

# Application: 0000000076

Betsy Miller - millerb@wnmu.edu  
Undergraduate or Graduate Degree Program

## Summary

**ID:** 0000000076  
**Status:** Under Review by NMHEAC  
**Last submitted:** Dec 16 2020 09:42 AM (MST)

## New Degree Program Application

Completed - Dec 9 2020

## New Degree Program Application

### A. General Information

#### Institution

Western New Mexico University

#### Contact Information

Name:	Betsy Miller
Title:	Registrar
Phone:	575-538-6119
Email:	<a href="mailto:millerb@wnmu.edu">millerb@wnmu.edu</a>

#### Name of Proposed Program

Political Science

**Name of Sponsoring Department, School, and/or College**

Social Sciences and Cultural Studies

**Level of Proposed Program**

Bachelor's

**Estimated Time to Complete Proposed Program**

4 years or 2 years if the student already completed an approved associates degree.

**Campus to offer this degree Program**

Main and Virtual Campus

**All Program Format(s)**

**Responses Selected:**

Standard

Distance education

**Anticipated Start Date**

Jul 1 2021

**Proposed 2010 CIP Code**

45.1001

---

## **B. Program Curriculum**

### **Program Description**

(as listed in catalog)

The political science BA program gives students a broad education in politics and government institutions through courses that sharpen analytical thinking skills, expose students to animated debates about theory and methodology, which have been an integral part of the discipline over the past half century; and challenge students to critically evaluate the rights and responsibilities of citizens living in political societies. Students pursuing the political science BA will have opportunities to take introductory, foundational, and advanced upper-division courses in the discipline's four distinct subfields: American Politics, which focuses on the American political system, including institutions (e.g., Legislative, Executive, Courts, and Bureaucracy) and mass political behavior (e.g., elections, public opinion, and the media). Comparative Politics, which focuses on foreign governments outside of the United States, with an eye to comparing how different political systems affect political outcomes. Topics include the study of political and economic institutions, as well as mass political behavior across different contexts. International Relations, which explores how nation states interact in the global system. Topics include the study of international conflict and the role that international institutions play in shaping nation states' behavior. Political Theory, which theoretically evaluates how individuals behave and ought to behave in a collective polity. Political theorists bring precision to fundamental--yet contested--key political concepts, such as freedom, equality, democracy and justice.

---

### **Program Curriculum**

(as listed in catalog)

See attachment: Program requirements

---

### **Number of Credits Required**

120

## Program Learning Outcomes

### PROGRAM LEARNING OUTCOMES

- Identify fundamental concepts and theories in political science.
- Enrich the discourse, broaden the understanding, and model the behavior necessary to build strong nation-states in a rapidly changing world where population shifts and related issues regarding race, ethnicity, immigration, and equal opportunity structure some of the most significant conflicts affecting politics and policymaking (APSA Task Force Report, 2011).
- Learn diverse theoretical and methodological approaches to studying politics and important current issues (APSA Task Force Report, 2011).
- Critically analyze and interrogate issues of diversity, inclusiveness, and inequality in politics (APSA Task Force Report, 2011).
- Emphasize the concept of global citizenship that connects what is local and what is global and stresses the importance of breaking away from a purely a Westernized view of the world (APSA Task Force Report, 2011).
- Debate political theory and how power and resources should be allocated in society.
- Discuss the historical role of political parties and the impact of their positions on various groups and cultures (APSA Task Force Report, 2011).
- Identify and compare government systems from democracy to authoritarian, as well as models of analysis of contemporary international relations.
- Learn to write effectively, build excellent research skills and critically evaluate U.S. democracy while studying the four distinct subfields of political science.

## 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.**

Individual programs are reviewed annually through the University's assessment committee. Reports are generated on student performance on the Student Learning Outcomes as identified in section B. Each program is also reviewed, as required in the WNMU Board of Regents Manual, a minimum of every 5 years. The program review process is divided into four stages: (1) the self-study by the department/discipline; (2) an internal university evaluation by the Graduate Council and/or the Curriculum and Instruction Committee, (3) an internal review by the Vice President for Academic Affairs; and (4) review by the Board of Regents. Criteria used to determine the effectiveness of the program, from the University's perspective, is assessed as follows:

- Centrality of the program to the University's Mission and Vision
- Program curriculum and structure
- Resources provided to the program
- Productivity and efficiency of the program
- Quality and effectiveness of the program in reaching its objectives
- Societal demand and need for the program
- Duplication of the program within the state

---

**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. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.***

#### Career Outlook for Political Science BA Program Graduates

According to recent data published by the U.S. Bureau of Labor and Statistics: “Employment of political scientists is projected to grow 5 percent from 2018 to 2028.”<sup>i</sup> Median pay for political scientists in 2018 was \$117,570 per year (or approximately \$56.52 per hour).<sup>ii</sup>

A major in political science provides a critical foundation for entry-level work or advanced study in many fields. As part of a liberal arts education that enhances skills in analytical reading, research, analysis, and writing, political science makes students attractive candidates for jobs in many substantive areas, including business, finance, policy consulting, government work, the foreign service, and teaching. Political science is likewise an excellent credential for those interested in applying for graduate education in law, business, social work, education, international affairs--and, of course, political science itself.

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

#### CAREER OUTLOOK FOR POLITICAL SCIENCE BA PROGRAM GRADUATES

A major in political science provides a critical foundation for entry-level work or advanced study in many fields. As part of a liberal arts education that enhances skills in analytical reading, research, analysis, and writing, political science makes students attractive candidates for jobs in many substantive areas, including business, finance, policy consulting, government work, the foreign service, and teaching. Political science is likewise an excellent credential for those interested in applying for graduate education in law, business, social work, education, international affairs--and, of course, political science itself.

According to the U.S. Bureau of Labor and Statistics, employment of political scientists is projected to grow six percent from 2019 to 2029--faster than the average for all other occupations in the US over the same timeframe. Median pay for political scientists is ~\$122,220 per year (or \$58.76 per hour).

According to recent figures released by the U.S. Bureau of Labor and Statistics (May 2019), the lion's share of jobs for university-educated political scientists is in the Federal Executive Branch (bureaucracy, OES Designation); followed closely by scientific research and development services. States in the region with the highest political scientist employment include Texas, Arizona, and California--with an expected rate of growth of 5.4 percent over the next decade. This projected job growth rate for the region surpasses all other regions in the U.S. by ~2.7 percent.

---

#### **E. Duplication**

---

**Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.**

An undergraduate major in Political Science is offered at the following public higher education institutions in New Mexico:

University of New Mexico: which has specific faculty expertise in American Politics and Public Policy.

New Mexico State University: which has specific faculty expertise in Tribal Governance, Public Administration, and American Politics.

New Mexico Highlands University: which had specific focuses in American federal, state and local government.



**If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.**

The substantive expertise of the Political Science faculty at WNMU differs substantially from that of Political Science faculty teaching at other public higher education institutions in New Mexico. This denotes critical differences in terms of specific course offerings and overall degree concentration.

First, undergraduate Political Science majors at WNMU will be able to take courses in Political Psychology, a growing subfield within the discipline of Political Science-proper. Political Psychology as a substantive area of inquiry is not represented by any of the public higher education institutions in New Mexico listed above. Second, students pursuing the Political Science major at WNMU will also enjoy course offerings in the Politics of Gender, an area of inquiry within the discipline that is likewise underrepresented in other public higher education institutions in New Mexico—but is, of course, of substantial importance given the current political landscape in the United States and across our world.

Third, instruction in qualitative and quantitative methods will be a cornerstone of the undergraduate major at WNMU. Indeed, the primary Political Scientist teaching at WNMU received the PhD from an institution offering one of the most rigorous methods sequences of any Political Science program in the country. This is particularly important as Political Science as a subject of academic inquiry has moved evermore towards the scientific observation of politics. This evolution of the discipline has been marked by a widespread effort to collect data about politics and governments and incorporating methodologies and practices from other social sciences as well as from economics and econometrics. The goal has been to describe and explain political phenomena with greater scientific precision. In short, Political Science today is constantly seeking to make itself more rigorous in its standards of scholarship, more demanding in its standards of proof, and less ethnocentric in its perspectives of world politics. That the undergraduate major at WNMU will place considerable emphasis on methods is a distinct departure from the Political Science programs listed above, which tend to only offer substantive methods courses to graduate students.

## **F. Enrollment and Graduation Projections**

---

**Establish realistic enrollment, retention, and graduation targets for this program.**

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	10	10	10	10
Continuing Students	2	9	19	29	29
Graduates	0	2	0	8	9

**Rate Targets:**

	Annual Retention Rate Target %	Target 100% Graduation Rate %	Target Job Placement Rate %
	93	81	86

**G. Institutional Readiness**

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

In addition to the one current FT TT political scientist on faculty, one additional FT TT political scientist will be required to develop and sustain the BA in Political Science program. The university should consider hiring one new FT TT political science faculty member for every 20 new students that declare the BA in Political Science.

**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.**

Presently the WNMU Miller Library has holdings in topics such as US federal government, the US Constitution and amendments, elections and campaigns, voting patterns, controversial political issues, border security, civil rights of various constituencies (LGBTQ+, women, Mexican American, African Americans, etc.), Presidencies, the Chicano Movement, labor unions and movements, international political developments, and effect of politics in other disciplines such as stem cell research. Additional subscriptions to crucial leading journals in the discipline include the American Political Science Review, the British Journal of Political Science, World Politics, Comparative Politics, International Organization, Political Psychology, and the Journal of Peace Research. No additional academic support services are needed at this time.

**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.**

Political Science at WNMU shares physical facilities with the Geography, History, Sociology, and LALS programs, which together form the Department of Social Sciences & Cultural Studies. Current face-to-face Political Sciences classes are held in the Martinez-Fall Building and the Besse-Forward Global Resource Center. These are sufficient and additional space or modifications of existing space will not be required within the first five years of the program operation.

**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.**

The ITRC Computer Lab at WNMU is open to all students, pursuant to hours set by the Miller Library. There are 40 VDI computers with Internet access. The ITRC Computer Lab is sufficient and no additional equipment or technological resources will be needed within the first five years of the program operation.

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

The current mean faculty-to-student ratio for Political Science at WNMU is ~1:24.5, which is 38.78 percent greater than the average faculty-to-student ratio at WNMU (AY2019-20). The positive association between smaller faculty-to-student ratios (e.g. 1:15-1:17) and greater student satisfaction and retention has been repeatedly demonstrated in the literature. The current faculty-to-student advising ratio for POLS is ~1:49 (AY2019-20). The positive association between smaller faculty-to-student advising ratios (e.g. 1:15) and greater student satisfaction and retention has been repeatedly demonstrated in the literature. This suggests at least one more FTTT Political Scientist is needed to facilitate the undergraduate program.

**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.**

n/a

**H. 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 G will be addressed. Section H should be completed in collaboration with your institution's financial office.**

Table 1 displays the estimated tuition revenues for POLS (AY2015-2020).

Table 1. Tuition revenue and profit margin for POLS (AY2015-20)

Academic year fall spring summer Total ~Profit margin

15-16 138,440.20 127,790.96 26,270.40 292,501.56 231.578.56

16-17 121,994.63 135,303.14 25,867.74 283,165.51 222,242.51

17-18 154,660.55 203,617.85 77,385.63 435,664.03 374,741.03

18-19 245,791.75 161,646.83 112,295.34 519,733.91 458,810.91

19-20 157,691.81 89,321.94 53,431.83 300,445.58 239,522.58

sum 818,578.94 717,680.72 295,250.94 1,831,510.59 1,526,895.59

WNMU currently employs one FTTT Political Scientist (salary = ~\$59,123/year) and one adjunct (~\$600/credit hour/three credit hours or ~\$1800/course). Using these figures, the mean profit margin for Political Science in any given academic year is approximately \$305,379.11. The ~total profit margin for Political Science is approximately \$1,526,895.59 or an ~83.36 percent return on investment for the timeframe under scrutiny here. The projected growth of Political Science over the next five academic years presents some exciting opportunities. For one, and given similarly-sized programs elsewhere (e.g. Angelo State University in Texas) enjoy similar numbers of Political Science-seeking students and employ upwards of five FT Political Scientists (TT and tenured) to manage teaching, advising and service duties, an investment in a second FTTT Political Scientist is advised and well-warranted. Given AY19-20 profit margin figures, enrollment and tuition revenues, the hiring of a second FTTT Political Scientist would correspond to a ~60.64 percent return on investment.

Second, many Political Science programs across the country often employ "Professors of Practice." According to the University of Kansas: "Professors of the Practice" are non-tenure track faculty who possess the expertise and achievements to provide professional instruction in a manner that brings distinction to the appointing School/College and the University." Professors of Practice normally teach 1-2 sections in their specific topical area of expertise, per academic year. Given growing interest in international relations among current and potential students, hiring a Professor of Practice with expertise in subjects like "terrorism" and "US Foreign Policy" would help students grasp the value of in-class academic inquiry in more tangible and meaningful ways by demonstrating how Political Science has clear and meaningful application in careers not only in academia but also in related fields such as government, law, and policy consulting. Professors of Practice also represent significant program marketing potential. Indeed, according to the American Association of University Professors, Professors of Practice often draw substantial numbers of students interested in learning from well-known professionals with practical experience in the field.

According to UCSB: "The salary paid to a Professor of Practice will be at a negotiated annual rate. The departmental recommendation letter must justify the salary level recommended... Step and salary will be based on the Professorial pay scale. Off-scale salaries are permissible to the same extent as for ladder-rank faculty. At least one-half (50%) of any appointment in the Professor of Practice series must be supported by non-state funds." This corresponds to ~\$30,000 in direct state-sponsored funding.

## Upload letters of support

Completed - Dec 16 2020

### [Letters of Support](#)

Filename: Letters\_of\_Support.pdf Size: 7.1 MB

## Upload signed routing sheet or minutes showing approval by institution's regents

Completed - Dec 16 2020

### [Approved BOR Minutes](#)

Filename: Approved\_BOR\_Minutes.pdf Size: 3.3 MB

## Upload signed routing sheet showing approval by NM council of graduate deans

Incomplete - Hidden from applicant

# Application: 0000000054

Ian Williamson - iwilliamson@nmhu.edu  
Undergraduate or Graduate Degree Program

### Summary

**ID:** 0000000054

**Status:** Under Review by NMHEAC

**Last submitted:** Feb 1 2021 12:07 PM (MST)

## New Degree Program Application

Completed - Feb 1 2021

## New Degree Program Application

## A. General Information

---

### Institution

New Mexico Highlands University

---

### Contact Information

Name:	Ian Williamson
Title:	AVPAA
Phone:	505 4543342
Email:	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

---

### Name of Proposed Program

Wildlife Biology and Conservation

---

### Name of Sponsoring Department, School, and/or College

Biology, New Mexico Highlands University, College of Arts and Sciences

---

### Level of Proposed Program

Bachelor's

---

### Estimated Time to Complete Proposed Program

4 years

---

## Campus to offer this degree Program

Main campus

## All Program Format(s)

### Responses Selected:

Standard

## Anticipated Start Date

Aug 3 2021

## Proposed 2010 CIP Code

46546

## B. Program Curriculum

### Program Description

(as listed in catalog)

The BS in Wildlife Biology allows students specialization in the fields of wildlife, ecology, zoology, and conservation biology. Students interested ecology and wildlife conservation or management will take courses that meet qualifications for careers with state or federal agencies, zoos, or other fields as wildlife biologists, ecologists, field researchers, zoologists, wildlife refuge biologists and managers, and other wildlife fields. Students earning this BS degree will also be well prepared for graduate school in ecology, wildlife, conservation, and management or work as an applied field researcher.



