FS Curricula Committee <u>Angeline C. Delucas</u> <small>Digitally signed by Angeline C. Delucas Date: 2022.04.08 12:57:09 -0400</small>	Date _____
Office of the Provost <u>[Signature]</u>	Date <u>4/18/2022</u>
Faculty Senate <u>Nancy O. Middlebrook</u>	Date <u>4/26/2022</u>
Board of Regents _____	Date _____

Additional Approvals for Degrees:

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

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

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## NEW GRADUATE CERTIFICATE PROGRAM APPLICATION

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### A. General Information

**Institution: University of New Mexico**

**Name and Title of Contact Person: Kristopher M. Goodrich**

**Email of Contact Person: kgoodric@unm.edu**

**Name of Proposed Program: Advanced Graduate Certificate in Counseling**

**Name of Sponsoring Department, School, and/or College: IFCE, COEHS**

**Level of Proposed Program** (*Graduate Certificate or Post-degree Certificate*) **Graduate and/or Post Degree Certificate (both routes acceptable)**

**Estimated Time to Complete Proposed Program: 2 semesters**

**Campuses to offer this degree program: Main/Albuquerque**

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

**Anticipated Start Date: Fall 2022**

**Proposed CIP code**

### B. Program Curriculum

**Program Description** (*as listed in catalog*) The Advanced Graduate Certificate in Counseling is designed to prepare individuals who are seeking an additional counseling specialization concurrently or following the completion of the requirements for a masters degree in Counseling (Clinical Mental Health Counseling or School Counseling).

The Advanced Graduate Certificate in Counseling is available to those who have earned or are in-process of earning an accredited Master of Arts/Sciences in Counseling.

The Advanced Graduate Certificate in Counseling offers two options, each developed to meet professional standards and New Mexico licensure requirements. Students will work with their advisor to pursue the track area they are wishing to add.

Please note additional fees may be necessary for background checks or clearance information required for some candidates internship sites.

Admission into the Counselor Education program in no way guarantees placements (e.g., internship), licensure, and/or employment.

### **Program Curriculum** *(as listed in catalog)*

Students will complete a minimum of 12 credits with a GPA of at least 3.0, and no course grade lower than B- or "credit".

#### **Option 1 – School Counseling Specialization**

6 credits - COUN 595 Internship (placement in Advanced Graduate Certificate in Counseling area) 3 credits –  
COUN 545 School Counseling  
COUN 541 Counseling Children and Adolescents

#### **Option 2 – Mental Health Counseling Specialization**

6 credits - COUN 595 Internship (placement in Advanced Graduate Certificate in Counseling area) 3 credits -  
COUN 521 Clinical Mental Health Counseling  
COUN 560 Family Counseling

### **Number of Credits Required: 12**

### **Program Learning Outcomes**

**The major goal** of this program is to respond to the needs of the counseling students, by providing formal recognition of their additional training and practice in the field of School or Mental Health Counseling, and the needs of the people of New Mexico by graduating individuals who are dual licensure-eligible. In this way, the Advanced Graduate Certificate in Counseling program will enable students to achieve competency in multiple counseling foci, improving their chances of obtaining employment and their ability to better serve the diverse populace of our state. At this time, Albuquerque Public Schools has approximately 10 vacant school counseling positions annually. Providing students the opportunity to achieve certifiable competency in both School and Clinical Mental Health Counseling will better prepare those counseling graduates who seek to meet the needs of our public school systems.

As a result of earning the Advanced Graduate Certificate in Counseling (after having obtained their MA degree), the individual will qualify for entry-level license in mental health counseling (LMHC) or school counseling in New Mexico.

### **Is this certificate designed to be stand-alone or is it intended for students that are also seeking a graduate degree? If so, list how the courses will be shared between the two.**

The Advanced Graduate Certificate in Counseling is available to those who have earned or are in-process of earning a CACREP accredited Master of Arts/Sciences in Counseling. When earning a masters degree

in counseling, UNM students select a focus either Clinical Mental Health Counseling or School Counseling. The Advanced Graduate Certificate in Counseling allows them to have a focus in both areas.

There are three pathways that a person could pursue to obtain this certificate:

Pathway 1: A student enters our counseling program and takes courses in both tracks concurrently. They graduate with a 72 credit hour degree, (as opposed to the 60 hours required for a single track MA Degree) satisfying the requirements for both Clinical Mental Health Counseling and School Counseling. They would qualify for this certificate designating additional work in both areas.

Pathway 2: A student can successfully graduate from our program with 60 credit hours pursuing a single track (for example, 60 credit hours for the school counseling). They then graduate and begin working as a school counselor. While they do so, they come back for the graduate certificate focused around Clinical mental health counseling, so they can obtain the additional license. They graduate with the additional 12 hours and receive the Advanced Graduate Certificate in counseling for this additional graduate work.

Pathway 3: A person who didn't attend UNM but has a masters in counseling from a different institution is interested in re-specializing in a different counseling track. They apply and are accepted into our program, and pursue this 12 credit track in a different specialty area. Once they have completed all requirements, they successfully receive this certificate in a new specialized area so they can pursue licensure in that area.

**Is this certificate embedded in a degree program (i.e., do the courses taken articulate to a graduate degree)?** If yes, to which degree?

The courses fit within UNM Counselor Education's masters degree in Counseling. The courses would constitute one of two available tracks to students who elect to complete both tracks rather than one. In our program, they receive a MA in Counseling, but elect to pursue a track, which is then verified by the appropriate licensure board. This certificate would designate that the graduate has completed two different specialty area tracks. All courses, however, are not new and are in current offerings of the MA in Counseling degree.

### **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.

As part of our CACREP accreditation, we have a CACREP-vetted and approved assessment plan that both explores students' individual successful movement throughout the program through annual student review meetings (with faculty assessment of their academic, clinical skills, and personal dispositions, as required by CACREP), as well as explores aggregate student learning outcomes in each individual course (as decided by our CACREP), as well as Key Performance Indicators (KPI's) throughout our program. Each masters' level track has 8 KPI's based around the 8 foundational core areas in CACREP (Professional Orientation and Ethics, Helping Skills, Social and Cultural Diversity, Group Work, Human Development, Career Development, Assessment, Research and Program Development), as well as a track-specific KPI (decided by the program) that is assessed at least 2 different times in the program (at the early stage of the program, and at the ending stage of the program). KPI's are based around growth, with early KPI's dedicated around knowledge, and later stage based around skills. The counseling program created an assessment plan that

was reviewed and approved by CACREP that addresses all SLO's required across each course, as well as the KPI's for our program. KPI results are reported annually, and are required to be made publicly available on our website by CACREP.

#### 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.*

**The purpose** of these Advanced Graduate Certificate in Counseling programs are to provide students the opportunity to expand their knowledge, skills, and career opportunities in other counseling fields, by enabling them to obtain formal recognition for additional coursework. The Advanced Graduate Certificate in Counseling targets those students who have, or are seeking, a dual track Masters of Arts in Counseling in both Mental Health and School Counseling specialty areas. As our national accreditation body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has issued new guidance on requirements for internship hours in specific specialty sites, students who wish to pursue the dual track in Counseling must complete a total of 72 credit hours. The Advanced Graduate Certificate in Counseling would recognize their hard work in completing this task. In addition, this would also provide an admissions vehicle for post-degree students wishing to re-specialize in a different specialty area, without having to enroll in a second masters' degree.

Additionally, the program will train clinicians to meet the shortage of qualified mental health professionals and school counselors in New Mexico.

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

We work with the State of New Mexico, the NM Counseling and Therapy Practice Board, when new providers move into the state and need to meet additional state requirements to pursue a license in the field of counselor education. We are also referred to by area clinics and schools to support persons who need to make up deficiencies in their previous training to qualify for different state licenses.

**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
<b>New Students</b>	5	5	5	5	5
<b>Continuing Students</b>	6	10	15	20	20
<b>Graduates</b>	11	15	20	25	25
<b>Annual Retention Rate Target (%)</b>	<b>Target 100% Graduation Rate (%)</b>		<b>Target Job Placement Rate (%)</b>		
95	95		100		

#### F. Institutional Readiness

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

All required courses are currently offered and taught by UNM faculty. Likely, there will be a need to add a section or two of COUN595 (Internship) with new students for the program, but all content courses typically have the space needed for the influx of new students. We have enough available faculty and current PTI's to be able to successfully offer the additional internship courses when needed based around demand.

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.

No additional resources needed

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 additional facilities needed

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.

No additional equipment or technology needed

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

No additional resources needed

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.

Students will need internship sites, but most community employers and schools have been begging us for more students/ interns based around the behavioral need in our communities. We don't see this as an issue, other than qualifying sites for our CACREP accreditation, which is fairly simple.

## 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.

There is no anticipated budgetary impact should the proposed Advanced Graduate Certificate in Counseling be implemented as students in the dual track option already take these courses. The only potential difference would be approximately 5 additional internship students per year, and current space in sections would allow for this adjustment; the same is true for the content based courses (COUN521, COUN541, COUN 545, and COUN560). The Advanced Graduate Certificate in Counseling would pull mainly from those students who are already enrolled in the program, and who are currently taking the aforementioned courses while working towards their dual-track graduate degree. In fact, the proposed Advanced Graduate Certificate in Counseling may provide an incentive for those individuals who have graduated and are seeking additional credentials for licensure to enroll in these classes, and seeking additional training through UNM. We already have many students seeking the dual track who enroll in each of these courses for a total of 72 credit hours. The Advanced Graduate Certificate in Counseling would recognize their hard work and dedication, as well as allow for additional students to be admitted if they had previously sought a MA in Counseling but wish to specialize in a different counseling specialty area.



\_\_\_\_\_  
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

November 9, 2020

To: Kristopher M. Goodrich, Ph.D., Chair, Department of Individual, Family and  
Community Education



From: Hansel Burley, Ph.D., Dean, College of Education and Human Sciences

Re: Counselor Education Form D for Advanced Counseling Graduate Certificate

Please accept this memo as my acknowledgement that I have reviewed the Form D and corresponding documentation for the Counselor Education program's Form D and support the certificate moving forward. The Counselor Education program's proposal has followed all appropriate UNM guidelines in the creation of the Form D. As I read this form, it appears to respond to the critical workforce needs that the State of New Mexico has for behavioral health workers, both prior to and following the COVID-19 pandemic.