## Program Curriculum

(as listed in catalog)

Required: Foundation Courses: 40-43 credits hours Biol 2620 Ecology and Evolution 4 Biol 2110 Principles of Biology: Cellular and Molecular Biology 4 Biol 2130 Introduction to Biochemistry 4 Biol 3000 Genetics 4 Biol 4110 or Biol 4130 Herpetology or Mammalogy 4 Biol 3130 Diversity and Systematic 3 Fors 3170 Principles of Wildlife Management 3 Fors 3300 Natural Resources Law and Policy 3 Biol 3890 Ecology 4 Biol 4400 Conservation Biology 3 Biol 4760 Evolution 3 Biol 4980 Applied Biological Research 1-4 Wildlife Cluster: 9 credits from the following courses Biol 3020 Animal Structure and Function 4 Biol 4110 Herpetology 4 Biol 4130 Mammalogy 4 Biol 4450 Vertebrate Biology 4 Biol 4550 Wildlife Diseases 3 Biol 4700 Comparative Animal Behavior 4 Biol 4940 Field Zoology 3 Chose 9 credits from the following clusters Botany Cluster Biol 3030 Plant Structure and Function 4 Fors 3130 Dendrology 3 Fors 4020 Silviculture 3 Biol 4220 Plant Physiology 4 Biol 4740 Tropical Ecology 3 Biol 4750 Field Tropical Ecology 1-4 Biol 4880 Soil Ecology 3 Biol 4930 Field Botany 3 Habitat Management Cluster: Fors 3070 Wildland Fire Management 3 Fors 4120 Introduction to GIS 4 Fors 4160 Soil Science 4 Fors 4200 Wildlife Habitat management 3 Biol 4300 Livestock Management 3 For 4120 Surveying GIS 4 Geol 4150 Remote Sensing and Analysis 4 Geol 4180 Advanced GIS 4 Geol 4940 GIS capstone Seminar 2 Fisheries Cluster Fors 4000 Surface Hydrology 3 Fors 4080 Limnology 4 Fors 4180 Aquatic Ecology 4 Biol 4250 Marine Biology 4 General STEM Requirements: Chem 1216 Or Chem 1215 General Chemistry or General Chemistry for Stem I 3 Chem 1215L General Chemistry Lab 2 Phys 1230 Algebra Physics I 4 Math 1430 Applied Calculus 3 For 3400 Quantitative Methods 3

## Number of Credits Required

73-76

## Program Learning Outcomes

- Students will be able to conduct basic and applied research involving wildlife and other animals.
- Students will be able to discuss priorities for wildlife conservation and management in NM and globally.
- Students will understand the influence of politics, economics in wildlife management, and conservation at the local, regional, and global level
- Graduates will be able to understand the biology of basic taxonomic groups and how it is important for their conservation and management with emphasis on endangered species or those important for management
- Graduates will be well prepared for jobs in government agencies and in the private sector doing wildlife management and conservation duties.

## 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.**

Programs at NMHU undergo a 5-year review process. In it we explore enrollment trends, graduation rates and success of our graduates in the job market and graduate programs. We will perform the next review 2 years after the implementation of this program to adjust the program as needed based on feedback from students and faculty. Based on the early review, there may be adjustments aimed to increase efficiency and performance. We will review it again three years later and every 5 years thereafter.

## 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. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.***

The proposed new BS degree offers a distinct wildlife-focused major not currently available at Highlands and Northern New Mexico that is specifically tailored to meet qualifications for federal and state careers as a “Wildlife Biologist” for jobs in Federal and state agencies such as US Department of Agriculture (USDA), US Geological Survey (USGS), US Fish and Wildlife Service (FWS), as well as Game and Fish state agencies. These agencies regularly need technicians and field personnel for positions such as Refuge manager, Wildlife Biologist, and Fish and Wildlife Biologist. This program is designed to satisfy the recommended and required qualifications of those positions to give graduates the most advantage in job eligibility. Please see attached agency support letters.

In addition, students finishing this program will have the course work required to be Certified Wildlife Biologist from The Wildlife Society. The wealth of New Mexico’s wildlife and wild areas makes it imperative to prepare more New Mexicans to work in the conservation and management of these resources.

As mentioned previously, a Wildlife Biology and Conservation BS, Highlands University would be the only program of its kind in Northern New Mexico, covering an important need of our region. NMHU does offer a minor in Wildlife Management, but we do not offer a four-year degree in wildlife that is required for careers in these federal agencies. With this program, we will be able to offer more job opportunities to our students. While other universities offer an undergraduate degree in Wildlife, many Highlands students are interested in this major at Highlands. Moving to other schools is enough of a deterrent for students not to pursue their vocation and rather settle for other degrees. Creating this major will increase opportunities for our own local students to obtain the education they need without having to move away from their homes and families.

One of our great faculty strengths is the study of amphibians and reptiles, which strongly positions our university to teach this wildlife program. By offering a program in the wheelhouse of our faculty, we diversify and enhance opportunities for New Mexico residents. We anticipate that this program will fulfill the needs of many students that currently settle for other careers or that seek degrees in Colorado, Arizona, or other universities outside the state.

We have attached evidence for the for the need of this program in the form of letters of support from local universities and community colleges that are aware of the need of this program to attend the need of our New Mexico students; as well as in the form of letters of support from State and Federal agencies that are the potential employers. These entities feel that this program will be appropriate to provide qualified professionals that they can employ in the completion of their degrees and in the performance of

their job duties. We also included letters from stakeholders and landowners that are aware of the need of this program and offered their support allowing us to work on their land.

---

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

We continue to work closely with different federal and state agencies. We enlist their assistance for the teaching of field courses, internship, and research experiences for our students. Many of our courses includes understanding how these agencies work and obtaining experience in working with them. In fact, we have designed this program to attend to the needs and employment requirements of these agencies (see attached brochure). Graduates from this program will qualify seamlessly for the jobs the agencies are seeking. The creation of this program was an easy and natural transition for Highlands because we already have all the courses in our catalog and we regularly offer them. Over the years many of our graduates have moved on to work on these agencies. With this program we package better what students need to qualify for these jobs.

---

### **E. Duplication**

---

**Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.**

NMSU offers a program in Fisheries and Wildlife, Western New Mexico University offers a program of Forest and Wildlife and Eastern New Mexico College offers a program of Fisheries and Wildlife. There is no comparable program in the northern part of the state which also offers different regional wildlife diversity to study.

**If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.**

This program would be the only program of its kind in Northern New Mexico, with its unique habitats and ecosystems. While other universities offer an undergraduate degree in Wildlife, they are all physically distant from the Northern New Mexico region and in different habitats. Currently we have no less than 60 Highlands students interested in this major. Many students from our Biology program or from the minor in Wildlife management would like to obtain a BS in Wildlife. However, they chose to stay in other programs because they prefer to settle for a different program rather than moving to other schools. Having this major available in northern New Mexico will allow our students to stay with their family and on their local turf while still getting the education they need. It is common in the professional work for people to “move where the action is”. That applies for both jobs and school. However, in New Mexico’s unique culture the value of the family and their homeland is powerful enough that it prevents students to seek education away from their home land, which would be the natural course of actions for the US mainstream culture. Therefore, creating this major at NMHU increases access for our students and help diversify the field that is seriously lacking participation of minorities. Furthermore, having students learn about our particular habitats and wildlife will prepare them better to work in this area.

More importantly, our program will be different from existing ones in that it has a focus on the biology and conservation of the animals, while most of other programs place more emphasis on management. In addition, by the composition of our faculty, the program offers unique strength in herpetology and non-game species that diversifies and enhances opportunities for New Mexico residents.

## **F. Enrollment and Graduation Projections**

**Establish realistic enrollment, retention, and graduation targets for this program.**

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	18	18	18	18
Continuing Students	0	7	18	26	28
Graduates	0	0	0	5	9

**Rate Targets:**

	Annual Retention Rate Target %	Target 100% Graduation Rate %	Target Job Placement Rate %
	70	70	50

**G. Institutional Readiness**

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

We currently have all the faculty we need to start the program. If our enrollment and retention is as we expect it to be, we will need one or two more faculty in the next few years to meet the increased demand for courses.

**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 further academic support would be 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.**

We currently have the facilities and laboratories we need for this program since these are all classes in our catalog. If successful, this program will need the addition of faculty for our ranks. We will need to provide them with reasonable office space and laboratory space. However, because most of the work and courses of this program are outdoors, we do not anticipate this to be a strong burden on the resources of the university.

**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.**

Currently we have the course and teaching lab equipment needed for this program. We have the traps for variety of vertebrates, telemetry equipment, as well as other laboratory resources to teach these classes. Currently we have a great collaboration for teaching and research in two local wildlife refuges, one Game and Fish property, several local ranchers that have put their land at the service of our programs, as well as an MOU to work in all State lands own by the Land Commission.

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

We have all the resources needed to start. In fact, as soon as this program gets approved, we anticipate that many of our current students from the biology major or other related majors will transfer to this new program. We may be able to start graduating students within a year or two from the initiation of this program.

**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.**

Yes, we have working agreement with the Las Vegas National Wildlife Refuge and Rio Mora Wildlife Refuge. We have an MOU with the New Mexico Land Commission to work on their lands. We have also working relationship with the New Mexico Game and Fish Department, as well as with various local NGOs and private land owners that are willing to work with us and let us work on their lands (see letters of support attached).

## **H. 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 G will be addressed. Section H should be completed in collaboration with your institution's financial office.**

If the program is successful we anticipate major cost upfront there will be the need, and the resources, to hire 2 more faculty but it will not be needed upfront and it will be contingent on the increase in enrollment. We project a small amount of expense below base on advertising and faculty release costs to roll out and manage the new program.

## **Upload letters of support**

**Completed** - Feb 1 2021

### **[Letters of support including TWS](#)**

**Filename:** Letters\_of\_support\_including\_TWS.pdf **Size:** 3.6 MB

## **Upload signed routing sheet or minutes showing approval by institution's regents**

**Completed** - Feb 1 2021

### **[Signatures through BOR Wildlife Biology Program2-1-21](#)**

**Filename:** Signatures\_through\_BOR\_Wildlife\_Biolog\_oQvuCXA.pdf **Size:** 64.9 kB

## **Upload signed routing sheet showing approval by NM council of graduate deans**

**Incomplete** - Hidden from applicant

# **Application: 0000000087**

Barbara Griego - barbara.griego2@sfcc.edu  
Undergraduate or Graduate Degree Program

### **Summary**

**ID:** 0000000087

**Status:** Under Review by NMHEAC

**Last submitted:** Dec 15 2020 05:49 PM (MST)

## **New Degree Program Application**



# New Degree Program Application

## A. General Information

### Institution

Santa Fe Community College

### Contact Information

Name:	Jenny Landen
Title:	Academic Dean
Phone:	505-428-1837
Email:	<a href="mailto:jenny.landen@sfcc.edu">jenny.landen@sfcc.edu</a>

### Name of Proposed Program

Associate of Applied Science in Massage Therapy

### Name of Sponsoring Department, School, and/or College

School of Fitness Education

### Level of Proposed Program

Associate's

**Estimated Time to Complete Proposed Program**

2 years

**Campus to offer this degree Program**

SFCC Main Campus and Higher Education Center

**All Program Format(s)****Responses Selected:**

Standard

Distance education

Evening

Weekend

**Anticipated Start Date**

Aug 23 2021

**Proposed 2010 CIP Code**

51.3501

**B. Program Curriculum**

## Program Description

(as listed in catalog)

A program that prepares individuals to provide relief and improved well-being to clients using the application of manual techniques for manipulating skin, muscles, and connective tissue. The program includes coursework in anatomy, physiology, pathology and kinesiology as it pertains to massage therapy. Includes instruction in contraindications, self-care, professional standards, business practice and ethics. Graduates will be eligible to take the Massage and Bodywork Licensing Examination (MBLEX) in order to qualify for NM State licensure.

## Program Curriculum

(as listed in catalog)

GENERAL EDUCATION REQUIREMENTS: (26 CREDITS MIN.) Communications (9 credits) ENGL 1110 Composition I (3) ENGL 1120 Composition II (3) COMM Any Speech Class (3) Mathematics (3 credits) MATH 1130 Survey of Mathematics (3) or MATH 1220 College Algebra (4) or Higher Laboratory Science (4 credits) Social/Behavioral Sciences (3 credits) Humanities (3 credits) Creative and Fine Arts (3 credits) Health and Wellness (1 credit) HLED 1135 Fitness and Wellness (1) Program Requirements: (29.5 Credits) MASS 1110 Massage Therapy I (6) MASS 1120 Professional Ethics in Massage Therapy (2) MASS 1130 Anatomy and Physiology for Massage Therapy (4) MASS 1210 Massage Therapy II (6) MASS 1220 Business in Massage Therapy (2) MASS 1230 Contraindications of Massage Therapy (1) MASS 1310 Massage Therapy III (6) MASS 1998 Clinical Practicum (2) HLED 1110 American Heart Association First Aid and CPR/AED (0.5) OR HLED 1120 American Red Cross First Aid and CPR/AED (0.5) Related Requirements: Choose 6 Credits from the following: Any HLED NUTR 2110 Human Nutrition (3) NUTR 2170 Diabetes Management (3) NUTR 1120 Dietary Guidelines (1) EXSC 2110 Exercise Physiology (3) EXSC 2120 Structural Kinesiology (4) EXSC 2140 Nutrition for Fitness and Sport (3) MASS 1330 Introduction to Pregnancy Massage Therapy (1) MASS 1340 Introduction to Oncology Massage Therapy (1) MASS 1350 Introduction to Cranial Sacral Massage Therapy (1) PHED 1410 Yoga (1) PHED 1440 Tai Chi (1) PHED 2410 Meditation and Yoga (1)

## Number of Credits Required

61.5

## Program Learning Outcomes

Upon completion of this program, students will be able to:

- Plan and conduct an effective massage and bodywork session for therapeutic benefits.
- Apply evidence-based practices of massage therapy within the scope of practice.
- Demonstrate skills in developing ethical professional relationships with clients and interdisciplinary health care teams.
- Identify effective business practice strategies for massage therapists.
- Implement strategies for self-care, personal health and wellness, and on-going professional development.

## Does it articulate to a bachelor's degree program?

To which bachelor degree program?

No. A.A.S. degrees are designed to prepare students for entry-level positions in specific occupations; they are not generally intended to transfer to four-year institutions.

## 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.**

SFCC has a process for Academic Program Review on a five-year cycle. Each program must write a self-study that includes program learning assessment, a review of various data, and a strategic plan. Data include enrollment, fill rates, student and faculty demographics, student success rates, awards (degrees and certificates awarded, transfer success, and job placement. A team of faculty and staff review each self-study and make recommendations for program continuance or remediation.

## 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. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.***

- The Fall semester 2020 and the Spring semester 2021 Massage Therapy Certificate cohorts have filled immediately, showing great interest and need for the Massage Therapy Program.
- The only other Massage School in Santa Fe and Albuquerque have recently closed. Even in the times of the COVID-19 pandemic, massage therapists are in demand (see attached letter of support from Ten Thousand Waves Director Courtney Morris).
- The needs assessment (just done prior to the COVID-19 pandemic) showed a great industry demand of certified massage therapists (please see attached letters of support).
- The Program would provide employment for residents of Northern NM that is well compensated (average income of an LMT is \$45-50.00/ hour).

---

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

We have talked to local employers in the field, who are in great support of the Massage therapy Program (Mountain Spirit Integrative Medicine, Blue Lotus Integrative Services, Ten Thousand Waves, Ojo Caliente Spa (please see attached letters of support).

---

## E. Duplication

---

**Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.**

UNM Branch-Campus Taos offers a Massage Therapy Program.

**If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.**

The Program Director at UNM Taos, Kirstie Bender-Segarra, fills their Program to capacity every year. She encouraged us to start another Massage Therapy Program in Northern New Mexico at SFCC. Furthermore, the two major private massage schools in Santa Fe and Albuquerque closed this year. Those two popular institutions could not move their classes online (as recommended by the NM Massage Therapy Board due to COVID-19 restrictions), lacking the infrastructure.

**F. Enrollment and Graduation Projections**

**Establish realistic enrollment, retention, and graduation targets for this program.**

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	14	14	14	14	14
Continuing Students	12	12	12	12	12
Graduates	12	12	12	12	12

**Rate Targets:**

	Annual Retention Rate Target %	Target 100% Graduation Rate %	Target Job Placement Rate %
	86	86	100

**G. Institutional Readiness**

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

Faculty Member Name, Title, and Rank

Courses to be taught

Full-time or Part-time; if Full-time identify % of time to the program Highest Earned Degree, Discipline,

Higher Education Institution

Additional qualifications specific to program.

Ute Jannsen-Kerr

Program Director

Only related requirements

Full-time

MS Exercise Science

CSU Long Beach

Pacific College of Health and Science, San Diego CA

Massage Therapy graduate. Massage Therapy License from State of California (expired)

Julianna Santillanes

MASS 1110, 1120, 1210, 1220, 1230, 1310, 1998

Adjunct Faculty

BA Liberal Arts St. John's College

Scherer Institute of Natural Healing Santa Fe, NM Diploma in Massage Therapy

Registered Massage Therapy Instructor

Dr. Jason Beam

MASS 1130

FT Faculty

PhD Exercise Science UNM Albuquerque

BS Biology UNM ABQ

Dr. Sarah Holmes

MASS 1110

Adjunct Faculty

PhD Dance History and Theory UCI Riverside

---

**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.**

The academic support resources are in place, as we already run the Certificate in Massage Therapy

---

**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.**

Higher Education Center, as well as SFCC's William C. Witter Fitness Education Center are already scheduled for the Massage Therapy Certificate.

---

**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.**

All technological resources are in place.

---

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

None, they are already in place.

---

**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.**

Not applicable.

## **H. 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 G will be addressed. Section H should be completed in collaboration with your institution's financial office.**

Equipment and supplies are covered by the Certificate in Massage Therapy budget. No additional costs for the AAS in Massage Therapy are required. We are currently paying the adjunct faculty out of the institutional adjunct faculty budget. We are currently requesting a 12-month faculty position for the lead instructor, starting FY 2021-22 (this would cover the Certificate in Massage Therapy as well as the AAS in Massage Therapy).

## **Upload letters of support**

**Completed** - Dec 15 2020

### **[Letters of Support - AAS in Massage Therapy](#)**

**Filename:** Letters\_of\_Support\_-\_AAS\_in\_Massage\_Therapy.pdf **Size:** 422.5 kB

## **Upload signed routing sheet or minutes showing approval by institution's regents**

**Completed** - Dec 15 2020

### **[Special-GB-Meeting-Minutes\\_5](#)**

**Filename:** Special-GB-Meeting-Minutes\_5.8.20.pdf **Size:** 2.3 MB

## **Upload signed routing sheet showing approval by NM council of graduate deans**

**Incomplete** - Hidden from applicant

# **Application: 0000000080**

Kori Plank - krkeyes@nmsu.edu  
Undergraduate or Graduate Degree Program

### **Summary**

**ID:** 0000000080

**Status:** Under Review by NMHEAC

**Last submitted:** Dec 4 2020 11:35 AM (MST)

## **New Degree Program Application**

# New Degree Program Application

## A. General Information

### Institution

New Mexico State University

### Contact Information

Name:	Kori Plank
Title:	Associate Registrar, Curriculum Systems
Phone:	575-646-6023
Email:	<a href="mailto:krkeyes@nmsu.edu">krkeyes@nmsu.edu</a>

### Name of Proposed Program

Master of Science in Athletic Training

### Name of Sponsoring Department, School, and/or College

Kinesiology and Dance, College of Education

### Level of Proposed Program

Master's

**Estimated Time to Complete Proposed Program**

2 years

**Campus to offer this degree Program**

Las Cruces - Main

**All Program Format(s)****Responses Selected:**

Standard

Other, please specify...: Hybrid

**Anticipated Start Date**

Dec 4 2020

**Proposed 2010 CIP Code**

51.0913

**B. Program Curriculum****Program Description**

(as listed in catalog)

See attached

## **Program Curriculum**

(as listed in catalog)

See attached

---

## **Number of Credits Required**

60

---

## Program Learning Outcomes

Goal 1: The Athletic Training (AT) Program will help students gain mastery of the knowledge and skills needed to be an AT. Students will:

1. Demonstrate satisfactory progress in the program curriculum
2. Demonstrate satisfactory progress in their clinical skills, attitudes and values.
3. Demonstrate progressive mastery of clinical skills and abilities.

Goal 2: Students will demonstrate the Foundational Behaviors of Professional Practice for athletic trainers. Students will:

1. Recognize the primacy of the patient.
2. Use a team approach to the practice of Athletic Training.
3. Practice in a legally competent manner.
4. Comply with the NATA Code of Ethics and the BOC's Standards of Professional Practice
5. Use evidence-based practice as a foundation for the delivery of care.
6. Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.

Goal 3: Students will demonstrate competence in the educational content areas necessary for the practice of AT. Students will:

1. Demonstrate knowledge and ability to apply current best practices in acute care, diagnosis and treatment of injuries and illness.
2. Develop and implement strategies to prevent the incidence and/or severity of injuries/illnesses and optimize their patients' overall health
3. Demonstrate strong clinical examination skills in order to accurately diagnose and effectively treat the patient.
4. Demonstrate the knowledge and skills in order to evaluate and provide immediate management of acute injuries and illnesses.
5. Develop a therapeutic intervention designed to maximize the patient's participation and health-related quality.
6. Demonstrate the ability to recognize patients exhibiting abnormal mental health and determine the appropriate intervention and/or referral.

\*see Appendix B for a complete list of student learning outcomes.

**Is there a certificate embedded in the degree program?**

If so, list certificates and courses required

No

**Does it articulate to a doctoral degree program?**

To which Doctoral Program?

No

**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.**

All professional degree programs in athletic training (AT) must be accredited by the Commission of Assessment in Athletic Training Education (CAA TE) and require annual reporting to the accrediting agency. As part of this annual reporting the program will monitor the following to determine program effectiveness:

- Enrollment, retention, and degree completion (after first 2 years)
- First time passing rate on the Board of Certification (BOC) for Athletic Trainers Exam
- Individual student records including:
  - Completion of courses
  - GPA
  - Annual reports of progress towards degree completion
- Student-learning outcomes associated with program of study
- Student exit surveys on strengths and areas of growth for program, and institutional supports
- Initial appointment following degree completion
- Alumni surveys

\*See Appendix B for a complete list of program objectives.

## 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. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.***

The need to provide a MSAT program at NMSU is three-fold:

1. Beginning in the fall of 2022, CAA TE will no longer accredit professional undergraduate programs, thus only route to national certification will be through an accredited Masters level professional degree program (CAATE, 2018). In order for NMSU to continue to provide an accredited professional degree In AT, the current undergraduate program must be replaced with a graduate level professional program. This transition is well Justified based on the outcomes from our current undergraduate program. In our 2018 performance report to CAATE, the current NMSU undergraduate program demonstrated an overall 58% passing rate and a 54% three year aggregate of first time passing rates on the Board of Certification (BOC) Exam (the national certification exam for Athletic Training) as well as 100% placement rate for program graduates.
2. A Masters In AT will also provide training and employment for a rapidly growing profession. In 2019, the US Department of Labor predicted that the national Job market for athletic trainers will grow by 19% between 2018 and 2028 (Occupational Outlook Handbook, Athletic Trainers, 2019). This represents the generation of 5,900 new jobs nationally. The proposed MSAT program will provide students with the opportunity to obtain employment in a variety of fields and disciplines including traditional high school and college settings, professional sports, hospitals, military, performing arts and industfial settings. The long-term employment outlook for ATs has been projected by the US Bureau of Labor to grow by more than 19% over the next 1 0 years and is predict to be among the fastest of all US i<>b markets.
3. A significant national need to increase diversity within the AT community. In 2018 the National Athletic Training Association reported that-80% of AT professionals identify as white and non-Hispanic (NATA, 2018). This is not in line with emerging regional or national demographics. According to recent US census statistics, over 50% of high school graduates in the State of New Mexico are members of underrepresented student groups and this trend will grow as the populalion In New Mexico increases. As

a HSI institution, NMSU is well positioned to take a national lead in the profession's desire to increase diversity within the AT workforce.

\*See Appendix A section 3 (pages 8-14) for a detailed program justification account.

---

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

N/A

---

**E. Duplication**

---

**Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.**

At this time there are no other master's level program for athletic training that are being offered in the state of New Mexico, per the CAATE website as of October 1, 2019 (<https://caate.net/search-for-accredited-program/>).

---

**If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.**

N/A



**List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions. Max 500 words.**

- Northern Arizona University currently offers a 3 (undergraduate)+ 2 (graduate) accelerated MSAT option, as well as a traditional 2-year MSAT program
- Azusa Pacific University currently offers a 2-year MSAT program
- California Baptist University currently offers a 2-year MSAT program
- California State University currently offers a 2-year MSAT program
- Colorado Mesa University seeking accreditation for 2-year MSAT program
- University of Hawali-Manoa currently offers a 2-year MSAT program
- Boise State University is currently offering a 2-year MSAT program as well as a 3 + 2 accelerated option.
- Idaho State University is currently offering a 2-year MSAT program
- University of Idaho is currently offering a 2-year MSAT program
- Montana State University-Bliings is currently offering a 2-year MSAT program
- University of Montana is currently offering a 2-year MAT program
- North Dakota State University is currently offering a 2-year MSAT program
- Oregon State University is currently offering a 2-year MATAN program

\*Please see Appendix A Section 3.5 (pages 12-13) for a detailed breakdown of WICHE MSAT programs by state.

## **F. Enrollment and Graduation Projections**

**Establish realistic enrollment, retention, and graduation targets for this program.**

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	10	14	16	16
Continuing Students	0	10	10	14	16
Graduates	0	10	10	14	16

**Rate Targets:**

	Annual Retention Rate Target %	Target 100% Graduation Rate %	Target Job Placement Rate %
	100%	100%	100%

**G. Institutional Readiness**

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

The MSAT program requires 60 credit hours of instruction over a 24-month period. To accommodate this time frame it is being requested that the Program Director (PD-MSAT) be appointed to a 12-month contract as opposed to the existing 9-month contract. This requested change is being made for two primary reasons. First the acceptance, orientation and on-boarding of new graduate students will occur during summer sessions. The PD will handle a majority of the responsibilities associated with on-boarding new students into the proposed program. Secondly, throughout the summer the PD will teach additional course work, provide supervision, and clinical experiences for MSAT students. These duties require administrative over-site by the PD-MSAT. The request is in line with other clinical coordinators at NMSU. For example, the department of Communication Disorders employs a 12-month clinical coordinator to work with and oversee students during the summer months. Estimated cost associated with this additional salary is \$17,539.

\*For a detailed account of institutional readiness please see Appendix A section 5 (pages 17-20).

**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 library resources are being requested to initiate the proposed program. Please see Appendix C for the library assessment of the proposed MSAT program. New equipment for instructional needs in areas such as suturing, injections, medical assessment and therapeutic interventions are required to meet the new standards associated with an accredited Master's degree. Additionally, there are increased data tracking needs for compliance with accreditation, which requires tracking software. See Appendix D for a detailed break down of equipment/software needs related to the new MSAT program. The estimated cost of the equipment/software is \$55,025.

**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.**

The facilities available to the department of KinD are adequate to support the proposed MSAT program. The department has several instructional and laboratory spaces currently available in the Delamater Activity Center, the Fulton Athletic Center, and Rentfrow Hall. For a specific breakdown of available facilities please see Appendix A section 5.3 (page 19). Much of the equipment described in the previous resource section will be utilized to bring the current classroom spaces up to compliance and allow them function as both a classroom and lab space for the MSAT program. The clinical focus of the proposed MSAT program dictates that a considerable amount of student clinical education be conducted in community settings and will therefore be dependent upon the collaborative partnerships with athletic trainers, community healthcare providers, healthcare facilities, and school districts. These partnerships are already established as part of our undergraduate program and will transfer into a graduate program. Currently we have collaborations with Las Cruces Public School, Gadsden Independent School District, Aggie Health and Wellness Center, Dr. William Baker, Del Valle Physical Therapy, Southwest Sport and Spine (Fyzical), and Las Cruces Orthopedic Associates.

**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.**

Equipment to outfit the student classroom and lab space will be needed. Most items are a one-time purchase to convert the current classroom into an acceptable classroom/lab setting. CAATE states that the equipment and supplies are needed to instruct students in current athletic training knowledge, skills, and clinical abilities. For a review of current equipment and technology resources see Appendix A section 5.4 (pages 19-20).

Sample Items needed for the proposed MSAT program:

Sling psychomotor

Supplies for cleaning, closing and dressing wounds including IV trainers, suture practice models and suturing/injection training

supplies

AEDs

Stethoscopes

Otoscope

Ophthalmoscopes

Metered dose inhaler

Auto injectable epinephrine trainers

Glucometer

Equipment to assess body composition

Electronic tracking software

\*For a complete list of equipment/software needs see Appendix D.

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

In addition to equipment and change in the program director's contract (9-month to 12-month), the program will need additional administrative support. This request is in line with program director . change from 9 to 12 months to handle the on-boarding of new students over the summer months. 'Additional funding needed to extend the current half-time administrative assistant to 12 months is estimated at \$3,894.

**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.**

The current undergraduate program utilizes several off-campus entities and their facilities as part of our clinical practicum coursework. Each of these entities has an affiliation agreement on file with NMSU and the AT program. All affiliation agreements would be updated to reflect the graduate level of coursework upon acceptance of the MSA T degree program to continue these relationships.

## **H. 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 G will be addressed. Section H should be completed in collaboration with your institution’s financial office.**

Projected costs for the initial start-up of the MSAT program include discipline specific equipment and electronic tracking software (\$55,025). Additional ongoing costs include changing the Program Director (PD-MSA n position and the administrative assistant to 12-month contracts at a cost of approximately \$17,539, and \$3,894 respectively. The program expenses associated with the MSAT program including start-up equipment, operational dollars, and accreditation fees over the first six years of the program are outlined below. After the sixth year, the Kinesiology and Dance Department (KinD) and College of Education (COEd) will incur operating costs associated with maintaining the program.

Program expenses

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Program Start-up	\$18,342	\$18,342	\$18,342	N/A	N/A	N/A
Operational dollars	\$9,700	\$9,700	\$9,700	\$14,700	\$14,700	\$14,700
Total	\$28,042	\$28,042	\$28,042	\$14,700	\$14,700	\$14,700
Funded by KinD	\$4,206	\$4,206	\$4,206	\$2,205	\$2,205	\$2,205
Funded by COEd	\$9,815	\$9,815	\$9,815	\$5,145	\$5,145	\$5,145
Funded by Provost	\$14,021	\$14,021	\$14,021	\$7,350	\$7,350	\$7,350

The program start-up funds of \$55,025 will be dispersed over a three-year period (\$18,342 each year). These funds will be utilized to purchase equipment and materials necessary to meet CAA TE accreditation (see appendix D for a detailed list of equipment needs). For example, convertible tables, training models for suturing and IV/venipuncture skills, and devices for taking vital signs and performing physical examinations. Start-up funds will also be used to support the required electronic tracking software to record patient encounters, record clinical experience hours and track student and preceptor evaluations as well as perform curricular assessment.

\*For a summary of cost and benefits of the proposed program see Appendix A section 6 (pages 21-23).