To: Dr. Kristopher Michael Goodrich  
Re: The Advanced Graduate Certificate in Counseling (Clinical Mental Health or School Counseling)  
From: Dr. Pamela Cheek, Associate Provost for Curriculum and Assessment

*Pamela Z. Cheek*

Date: October 2, 2019

I am writing to indicate support from Office of the Provost and EVP for Academic Affairs for the Advanced Graduate Certificate in Counseling. The certificate will meet workforce needs and will help students expand their knowledge and skills at a time when meeting mental health needs in the state is critical.

I look forward to reviewing the full proposal when it advances to Academic Affairs. Please don't hesitate to contact me or Dean Coonrod if we can be of any assistance as you develop the full proposal.

cc. Dr. Julie Coonrod, Dean of Graduate Studies  
Ms. Robben Baca, Graduate Academic Affairs Specialist  
Dean Deborah Riftenbary, Interim Dean, College of Education  
Mr. Michael Raine, Associate Registrar



# **CERTIFICATE IN BARBERING**

**@ UNM-Gallup**

## CERTIFICATE/BARBERING (37 Credits)

### Student Advisement and Graduation Checklist – 20\*\*-20\*\* Catalog

**Student** \_\_\_\_\_ **UNM ID #** \_\_\_\_\_ **Date admitted** \_\_\_\_\_  
**Address** \_\_\_\_\_  
**Phone #** \_\_\_\_\_ **Academic Advisor** \_\_\_\_\_  
**Office #** \_\_\_\_\_ **Phone #** \_\_\_\_\_

#### BARBERING CORE: (37)

		Credits	Grade	Semester/Institution
COSM 110	Theory of Cosmetology I	3	_____	_____
COSM 111	Theory of Cosmetology II	3	_____	_____
COSM 130	Perm Wave, Shampoo & Styling I	3	_____	_____
COSM 131	Perm Wave, Shampoo & Styling II	4	_____	_____
COSM 140	Haircutting/Scalp/Coloring/Facials I	4	_____	_____
COSM 141	Haircutting/Scalp/Coloring/Facials II	3	_____	_____
COSM 212	Theory of Cosmetology III	3	_____	_____
COSM 220	Shaving & Sanitation	2	_____	_____
COSM 232	Perm Wave, Shampoo & Styling III	3	_____	_____
COSM 242	Haircutting/Scalp/Coloring/Facials III	3	_____	_____
COSM 250	Cosmetology Lab I	3	_____	_____
COSM 251	Cosmetology Lab II	3	_____	_____

#### OPTIONAL COURSEWORK FOR NM STATE BOARD CLOCK HOURS:

COSM 252	Cosmetology Lab III	6	_____	_____
COSM 291	Independent Study	3-9	_____	_____

# RATIONALE

- Until last year, UNM-Gallup had a Certificate in Cosmetology/Barbering
- The state of NM has different licensure requirements for Cosmetology and Barbering
- So UNM-G faculty asked to split our combined Certificate into two:
  - A revised Certificate in Cosmetology
  - A new Certificate in Barbering

# POTENTIAL STUDENTS / WORKFORCE OUTCOMES

- Our current Cosmetology program is one of the most popular Certificate programs at UNM-G
- We anticipate that roughly 20% of Cosmetology students/recruits would enroll in Barbering (ca. 10-15 students)
- Over the next ten years, the US Bureau of Labor Statistics projects a 19% growth in jobs for barbers/cosmetologists
- All students who go through this program will be immediately eligible for NM state licensure



# FACULTY/RESOURCE NEEDS

- Current faculty are qualified to teach the necessary coursework
- Current facilities are adequate
- No changes to the budget are required; no extra expenses are necessary



**Certificate in Barbering**  
**Executive Summary**  
*University of New Mexico – Gallup*

**Program Description**

The University of New Mexico-Gallup’s Certificate in Barbering will prepare students for a career in barbershops and other haircutting establishments. The curriculum will primarily focus on helping students gain a barber’s license from the New Mexico State Board of Barbers and Cosmetology.

This program will help students achieve their “educational and professional goals” – a key piece of our branch campus’s mission statement. Moreover, this program will align with the University of New Mexico’s broader institution mission by encouraging students to acquire the “knowledge and skills they need . . . to contribute to state and national economies.”

The University of New Mexico – Gallup is currently the only UNM branch campus to offer a Certificate in Cosmetology. Faculty at our branch have had a difficult time attracting and retaining male students because of the current program’s emphasis on salon-style hair design and manicuring. A separate Certificate in Barbering, with a small shift in emphasis from manicuring to shaving/stropping, could help boost male enrollment and retention without requiring any additional funding or faculty.

The UNM-Gallup Cosmetology program has an active advisory council, made up of local and regional employers, who have requested this new Certificate program. This same advisory council will also assist in the maintenance of a Certificate in Barbering.

The faculty at UNM-Gallup hope to see this program approved during the 2022-2023 academic year, so that students may begin to enroll in the new program by the Fall of 2023.

**Evidence of Need**

There are currently twenty (20) students in the Cosmetology program, making it our third-most popular certificate program (to thirty-two in Welding Technology, and twenty-one in Dental Assisting). Forty-two students had been enrolled in the Cosmetology program before the COVID-19 pandemic. Prior to the pandemic, the semester-to-semester retention rate in the Cosmetology program was 80% (quite a bit higher than our institution’s average retention rate of 65%). It is currently at 60%. Discussion with Cosmetology faculty, and anecdotal student evidence, suggests that retention rates and recruiting efforts might be improved in a separate Barbering Certificate was offered at UNM-Gallup. Moreover, the US Bureau of Labor Statistics projects the employment field of “Barbers, Hairstylists, and Cosmetologists” to grow by 19% (“faster than average”) from 2020-2030 (see Appendix A for more detailed into).

Students are usually recruited through local high-school and other local job fairs.

The closest educational institution that offers a Barbering program is San Juan College, over two hours away. We do not believe we will be competing with them for students. For a full list of other Barbering programs in the state, see Appendix C.

Appendix B speaks to the demand for certified Cosmetologists and Barbers in our region of New Mexico. Developing a workforce responsive to this demand is a priority for UNM-Gallup.

### **Program Content and Quality**

The curriculum of the Barbering Certificate will mirror our current Cosmetology Certificate with one important exception: the replacement of a course on “Manicuring & Sanitation” with a course on “Shaving & Sanitation”. Our Barbering/Cosmetology courses are unique in that several students might be enrolled in the same course, but are practicing different techniques/processes. Requiring training in manicuring, at the expense of a course on shaving, has been (as noted above) problematic for the retention and recruitment of male students.

The following courses will comprise the Certificate in Barbering:

**COSM 110 – Theory of Cosmetology I** (3 credits). Theoretical training in hygiene, bacteriology, sterilization, sanitation, rules and regulations of State Board and related practical areas.

**COSM 111 – Theory of Cosmetology II** (3 credits). Theoretical training in finger weaving, wigs, chemicals, hot work, skin and hair disorders. State Board rules and regulations and relative practical areas.

**COSM 130 – Permanent Wave, Shampoo & Styling I** (3 credits). Introduction and practical application on mannequins covering all areas of Cosmetology.

**COSM 131 – Permanent Wave, Shampoo & Styling II** (3 credits). Continuation of practice on patrons and mannequins covering all areas of Cosmetology.

**COSM 140 – Haircutting/Scalp/Coloring/Facials I** (4 credits). Introduction and practical application on mannequins. Covering all areas of Cosmetology.

**COSM 141 – Haircutting/Scalp/Coloring/Facials II** (3 credits). Continuation of practice on patrons and mannequins covering all areas of Cosmetology.

**COSM 212 – Theory of Cosmetology III** (3 credits). Theoretical training in anatomy, electricity, chemistry, hygiene and good grooming, visual poise and salon management. Final State Board Exam.

**COSM 220 – Strop, Honing & Shaving** (3 credits). This course includes the care and styling of scalp and facial hair. It will provide a basic understanding of Barbering and its history. Emphasis is placed on proper use of instruments, personal hygiene, sanitation, recognition of common disorders/diseases and State Board rules and regulations affecting the cosmetologists performing services on clients. This subject is taught by lectures, visual aids, demonstrations, conferences and assigned projects. 50 contact hr.

**COSM 232 – Permanent Wave, Shampoo & Styling III** (3 credits). Continuation of practice on patrons and mannequins covering all areas of Cosmetology.

**COSM 242 – Haircutting/Scalp/Coloring/Facials III** (3 credits). Continuation of practice on patrons and mannequins covering all areas of Cosmetology.

**COSM 250 – Cosmetology Lab I** (3 credits). Practical application on mannequins. Review of all areas of Cosmetology.

**COSM 251 – Cosmetology Lab II** (3 credits). Practical application on patrons. Review and final State Board Exam in all areas of Cosmetology.

Student Learning Outcomes for this program will include the following:

- Students will recognize the basic principles of bacteriology in relation to Barbering.
- Students will comprehend basic principles of safety.
- Students will understand and perform the skills of Barbering, including haircutting, perming, shaving, chemical relaxing, and hair coloring.
- Students will perform basic requirements set forth by the New Mexico State Board of Barbers and Cosmetologists, which includes a national examination.

Instruction is completed through hands-on training under the supervision of professionally-licensed faculty.

Our faculty are licensed with the New Mexico Board of Barbers and Cosmetologists.

### **Evaluation and Assessment**

Programs at the University of New Mexico-Gallup are regularly reviewed for effectiveness and positive educational/professional outcomes. Programs go through a formal review every six years (which is submitted to our Faculty Assembly Curricula Committee) and are also routinely required to submit assessment plans to our campus's Faculty Assembly College Assessment Review Committee.

**Required Resources**

The current Cosmetology program requires two full-time faculty and one part-time adjunct faculty. Because of the minimal difference between the curriculum of the Cosmetology and Barbering Certificates, there will be no need to hire additional faculty.

Additional space will not be needed. No additional costs are anticipated in the creation of this Barbering Certificate program.

**Projected Enrollment & Costs**

Faculty anticipate that roughly 20% of current Cosmetology students recruited would rather be in a Barbering program. So, we project an enrollment of roughly 4-5 students each semester.

Here is a detailed enrollment projection:

<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
5 students	4 students	5 students	4 students

There are no costs involved in the creation of this Certificate program.