## Upload letters of support

**Completed** - Dec 4 2020

### [Master of Science in Athletic Training](#)

**Filename:** Master\_of\_Science\_in\_Athletic\_Training.pdf **Size:** 4.8 MB

## Upload signed routing sheet or minutes showing approval by institution's regents

Completed - Dec 4 2020

### [Signatures](#)

Filename: Signatures.pdf Size: 1.1 MB

## Upload signed routing sheet showing approval by NM council of graduate deans

Completed - Dec 4 2020

### [NMGRCAproved - FSP - 14-1920 - Masters Athletic Training](#)

Filename: NMGRCAproved\_-\_FSP\_-\_14-1920\_-\_Master\_kZMvbVM.pdf Size: 1.1 MB

## Application: 0000000082

Steven Chavez - chavez@wnmu.edu  
Undergraduate or Graduate Degree Program

### Summary

**ID:** 0000000082  
**Status:** Under Review by NMHEAC  
**Last submitted:** Dec 17 2020 04:40 PM (MST)

## New Degree Program Application

Completed - Dec 17 2020

## New Degree Program Application

### A. General Information

---

#### Institution

Western New Mexico University

---

**Contact Information**

Name:	Steven Chavez
Title:	Associate VP Academic Affairs
Phone:	575-538-6671
Email:	<a href="mailto:chavez@wnmu.edu">chavez@wnmu.edu</a>

**Name of Proposed Program**

Master of Arts in History

**Name of Sponsoring Department, School, and/or College**

Department of Social Sciences, College of Arts and Sciences

**Level of Proposed Program**

Master's

**Estimated Time to Complete Proposed Program**

2 years

**Campus to offer this degree Program**

WNMU Main Campus



**All Program Format(s)**

**Responses Selected:**

Distance education

---

**Anticipated Start Date**

Aug 16 2021

---

**Proposed 2010 CIP Code**

54.0101

---

**B. Program Curriculum**

---

## Program Description

(as listed in catalog)

The M.A. in History serves multiple purposes, as it will 1) provide much needed depth of training for educators who are certified to teach Social Studies; 2) enhance the expertise of students who enroll at WNMU in order to become part-time instructors at community colleges and/or 3) as a program that will be offered online, offer enhanced access to graduate work in History for students who currently live in rural areas or otherwise have limited access to such opportunities in higher education. While students are welcome to design their coursework around traditional regional concentrations, this program is intended to complement WNMU's identity as New Mexico's public liberal arts institution. Students are accordingly encouraged to organize their graduate study in History around the four great questions common to WNMU's undergraduate core curriculum: What is truth? What is justice? What does it mean to be human? What is the good life? Students applying for this M.A. program are strongly encouraged to have completed their Bachelor's degree in History. Applicants with degrees in other fields must demonstrate that their undergraduate study included significant engagement with discipline of History, to include at least 18 hours of credit in History or Social Sciences. Applicants must have completed the last 64 credits of study with a GPA of at least 3.3 out of 4.0 and must submit a letter of intent as well as three letters of recommendation. The M.A. in History requires successful completion of at least 36 hours of coursework. Students admitted to graduate study in History at WNMU are required to complete HIST 507—History and Historians. Students may complete up to 6 hours of advisor-approved courses in a related field and may request approval of up to 9 hours of transfer credits. In order to satisfy capstone requirements, students may choose to complete a thesis or comprehensive examinations based on their coursework. Students choosing the thesis option must receive approval for a thesis proposal after completing 15 graduate hours in this program and must defend their completed thesis before a committee of faculty.

## Program Curriculum

(as listed in catalog)

Core Requirement (3 credit hours) HIST 507 History and Historians (3) Electives (30 credit hours)  
Students may take any thirty hours of graduate History coursework, organized around the Great Question or Questions that align with their interests and goals. Outside Elective (3 credit hours) Three hours of graduate course work outside of History in any graduate field Exit Requirement Comprehensive exams or thesis; Students who choose the thesis option can take up to six credit hours of thesis coursework in order to support completion of this requirement.

## Number of Credits Required

Students will be required to complete 36 credit hours in order to graduate. They will have the option to satisfy capstone requirements through either completion of a thesis or passing comprehensive examinations.

## Program Learning Outcomes

Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the years that was covered in the class.

Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.

Students will summarize and appraise different historical interpretations and evidence in order to construct past events.

Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.

Students will perfect their knowledge of historical citation methods (i.e. Chicago Style/Turabian).

## Is there a certificate embedded in the degree program?

If so, list certificates and courses required

The Graduate Certificate in History (18 credits) would only be embedded into the program for those students who enter the program on a probationary basis, having not satisfied admissions criteria. Students who complete that program with satisfactory grades will then be admitted into our full M.A. program.

## Does it articulate to a doctoral degree program?

To which Doctoral Program?

No

## 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.**

WNMU uses a 5 year program review process.

Program review utilizes seven criteria.

1. Program centrality- This criterion seeks to establish the degree to which a program is congruent with the mission of the institution. It includes:

A. Educational goals and objectives of the program- stated as student outcomes. Objectives describe the knowledge, skills, professional attitudes/ values that students will be able to demonstrate upon completion of the program and the employment areas for which the graduate is prepared.

B. Relationship of the program to the scope, role, and mission of the institution.

2. Program curriculum and its structure- demonstrate cumulative development of knowledge within the discipline. Should reflect a carefully constructed educational philosophy or rationale that justifies the course requirements and connects them to student outcomes and goals appropriate for the students, including their future needs. The following measures provide an evaluation of this criterion.

A. Admission, retention, and graduation requirements

B. Program structure including degree options, descriptions of required courses, summary of course requirements, typical program of study, and history of courses taught

- C. Articulation- include any special credit transfer policies.
  - D. Planning processes- the strategic planning process undertaken by the department in reference to the program.
  - E. Course level assessment- Provide a general description of course level assignments and activities along with the processes and tools used to assess course level learning.
3. Program Resources- To be evaluated in terms of the adequacy and quality. Includes:
- A. Finances- full and part time faculty and staff, supplies, travel etc., department level financial support (state funds, grants and contracts, and private funds)
  - B. Facilities and capital equipment- the nature, adequacy, and quality of instructional space, offices, and equipment used by the program.
  - C. Library- Describe quantitatively and qualitatively the library holdings/ resources that are available to support the program.
  - D. Other academic support resources and services- the resources and/or services available to the program, and discuss their adequacy and quality.
4. Program Productivity and Efficiency- methods and levels of instruction, elective courses offered, and service courses provided for general education. Hence, different standards are appropriate for different programs. Programs with a high service load are expected to show high student credit hour production, but may show low degree productivity. A program with a low service component might be expected to have a higher level of degree production. Data for the 5 year period should be provided on:
- A. Major Headcount Enrollment
  - B. Degrees Conferred
  - C. Credit Hour Production
  - D. Average Class Size
  - E. Courses Offered and Time of Offering.
5. Program Quality and Effectiveness- Information from program level learning outcome assessment should be included. Other measures include, quality of resources allocated to the program, placement of graduates, student performance as indicated by competitions or other assessments, faculty contributions to the discipline, and external evaluations by consultants.
6. Societal Demand and Need for the Program- includes current student demand for the program, employer demand and career opportunities, and societal need for the program. Other appropriate measures may include: Support of other university programs and/or general education.
7. Program Duplication- appropriately addressed when new programs or extensions of existing programs are being proposed.



**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. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.***

Western New Mexico University's Department of Social Sciences and Cultural Studies proposes the creation of a Master of Arts in History. This program is intended to serve multiple purposes, as it will 1) provide much needed depth of training for educators in New Mexico who are certified to teach Social Studies; 2) enhance the expertise of students who enroll at WNMU in order to become part-time instructors at community colleges and 3) as a program that will be offered online, will offer enhanced access to graduate work in History for students who currently live in rural areas or otherwise have limited access to such opportunities in higher education.

Federal data verifies that Social Studies teachers will continue to be in high demand for the next decade. According to the U.S. Bureau of Labor Statistics, the demand for secondary-level teachers trained in History or Social Studies will increase by 7% nationwide over the course of the next decade, while the demand for teachers trained in these fields at the junior high level is forecast to increase by 17%. New Mexico, regrettably, does not at present have data specifically aggregated to predict the demand for teachers trained in History or Social Studies. A look at neighboring states, however, shows that Arizona expects a 19.4% increase in teaching positions for History or Social Studies, while Colorado forecasts a 21.5% increase and Texas anticipates a 17.3% increase.

As has been the case for our institution as a whole, the Department of Social Sciences and Cultural Studies has worked zealously to increase access to education for underserved populations, especially with wholly online offerings. Several of the department's minors are available fully online, as are bachelor's degrees in History, a graduate certificate in History, and a concentration in History for the M.A. in Interdisciplinary Studies. The department has, however, faced numerous requests from students enrolled in the latter program to be able to instead complete a M.A. in History.

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

We have not to this point worked with individual school districts but have instead worked with teachers directly to do so. We are heartened to see that NMPED is in the process of revising the curricular standards for Social Studies, and enthusiastically endorse the early conceptualizations of the material that will be incorporated into these new standards. We contend, however, that these revisions reinforce the need for our program, as it will remain difficult for teachers to build sufficient expertise in History while satisfying expanding standards in Social Studies. Our program will thus offer a relevant and timely complement to their coursework in the myriad related fields that Social Studies teachers must also complete in the pursuit of their undergraduate degrees.

## **E. Duplication**

**Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.**

At present, three institutions in New Mexico currently offer M.A. programs in History—the University of New Mexico, New Mexico State University, and New Mexico Highlands University. Programs at our fellow institutions in New Mexico are geared primarily towards more traditional areas of endeavor associated with graduate study in History, including continued study in a doctoral program and subsequent employment as full time History faculty at universities and community colleges.

**If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.**

Our program remains distinct in that it will be available wholly online, that it is not marketed for the traditional graduate students intending to complete their M.A. in History as a step towards further graduate study in History, and that it is built around our institution's identity as New Mexico's only public applied liberal arts institution. In offering a fully online program, we will be able to meet the needs of students who are not able to attend face-to-face courses on a set schedule. Dr. Judy Bieber, Chair of UNM's History Department, captured one of the opportunities available through our program in commenting that "The proposal is for an entirely on-line program that would serve primarily the needs of



teachers in NM who wish to improve their credentials and who lack the scheduling flexibility to complete a more traditional face-to-face MA program.”

We consistently received both enthusiastic support and welcome suggestions from our colleagues at other institutions across the state as well. NMHU was the only department to not respond to our request. Even so, the NM Council of Graduate Deans voted unanimously to support our proposal and advance it to this stage for consideration.

In addition to the above highlighted comment, Dr. Bieber also wrote that our faculty are “well positioned to offer a diverse array of courses in high-need areas that would be more relevant for teaching History in the state of New Mexico.” She further indicated that our program “will enhance the quality of K-12 teaching in the state of NM” and that it will not duplicate any of their current or planned programs. Dr. Mark Cioc-Ortega, head of NMSU’s History Department, described our program as “well conceived and well designed, and it does not duplicate or compete with any MA program in southern New Mexico or western Texas. It builds on existing expertise, requires no additional funds to get off the ground, and fills a gap in secondary-teacher education.”

Dr. Chelsea Starr, Chair of WNMU’s Department of History, Social Science, and Religion, further indicated that her department would “welcome a History program that we can send our graduates to after they complete their Bachelor’s degree.

Dr. Tara López, Chair of Humanities and Social Sciences for Northern New Mexico College, indicated that her department would like to enter into an articulation agreement with our institution to accept their students upon graduation, noting that her program “has the second largest enrollment at NNMC, such an articulation agreement has the potential for significant growth for WNMU and an added incentive for NNMC students to select the BAIS for their major.”

---

**List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions. Max 500 words.**

While the University of Texas at El Paso offers a M.A. in History, the program focuses on Borderlands studies and is offered only in a face-to-face format. Arizona State University offers a fully online M.A. in History. This program is organized along a more traditional approach that enables students to build expertise in regional studies.

## F. Enrollment and Graduation Projections

Establish realistic enrollment, retention, and graduation targets for this program.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	15	20	20	20
Continuing Students	5	10	15	20	20
Graduates	2	7	12	12	12

### Rate Targets:

	Annual Retention Rate Target %	Target 100% Graduation Rate %	Target Job Placement Rate %
	80%	80%	80%

## G. Institutional Readiness

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

Graduate level coursework in History is already being delivered in support of the existing Master of Arts in Interdisciplinary Studies and for the Graduate Certificate in History at WNMU. Adding this program will not require any additional courses within the first 5 years. The current faculty resources are adequate to initiate this degree program.

The Department of Social Sciences and Cultural Studies currently employs three full-time faculty and several adjunct faculty. Associate Professor Scott Fritz, Professor Andy Hernández, and Professor John Lavallo hold terminal degrees, are dedicated to the teaching of History, and are engaged in research and publication in their respective areas. All of the faculty are involved with student activities in history. The combined academic experience and capacity within existing classes offered for the Master of Arts in Interdisciplinary Studies provides the needed training and expertise needed to implement a policy to benefit the History Program, the Social Sciences Department, and WNMU. As enrollment approaches the projections contained herein, however, WNMU will need to consider the hiring of an additional tenure-track faculty member as well as additional adjunct faculty.

Dr. Lavallo is an active member of the Society for Military History, the German Studies Association and the Rocky Mountain European Scholars Consortium. He serves on the editorial board of Focus on German Studies. His ongoing research concentrates on social class and officer selection in the German army.

Dr. Fritz researches the history of business in the Southwest. He has published articles in history journals and presented papers at academic conferences and public colloquium. Presently, he is collecting sources regarding the history of small business in New Mexico, of which he hopes will result in a book.

Dr. Hernández has conducted research the history of the Southwest and Northern Mexico, including extensive research on the Indian Slave Trade and commerce in early 19th century New Mexico, and on various topics relating to Inter-American Relations. He has also presented papers at dozens of conferences on these subjects. His publications in various encyclopedia entries relating to Inter-American relations as well as journal articles on the Plan de San Diego and on the long-term impact of recent failed efforts to construct an interoceanic canal across Nicaragua.

No additional faculty resources will be needed to initiate this program.

**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.**

Miller Library maintains a collection and provides services that support WNMU's History Program. The strength of the book and media collection lies in works pertaining to New Mexico history from the pre-Columbian era to the present, American Indian history from antiquity to cotemporary times, borderland state histories, the Civil War, World War II, Mexican and Latin American history. Miller Library is also strong in supporting study and research in Old West traditions and culture especially of the Southwest and Rocky Mountain states.

Notably, the Miller Library acquired the bound issues of the Santa Fe New Mexican 1898-1951 from the Branigan Library Archives and Special Collection at New Mexico State University. A major consideration for the gift was the strength of the History collection. In order to provide access to history publications for Virtual and Extended University students, we have purchased book sets in online format.

Journal literature is essential to the study and teaching of History. To that end, Miller Library patrons have access to full-text online articles from over 120 history journals. These journal titles are listed in the include major academic publishers and historical societies or associations. Miller Library allocates a major portion of its acquisitions budget to online database subscription, the most important to the History program are History Reference Center, JSTOR, Academic Search Complete, US History Collection, World History collection, ArchivesGrid, 17th & 18th Century Burney Collection, and European View of the Americas: 1493-1750. This past summer, we augmented our database subscriptions with three new databases pertinent to the History program: The Arte Público Hispanic Historical Collection Series, the Native American Archives, and the U.S. Bureau of Investigation Case File Archives. Most of these databases include digitized primary source materials.

Miller Library is a partial depository for federal government documents and enjoys full status as a depository for New Mexico state government documents. The USA.gov portal steers patrons to information from the Archives and Records Administration, National Archives of History, the U.S. Census Bureau, the National Museum of American History, and the Library of Congress.

The Interlibrary Loan Department is responsible for requesting books, articles, and other library items not held at Miller Library. Miller Library is a member of several consortia that are committed to resource-sharing. These consortia include AMIGOS Library Services, Inc., (membership includes libraries in New Mexico, Arizona, Texas, Oklahoma, Arkansas, and Louisiana), the New Mexico Consortium of Academic Libraries, and, less important to the History program, the National Network of Libraries in Medicine.

Miller Library subscribes to the History Reference Center, a comprehensive history reference online database that covers both United States and world history. It includes historical documents as well as articles from reference works, history magazines, journals, and newsletters. It also includes timelines, biographies, maps, and photographs.

WNMU also operates a writing center to assist students with all aspects of academic writing.

No additional resources will be needed to initiate the program.

---

**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.**

This degree program is delivered 100% online. Physical facilities would include office space for History program faculty. All faculty members have assigned individual offices. Current facilities will meet requirements.

---

**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.**

This degree program is delivered 100% online using the Canvas Learning management system and Zoom video conferencing. All faculty members have university issued computers with cameras to utilize these technological resources. No additional equipment will be required.

WNMU has devoted resources to online learning and video conferencing. Our Office of Online Learning provides technical support and training to faculty members for distance education delivery.

---

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

No additional operating resources will be needed to initiate the program.

**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.**

As this program will be available wholly online, there will be no requirements for use of external facilities.

## **H. 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 G will be addressed. Section H should be completed in collaboration with your institution's financial office.**

The current department budget will cover the cost of this program at this time. Coursework for this program is already being delivered in support of the Master of Arts in Interdisciplinary Studies and Graduate Certificate in History. Projected program growth is not expected to exceed current resources for the first five years. If more faculty resources are needed in the short term they will be covered through the existing adjunct/overload budget.

## **Upload letters of support**

**Completed** - Dec 15 2020

### **[WNMU MA History Letters of Support](#)**

**Filename:** WNMU\_MA\_History\_Letters\_of\_Support.pdf **Size:** 962.8 kB

## **Upload signed routing sheet or minutes showing approval by institution's regents**

**Completed** - Dec 17 2020

### **[Approved-Board-Minutes-5](#)**

**Filename:** Approved-Board-Minutes-5.13.2020\_e4ew1HC.pdf **Size:** 3.2 MB

## **Upload signed routing sheet showing approval by NM council of graduate deans**

**Completed** - Dec 17 2020

## [Graduate Deans Meeting 10-30-2020](#)

Filename: Graduate\_Deans\_Meeting\_10-30-2020\_Itm1Mhf.pdf Size: 161.0 kB

# Application: 0000000081

Steven Chavez - chavez@wnmu.edu  
Undergraduate or Graduate Degree Program

### Summary

**ID:** 0000000081

**Status:** Under Review by NMHEAC

**Last submitted:** Dec 17 2020 03:32 PM (MST)

## New Degree Program Application

Completed - Dec 17 2020

## New Degree Program Application

### A. General Information

#### Institution

Western New Mexico University

#### Contact Information

Name:	Steven Chavez
Title:	Associate VP Academic Affairs
Phone:	575-538-6671
Email:	<a href="mailto:chavez@wnmu.edu">chavez@wnmu.edu</a>

#### Name of Proposed Program

Master of Arts in Early Childhood Education: Trauma-Informed Practices

**Name of Sponsoring Department, School, and/or College**

Early Childhood Program, School of Education, College of Professional Studies

**Level of Proposed Program**

Master's

**Estimated Time to Complete Proposed Program**

2 years

**Campus to offer this degree Program**

WNMU Main Campus

**All Program Format(s)**

**Responses Selected:**

Distance education

**Anticipated Start Date**

Aug 16 2021

**Proposed 2010 CIP Code**

13.1209

**B. Program Curriculum**



## **Program Description**

(as listed in catalog)

This Early Childhood graduate degree program examines trauma in the context of the learning environment. The developmental effects of adverse experiences and trauma and the ramifications of those effects on the child, especially within developing relationships with others and emerging sense of self, are explored in the first third of this program. Course and fieldwork have been developed to instruct practitioners in the effects of trauma on children's development and ability to learn. The interaction of the child within social settings, with particular attention to curricula design and instructional practice is highlighted in this program. In the capstone field experience, practitioners learn to apply the knowledge they have acquired to their individual child, classroom, and school. Students get the opportunity to exercise leadership, mentoring and instruction through trauma-informed practice.

## **Program Curriculum**

(as listed in catalog)

The program curriculum includes: 9 credit hours in Education Core Knowledge: ECED 531 Research in Child Growth, Development and Learning, EDUC 506 Education: Current Issues and Perspectives, EDUC 531 Multicultural/Social Justice Praxis in the Classroom, Early Childhood Requirements (27 credits): ECED 533 Trauma Informed Practice: Resilient Learners, ECED 534 Trauma Informed Practice Dual Language Learners, ECED 535 Trauma Informed Practice Understanding the Impact of Trauma in Early Development, ECED 537 Early Childhood Mentoring, ECED 540 Early Childhood Leadership, ECED 596 (Capstone) Trauma Informed Practice In-Depth Early Childhood Practice, Guided electives 9 credits from the following areas: COUN, ECED, EDUC, EDL, RDG, and/or SPED.

## **Number of Credits Required**

36

## Program Learning Outcomes

WNMU's Early Childhood Education programs exemplify these principles in their coursework. Utilizing trauma-informed and early childhood principles, students in this program will be able to:

- recognize the signs of trauma in young children
- utilize trauma-informed strategies in working with young children
- model trauma-informed verbal and non-verbal interactions with children that communicates empathy and identification of emotions
- teach children skills to regulate their emotions and to build positive relationships
- create strength-based learning environments that support children's health, healing, and resiliency
- understand the influence of early attachment patterns and neurological development in the early years
- support children in creating positive self-identities

### Is there a certificate embedded in the degree program?

If so, list certificates and courses required

There are no certificates embedded in this degree program.

### Does it articulate to a doctoral degree program?

To which Doctoral Program?

No

## 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.**

WNMU uses a 5 year program review process.

Program review utilizes seven criteria.

1. Program centrality- This criterion seeks to establish the degree to which a program is congruent with the mission of the institution. It includes:

- A. Educational goals and objectives of the program- stated as student outcomes. Objectives describe the knowledge, skills, professional attitudes/ values that students will be able to demonstrate upon completion of the program and the employment areas for which the graduate is prepared.
  - B. Relationship of the program to the scope, role, and mission of the institution.
2. Program curriculum and its structure- demonstrate cumulative development of knowledge within the discipline. Should reflect a carefully constructed educational philosophy or rationale that justifies the course requirements and connects them to student outcomes and goals appropriate for the students, including their future needs. The following measures provide an evaluation of this criterion.
- A. Admission, retention, and graduation requirements
  - B. Program structure including degree options, descriptions of required courses, summary of course requirements, typical program of study, and history of courses taught
  - C. Articulation- include any special credit transfer policies.
  - D. Planning processes- the strategic planning process undertaken by the department in reference to the program.
  - E. Course level assessment- Provide a general description of course level assignments and activities along with the processes and tools used to assess course level learning.
3. Program Resources-. To be evaluated in terms of the adequacy and quality. Includes:
- A. Finances- full and part time faculty and staff, supplies, travel etc., department level financial support (state funds, grants and contracts, and private funds)
  - B. Facilities and capital equipment- the nature, adequacy, and quality of instructional space, offices, and equipment used by the program.
  - C. Library- Describe quantitatively and qualitatively the library holdings/ resources that are available to support the program.
  - D. Other academic support resources and services- the resources and/or services available to the program, and discuss their adequacy and quality.
4. Program Productivity and Efficiency- methods and levels of instruction, elective courses offered, and service courses provided for general education. Hence, different standards are appropriate for different programs. Programs with a high service load are expected to show high student credit hour production, but may show low degree productivity. A program with a low service component might be expected to have a higher level of degree production. Data for the 5 year period should be provided on:
- A. Major Headcount Enrollment
  - B. Degrees Conferred
  - C. Credit Hour Production
  - D. Average Class Size
  - E. Courses Offered and Time of Offering.
5. Program Quality and Effectiveness- Information from program level learning outcome assessment

should be included. Other measures include, quality of resources allocated to the program, placement of graduates, student performance as indicated by competitions or other assessments, faculty contributions to the discipline, and external evaluations by consultants.

6. Societal Demand and Need for the Program- includes current student demand for the program, employer demand and career opportunities, and societal need for the program. Other appropriate measures may include: Support of other university programs and/or general education.

7. Program Duplication- appropriately addressed when new programs or extensions of existing programs are being proposed.

---

## 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. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.***

Many early childhood practitioners and educators in New Mexico are likely to work with young children who have experienced trauma. These traumas may include emotional, physical, or sexual abuse; domestic violence; various forms of neglect; adoption; foster care; incarceration or death of a caregiver; natural disasters; medical and surgical procedures; and serious accidents. Current research in trauma demonstrates that trauma can undermine children's abilities to learn, create healthy attachments, form relationships, and follow classroom expectations. Further, trauma has negative behavioral, emotional, and developmental consequences throughout childhood and into adulthood.

A significant number of children experience trauma, and the effects can be profound. It is important that early childhood settings be safe spaces where teachers support children in creating positive self-identities. A foundation in trauma-informed practice can help early childhood professionals support all children—including those whose with documented trauma and those whose traumas have not been formally recognized.

According to the 2020 Bureau of Labor Statistics Occupational Outlook Handbook projections for

preschool teachers' employment demands from 2019 to 2029 there is a projected need for 13,500 preschool teachers nationally.

The Southwest Outreach Academic Research Evaluation & Policy Center, which provides a snapshot of K-12 staffing needs in New Mexico, indicates a total of 644 teaching vacancies in 2019 (<https://alliance.nmsu.edu/files/2019/10/2019-New-Mexico-Educator-Vacancy-Report.pdf>). Of this number, 26 vacancies were in early childhood or PreK and 173 in the elementary grades. In Early Childhood Special Education, 30 additional vacancies were reported in Early Childhood or pre-K, and 217 vacancies in the Elementary grades. Early Childhood Education is defined as encompassing from birth to 8 years of age (NAEYC, 10993). Therefore, a percentage of the 173 vacancies in the traditional elementary and the 217 vacancies in special education would apply to early childhood education.

Although this program is a graduate program targeting educators already in the field, these numbers represent the potential for leadership, mentorship, and specialization in trauma informed practices to be integrated into a system that continues to have vacancies or positions filled by less qualified staff. Targeting skills, strategies and dispositions needed for Early Childhood teachers to provide an education to children with adverse childhood experiences, WNMU could provide a much-needed service to the state. As the state's constitutional stance regarding the education of minoritized children was upgraded to include addressing the professional development of the workforce in response to Yazzie/Martinez v. State of New Mexico (HB111), WNMU can continue to augment its Early Childhood Education programs, and thus fulfill the needs of the state and the goals to Early Childhood Education.

In addition to classroom teaching staff, this degree targets other areas of workforce needs that include:

- early childhood care provider
- early childhood classroom teacher
- home visitor
- early interventionist
- social worker
- counselor
- developmental specialist
- behavioral specialist
- community youth service coordinator

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

WNMU continues to participate in the Early Childhood Higher Education Task Force where partners across the state such as Head Start, PED, ECECD meet with NM's higher education institution to review and support programs designed to meet the needs of New Mexico's children through the education and training of Early Childhood professionals. WNMU Early Childhood programs coordinates and participates with organizations such as LINKS, Community Early Childhood programs and early intervention organizations in strategizing ways to develop educational opportunities through understanding the challenges and needs within the Early Childhood workforce.

## **E. Duplication**

**Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.**

New Mexico State University offers a MA in Curriculum and Instruction with an emphasis in Early Childhood Education. This program consists of 33 credit hours with 18 credit hours that focus on general topics within Early Childhood Education.

The University of New Mexico offers a MA in Family Studies. This program focuses on family life, family relations, and human development.

Eastern New Mexico University offers a Special Education MA with an emphasis in Early Childhood Education. This program's main focus for educators that are specifically working in the Special Education sector of Early Childhood.

Neither Highlands nor Northern New Mexico offer a MA in Early Childhood.

**If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.**

After a thorough review of current MA programs throughout the state and region there are no other

programs in New Mexico that have courses on Intervention Strategies nor Trauma Informed practices in their MA degree plans.

In response to the identified need to prepare teachers to work with children who have experienced trauma and who may come from a culture where the first language is not English, WNMU's School of Education proposes this graduate-level education and training program for educators. This program is designed to address three primary areas:

- The most recent research in trauma-informed practice, specifically as it pertains to the early childhood years and educational settings
- In-depth curriculum and assessment design, incorporating trauma-informed practice, with particular attention to the needs of dual-language learners
- Training in leadership, with the goal of teachers disseminating trauma-informed practice through mentorship support of newer teachers.

Within the trauma-informed approach there are six principles that align with the cornerstones of early childhood education:

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration
- Empowerment and choice
- Cultural, historical and gender issues (SAMHSA, 2014)

Utilizing trauma-informed and early childhood principles, students in this program will be able to:

- recognize the signs of trauma in young children
- utilize trauma-informed strategies in working with young children
- model trauma-informed verbal and non-verbal interactions with children that communicates empathy and identification of emotions
- teach children skills to regulate their emotions and to build positive relationships
- create strength-based learning environments that support children's health, healing, and resiliency
- understand the influence of early attachment patterns and neurological development in the early years
- support children in creating positive self-identities

Our understanding of the impact of adverse childhood experiences and trauma makes the creation of this program a necessity. This graduate degree program addresses two crucial and time-sensitive issues in New Mexico: there is a shortage of highly trained educators with backgrounds in trauma-informed practice and there is an abundance of children who have had adverse experiences and trauma. This graduate degree program seeks to prepare early childhood professionals to meet the need of the State in supporting New Mexico's children.

**List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions. Max 500 words.**

None

## F. Enrollment and Graduation Projections

**Establish realistic enrollment, retention, and graduation targets for this program.**

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	10	10	12	15
Continuing Students	0	7	12	15	22
Graduates	0	2	4	7	7

### Rate Targets:

	Annual Retention Rate Target %	Target 100% Graduation Rate %	Target Job Placement Rate %
	70%	80%	100%

## G. Institutional Readiness



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

Some of the graduate level coursework for this degree is already being delivered as elective credit for other graduate degrees in Education here at WNMU. The program will begin with a rotation of 9 credit hours of graduate coursework being presented each semester. WNMU currently has 3 full time faculty positions budgeted in Early Childhood Education. Qualified adjunct instructors are hired as needed. Two of the full time positions are currently filled. One position is currently vacant. The current faculty resources are adequate to initiate this degree program.

Dr. Cindy Martinez, who is also Assistant Dean of Early Childhood Education, holds a Doctorate in Education with a Specialization in Early Childhood Education from North Central University. She holds a Master of Arts in Teaching and a Bachelor of Applied Science in Elementary Education from WNMU . She has more than 20 years experience in Early Childhood Education.

Dr. Berta Carela is Assistant Professor of Early Childhood Education. Her native language is Spanish. She is a bilingual and biliterate educator. She holds a Ph.D. in Early Childhood Education, Curriculum & Instruction from New Mexico State University, an M.A. in Early Childhood and Elementary Education from Columbia University, New York, and a B.A. in Spanish Literature & Classical Civilization from New York University. Prior to coming to WNMU, she was employed as the Administrator for New Mexico State University's Myrna's Children's Village and School for the Young.

No additional faculty resources will be needed to initiate the program.

**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.**

The Miller Library has supported the undergraduate Early Childhood Education program since its inception. Consequently, a solid foundation is in place from which to build a collection for graduate study and research in the field. Justifiably, additional funds are required to expand the collection. The Miller Library offers resources such as books (both print and electronic), State and Federal Documents, and databases, many of which index and/or provide full-text access to scholarly journal articles. The Miller Library houses the Teachers Learning Center which consists of a circulating children's book collection and curriculum materials. Also, the Miller Library is designated as one of six New Mexico Regional Review Centers for Instructional Materials. This designation is made by the New Mexico Public Education

Department.

To fully support the proposed program, the Miller Library will expand its acquisition activity to include works on educational theory; research methods; policy development; child cognitive, socio-emotional and motor skills development; literacy in very young children; child care and family environment; and diversity/inclusiveness. The most significant support for the Early Childhood Education program is the access to e-books through our subscription to EBSCO's Academic eBook Collection.

The Miller Library has approximately 100 online databases. The most relevant to graduate level research in Early Childhood Education are:

- Education Research Complete
- ERIC: Education Resources Information Center
- Academic Search Ultimate
- USA.Gov (provides access to Government information)
- JSTOR (used primarily for retrospective research)
- New Mexico Official State Laws
- WestlawNext Campus Research (new platform for federal and state legal information)
- PsychINFO (most useful for research in early childhood development)
- Psychology Collection
- Teacher Reference Center
- Credo Reference
- Diversity Studies

The Teachers Learning Center is important for the Early Childhood Program as it includes age-appropriate picture books, manipulatives, kits, story books, and award-winning works written for young children. These items can be checked out by library patrons. The New Mexico Review Center consists of materials that have been adopted for classroom instructional purposes. While these items do not circulate, users may use them in the library.