**Appendices**

- A = Department of Labor documentation
- B = information from New Mexico Workforce Connections
- C = List of similar programs in the state
- D = List of potential employers



U.S. BUREAU OF LABOR STATISTICS

## APPENDIX A

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## OCCUPATIONAL OUTLOOK HANDBOOK

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## Barbers, Hairstylists, and Cosmetologists

PRINTER-FRIENDLY

[Summary](#) | [What They Do](#) | [Work Environment](#) | [How to Become One](#) | [Pay](#) | [Job Outlook](#) | [State & Area Data](#) | [Similar Occupations](#) | [More Info](#)

## Summary

## Quick Facts: Barbers, Hairstylists, and Cosmetologists

2020 Median Pay	\$27,630 per year \$13.28 per hour
Typical Entry-Level Education	Postsecondary nondegree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	622,700
Job Outlook, 2020-30	19% (Much faster than average)
Employment Change, 2020-30	119,800

[What Barbers, Hairstylists, and Cosmetologists Do](#)

Barbers, hairstylists, and cosmetologists provide haircutting, hairstyling, and a range of other beauty services.

[Work Environment](#)

Barbers, hairstylists, and cosmetologists work mostly in a barbershop or salon. Physical stamina is important, because they are on their feet for most of their shift. Many work full time, but part-time positions are also common.

[How to Become a Barber, Hairstylist, or Cosmetologist](#)

All states require barbers, hairstylists, and cosmetologists to be licensed. To qualify for a license, candidates are required to graduate from a state-approved barber or cosmetology program and then pass a state exam for licensure.

[Pay](#)

The median hourly wage for barbers was \$15.61 in May 2020.

The median hourly wage for hairdressers, hairstylists, and cosmetologists was \$13.16 in May 2020.

[Job Outlook](#)

Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 19 percent from 2020 to 2030, much faster than the average for all occupations.

About 85,300 openings for barbers, hairstylists, and cosmetologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

[State & Area Data](#)

Explore resources for employment and wages by state and area for barbers, hairstylists, and cosmetologists.

[Similar Occupations](#)

Compare the job duties, education, job growth, and pay of barbers, hairstylists, and cosmetologists with similar occupations.

### [More Information, Including Links to O\\*NET](#)

Learn more about barbers, hairstylists, and cosmetologists by visiting additional resources, including O\*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

#### SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Barbers, Hairstylists, and Cosmetologists, at <https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm> (visited February 14, 2022).

**Last Modified Date:** Wednesday, September 8, 2021

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**U.S. BUREAU OF LABOR  
STATISTICS** Office of Occupational  
Statistics and Employment  
Projections PSB Suite 2135 2  
Massachusetts Avenue NE  
Washington, DC 20212-0001  
[Telephone: 1-202-691-5700](tel:1-202-691-5700)  
[www.bls.gov/ooh](http://www.bls.gov/ooh) [Contact OOH](#)

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# OCCUPATIONAL OUTLOOK HANDBOOK

## Barbers, Hairstylists, and Cosmetologists

[PRINTER-FRIENDLY](#) [Summary](#) | [What They Do](#) | [Work Environment](#) | [How to Become One](#) | [Pay](#) | **[Job Outlook](#)** | [State & Area Data](#) | [Similar Occupations](#) | [More Info](#)[About this section](#)

### Job Outlook

Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 19 percent from 2020 to 2030, much faster than the average for all occupations.

About 85,300 openings for barbers, hairstylists, and cosmetologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

#### Employment

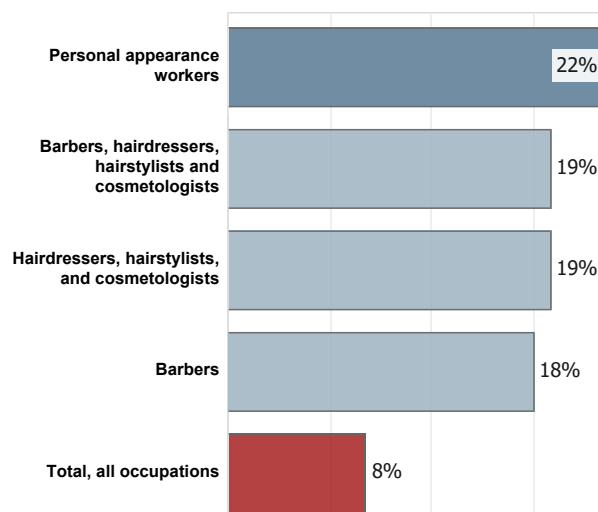
Much of the projected employment growth in these occupations is due to recovery from the COVID-19 recession that began in 2020 and is likely to occur early in the decade.

The need for barbers and hairdressers will stem primarily from population growth, leading to greater demand for basic hair care services. In addition, an increased demand for hair coloring, hair straightening, and other advanced hair treatments is expected to continue over the projections decade.

Hairdressers, hairstylists, and cosmetologists continue to compete with providers of specialized services, such as nail and skin care. Consumers often choose manicurists and pedicurists and skincare specialists for these services, rather than to visit hairdressers, hairstylists, and cosmetologists for them. Still, employment is expected to grow to meet increased demand for personal appearance services.

### Barbers, Hairstylists, and Cosmetologists

Percent change in employment, projected 2020-30



Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Employment Projections program

### Employment projections data for barbers, hairstylists, and cosmetologists, 2020-30

Occupational Title	SOC Code	Employment, 2020	Projected Employment, 2030	Change, 2020-30		Employment by Industry
				Percent	Numeric	
Barbers, hairdressers, hairstylists and cosmetologists	39-5010	622,700	742,400	19	119,800	<a href="#">Get data</a>
Barbers	39-5011	53,000	62,300	18	9,300	<a href="#">Get data</a>
Hairdressers, hairstylists, and cosmetologists	39-5012	569,600	680,100	19	110,500	<a href="#">Get data</a>

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[<- Pay](#)[State & Area Data ->](#)

#### SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Barbers, Hairstylists, and Cosmetologists, at <https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm> (visited February 14, 2022).



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**Hairdressers, Hairstylists, and...**  
[Compare to other occupations](#)

# APPENDIX B

[New Mexico](#)  
[Compare to other areas](#)

[Summary](#) | [Description](#) | [Jobs](#) | [Candidates](#) | [Supply and Demand](#) | [Employers](#) | [Skills](#) | [Education and Work Experience](#) | [Employment and Wages](#) | [Nature of the Work](#) | [Job Requirements](#) | [Other](#)

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[View Full Report](#)

For help click the information icon next to each section.

**Hairdressers, Hairstylists, and Cosmetologists** [Video](#) - Provide beauty services, such as cutting, coloring, and styling hair, and massaging and treating scalp. May shampoo hair, apply makeup, dress wigs, remove hair, and provide nail and skincare services.

Source: This information is based on O\*NET™ data. O\*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.



## Supply and Demand

**0.54**

Candidates available per job opening.  
**32 Candidates | 59 Job Openings**

Job Source: Online advertised jobs data  
 Candidate Source: Individuals with active résumés in the workforce system.

## Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Customer service	<a href="#">33</a>
Verbal communication skills	<a href="#">27</a>
Work independently	<a href="#">24</a>
Developing new business	<a href="#">24</a>
Styling hair	<a href="#">16</a>

Source: Online advertised jobs data

## Typical Wages

**\$21,250**

Median Annual Wage

Source: NMDWS, Occupational Employment Statistics program

## Advertised Tools and Technology

Advertised Detailed Tool or Technology	Job Opening Match Count
Abstraction plus reference plus synthesis (A++)	<a href="#">84</a>
Wigs	<a href="#">5</a>
Hustlers	<a href="#">1</a>
Clipper	<a href="#">1</a>