The Miller Library is a depository for New Mexico State and Federal Government information. Because of this designation, ECED graduate students can have access to governmental agency resources, statistical data (i.e., National Center for Educational Statistics), government-sponsored research and case studies, and timely releases such as position papers, guidelines, and reports. Staff members have the knowledge and training to assist patrons on identifying and using complex government documents.

The Miller Library is a member of several consortia that are committed to resource-sharing.

If needed books or journal articles are not available in its collection, ECE graduate students may make requests through Interlibrary Loan. Titles can be borrowed through the OCLC network or from the over thirty members of the New Mexico Consortium of Academic Libraries.

No additional resources will be needed to initiate the program.

**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.**

This degree program is delivered 100% online. Physical facilities would include office space for Early Childhood program faculty. All faculty have assigned individual offices. Current facilities will meet requirements.

**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.**

This degree program is delivered 100% online using the Canvas Learning Management System and Zoom video conferencing. All faculty members have university issued computers with cameras to utilize these technological resources. No additional equipment will be required.

WNMU has devoted resources to online learning and video conferencing. Our Office of Online Learning provides technical support and training to faculty members for Canvas and Zoom.

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

No additional operating resources will be needed to initiate the program.

**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.**

No external facilities will be used.

## H. 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 G will be addressed. Section H should be completed in collaboration with your institution's financial office.**

The current department budget will cover the cost of this program at this time. Coursework for this program will be delivered at 9 credit hours per semester. This coursework is already being presented as electives in the School of Education curriculum for other graduate programs. Projected program growth is not expected to exceed current resources for the first five years. If more faculty resources are needed they will be covered through the existing adjunct/overload budget.

## Upload letters of support

**Completed** - Dec 14 2020

### [WNMU Early Childhood Letters of Support](#)

**Filename:** WNMU\_Early\_Childhood\_Letters\_of\_Support.pdf **Size:** 544.9 kB

## Upload signed routing sheet or minutes showing approval by institution's regents

**Completed** - Dec 17 2020

### [Approved-Board-Minutes-5](#)

**Filename:** Approved-Board-Minutes-5.13.2020.pdf **Size:** 3.2 MB

## Upload signed routing sheet showing approval by NM council of graduate deans

**Completed** - Dec 17 2020

### [Graduate Deans Meeting\\_10-30-2020](#)

**Filename:** Graduate\_Deans\_Meeting\_10-30-2020.pdf **Size:** 161.0 kB



New Mexico State University

**Master's/Doctoral – Major and/or Degree  
New Curriculum Form**

New Curriculum Name: Master's Science Degree Program in Athletic Training

Degree Type:					
<input type="checkbox"/>	Master's Degree	<input type="checkbox"/>	Master's Major	<input checked="" type="checkbox"/>	Both (Master's Degree & Major)
<input type="checkbox"/>	Doctoral Degree	<input type="checkbox"/>	Doctoral Major	<input type="checkbox"/>	Both (Doctoral Degree & Major)
New Curriculum Name (no abbreviations for titles and separate the degree and major title with a dash):					
Master's Science Degree Program in Athletic Training					

College/Department Information:	
College:	Education
Department:	Kinesiology and Dance
Submitter and or/Administrator Contact Information:	
Name:	Kim O'Connell-Brock
Title:	Program Director, Athletic Training Program
Phone:	575-646-5744
Email:	kbrock@nmsu.edu
Academic Program Review (Administration Processing):	
First Cycle Academic Program Review Date:	
Section 1: HED Required Questions (CANNOT BE HAND-WRITTEN)	
General Information about the program:	
Estimated time to complete proposed curriculum:	24 months
All Program Format(s):	
<input checked="" type="checkbox"/> Standard (Face-to-Face)	<input type="checkbox"/> Distance Education (online) (Notify NMSU-O)
<input type="checkbox"/> Evening	<input type="checkbox"/> Weekend
<input checked="" type="checkbox"/> Other (please specify): hybrid	
Proposed Effective Term: <b>Fall 2021</b>	Official Effective Term (Administrative Processing Only):
Proposed CIP Code: 51.0913	Official Effective Term (Administrative Processing Only):

Program Curriculum Information:	
<b>Please select the following boxes to indicate that the Catalog Description/Curriculum and Degree Plan/Roadmap is attached at the end of this form (detailed information about the attachment formats in Section 4 of this form):</b>	
<input checked="" type="checkbox"/>	Catalog Description/Curriculum for the Program:
<input checked="" type="checkbox"/>	Degree Plan/Roadmap
<input checked="" type="checkbox"/>	Letters of Support
<b>Total Number of Credits required for the program:</b> 60	
<b>Program Learning Outcomes:</b> Goal 1: The Athletic Training (AT) Program will help students gain mastery of the knowledge and skills needed to be an AT. Students will: 1. Demonstrate satisfactory progress in the program curriculum 2. Demonstrate satisfactory progress in their clinical skills, attitudes and values. 3. Demonstrate progressive mastery of clinical skills and abilities.  Goal 2: Students will demonstrate the Foundational Behaviors of Professional Practice for athletic trainers. Students will: 1. Recognize the primacy of the patient. 2. Use a team approach to the practice of Athletic Training. 3. Practice in a legally competent manner. 4. Comply with the NATA Code of Ethics and the BOC's Standards of Professional Practice 5. Use evidence-based practice as a foundation for the delivery of care. 6. Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.  Goal 3: Students will demonstrate competence in the educational content areas necessary for the practice of AT. Students will: 1. Demonstrate knowledge and ability to apply current best practices in acute care, diagnosis and treatment of injuries and illness. 2. Develop and implement strategies to prevent the incidence and/or severity of injuries/illnesses and optimize their patients' overall health 3. Demonstrate strong clinical examination skills in order to accurately diagnose and effectively treat the patient. 4. Demonstrate the knowledge and skills in order to evaluate and provide immediate management of acute injuries and illnesses. 5. Develop a therapeutic intervention designed to maximize the patient's participation and health-related quality. 6. Demonstrate the ability to recognize patients exhibiting abnormal mental health and determine the appropriate intervention and/or referral.  *See Appendix B for a complete list of student learning outcomes.	
<b>Is there a certificate embedded in the degree program:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, list certificates and courses required:	
<b>Does this program articulate into a doctoral program:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, to which Doctoral program:	

**Assessment/Need/Duplication Information:**

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

All professional degree programs in athletic training (AT) must be accredited by the Commission of Assessment in Athletic Training Education (CAATE) and require annual reporting to the accrediting agency. As part of this annual reporting the program will monitor the following to determine program effectiveness:

- Enrollment, retention, and degree completion (after first 2 years)
- First time passing rate on the Board of Certification (BOC) for Athletic Trainers Exam
- Individual student records including:
  - Completion of courses
  - GPA
  - Annual reports of progress towards degree completion
- Student-learning outcomes associated with program of study
- Student exit surveys on strengths and areas of growth for program, and institutional supports
- Initial appointment following degree completion
- Alumni surveys

\*See Appendix B for a complete list of program objectives.

**The proposed curriculum 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. Although academic and research interests of institutional faculty may be met through implementation of the proposed curriculum, such interests by themselves are unlikely to persuade the NMHED and/or state Board of Finance of need for the program.*

The need to provide a MSAT program at NMSU is three-fold:

1. Beginning in the fall of 2022, CAATE will no longer accredit professional undergraduate programs, thus only route to national certification will be through an accredited Masters level professional degree program (CAATE, 2018). In order for NMSU to continue to provide an accredited professional degree in AT, the current undergraduate program must be replaced with a graduate level professional program. This transition is well justified based on the outcomes from our current undergraduate program. In our 2018 performance report to CAATE, the current NMSU undergraduate program demonstrated an overall 58% passing rate and a 54% three year aggregate of first time passing rates on the Board of Certification (BOC) Exam (the national certification exam for Athletic Training) as well as 100% placement rate for program graduates.

2. A Masters in AT will also provide training and employment for a rapidly growing profession. In 2019, the US Department of Labor predicted that the national job market for athletic trainers will grow by 19% between 2018 and 2028 (Occupational Outlook Handbook, Athletic Trainers, 2019). This represents the generation of 5,900 new jobs nationally. The proposed MSAT program will provide students with the opportunity to obtain employment in a variety of fields and disciplines including traditional high school and college settings, professional sports, hospitals, military, performing arts and industrial settings. The long-term employment outlook for ATs has been projected by the US Bureau of Labor to grow by more than 19% over the next 10 years and is predict to be among the fastest of all US job markets.

3. A significant national need to increase diversity within the AT community. In 2018 the National Athletic Training Association reported that ~80% of AT professionals identify as white and non-Hispanic (NATA, 2018). This is not in line with emerging regional or national demographics. According to recent US census statistics, over 50% of high school graduates in the State of New Mexico are members of underrepresented student groups and this trend will grow as the population in New Mexico increases. As a HSI institution, NMSU is well positioned to take a national lead in the profession's desire to increase diversity within the AT workforce.

\*See Appendix A section 3 (pages 8-14) for a detailed program justification account.

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

N/A

**Identify where similar degree programs are offered by other public higher education institutions in New Mexico (Max 500 words):**

At this time there are no other master's level program for athletic training that are being offered in the state of New Mexico, per the CAATE website as of October 1, 2019 (<https://caate.net/search-for-accredited-program/>).

**If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program (Max 500 words):**

N/A



**List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions (Max 500 words):**

- Northern Arizona University currently offers a 3 (undergraduate) + 2 (graduate) accelerated MSAT option, as well as a traditional 2-year MSAT program
- Azusa Pacific University currently offers a 2-year MSAT program
- California Baptist University currently offers a 2-year MSAT program
- California State University currently offers a 2-year MSAT program
- Colorado Mesa University seeking accreditation for 2-year MSAT program
- University of Hawaii-Manoa currently offers a 2-year MSAT program
- Boise State University is currently offering a 2-year MSAT program as well as a 3 + 2 accelerated option.
- Idaho State University is currently offering a 2-year MSAT program
- University of Idaho is currently offering a 2-year MSAT program
- Montana State University-Billings is currently offering a 2-year MSAT program
- University of Montana is currently offering a 2-year MAT program
- North Dakota State University is currently offering a 2-year MSAT program
- Oregon State University is currently offering a 2-year MATRN program

\*Please see Appendix A Section 3.5 (pages 12-13) for a detailed breakdown of WICHE MSAT programs by state.

**Enrollment and Graduate Projections:**

**Establish realistic enrollment, retention, and graduation targets for this program.**

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>New Students</i>	10	10	14	16	16
<i>Continuing Students</i>	0	10	10	14	16
<i>Graduates</i>	0	10	10	14	16

**Rate Targets:**

	Annual Retention Rate Target %	Target 100% Graduation Rate %	Target Job Placement Rate %
	100%	100%	100%

**Institutional Readiness:**

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

The MSAT program requires 60 credit hours of instruction over a 24-month period. To accommodate this time frame it is being requested that the Program Director (PD-MSAT) be appointed to a 12-month contract as opposed to the existing 9-month contract. This requested change is being made for two primary reasons. First the acceptance, orientation and on-boarding of new graduate students will occur during summer sessions. The PD will handle a majority of the responsibilities associated with on-boarding new students into the proposed program. Secondly, throughout the summer the PD will teach additional course work, provide supervision, and clinical experiences for MSAT students. These duties require administrative over-site by the PD-MSAT. The request is in line with other clinical coordinators at NMSU. For example, the department of Communication Disorders employs a 12-month clinical coordinator to work with and oversee students during the summer months. Estimated cost associated with this additional salary is \$17,539.

\*For a detailed account of institutional readiness please see Appendix A section 5 (pages 17-20).

**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 library resources are being requested to initiate the proposed program. Please see Appendix C for the library assessment of the proposed MSAT program.

New equipment for instructional needs in areas such as suturing, injections, medical assessment and therapeutic interventions are required to meet the new standards associated with an accredited Master's degree. Additionally, there are increased data tracking needs for compliance with accreditation, which requires tracking software. See Appendix D for a detailed break down of equipment/software needs related to the new MSAT program. The estimated cost of the equipment/software is \$55,025.

**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):**

The facilities available to the department of KinD are adequate to support the proposed MSAT program. The department has several instructional and laboratory spaces currently available in the Delamater Activity Center, the Fulton Athletic Center, and Rentfrow Hall. For a specific breakdown of available facilities please see Appendix A section 5.3 (page 19).

Much of the equipment described in the previous resource section will be utilized to bring the current classroom spaces up to compliance and allow them function as both a classroom and lab space for the MSAT program.

The clinical focus of the proposed MSAT program dictates that a considerable amount of student clinical education be conducted in community settings and will therefore be dependent upon the collaborative partnerships with athletic trainers, community healthcare providers, healthcare facilities, and school districts. These partnerships are already established as part of our undergraduate program and will transfer into a graduate program. Currently we have collaborations with Las Cruces Public School, Gadsden Independent School District, Aggie Health and Wellness Center, Dr. William Baker, Del Valle Physical Therapy, Southwest Sport and Spine (Fyzical), and Las Cruces Orthopedic Associates.

**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):**

Equipment to outfit the student classroom and lab space will be needed. Most items are a one-time purchase to convert the current classroom into an acceptable classroom/lab setting. CAATE states that the equipment and supplies are needed to instruct students in current athletic training knowledge, skills, and clinical abilities. For a review of current equipment and technology resources see Appendix A section 5.4 (pages 19-20).

Sample items needed for the proposed MSAT program:

Sling psychomotor

Supplies for cleaning, closing and dressing wounds including IV trainers, suture practice models and suturing/injection training supplies

AEDs

Stethoscopes

Otoscope

Ophthalmoscopes

Metered dose inhaler

Auto injectable epinephrine trainers

Glucometer

Equipment to assess body composition

Electronic tracking software

\*For a complete list of equipment/software needs see Appendix D.

**Describe any other operating resources needed to initiate the program (Max 500 words):**

In addition to equipment and change in the program director's contract (9-month to 12-month), the program will need additional administrative support. This request is in line with program director change from 9 to 12 months to handle the on-boarding of new students over the summer months. Additional funding needed to extend the current half-time administrative assistant to 12 months is estimated at \$3,894.

**Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? (Max 500 words):**

The current undergraduate program utilizes several off-campus entities and their facilities as part of our clinical practicum coursework. Each of these entities has an affiliation agreement on file with NMSU and the AT program. All affiliation agreements would be updated to reflect the graduate level of coursework upon acceptance of the MSAT degree program to continue these relationships.

**Budget:**

**Provide a clear analysis of the projected cost of the proposed program and the source 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 above) will be addressed. (If attachments are needed, please indicate them below)**

Projected costs for the initial start-up of the MSAT program include discipline specific equipment and electronic tracking software (\$55,025). Additional ongoing costs include changing the Program Director (PD-MSAT) position and the administrative assistant to 12-month contracts at a cost of approximately \$17,539, and \$3,894 respectively. The program expenses associated with the MSAT program including start-up equipment, operational dollars, and accreditation fees over the first six years of the program are outlined below. After the sixth year, the Kinesiology and Dance Department (KinD) and College of Education (COEd) will incur operating costs associated with maintaining the program.

**Program expenses**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Start-up	\$18,342	\$18,342	\$18,342	---	---	---
Operational dollars	\$9,700	\$9,700	\$9,700	\$14,700	\$14,700	\$14,700
<b>Total</b>	<b>\$28,042</b>	<b>\$28,042</b>	<b>\$28,042</b>	<b>\$14,700</b>	<b>\$14,700</b>	<b>\$14,700</b>
Funded by KinD	\$4,206	\$4,206	\$4,206	\$2,205	\$2,205	\$2,205
Funded by COEd	\$9,815	\$9,815	\$9,815	\$5,145	\$5,145	\$5,145
Funded by Provost	\$14,021	\$14,021	\$14,021	\$7,350	\$7,350	\$7,350

The program start-up funds of \$55,025 will be dispersed over a three-year period (\$18,342 each year). These funds will be utilized to purchase equipment and materials necessary to meet CAATE accreditation (see appendix D for a detailed list of equipment needs). For example, convertible tables, training models for suturing and IV/venipuncture skills, and devices for taking vital signs and performing physical examinations. Start-up funds will also be used to support the required electronic tracking software to record patient encounters, record clinical experience hours and track student and preceptor evaluations as well as perform curricular assessment.