Source: Online advertised jobs data

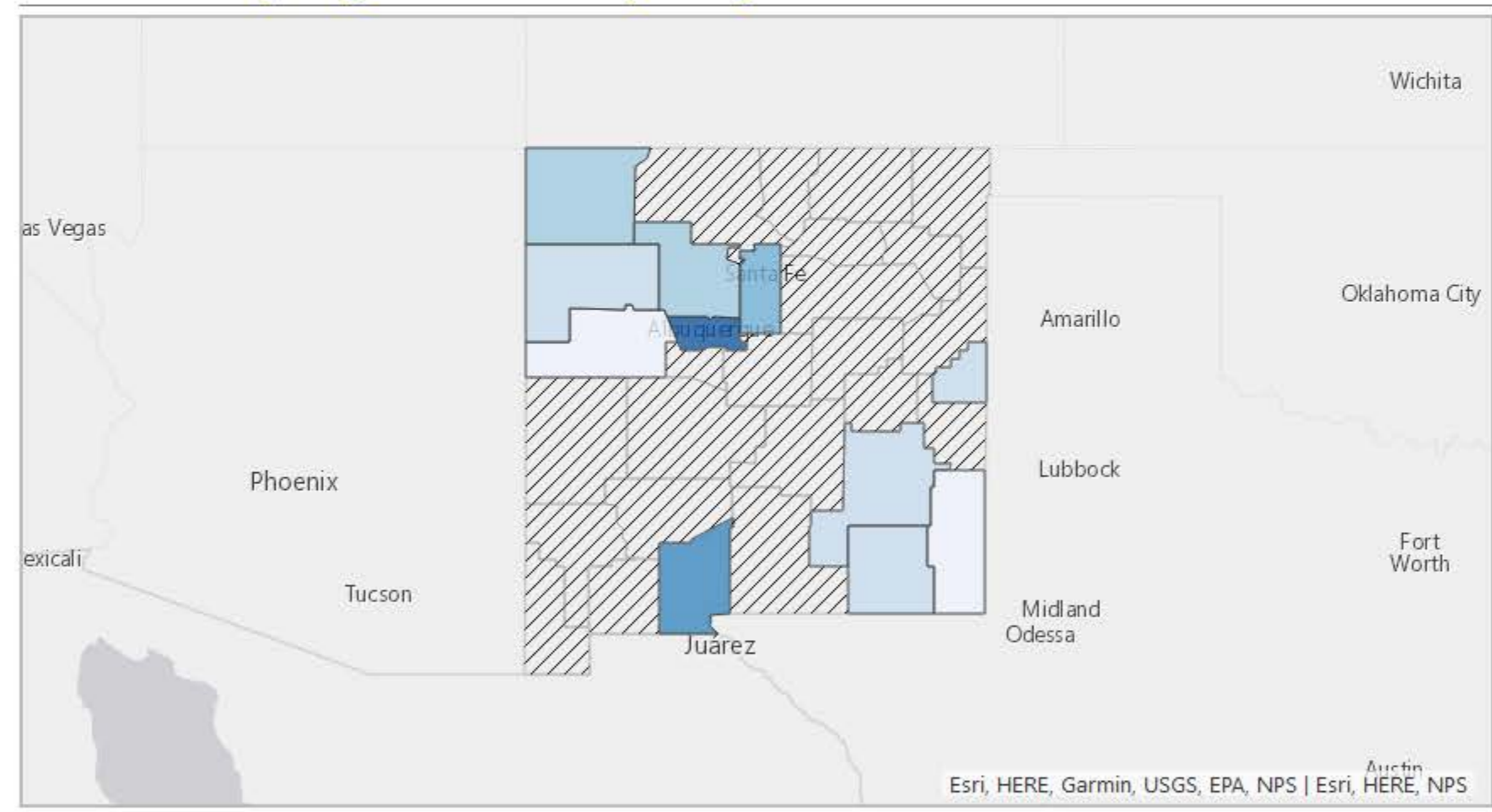


Employer Name	Job Openings	Industry Title	Estimated Employment
Supercuts	17	<a href="#">Self-Employed Workers, Primary Job</a>	1,204
ULTA Beauty, Inc.	12	<a href="#">Personal and Laundry Services</a>	1,039
J.C. Penney Corporation, Inc.	7	<a href="#">Chemical Manufacturing</a>	Confidential
Maurices Incorporated	5	<a href="#">Health and Personal Care Stores</a>	Confidential
SmartStyle	5	<a href="#">Clothing and Clothing Accessories Stores</a>	Confidential

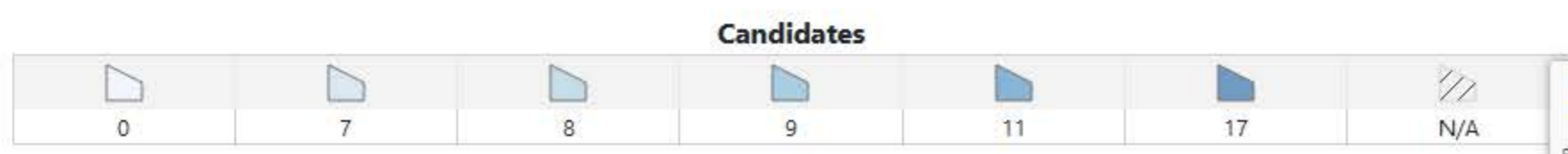
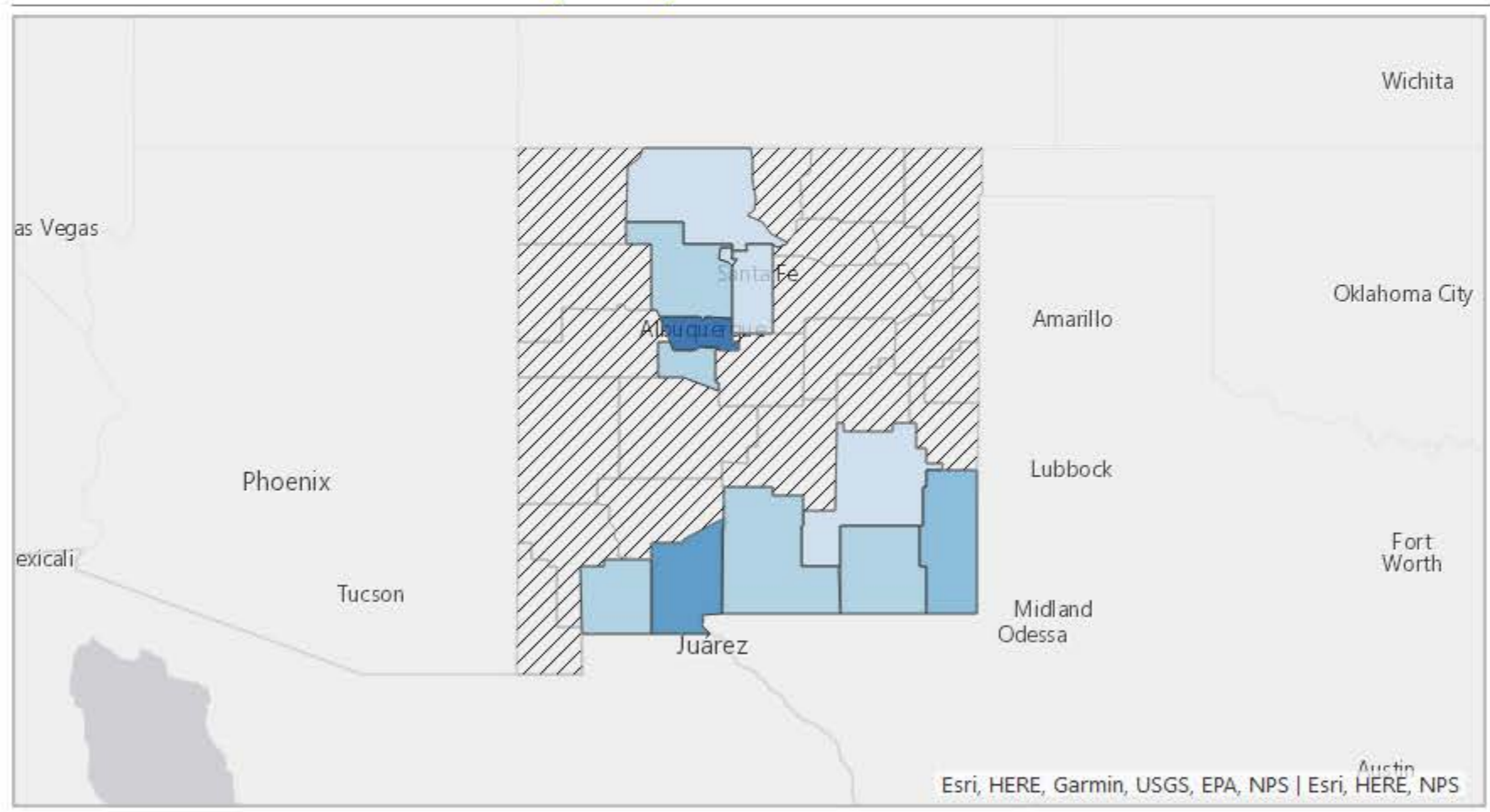
Source: Online advertised jobs data

Source: NMDWS, Employment Projections program

### Advertised Job Openings in New Mexico by County



### Potential Candidates in New Mexico by County



**APPENDIX C**

**Academic Institutions with Barbering Certificates in New Mexico**

Clovis Community College

Luna Community College

New Mexico Junior College

Northern New Mexico College

San Juan College

**APPENDIX D**

**Incomplete List of Potential Employers of Barbers in McKinley County, NM**

Affordable Haircuts  
Artistic Hair Salon  
Bentley's Barbershop  
Blanco Cuts  
Bobby's Barber Shop  
Burress Barber Shop  
Cortez Barber Shop  
Daniels Barber Shop  
Deluxe Barber Shop  
Diamond Barbershop  
Diamond Cutz  
Dinay's Shear Talent  
Frankie T's Barbershop  
Gary's Barber Shop  
Hair Xpress  
J&J Barbershop  
Kings Of Queen's Barber Shop  
Kutz N Kurlz  
Mesa Barber Shop  
Metro Barber Shop  
Outcast Barbershop  
Pro-Cuts  
Tip Top Barbershop  
VR's Hair Design  
West Side Barber Shop  
Xtreme Cuts

**Required Resources**

The current Cosmetology program requires two full-time faculty and one part-time adjunct faculty. Because of the minimal difference between the curriculum of the Cosmetology and Barbering Certificates, there will be no need to hire additional faculty.

Additional space will not be needed. No additional costs are anticipated in the creation of this Barbering Certificate program.

**Projected Enrollment & Costs**

Faculty anticipate that roughly 20% of current Cosmetology students recruited would rather be in a Barbering program. So, we project an enrollment of roughly 4-5 students each semester.

Here is a detailed enrollment projection:

<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
5 students	4 students	5 students	4 students

There are no costs involved in the creation of this Certificate program.

**Appendices**

- A = Department of Labor documentation
- B = information from New Mexico Workforce Connections
- C = List of similar programs in the state
- D = List of potential employers

## **Certificate in Barbering**

The University of New Mexico-Gallup's Certificate in Barbering will prepare students for a career in barbershops and other haircutting establishments. The curriculum will primarily focus on helping students gain a barber's license from the New Mexico State Board of Barbers and Cosmetology.

**CERTIFICATE/BARBERING (37 Credits)**  
 Student Advisement and Graduation Checklist – 20\*\*-20\*\* Catalog

Student \_\_\_\_\_ UNM ID # \_\_\_\_\_ Date admitted \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone # \_\_\_\_\_ Academic Advisor \_\_\_\_\_  
 Office # \_\_\_\_\_ Phone # \_\_\_\_\_

**BARBERING CORE: (37)**

		Credits	Grade	Semester/Institution
COSM 110	Theory of Cosmetology I	3	_____	_____
COSM 111	Theory of Cosmetology II	3	_____	_____
COSM 130	Perm Wave, Shampoo & Styling I	3	_____	_____
COSM 131	Perm Wave, Shampoo & Styling II	4	_____	_____
COSM 140	Haircutting/Scalp/Coloring/Facials I	4	_____	_____
COSM 141	Haircutting/Scalp/Coloring/Facials II	3	_____	_____
COSM 212	Theory of Cosmetology III	3	_____	_____
COSM 220	Shaving & Sanitation	2	_____	_____
COSM 232	Perm Wave, Shampoo & Styling III	3	_____	_____
COSM 242	Haircutting/Scalp/Coloring/Facials III	3	_____	_____
COSM 250	Cosmetology Lab I	3	_____	_____
COSM 251	Cosmetology Lab II	3	_____	_____

**OPTIONAL COURSEWORK FOR NM STATE BOARD CLOCK HOURS:**

COSM 252	Cosmetology Lab III	6	_____	_____
COSM 291	Independent Study	3-9	_____	_____

GPA \_\_\_\_\_ CES on file? \_\_\_\_\_

Grad. Office Clearance: \_\_\_\_\_ Date: \_\_\_\_\_





To: Dr. Matthew Mingus and Dean Dan Primozic

From: Associate Provost Pamela Cheek

Re: Proposal for a Certificate in Barbering

Date: January 13, 2022

I have reviewed your initial proposal for a Certificate in Barbering and we have also discussed the proposal. Academic Affairs supports review of the completed proposal at the next levels, including review and approval by an oversight group of all of the branch deans of instruction (a review that has now formally been integrated into new branch CTE program review per joint decisions of Faculty Assemblies).