\*For a summary of cost and benefits of the proposed program see Appendix A section 6 (pages 21-23).

**Section 2: HLC Specific Questions (CANNOT BE HAND-WRITTEN)**

If applicable, the following conditions could impact HLC approval (this is included for informational purposes only):

If any of the institution's accreditation relationship (including other regional, specialized, or national accrediting agencies) are currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)

If the institution is undergoing or facing substantial monitoring, special review or financial restrictions from the U.S. Department of Education or other federal or state government agencies.

If the institution's senior leadership or board membership has experienced substantial resignations or removals in the past year.

If the institution is experiencing financial difficulty through conditions, such as, a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years.

The following will be required if the proposal must be submitted for HLC Approval. *Please check with your institution to determine what will be required for your proposal.*

HLC requires an attachment that inventories each faculty member employed to teach in the program, including: Names of existing personnel; a description of each faculty member's academic qualifications; their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question; each faculty member's course load in the new program; and the course work each teaches in other programs currently offered. This information should be provided in a table format, with a one paragraph summary for each faculty member regarding their qualifications to teach the assigned course load. CVs will not be accepted.

HLC criteria may necessitate more information than is allowed by the 500 word max limit that HED has enforced. In such circumstances it may be necessary to provide additional explanation to what is included in the HED portion of this form prior to submission for HLC approval. You will be notified by the Executive Director for Accreditation.

For some changes/new programs, an HLC site visit may be required.

These questions will be utilized for the completion of the official HLC form that will be completed by the HLC Liaison.

Is the program seeking specialized accreditation?

Yes  No

Is specialized accreditation required for licensure or practice in the program?

Yes  No

Has the program already obtained the appropriate specialized accreditation? If so, attach a copy of the letter from the agency granting accreditation.

Yes  No

If the program has not yet obtained accreditation but has begun the process of seeking or plans to seek specialized accreditation, specify the name of the agency and provide the time-line for completing the process in the space below. (If approval is a multi-stage process, the program should contact the institution's HLC Accreditation Liaison Officer to discuss the timeline before submitting this application form.)

Accreditation of athletic training programs is granted by the Commission on Accreditation of Athletic Training Education (CAATE). The existing undergraduate program is currently accredited in good standing and is undergoing a site visit for re-accreditation in the Fall of 2019.

CAATE has stated that all programs transitioning from a baccalaureate to a post-baccalaureate degree must be in good standing with CAATE and in mid-cycle for accreditation in order to apply for a substantive change including the Notification of Intent (NOI) to transition to a post-baccalaureate degree. Before the program can submit this NOI to CAATE for approval, the program must provide proof that both NMSU and the state of New Mexico has granted approval of the post baccalaureate degree in athletic training.

Once NMSU and the state have granted approval for the new MSAT, the NOI will be uploaded to the CAATE website. Following this submission, there is a \$3,000 fee for the Degree Substantive Change Application. The KinD department will cover the costs associated with the substantive change application. The CAATE has determined that the final window to submit a NOI for Substantive Change of Degree will be October 1, 2022, with a mini Self-Study due date of December 1, 2022. Further information about the Substantive Change may be found at: <https://caate.net/substantive-documents/>

If the program does not plan to seek specialized accreditation, provide a rationale for not-seeking accreditation here. (If there is not specialized accrediting organization for this program, indicate so as your rationale).

N/A

Provide the following information as applicable:

If the program includes any of the following, explain how it will ensure that student work and levels of knowledge and competencies achieved will be comparable to those achieved through traditional formats. Award credit for prior learning; use of compressed time frames; use of on-line delivery; inclusion of accelerated formats; or other approaches to learning. If none of these apply, please put N/A in the box.

N/A

Will the program be part of contractual or consortial arrangement?

**Contractual:** A contractual arrangement in which the institution outsources some portion of its educational programs i.e. degrees or certificates offered for academic credit (including instruction, oversight of the curriculum, assurance of the consistency in the level and quality of instruction and in expectations of student performance and/or the establishment of the academic qualifications for instructional personnel)

**Consortial:** A consortial agreement is one in which the institution develops an agreement with another institution or group of institutions in which the consortial party(ies) each agree to provide some portion of one or more educational programs (i.e. degrees or certificates offered for academic credit)

Yes (Contractual)

Yes (Consortial)

No

If the program is planning any involvement by external organizations (other than from accredited higher education institutions) in the key operations as identified below, provide the information as requested. Prior to HLC submission a [Contractual Screening Form](#) must be completed by the institution's HLC Accreditation Liaison Officer for each planned involvement. (Note: that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, the program will need to complete the full contractual application and submit it in conjunction with the program application to HLC. If the screening form indicates no further action is required attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students		
B. Course placement and advising of students		
C. Design and oversight of curriculum		
D. Direct instruction and oversight		
E. Other support for delivery of instruction		

**Briefly describe the planning process for the proposed program, including the role of faculty in the planning and approval process:**

The proposal for a MSAT has been a focal point of the athletic training (AT) program since 2017 when the first draft was completed by the program director. Both the program director and the clinical education coordinator of the AT program have been deeply involved in every step of the planning process. All faculty members within the AT program and Kinesiology and Dance (KinD) have had the opportunity to read the proposal and offer comments and suggestions. The proposal was voted on by the KinD department in September of 2019. The proposed proposal was unanimously passed by KinD department faculty. The department head for KinD has also been an integral part of the planning and proposal writing process.

**Describe the process for assessing and improving student learning in the proposed program:**

The MSAT program will conduct regular, ongoing assessments of learning outcomes in order to improve the curriculum and satisfy annual reports to the CAATE as required for maintenance of accreditation. Assessment of learning will include the following Student Learning Outcomes (SLOs) which are fully detailed in the Student Learning Outcome Assessment Plan included as part of the MSAT proposal (see Appendix B for a detailed overview of SLOs). SLO #1: The AT Program will help students gain mastery of the knowledge and skills needed to be an athletic trainer. SLO #2: Students will be introduced to and demonstrate the Foundational Behaviors of Professional Practice for athletic trainers. SLO #3: Students will demonstrate competence in the educational content areas necessary for the practice of Athletic Training. Each of these SLOs contains objectives and benchmarks for assessing student learning. Any benchmarks not met will result in further analysis by the program director and remediation as needed to ensure curriculum offerings are meeting the needs of students and providing appropriate instruction for student learning. Some methods of assessing student learning include writing assignments, research projects, presentations, and practical examinations of physical skills. Assessment for foundational behaviors associated with the profession of athletic training will also be conducted by preceptors within the clinical educational experiences of this program.

**Describe the process for assessing and improving student persistence and completion in the proposed program:**

Assessment of persistence and completion for the proposed MSAT include benchmarking with other institutions also accredited by the CAATE. Retention, graduation rates, and employment rates are tracked as part of our accreditation reporting and must be prominently displayed on our website with a three year aggregate. All students within the program will receive individual mentoring and advising in order to promote progress through coursework and clinical education experiences, improve persistence and ultimately result in completion of their master's degree. Data collection will be done by the program director in accordance with the guidelines set forth by our accrediting agency for program self-assessment and reporting. It is anticipated that the 12-month administrative assistance will also assist in tracking assessment of the propose MSAT program.

**Section 3: System Requirement (CANNOT BE HAND-WRITTEN)**

These questions are specific for NMSU System approval.

**List of academic departments/units and or institutions involved in the delivery of courses**

The Athletic Training Program is located in the department of Kinesiology and Dance (KinD) in the College of Education. All courses would be offered within KinD, primarily through the Kinesiology and Athletic Training programs. For a list of current faculty resources see Appendix A section 5.1 (pages 17-18).

**Is this program going to impact other program(s) and/or course(s) across the system? (yes/no)**

If yes, was the department/college/campuses notified? *Please include the name/title and date of the individual(s) contacted.*

Name of Contact/Title/Date contacted:

Name of Contact/Title/Date contacted:

Name of Contact/Title/Date contacted:

Name of Contact/Title/Date contacted:

Name of Contact/Title/Date contacted:

Name of Contact/Title/Date contacted:

Describe any concerns other campuses/departments had with this change and the resolution of those concerns. *Please include the name and date of the individual(s) contacted.*

N/A

Describe the primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience for the MSAT is full-time traditional college students. We will recruit from the bachelor's in Kinesiology at NMSU and other institutions as these students will be most likely to have the prerequisite coursework for admission to the program. Currently, the field of athletic training has a severe under-representation of students from traditionally under-represented ethnic groups with only 5% of current athletic trainers identifying as Hispanic, and only 0.46% identifying as Native American. The population diversity of New Mexico and NMSU in particular offer an unrealized source of students on which to build a strong MSAT program and lead in the mission to produce a more diverse pool of athletic trainers. For a detailed review of potential clientele see Appendix A section 4 (pages 14-17).

How will you ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The program director accepts responsibility for proofing all communications regarding the athletic training program and will follow institutional guidelines and those of the accrediting agency (CAATE) to ensure all information presented is accurate.

How does the proposed program align with the department, college, and campus mission?

The proposed MSAT program has relevance to many goals in NMSU's mission statement as outlined in the NMSU LEADS 2025 objectives. In particular:

1. Diversity and Inclusion (NMSU LEADS objective 4.1): The proposed degree program will build on our current expertise in AT at the undergraduate level and broaden participation and accessibility in AT both within the state of New Mexico and nationally. As stated in many places in this proposal, the MSAT program will be accessible to a broad audience with diverse backgrounds, and it will contribute to the diversification of the workforce in AT and related areas.
2. Accountability (NMSU LEADS objective 4.3): Quantitative and qualitative metrics will be established to track the program's effectiveness via ongoing monitoring. Separate metrics will be developed to: a. assess deployment of the MSAT program, b. assess learning outcomes of students as described in this document, and c. assess students' success with the national BOC examination.
3. Excellence (NMSU LEADS objective 4.3): The MSAT program will meet the highest educational standards in AT at the national level. The program will contribute to promoting the educational and research profile of NMSU.
4. Discovery (NMSU LEADS objective 3.1): MSAT students will have the opportunity of contributing to research projects through course projects, capstone projects, and internships in the AT community.
5. Engagement (NMSU LEADS objective 3.2): the degree program will benefit local communities providing AT graduate students to a variety of high schools, clinics, hospitals, and other appropriate venues.

#### Section 4: Required Attachments

Make sure all required attachments are attached after the last page of the form and are legible and meet all the below instructions.

The following must be included as an attachment to this form:

- Catalog Description and Curriculum in the Template Format
- Degree Plan/ Roadmaps in the Template Format
- Letters of Support

If there are minimum grade requirements for specific courses, the entire program, etc. (that are below the traditional D grade) that requirement needs to be clearly stated in the catalog content, degree-plan and roadmaps. This will make sure that the change is made in degree audit.

***\*All courses that are on the attachments must be active in banner or are within the CAF cycle for approval (past college approval-minimum).***





New Mexico State University  
**Master's/Doctoral – Major and/or Degree**  
**New Curriculum Form**

Degree Type:					
<input type="checkbox"/>	Master's Degree	<input type="checkbox"/>	Master's Major	<input checked="" type="checkbox"/>	Both (Master's Degree & Major)
<input type="checkbox"/>	Doctoral Degree	<input type="checkbox"/>	Doctoral Major	<input type="checkbox"/>	Both (Doctoral Degree & Major)
New Curriculum Name (no abbreviations for titles and separate the degree and major title with a dash):					
<b>Master's Science Degree Program in Athletic Training</b>					
Section 5: Approval Signatures:					
	Printed Name:	Signature:	Date:		
Submitter/ Department Faculty:	Kim O'Connell Brock	<i>[Signature]</i>	10/17/19		
Department Head:	Phillip Post	<i>[Signature]</i>	10/17/19		
College Curriculum Committee:	Rick Morlock	<i>[Signature]</i>	2/14/19		
Academic Dean:	<i>[Signature]</i>	Henrietta Williams Pichon	12/2/19		
Graduate Dean:	Luis A. Vazquez	<i>[Signature]</i>	12/11/20		
Associate Deans Academic Council:	<i>[Signature]</i>	Joseph Lakey	1/27/20		
Academic Deans Council:	Carol Parker, Chair	<i>[Signature]</i>	6/9/20		
Faculty Senate:	Rebecca Corran	<i>[Signature]</i>	5/7/2020		
Provost	Carol Parker	<i>[Signature]</i>	6/9/20		
President	John D. Flores	<i>[Signature]</i>	6-11-20		
Board of Regents:	Dina Chacón-Reitzel	<i>[Signature]</i>	9-9-20		
NM Council of Graduate Deans:		<i>[Signature]</i>	12/4/20		
The Student Records Office (SRO) Signature below is not needed for approval, but all paperwork must be received a representative in the SRO and receive their signature in order to officially process the paperwork for submission to HED.					
Univ. Student Records Office (SRO):					
NM Higher Education Department (HED) Approval:	Signature received via the HED Submission Portal, will be printed and attached.				
NM State Board of Finance:					
CIP Code (requested by SRO):	Once the Univ. SRO Receives the Code, they will add it to the front of the form in the "Official CIP Code box"				
Higher Learning Commission (HLC):	Is requested through your HLC representative on your campus, once they receive the approval it needs to be sent to the Univ. SRO to attach to the packet and begin processing.				



### Faculty Senate Transmittal and Administrative Action Routing Form

**To:** Office of the President  
**From:** Faculty Senate Chair, Julia Parra *JP*  
**RE:** **Proposition: 14-19/20**  
**Date:** June 10, 2020

Please find enclosed Faculty Senate Legislation [No. 14-19/20](#) entitled, "[Master of Science Athletic Training \(MSAT\)](#)", approved by the Faculty Senate on [May 7, 2020](#).

**Please Route for Approval:**

<b>Faculty Senate Request</b>	<input checked="" type="checkbox"/> Your review and approval. Based on Policy 1.70 B. 2. b., your action is due within 40 working days from receipt of this transmittal, or <a href="#">July 21, 2020</a> . <input type="checkbox"/> A previous veto of legislation affecting academic policy has been overridden by 2/3 vote of the Faculty Senate; pursuant to the timeline provided in Policy 1.70 B. 2. c., your action to rescind that veto is requested within five business days of receipt. <input type="checkbox"/> Please indicate your availability to meet with Faculty Senate leadership to discuss. <input type="checkbox"/> No action required; for informational purpose.
<b>President Action</b>	<input type="checkbox"/> I acknowledge receipt of the above. <input type="checkbox"/> I will respond further at a later date. <input checked="" type="checkbox"/> I approve this legislation, and will process according to NMSU Rules & Policies. <input type="checkbox"/> I approve this legislation on a provisional basis. It will become effective immediately, and I will place it on the Agenda for a future meeting of the Board of Regents. <input type="checkbox"/> I veto this legislation. <input type="checkbox"/> Other:
	<p>_____ <b>Date:</b> _____</p> <p><b>Carol Parker, NMSU Provost</b></p> <p><i>John D. Floros</i></p> <p>_____ <b>Date:</b> <u>6-11-2020</u></p> <p><b>John D. Floros, NMSU President</b></p>

**Please return form to:**  
Gloria Podruchny  
Faculty Senate Recording Secretary  
MSC 3445 President's Office  
Email: [glopodru@nmsu.edu](mailto:glopodru@nmsu.edu) / Phone: (575)646-2593

**Chancellor Review:**  Required  Optional

\_\_\_\_\_ **Dan E. Arvizu, Chancellor** \_\_\_\_\_ **Date**

**Proposition:** 14-19/20

**Title:** Master of Science Athletic Training (MSAT)

**Date Submitted:** March 17, 2020

**Sponsor(s):** Kim O'Donnell-Brock (KIND), Phil Post (KIND), Henrietta Williams Pichon (CoEd), Julia Parra (EDUC), Heike Lehnert-LeHouillier (CD)

**Proposed Committee:** Scholastic Affairs

**Assigned Committee:**

**Prior Approvals:** All approvals from department faculty to ADAC have been obtained.

**Proposal Type** (please check one):

- Memorial
- Proposition to change policy (please include ARP/RPM reference(s) from <https://arp.nmsu.edu/>)
- Proposition for curriculum addition/change (please include all curriculum change forms and signature pages as outlined here: <https://provost.nmsu.edu/forms/>)
- Other (please describe below)

**Proposal:** The College of Education proposes to create a Master of Science in Athletic Training (MSAT). We are attempting to create a Master of Science in Athletic Training. It is a 60-credit professional degree program that is delivered face-to-face, hybrid/online over 24 months. Currently, the CAATE, the accrediting body, will no longer accredit undergraduate degree programs (as of 2022); therefore, students will need a master's degree in order to sit for the national board of certification examination and practice. Athletic Trainers practice in various settings (i.e., high schools, universities, hospitals, military, industry, and performing arts).