There are opportunities to differentiate the Certificate in Barbering from the existing Certificate in Cosmetology/Barbering, beyond the single curricular difference of one course only. I understand that you are likely to seek a name change for the existing certificate, so that it covers cosmetology only and suggest that that also be submitted in parallel with the new Certificate in Barbering. Overall, the Certificate in Barbering proposal will be more compelling if additional barbering-specific content is included.

Thank you for your work designing curriculum that meets the needs of your student population and community.

A handwritten signature in black ink that reads 'Pamela L. Cheek'. The signature is written in a cursive style and is positioned above a light grey rectangular box.

Dr. Pamela Cheek

Associate Provost for Student Success & Professor of French

Office of the Provost & EVP for Academic Affairs, University of New Mexico

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2974**

Fields marked with \* are required

<b>Name of Initiator:</b> Matthew Dennen Mingus <b>Initiator's Title</b> Associate Professor: Gallup <b>Branch</b> <b>Email:</b> <a href="mailto:mmingus@unm.edu">mmingus@unm.edu</a> <b>Phone Number:</b> 505 863-7558	<b>Faculty Contact</b> Ann Jarvis <b>Administrative Contact</b> Ann Jarvis <b>Admin Email</b> aejarvis@unm.edu <b>Admin Phone</b> 505-863-7617	<b>Department</b> Business & Applied Technologies <b>Branch</b> Gallup <b>Date:</b> 03-08-2022
---	---	--

Associated Forms exist? No ▼

**Proposed effective term**

Semester Fall ▼ Year 2023 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼  
Name of New or Existing Program Barbering (GA)  
Select Category Degree ▼ Degree Type Gallup  
Select Action New ▼

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

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

[Certificate in Barbering - FINAL - title description requirements.pdf](#)

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

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

Discussion with Cosmetology faculty, and anecdotal student evidence, suggests that retention rates and recruiting efforts might be improved if our branch offers a separate Barbering Certificate at UNM-Gallup, separate from our current Cosmetology Certificate.

[Certificate in Barbering - routing slip FINAL.pdf](#)

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

[Certificate in Barbering - FOR WORKFLOW - resources.pdf](#)

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

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

[Certificate in Barbering - FOR WORKFLOW.pdf](#)

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

[Certificate in Barbering - cheek approval.pdf](#)

Curriculum Committee

ROUTING SLIP FOR CURRICULAR CHANGES

Program name and/or Course Number Barbering Certificate (NEW) Matt Minges Date 12 Jan 2022  
Initiator's Name

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

- Form A: (existing course minor change)
  - Form B: (new course request)
  - Form C: (degree/program changes)
- Justification       Syllabus/Course outline       Program outline new ~~form~~  
 Transferable       Justification       Justification  
 Main Campus Support (If Type II \*see back)       Needs Analysis  
 Transferable       Articulation Letter  
 Articulation Letter

2. Department Chair: Ann E. Jarvis  
 > Corrections of Syllabus/ Course Outline format  Yes  No  
 > All required forms attached  Yes  No

3. Dean of Instruction: see  
 > Budget Implication  Yes  No  
 > Review for appropriateness  Yes  No

4. Zollinger Library Faculty Representative:  Yes  No Jan Jan

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

6. Registrar (Two Weeks Before the Curricular Committee):  
 > Duplication of course/program  Yes  No  
 > Duplication of Main Campus course/program  Yes  No  
 > Appropriate number of course  Yes  No  
 > All required forms submitted  Yes  No  
J. J. J. Signature      1/12/22 Date

7. Dean's Assistant for distribution to Curricular Committee members J. J. J. 18 Jan. 2022  
Date

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

Lora Stone Chair Signature      18 Feb. 2022 Date

9. Faculty Senate Approval  Yes  No: Reason ...  
J. J. J. President Signature      18 Feb. 2022 Date

10. Dean's Assistant notified department to press "Submit to Dept. Chair" button on Curriculum Workflow:  
J. J. J. 22 Feb. 2022  
Date

Autonwin Technology Certificate     Math Mingus     12 Feb. 2022  
 Program name and/or Course Number     Initiator's Name     Date

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

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> <b>Form A:</b> (existing course minor change) | <input type="checkbox"/> <b>Form B:</b> (new course request)        | <input checked="" type="checkbox"/> <b>Form C:</b> (degree/program changes) |
| <input type="checkbox"/> Justification                                 | <input type="checkbox"/> Syllabus/Course outline                    | <input checked="" type="checkbox"/> Program outline new & old               |
| <input type="checkbox"/> Transferable                                  | <input type="checkbox"/> Justification                              | <input checked="" type="checkbox"/> Justification                           |
|  | <input type="checkbox"/> Main Campus Support (If Type II *see back) | <input type="checkbox"/> Needs Analysis                                     |
|  | <input type="checkbox"/> Transferable                               | <input type="checkbox"/> Articulation Letter                                |

2. Department Chair: Ann E. Jarvis     Articulation Letter  
 > Corrections of Syllabus/Course Outline format      Yes      No  
 > All required forms attached      Yes      No

3. Dean of Instruction: [Signature]  
 > Budget Implication      Yes      No  
 > Review for appropriateness      Yes      No

4. Zollinger Library Faculty Representative:      Yes      No     [Signature]

5. Reviews by the Manager of Computing Services:      Yes      No     [Signature]

6. Registrar (*Two Weeks Before the Curricular Committee*):  
 > Duplication of course/program      Yes      No  
 > Duplication of Main Campus course/program      Yes      No  
 > Appropriate number of course      Yes      No  
 > All required forms submitted      Yes      No  
[Signature]     Signature     1/12/22     Date

7. Dean's Assistant for distribution to Curricular Committee members     [Signature]     18 Jan. 2022  
 Date

8. Curricular Committee Action:      Rejected: Reason Lora Store      Approval with revisions      Tabled      Approved as Submitted  
 18 Feb. 2022

9. Faculty Senate Approval      Yes      No: Reason \_\_\_\_\_  
[Signature]     Chair Signature     \_\_\_\_\_     Date  
[Signature]     President Signature     18 Feb. 2022     Date

10. Dean's Assistant notified department to press "Submit to Dept. Chair" button on Curriculum Workflow:  
[Signature]     22 Feb. 2022  
 Date



# MATERNAL AND CHILD HEALTH MINOR

## COLLEGE OF POPULATION HEALTH

Tammy Thomas, PhD, MSW, MPH

# MCH Minor

- Rationale for the program
  - New Mexico ranks 49<sup>th</sup> 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.

# MCH Minor

- The proposed program is a minor in Maternal and Child Health (MCH) offered through the College of Population Health (COPH).
- This program will award a minor in MCH at the undergraduate level. (Graduate level certificate and minor in the near future)
  - All undergraduate students are eligible to receive a minor in MCH.

# Goals

- Provide interdisciplinary training focusing on MCH leadership in Public Health for undergraduate students from multiple disciplines, with a special focus on students from diverse, underserved and under-represented backgrounds particularly those matching the makeup New Mexico's diverse population.
- Recruit, engage and retain undergraduates students from diverse, underserved and under-represented backgrounds in a formal MCH minor program that addresses the distinct needs of the MCH populations particularly in New Mexico.
- Provide interdisciplinary leadership, research and practice skills training, including formal coursework, workshops, conferences, and mentoring.



# AIM

- We aim to recruit students from multiple disciplines to create a well-trained MCH workforce.
- This training is especially important in high-risk communities where MCH issues impact morbidity, mortality, and quality of life.

# Courses

- 12-credit MCH minor
- Four 3-credit courses offered
  - 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
  - Seminar 3 MCH: Communities, Diversity, and Cultural and Linguistic Responsiveness.
- Students are also eligible to receive a certificate in Interprofessional Education Honors offered through UNM Health Sciences Center.

# Courses

- Students completing the minor will have a solid foundational education in maternal and child health.
- The learning objectives for the courses have been modeled after the MCH Leadership Competencies developed by HRSA – Maternal and Child Health Bureau for MCH programs.
  - These competencies guide the learning objective used by HRSA-funded MCH training programs around the country.
  - The competencies include: MCH knowledge base/context, 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.

# 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 minor program and no extra cost will be required.
  - Thus, the program initially will be budget neutral.
- We anticipate 10-15 students enrolling in the minor in the first year.
- We expect the enrollment to increase as a result of cross campus collaborations. Thus, increasing revenue.
  - The MCH courses have been approved for Interprofessional Education Honors credits offered through UNM Health Sciences Center.

## **EXECUTIVE SUMMARY**

### **MATERNAL CHILD HEALTH MINOR**

#### **1. Program Description**

The proposed program includes an undergraduate minor in Maternal and Child Health (MCH) offered through the College of Population Health (COPH). All undergraduate students are eligible to receive a minor in MCH.

The MCH minor 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 (49<sup>th</sup>/50<sup>th</sup> 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 minor will ensure that UNM is at the forefront of providing new training options for the state workforce. Thus, the minor in MCH is in line with UNM's mission by providing students with educational, research, and service opportunities in this area. The minor 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.

#### **2. Evidence of Need**

While we have not conducted a formal needs assessment for the MCH minor 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 minor.

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

The 12-credit MCH minor will consist of four specific 3-credit 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 Introduction to Maternal Child Public Health course has been developed to be a fully online course and the 3 seminars will be delivered in person using a seminar format with active participation. Student learning objectives will be tailored to each individual class. All courses will utilize a combination of reading, discussion, videos, website review, reflection exercises, and research projects to meet the learning objectives.

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

#### 4. Evaluation and Assessment

The learning objectives for the minor program have been 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 minor 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 Minor program should require little extra work for the existing faculty and staff. No additional faculty or staff will be required for the minor program and no extra cost will be required.

#### 6. Enrollment

The BSPH program currently has an enrollment of almost 100 students, and we anticipate enrollment growing over the next year. Many of our students complete a minor or a second major in addition to the BSPH. Based on our discussions with our current students, we anticipate 10 -15 students initially enrolling in the minor.

#### 7. Other

We have already developed the four proposed courses and pilot tested one course in the summer of 2021 and are piloting the second course during the fall of 2021. We hope to begin the MCH minor officially in the fall of 2022. We are developing a recruitment and outreach plan for students at the COPH and across campus. Additionally, we plan to promote this program to working professionals interested in increasing their MCH knowledge and skill base.

#### Justification:

The MCH certificate and minor 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 (49<sup>th</sup>/50<sup>th</sup> 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/minor will ensure that UNM is at the forefront of providing new training options for the state workforce. Thus, the certificate or minor in MCH is in line with UNM's mission by providing students with educational, research, and service opportunities in this area. The certificate or minor 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.

#### Impact on long-range planning

The BSPH program currently has an enrollment of almost 100 students, and we anticipate enrollment growing over the next year. Many of our students complete a minor or a second major in addition to the BSPH. Based on our discussions with our current students, we anticipate 10 -15 students initially enrolling in the certificate or minor.

#### Faculty workload implications

The MCH certificate and minor 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 Certificate or Minor program should require little extra work for the existing faculty and staff. No additional faculty or staff will be required for the certificate or minor program and no extra cost will be required.

**From:** [Amy J Levi](#)  
**To:** [Pamela M Sedillo](#)  
**Cc:** [Kristine Tollestrup](#); [Tracie C Collins](#); [Todd W Hynson](#)  
**Subject:** RE: Request for Minor and Transcribed Certificate in Maternal Child Health  
**Date:** Monday, October 18, 2021 4:53:54 PM  
**Attachments:** [image001.png](#)

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This looks great, Pam! You have my approval to go forward –

Amy

---

**From:** Pamela M Sedillo  
**Sent:** Monday, October 18, 2021 1:39 PM  
**To:** Amy J Levi <AmyLevi@salud.unm.edu>  
**Cc:** Kristine Tollestrup <KTollestrup@salud.unm.edu>; Tracie C Collins <TCCollins@salud.unm.edu>; Todd W Hynson <THynson@salud.unm.edu>  
**Subject:** Request for Minor and Transcribed Certificate in Maternal Child Health

Good afternoon Dr. Levi. The COPH is respectfully requesting to add an undergraduate 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 UG minor/certificate for your review. 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](mailto:Psedill1@salud.unm.edu)





**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2858**

Fields marked with \* are required

<b>Name of Initiator:</b> Pamela Sedillo	<b>Faculty Contact</b> Tammy Thomas	<b>Department</b> College of Population Health
<b>Initiator's Title</b> Mgr, Student Success	<b>Administrative Contact</b> Pamela Sedillo	<b>Branch</b> HSC
<b>Email:</b> <a href="mailto:psedill1@unm.edu">psedill1@unm.edu</a>	<b>Admin Email</b> psedill1@salud.unm.edu	<b>Date:</b> 09-16-2021
<b>Phone Number:</b> 505 272-1917	<b>Admin Phone</b> 21917	

Associated Forms exist? Yes

**Proposed effective term**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program

Select Category   Degree Type

Select Action

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

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

Reason(s) for Request (enter text below or upload a doc/pdf file)  
The MCH certificate and minor 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/minor will ensure that UNM is at the forefront of providing new training options for the state workforce. Thus, the certificate or minor in MCH is in line with UNM's mission by providing students with educational, research, and service opportunities in this area. The certificate or minor 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.

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

[MCH justification.docx](#)

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

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

[MCH Executive Summary.docx](#)

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

[Approval Memo from Dr. Levi for undergraduate MCH Minor and Certificate Programs in COPH.pdf](#)

## **Proposal to terminate the graduate Graduate Certificate in Law, Environment, and Geography, 29 October 2021**

The purpose of this Form C is to terminate the Graduate Certificate in Law, Environment, and Geography. All proposed changes are given in **red text**, below.

### **1. Catalog language for current Graduate Certificate in Law, Environment, and Geography**

This program is in moratorium and is not accepting new students.

The Graduate Certificate in Law, Environment, and Geography seeks to provide students both tools and analytic frames for understanding the spatial and legal dimensions of environmental dynamics and challenges. While the law can be a powerful tool for addressing issues of environmental regulation and resource management, the ways we write and enforce our laws can substantially impact environmental dynamics. The spatial dimensions of these impacts, and the inherent spatiality of legal regulatory concerns are pressing concerns for environmental researchers and policymakers. By offering a curriculum that stresses these interconnections, the Graduate Certificate in Law, Environment, and Geography empowers students to ask critical questions about how human regulation and environmental dynamics interact at a variety of scales.

#### Admission Information

Requirements and Qualifications. Students must be either:

- currently enrolled in one of the graduate programs in the School of Arts and Sciences, with a minimum GPA of 3.0; or
- a recipient of a professional degree in geography, law, environmental science, or environmental management; or
- graduate students currently enrolled in other programs. Individuals without a professional degree in geography, law, environmental science, or environmental management may be admitted by the Certificate Director upon demonstration of adequate preparation, skills, and aptitude.

Students who are not currently enrolled as degree-seeking graduate students at the University must apply to and be accepted for admissions by the Department of Geography and Environmental Studies. It is not possible to gain admission into the certificate program prior to gaining admission into a UNM graduate program, but coursework taken before admission to the certificate program may be applied to requirements, unless the coursework has been used to satisfy requirements for another degree or certificate program.

#### Application Submission Requirements

These materials should demonstrate (1) serious initial investigation and/or interest in environmental law and/or regulatory issues, (2) strong academic credentials, (3) ability to write cogently, and (4) a clear and compelling set of goals.

- A Curriculum Vitae.
- A statement of intent outlining the applicant's goals in pursuing the certificate, proposed program of studies, and schedule for completion.
- A writing sample of no more than five 8.5"x11" pages.
- A current academic transcript.
- Either GRE or LSAT scores from the previous five years.

Names and contact information for two people who can speak to the applicant's qualifications for the certificate program.

The Certificate Director may waive any of the above requirements if the application as a whole demonstrates that the student has the skills, background, and ability to successfully complete the Graduate Certificate.

### Requirements

The Graduate Certificate in Law, Environment, and Geography requires 18 credit hours of upper-division coursework. Topics must be approved by the Certificate Director in advance. All electives should be chosen in consultation with the Certificate Director. Only 3 credit hours of credit/no credit coursework may be applied towards the certificate.

		Credit Hours
	Required Geography Course	3
GEOG 517	Legal Geography	
	Elective Geography Courses	9
	Select from:	
GEOG 514	Natural Resources Management Seminar	
GEOG 515	Seminar in Geographies of Power	
GEOG 516	Seminar: Globalization and Development	
GEOG 561	Environmental Management	
GEOG 562	Water Resources Management	
GEOG 563	Public Lands Management	
GEOG 564	Food and Natural Resources	
	Elective Non-Geography Courses	6
	Select from:	
AMST 520	T: Environmental and Social Justice	
AMST 523	Environmentalism of the Poor	
CRP 527	Watershed Management	
CRP 532	Foundations of Natural Resources	
ECON 542	T: Environmental, Resource, and Ecological Economics	
ECON 545	Water Resources II - Models	
ECON 546	Water Resources I - Contemporary Issues	
HIST 633	U.S. Environmental History	
HIST 638	American Legal History Before 1877	
LAW 547	Water Law	
LAW 565	Natural Resources	
LAW 580	Environmental Law	

LAW 593	T: Law	
LAW 635	Land Use Regulation	
	Total	18

**2. Proposed catalog language for revised Graduate Certificate Law, Environment, and in Geography**

The Graduate Certificate in Law, Environment, and Geography no longer exists.

**3. Summary of proposed changes**

The changes proposed in this Form C are indicated in **red text**, above. Specifically, this Form C proposes to terminate the Graduate Certificate in Law, Environment, and Geography.

**Justification for termination of the Graduate Certificate in Law, Environment, and Geography, 29 October 2021**

The purpose of this Form C is to terminate the Graduate Certificate in Law, Environment, and Geography. These proposed changes are justified with these points:

- The certificate program has been in moratorium since catalog year 2019-20. No more than two students are known to have completed this certificate since its inception in catalog year 2015-16.
- When the Graduate Certificate in Law, Environment, and Geography was proposed, the department had three lawyers in the faculty. Only one lawyer has been on the faculty since 2018.
- The sole required course for the certificate program (GEOG 517: Legal Geography) was sunset in catalog year 2018-19, and no suitable alternative exists in the departmental course catalog. Given change in faculty composition and expertise, there is no likelihood of an alternative course being developed.

**Budget and workload implications termination of the Graduate Certificate in Law, Environment, and Geography, 29 October 2021**

The purpose of this Form C is to terminate the Graduate Certificate in Law, Environment, and Geography.

Terminating the certificate program will have no budgetary or workload implications for our unit. The courses that are required for the certificate are taught regularly by the instructors in our unit, because they are courses that serve as requirements and/or electives for our unit's majors and other certificates.

Terminating the certificate program will minimal impact on students. Its termination will not meaningfully reduce options for students since the program has been in moratorium since 2019, and there are no plans to end the moratorium since the department faculty composition has changed since the program was initiated. Demand for the program has also been low, with no more than two students known to have completed the program since its inception.

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2933**

**Fields marked with \* are required**

<b>Name of Initiator:</b> Chris S. Duvall	<b>Faculty Contact</b> Chris Duvall	<b>Department</b> Geography & Envir Studies
<b>Initiator's Title</b> Professor: Geography	<b>Administrative Contact</b> Iris Gutierrez	<b>Branch</b> Main
<b>Email:</b> <a href="mailto:duvall@unm.edu">duvall@unm.edu</a>	<b>Admin Email</b> <a href="mailto:igutierrez12@unm.edu">igutierrez12@unm.edu</a>	<b>Date:</b> 10-29-2021
<b>Phone Number:</b> 505 277-5041	<b>Admin Phone</b> 277-0718	

Associated Forms exist? No

**Proposed effective term**

Semester   Year

**Course Information**

Select Appropriate Program

Name of New or Existing Program

Select Category   Degree Type

Select Action

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

[GEOG LEG Grad Cert changes proposal.pdf](#)

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

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

[GEOG LEG Grad Cert changes justification.pdf](#)

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

[GEOG LEG Grad Cert changes impacts.pdf](#)

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

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

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

## C70: Confidentiality of Faculty Records

Approved By: Faculty Senate and Board of Regents

Effective Date: **Draft 11/8/21**

Responsible Faculty Committee: Faculty Senate Policy Committee

Office Responsible for Administration: Provost's Office of Academic Affairs or Vice President for Health Sciences' Office Academic Affairs.

**Legend for highlights:** Text from current policy shown in **black**; recommended changes to address current practice are shown in red, underlined.

Revisions to the Policy Rationale, Policy Statement, and Applicability sections of this document must be approved by the full Faculty Senate

### POLICY RATIONALE

Although UNM maintains a variety of information applicable to faculty members, it is important to differentiate between information that is placed in a faculty member's "Faculty Personnel Files" and files maintained by components of UNM for reporting and/or documentation purposes. Additional files may exist containing information pertaining to individual faculty members that are maintained by administrative offices, units, subunits, and branches under the ultimate authority of the President of UNM. Such files are not Faculty Personnel Files under this Policy, whether in written or electronic form. Designated Faculty Personnel Files must contain include, and are limited to, any written information used to any degree in making a decision concerning the employment, rank, or status of a faculty member. This Policy identifies the type of information that may be placed in Faculty Personnel Files, the location of those files, confidentiality of the information, and rights and responsibilities pertaining to the Faculty Personnel Files. This Policy also discusses how faculty information that is subject to the Inspection of Public Records Act is handled.

### POLICY STATEMENT

~~Collectively, these documents are referred to in this Policy as~~ Faculty Personnel Files concerning UNM faculty of the University of New Mexico shall be gathered, retained, disclosed, and used by academic or administrative units of the University subject to the following rules stated in this Policy. Agreements reached by collective bargaining will hold precedence over any element of this Policy for faculty members covered by a collective bargaining agreement.

#### 1. Collection and Retention of Information

1.1 No more than one (1) personnel file shall be maintained in each of the following locations:

- (1) the faculty member's department (or other primary academic unit),
- (2) the faculty member's college,



(3) and/or in the office of the Provost or Executive Vice President for Health Sciences (EVPHS).

Faculty Personnel Files shall be compiled or retained by UNM academic or administrative units of the University solely for the purposes of administering the UNM University personnel system, including the consideration of promotion, tenure, and separation from employment.

**1.2** An item of information may be introduced into a faculty personnel file only if accompanied by written identification of the source of the information subject to the right of peer or student evaluators to keep their identities confidential from the faculty member evaluated as provided in section **2.2** herein. However, if a complaint of misconduct is made against a faculty member and a determination is made that no misconduct occurred, the faculty member retains the right to decide what information, if any, is documented in their Faculty Personnel Files or any component thereof. **NOTE: This language attempts to address the C07 concern raised.**

**1.3** Administrators with responsibility for the creation of Faculty Personnel Files identified in section 1.1 herein above are responsible to maintain the file and its security during the faculty member's employment at UNM the University and at least five (5) years thereafter (files of emeritus faculty shall be maintained during the faculty member's lifetime and at least two (2) years thereafter).

**1.4** The administrative officer responsible for maintaining Faculty Personnel Files shall notify faculty in writing of any material deleted from their Faculty Personnel Files, the nature of the material and the reason for the action. In a similar manner, faculty shall be notified in writing of any material added to their file(s) with respect to which they have not been copied. Faculty members have the right to know and the responsibility to examine their Faculty Personnel Files. Information

1.5 With the exception of the faculty member's Dossier as described in Section B policies of the Faculty Handbook, other information outside of the Faculty Personnel Files may not be used for making a decision regarding faculty promotion, tenure, and separation from employment.

1.6 Information that is maintained by UNM administration is subject to applicable federal and state laws and regulations.

## **2. Access to Information by the Faculty Member**

**2.1** Each faculty member has the right to inspect and review within ten (10) days without unreasonable delay by UNM the University (normally within two weeks) their Faculty Personnel Files and any record or file maintained on the faculty member him or her by UNM the University subject to the provisions of this Policy and any limitations imposed by law. If additional time is needed to produce a record for inspection, the faculty member shall be informed in writing of the reason for the delay and the date such record will be available. Each faculty member has the right to challenge the accuracy of any item of information in their her or his Faculty Personnel Files, including the right to introduce rebuttal statements or evidence into the files. The faculty member may request the administrative officer of the unit maintaining the file to amend or delete any item of information contained in the file. The administrative officer shall respond to a faculty member's request within two (2) weeks, and if the request is denied, shall state in

writing the reasons for the denial. The decision of the administrative officer must be approved by the dean and the Provost's Office/ EVPHS Vice President for Health Sciences. The administrative review process delineated herein does not replace the right to appeal such action if it is within the purview of the Academic Freedom and Tenure Committee (AF&T).

**2.2** UNM the University respects the desire of many authors of faculty evaluations to keep their identities confidential, including from the faculty member being evaluated. Such matters of opinion include letters of reference for employment, internal peer evaluations of a faculty member, student evaluations, letters received from peer reviewers outside the University, as well as those portions of the recommendations of the faculty member's chair or dean or the Senior Vice Provost Associate Provost that may reveal the identities of peer or student evaluations.

a. If a faculty member makes a request to review and/or copy such evaluations, an academic administrator, prior to permitting such review or copying, shall redact material that may reveal the identity of the author. If it does not appear feasible to protect the identity of the author through redaction, the document may be accurately summarized in writing for the faculty member instead. If the author of an evaluation submits a written waiver of confidentiality, the evaluation may be reviewed or copied by the faculty member without redaction. If requested by the faculty member, a member of the Provost/EVPHS office and a member of the Committee on Academic Freedom and Tenure designated by the Chair of the Committee shall verify the accuracy of the redacted or summarized documents.

b. If such information is requested by a third party, the faculty member shall be advised of the request prior to the release of the information.

**2.3** To the extent information is confidential under this Policy, or privileged under law (for example, materials subject to attorney-client privilege), it shall not be available for inspection by the faculty member. Such information shall be retained separately and shall be available for inspection only by UNM University officials granted access, by virtue of their assigned whose duties ~~make it necessary for them to know~~ the particular information requested. In the case of privileged information, the administrative officer of the academic or administrative unit maintaining the files shall introduce a memorandum that states the nature of the privileged information, its date and source and the type of privilege asserted.

**2.4.** Any confidential medical information maintained by UNM shall be protected in a manner consistent with applicable state and federal laws.

**2.5.** Consistent with UAP Policy 3710, faculty information shall be made available only to those members of the Administration who have a legitimate business reason to view the information.

**2.6** The Academic Freedom and Tenure Committee and the University Secretary may have access to Faculty Personnel Files when an issue is appealed to AF&T in accordance with Section B of the Faculty Handbook.

### 3. Public Access to Information about Faculty Members

**3.1** Any person is entitled to the following public information maintained by [UNM the University](#) concerning a faculty member: present position, department, salary, dates of employment, and curriculum vitae, including educational qualifications, past employment, progress at [UNM the University](#) (initial employment, promotions, attainment of tenure, sabbaticals), publications, news items, awards and achievements. A faculty member may give written authority for the release of other information, said letter to be maintained in the faculty member's faculty personnel file.

**3.2** Other than as provided in section **3.1** herein, records or information concerning a faculty member shall be made available by the custodian of a file of record only to those members of [UNM the University](#) who have an official role in the evaluation of that faculty member for purposes of employment, rank, status, salary, or other such decisions and whose role makes it necessary for them to know the contents of that faculty member's Faculty Personnel Files.

**3.3** All requests for information from persons who are not members of [UNM the University](#) shall be referred to [UNM the University](#) Custodian of Public Records, which will coordinate a proper response with the appropriate [Academic Affairs Faculty Contracts](#) Office. The Custodian shall attempt to advise the faculty member by email and [phone](#) his or her telephone number of the request for the release prior to the release of any records. In coordination with the Custodian, the appropriate [Academic Affairs Faculty Contracts](#) Office shall make available for inspection upon request the releasable information concerning a faculty member. A record of the name and address of any member of the public making such request shall be kept in the faculty member's faculty personnel file at the [appropriate Academic Affairs Provost/VPHS](#) office and be available for inspection by the faculty member.

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## APPLICABILITY

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[All UNM faculty including the Health Sciences and branch community colleges.](#)

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## DEFINITIONS

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[No specific definitions are required for the Policy Statement.](#)

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committee in consultation with the responsible Faculty Senate Committee listed in Policy Heading.
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## WHO SHOULD READ THIS POLICY

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- [Faculty](#)
- [Department Chairs, academic deans and other academic administrators and executives.](#)

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## RELATED DOCUMENTS

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UNM Regents Policy Manual

Policy 2.9 “University Archives and Records”

Policy 2.17 “Public Access to University Records”

Policy 5.7 “Confidentiality of Faculty Records”

Policy 6.7 “Disclosure of Information About Candidates for Employment”

Policy 6.8 “Disclosure of Information about Employees”

Faculty Handbook

C07 “Faculty Misconduct and Progressive Discipline Policy”

Section B “Academic Freedom and Tenure”

University Administrative Policies and Procedures Manual

Policy 2030 “Social Security Numbers”

Policy 2300 “Inspection of Public Records”

Policy 3710 “Personnel Information Disclosure Policy”

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## CONTACTS

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Direct any questions about this policy to the Provost’s Office of Academic Affairs or Vice President for Health Sciences Office of Academic Affairs.

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## PROCEDURES

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The following table lists allowable documents to be placed in a faculty member’s Faculty Personnel Files and where the various documents are housed.

<b>Documents</b>	<b>Department File</b>	<b>College School File</b>	<b>Academic Affairs File</b>	<b>Human Resources Files</b>
Offer letter	X	X	X	
Annual performance reviews	X	X		
Response/rebuttal to annual review	X			
Annual performance review summaries		X	X	
Peer teaching observations	X			
CV	X	X	X	
Tenure and promotion documents, including <ul style="list-style-type: none"><li>Chair’s &amp; Dean’s letter, department and College committee recommendations</li></ul>		X		
Tenure and promotion dossier (rpt archive, including: <ul style="list-style-type: none"><li>Chair’s, Dean’s, SVP, and Provost’s letter, department, college &amp; Provost committee recommendations, external letters</li></ul>			X	

• Teaching portfolio, scholarly/creative work exemplars, etc.				
Personnel Actions – initiated at dept level	X			
Personnel Actions		X	X	
Sabbatical leave request	X	X	X	
Sabbatical report		X	X	
Parental leave request	X	X	X	
Special Administrative Compensation (SACs)	X	X	X	
Faculty discipline (C07): Chair’s written report – summary	X			
Faculty discipline (C07): Dean’s notice – uphold, modify or reverse disciplinary action		X		
Faculty discipline (C07): Provost’s notice – uphold, modify or reverse disciplinary action			X	
Censure, suspension without pay, notice of dismissal	X	X	X	
Benefits				X
W2				X
Retirement				X
I9				X

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## DRAFT HISTORY

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October 26, 2021 – Revised draft to address faculty concerns regarding C07 and Collective Bargaining Agreements.

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## HISTORY

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*(adopted by the Faculty Senate 4/15/80 and the Regents 7/28/81) Revisions approved by the Faculty Senate 3/25/03 as recommended by the Academic Freedom and Tenure Committee; approved by the Faculty Senate 4/22/03; approved by the Regents 5/16/003; Revisions approved by the Faculty Senate October 27, 2009; approved by the Regents December 15, 2009.*

April 27, 2022

TO: Board of Regents Student Success, Teaching and Research Committee

FROM: Nancy D. Middlebrook, University Secretary 

SUBJECT: Spring 2022 Degree Candidates

The Faculty Senate approved the Spring 2022 Degree Candidates at their April 26, 2022 Faculty Senate meeting.

Included is the list of the Spring 2022 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

ABQ	Baccalaureate Degree	2199
ABQ	Doctoral Degree	282
ABQ	First-Professional Degree (Medicine)	145
ABQ	Masters Degree	693
ABQ	Post Second. Cert/Dipl <1 yr.	29
ABQ	Post Second. Cert/Dipl >1 < 2 (Ugrad)	16
ABQ	Post-Masters Cert	51
GA	Associate Degree	89
GA	Post Second. Cert/Dipl <1 yr.	5
GA	Post Second. Cert/Dipl >1 < 2	13
LA	Associate Degree	33
LA	Post Second. Cert/Dipl <1 yr.	31
LA	Post Second. Cert/Dipl >1 < 2	10
TA	Associate Degree	14
TA	Post Second. Cert/Dipl <1 yr.	12
TA	Post Second. Cert/Dipl >1 < 2	16
VA	Associate Degree	72
VA	Post Second. Cert/Dipl <1 yr.	41
VA	Post Second. Cert/Dipl >1 < 2	3
		3754*

*\*Final number of conferred degrees will be slightly lower due to changes in student degree status that occur until the end of the semester.*



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

Thank you.

Attachments

**PLACE HOLDER:**



# Student Academic Supports



- A snapshot of some (not all) of the academic support programs available to students;
- These supports are the result of collaborative efforts, grant funding, institutionalization efforts, as well as staff, faculty, student and administrative innovation and dedication.
- OVPR, Grand Challenges, Academic Affairs, College Enrichment Program in Division of Student Affairs and Services, Colleges and Schools, incl. Honors, Center for Teaching and Learning
- Our success is in addressing the needs of many students; our challenge is in determining how to scale.

*Presenters: Dr. Pamela Cheek; Dr. Tim Schroeder, Director, Undergraduate Research, Arts and Design Network; Dr. Anjali Mulchandani, Asst. Prof. Civil Construction and Environmental Engineering; Mr. Will Crockett, Senior, Biology, Physics, Math; Dr. Corinne Myers, Asst. Professor, Earth and Planetary Sciences; Dr. Stephanie Sanchez, Associate Director, Center for Teaching and Learning; Dr. Carolyn Hushman, College of Education and Human Sciences; Prof. Deborah Luffey, Nutrition; Mr. Arlin Diaz Torres, Junior, Nutrition.*

# Undergraduate Research at UNM

*UNM Regents SSTAR Committee, May 2022*

**Tim Schroeder**

*Director*

*Undergraduate Research,  
Arts & Design Network*

**Corinne Myers**

*Assistant Professor*

*Earth & Planetary  
Sciences*

*ECURE Faculty Fellow*

**Anjali Mulchandani**

*Assistant Professor*

*Civil, Construction &  
Environmental  
Engineering*

**Will Crockett**

*Senior*

*Double majoring in  
biology and physics, with  
a minor in mathematics*



# ***URAD By the numbers...***



Founded by Sarita Cargas and Kiyoko Simmons, Honors College

99 students presented their research on April 6-7, 2022, including:

- 36 oral presentations
- 45 poster presentations
- 16 UROC180 presentations
- 11 research story submissions

Of the 99 students, 69 reported being mentored by a UNM faculty or staff, and 60 participated in an undergraduate research program



Funded by National Science Foundation

*Supports faculty members in incorporating undergraduate research into general education and other entry-level courses*

Through the first two years, ECURE has supported the engagement of:

- 38 faculty members
- Teaching more than 150 sections
- Serving more than 4700 students

ECURE has shown positive impacts on STEM degree persistence and UNM retention

# Student Learning Assistance

AT THE CENTER FOR TEACHING AND LEARNING

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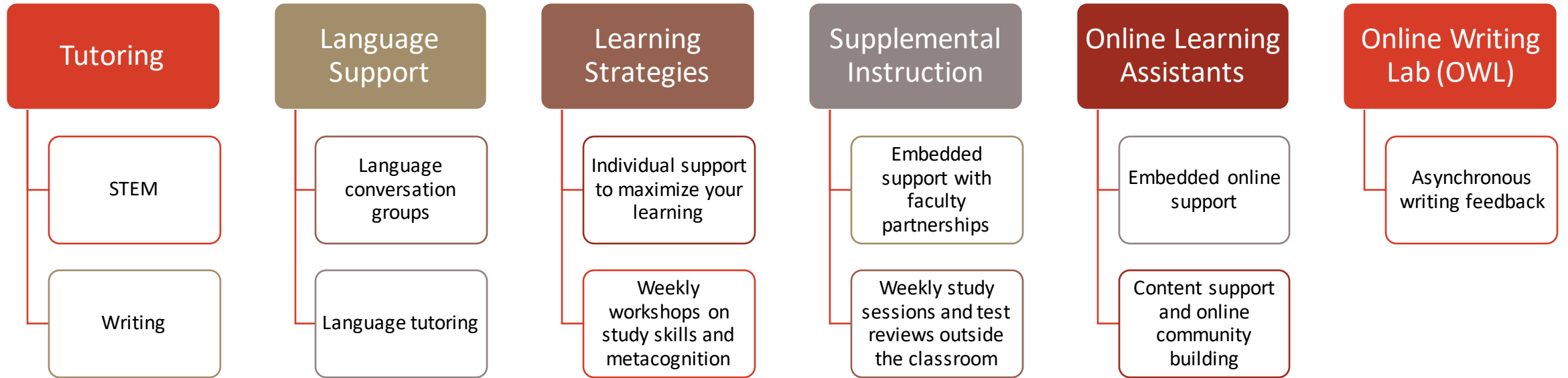
We offer a variety of services through peer-assisted learning techniques

- Academic support facilitated by peers who have taken these same courses and done well
  - 70 peer educators on staff
- Peer educators are nationally certified Master Tutors and trained in metacognition and the social-emotional aspects of learning
- Academic support designed for UNM courses and students



# Our Services

In person (@ Zimmerman Library, 3<sup>rd</sup> Floor) and Online (@ Online Learning Center: [ctl.unm.edu](http://ctl.unm.edu))





## **DID YOU KNOW?**

OUR CENTER IS 1 OF 6  
NATIONALLY RECOGNIZED AS A  
**LEARNING CENTER OF  
EXCELLENCE** BY THE NATIONAL  
COLLEGE LEARNING CENTER  
ASSOCIATION

In 2012, our Center was awarded the  
prestigious Frank L. Christ  
Outstanding Learning Center Award

DURING 2020-2021, WE SUPPORTED:

**5,206 STUDENT USERS**

**15,152.5 HOURS**

**67,554 VISITS**

**800+**

COURSES SUPPORTED  
AT CAPS

**175**

DIFFERENT MAJORS  
AND PRE-MAJORS  
SERVED AT CAPS

**STUDENTS WHO USE OUR SERVICES ARE  
MORE LIKELY TO GRADUATE WITHIN 6  
YEARS & HAVE A HIGHER GPA**

# Peer Learning Facilitators: A Partnership to Expand Instructional Support



Peer Learning Facilitators are undergraduate students who are invited to join instructional teams in courses where they have previously been successful.

- Increase access to the instructional team
- Lower the student to instructor ratio during class activity
- Serve as a “near peer” mentor who normalizes life and course challenges
- “with students, for students”

Dr. Carolyn Hushman,  
College of Education and Human Sciences

## What Folks are Saying about PLFs



- **STUDENTS**

- “It helped to learn something from someone who also had struggled with the concept. They had a lot of strategies and ways of explaining. The PLF was really good at knowing what my hang up really was.”
- “Our PLF was awesome because during class he would answer the questions that would come up in the chat box while the instructor was lecturing. So we were getting our questions answered without interrupting the lecture which was great.”

- **INSTRUCTORS**

- “For my large courses, PLFs are extremely valuable because it allows more personalized student attention in my active learning project-based courses. “
- “My PLFS are the most valuable thing I do in class to help students. They are better prepared and have more strategies for working with students than the teaching assistants.”

- **PLFs**

- “Being a PLF has greatly improved my ability to be a student. Trying to think about how to explain stuff so someone else can get it makes you learn the stuff!”
- “Being a PLF has helped me be a better student as I am more confident in what I know and how I can talk about it. It has also made me appreciate my instructors more!”



# Peer Learning Facilitation & UNM Student Experience Project

## Nutrition 2110

- Debbie Luffey, MS, RDN
  - Nutrition Faculty
- Arlin Diaz Torres
  - Third-year Nutrition Student
  - Lead PLF for NUTR 2110



## Human Nutrition: Nutrition 2110

An Introductory nutrition STEM course that is a high enrollment, challenging pre-requisite for first and second year students. Student success in the course is strengthened by:

### Student Experience Project (UNM SEP)

- Research-based interventions and tools
- Interprofessional collaboration and exchange
- Re-evaluate outcomes

### Peer Learning Facilitators (UNM PLFs)

- Increased course engagement
- Increased social belonging and student-to-student interactions



# Peer Learning Facilitator Perspective

- Opportunities to work collaboratively with students, faculty, & staff
- Improves confidence, leadership & communication skills
- Improves Peer Mentor's ability to learn & retain information
- Creativity
  - An example....