**Rationale:**

The need to provide a MSAT program at NMSU is three-fold:

1. Beginning in the fall of 2022, CAATE will no longer accredit professional undergraduate programs, thus only route to national certification will be through an accredited Masters level professional degree program (CAATE, 2018). In order for NMSU to continue to provide an accredited professional degree in AT, the current undergraduate program must be replaced with a graduate level professional program. This transition is well justified based on the outcomes from our current undergraduate program. In our 2018 performance report to CAATE, the current NMSU undergraduate program demonstrated an overall 58% passing rate and a 54% three-year aggregate of first time passing rates on the Board of Certification (BOC) Exam (the national certification exam for Athletic Training) as well as 100% placement rate for program graduates.

2. A Masters in AT will also provide training and employment for a rapidly growing profession. In 2019, the US Department of Labor predicted that the national job market for athletic trainers will grow by 19% between 2018 and 2028 (Occupational Outlook Handbook, Athletic Trainers, 2019). This represents the generation of 5,900 new jobs nationally. The proposed MSAT program will provide students with the opportunity to obtain employment in a variety of fields and disciplines including traditional high school and college settings, professional sports, hospitals, military, performing arts and industrial settings. The long-term employment outlook for ATs has been projected by the US Bureau of Labor to grow by more than 19% over the next 10 years and is predict to be among the fastest of all US job markets.

3. A significant national need to increase diversity within the AT community. In 2018 the National Athletic Training Association reported that ~80% of AT professionals identify as white and non-Hispanic (NATA, 2018). This is not in line with emerging regional or national demographics. According to recent US census statistics, over 50% of high school graduates in the State of New Mexico are members of underrepresented student groups and this trend will grow as the population in New Mexico increases. As a HSI institution, NMSU is well positioned to take a national lead in the profession's desire to increase diversity within the AT workforce.

See full proposal attached.

**Section 6: Administrative Processing**

**Student Records Office Processing Only- do not fill this portion out**

The below information will be completed once the program is added into banner, then a copy of the entire packet will be sent to the individual listed in the contact information and the appropriate Associate Dean based on the college.

AREAS	BANNER CODING (OLD)	BANNER CODING (NEW)	DESCRIPTION
Campus			
College			
Level			
Banner Program			
Degree			
Major			
CIP Code			
Banner Rule #			
Term			
Credit Hours			
Note			
<b>*Program Review Cycle Effective Date:</b>			

\*Program Review Date- is decided on by the Director of Accreditation

## Appendices

1. Appendix A ..... Detailed Proposal
2. Appendix B ..... Program Objectives
3. Appendix C ..... Library Assessment
4. Appendix D ..... Detailed Budget
5. Appendix E ..... Catalog Description/Roadmap
6. Appendix F ..... Letter of Supports

## Appendix A

### Detailed Proposal for a Master Science Degree Program in Athletic Training at New Mexico State University

#### ATHLETIC TRAINING

TO BE OFFERED BY  
THE KINESIOLOGY AND DANCE DEPARTMENT  
AT NEW MEXICO STATE UNIVERSITY

**Contact Information:**

Kim O'Connell-Brock, MS, LAT, ATC

Assistant College Professor

Director, Athletic Training Program

Department of Kinesiology and Dance

New Mexico State University

[kbrock@nmsu.edu](mailto:kbrock@nmsu.edu)

575 646-5744

Phillip Post, PhD, CMPC

Associate Professor and Department Head

Department of Kinesiology and Dance

New Mexico State University

[ppost@nmsu.edu](mailto:ppost@nmsu.edu)

575-646-4075

## Table of Contents

1. EXECUTIVE SUMMARY .....	4
2. PURPOSE AND MISSION OF THE PROGRAM	
2.1 OVERVIEW OF THE PROPOSED PROGRAM .....	5
2.2 PROGRAM DESCRIPTION.....	5
2.3 ACADEMIC OBJECTIVES.....	5
2.4 PROGRAM CURRICULUM.....	6
2.4.1 CURRICULUM.....	6
2.4.2 LEARNING OUTCOMES.....	8
3. PROGRAM JUSTIFICATION	
3.1 NEED FOR THE PROGRAM .....	8
3.2 RELATIONSHIP TO NMSU MISSION .....	10
3.3 RELATIONSHIP TO OTHER NMSU PROGRAMS .....	11
3.4 RELATIONSHIP TO PROGRAMS OFFERED AT OTHER NEW MEXICO UNIVERSITIES .....	12
3.5 RELEVANT DEGREE PROGRAMS AT PEER INSTITUTIONS.....	12
4. CLIENTELE	
4.1 STUDENT CHARACTERISTICS .....	14
4.1.1 STUDENTS TO BE SERVED BY PROGRAM.....	14
4.1.2 BASIC ENTRY REQUIREMENTS.....	14
4.1.3 EQUITABLE REPRESENTATION.....	15
4.2 PROJECTED ENROLLMENT .....	16
5. INSTITUTIONAL READINESS	
5.1 FACULTY RESOURCES .....	17
5.2 LIBRARY AND CURRICULAR RESOURCES.....	18
5.2.1 LIBRARY RESOURCES.....	18
5.2.2 CURRICULAR RESOURCES.....	19
5.3 PHYSICAL FACILITIES .....	19
5.4 EQUIPMENT AND TECHNOLOGY RESOURCES.....	19
5.5 ADMINISTRATIVE STRUCTURE .....	20
6. SUMMARY OF COSTS AND BENEFITS	
6.1 PROJECTED COSTS .....	21
6.1.1 ADDITIONAL FACULTY NEEDED FOR THE PROGRAM .....	21
6.1.2 CHANGES TO CURRENT FACULTY .....	21
6.1.3 ADDITIONAL STAFF NEEDED FOR THE PROGRAM.....	21
6.1.4 ADDITIONAL LIBRARY RESOURCES NEEDED FOR THE PROGRAM.....	21
6.1.5 ADDITIONAL FACILITIES, EQUIPMENT AND TECHNOLOGICAL RESOURCES .....	22
6.1.6 NEW GRADUATE ASSISTANTSHIPS NEEDED TO SUPPORT THE PROGRAM.....	22
6.2 PROJECTED BENEFITS .....	22
6.2.1 FINANCIAL BENEFIT.....	22
6.2.2 BENEFITS TO THE STATE OF NEW MEXICO.....	23
7. ASSESSMENT OF OPERATIONS AND IMPACT	
7.1 EVALUATION AND ASSESSMENT.....	23
8. ACCREDITATION .....	23



8.1 CAATE STANDARDS FOR PROGRAM DIRECTOR AND CLINICAL EDUCATION COORDINATOR.....23

9. TRANSITION TIMELINE .....25

10. COURSE DESCRIPTION ..... 25

11. REFERENCES ..... 27

## 1. EXECUTIVE SUMMARY

The Department of Kinesiology and Dance (KinD) in the College of Education at New Mexico State University (NMSU) *proposes to offer a Master of Science in Athletic Training (MSAT)*, a 60-hour hybrid professional graduate degree, designed for students interested in pursuing a career in Athletic Training (AT). Currently, no other institution offers a Masters in Athletic Training within a 350-mile radius, strategically placing NMSU to recruit and retain qualified Athletic Training graduate students in the southwest region of the United States.

Beginning in the Fall of 2022, the Commission on Accreditation of Athletic Training Education (CAATE) will no longer accredit professional undergraduate programs (<https://caate.net/the-professional-degree/>). Completion of a CAATE accredited professional degree is the only route to national certification for athletic training students. In order for NMSU to continue to provide an accredited professional degree in AT, the current undergraduate program must be replaced with a graduate level professional program. This transition is justified based on the long standing effectiveness of the current undergraduate program in preparing students to assume athletic training positions. For instance, in 2019 performance report to CAATE, the current NMSU undergraduate program demonstrated an overall 58% passing rate and an 54% three-year aggregate of first-time passing rates on the Board of Certification Exam (the national certification exam for Athletic Training) as well as 100% placement rate for program graduates. It is anticipated that the proposed Master's program will continue to successfully prepare future athletic training students to fill athletic training positions, locally, statewide, and nationally.

The MSAT degree will provide professional training and employment for a rapidly growing profession. In 2019, the US Department of Labor predicted that the national job market for athletic trainers will grow by 19% between 2018 and 2028 (Occupational Outlook Handbook, Athletic Trainers, 2019). This represents the generation of 5,900 new jobs nationally. To the best of our knowledge, no other graduate program exists in the State of New Mexico or in the West Texas and southern Arizona areas; therefore, the addition of this degree program will serve an important job market throughout the southwest region of the United States. Additionally, the Council of Graduate Schools Strategic Consultation Report (Dhaliwal, 2018) completed for NMSU in December of 2018 recommends, "focus on development of tuition-generating professional master's programs in specific areas where there is expertise or economic need in the state of New Mexico" (p. 6). The MSAT would contribute toward this goal for enhancing graduate program growth in strategic areas and align with the NMSU LEADS 2025 objective 1.4 by strengthening career pathways through service-learning and experiential learning.

Finally, there is a significant national need to increase diversity within the AT community as supported by the National Athletic Training Association (NATA). In 2018 the NATA reported that ~80% of the AT professionals identify themselves as white and non-Hispanic (NATA, 2018). This is not in line with emerging national or regional demographics. For example, according to recent US census statistics, over 50% of high school graduates in New Mexico are members of underrepresented student groups and this trend will grow as the population in New Mexico increases. As a Hispanic Serving Institution (HSI) institution, NMSU is well positioned to take a national lead in the profession's desire to increase diversity within the AT workforce.

This document describes the courses, student body, costs, and impact of the 2-year, hybrid, 60-credit degree graduate program being proposed for AT. After completing the MSAT program, students will have sufficient mastery of AT to:

- Successfully sit for the national Board of Certification (BOC) exam.
- Demonstrate an understanding of the fundamental behaviors of professional practice for athletic trainers.
- Possess a mastery of the theoretical and clinical knowledge needed to be an entry-level athletic trainer.

## **2. PURPOSE AND MISSION OF THE PROGRAM**

### **2.1. OVERVIEW OF THE PROPOSED PROGRAM**

The primary mission of the proposed MSAT program is to prepare individuals to become competent and independent clinicians who will enhance the quality of patient health care and advance the profession of Athletic Training through the application of evidence-based practice and translational research. A secondary mission of the program will be to prepare individuals to sit for the Board of Certification for the Athletic Trainer (BOC) examination.

New accreditation standards put forth by CAATE will require Athletic Training to be offered at the master's level exclusively, and all baccalaureate paths must cease to admit undergraduate students (nationally effective) fall 2022. We propose to transition from the Bachelor of Science in Athletic Training to a Master of Science in Athletic Training in order to continue a strong tradition of Athletic Training education at NMSU and in the state of New Mexico. The following is our program plan as well as a suggested timeline for transition (see section 9).

### **2.2. PROGRAM DESCRIPTION**

The MSAT program at NMSU will consist of a minimum of 60 credit hours of coursework to be completed primarily in the home department of KinD at NMSU through both traditional and hybrid courses. The program provides a two (2) year comprehensive exposure to AT using a three-faceted approach. In developing the proposed MSAT curriculum for NMSU, the curricula of 18 other AT graduate level professional programs (see section 3.5 for a list of schools), along with CAATE educational standards, were reviewed to guide the current MSAT proposal. The three-faceted approach includes the following:

1. In-class components that provide the theoretical and laboratory coursework background in the areas of injury prevention and care, injury evaluation and treatment, and therapeutic interventions of athletic injuries.
2. Clinical components that provide a progressive approach with observation, integrative and immersive experiences in clinical settings both on and off-campus internships.
3. A capstone component that will be the successful challenge of the national Board of Certification (BOC) exam.

Initially the program will begin by admitting 10 students, but it is anticipated that after five years the program will consist of 32 master level graduate students (16 first year and 16 second year) enrolled in 30 course credits each academic year for a total of 60 credits. With the proposed degree, our graduates will be prepared to enter the health care profession as it relates to Athletic Training.

### **2.3 ACADEMIC OBJECTIVES**

The primary academic purpose of this professional degree program is to develop a professional workforce that is prepared to address healthcare challenges in a variety of work settings, including high schools, universities, military, industry, and professional athletics. The MSAT curriculum includes classroom, laboratory, and clinical education that meet or exceed the foundational and core knowledge in AT as outlined by the accreditation standards set by CAATE. By educating these students, we will supply a "in demand" workforce of qualified health care professionals to an industry that is currently understaffed and growing (Indeed, 2018), with an anticipated growth rate of 19% in the next 6 years (Bureau of Labor Statistics, 2019). The following overarching academic objectives are proposed for

students in our program. Section 2.4.2 and Appendix B sets our learning goals, specific objectives, and their assessment measures.

Our students will be able to:

- Develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their patients' overall health and quality of life.
- Demonstrate strong clinical examination skills in order to accurately diagnose and effectively treat the patient.
- Demonstrate knowledge and skills in order to evaluate and provide immediate management of acute injuries and illnesses.
- Develop therapeutic interventions designed to maximize a patient's participation and health-related quality of life.
- Demonstrate the ability to recognize patients exhibiting abnormal social, emotional, and mental behaviors and determine the appropriate intervention and/or referral.
- Demonstrate an understanding of healthcare administration and the ability to apply these concepts to the healthcare system.
- Demonstrate the ability to incorporate patient education and self-care programs into clinical practice as well as advocate for the needs of clients, patients and communities.
- Demonstrate an understanding of the importance and responsibility of continued professional development as a member of the healthcare system.

## **2.4 PROGRAM CURRICULUM**

### **2.4.1. CURRICULUM**

As stated previously, the MSAT program will consist of a two-year sequence of courses with 30 credits each academic year for a total of 60 credit hours. The degree will be housed and taught in the home department of KinD. At present, the content of these courses are taught by our current AT program at the undergraduate level and, therefore, are well positioned to be offered at the graduate level with curricular modifications. The following degree requirements are articulated as follows:

#### ***I. Theoretical Coursework***

- Emergency Response in Sports Medicine\*\$
- Foundations of Athletic Training\*\$
- Organization and Administration in Athletic Training\*\$
- Evidence Based Practice in Sports Medicine \*\$
- Athletic Training Research\*
- Statistics in Sports and Exercise Science\*
- Psychology of Sport/Behavioral Health Conditions\*

#### ***II. Clinical Coursework***

- Lower Extremity Injury Evaluation and Treatment\*\$
- Upper Extremity Injury Evaluation and Treatment \*\$
- Head/Neck/Spine Injury Evaluation and Treatment\*\$

General Medical Conditions and Therapeutic Medications\*  
Therapeutic Interventions I\*  
Therapeutic Interventions II\*  
Clinical Education I – V\*

### ***III. Capstone Coursework***

Immersive Clinical Experience\*

Capstone project

Professional Preparation\*

**Key: \* = Courses required by accreditation standards; \$ = New courses**

**Enrollment requirements.** Students enrolled in the MSAT will be required to complete between 5 and 14 credits per term over a two-year period including summer instruction.

**Program model:** The program follows a cohort model, with students progressing through the required coursework in a specific sequence. Below is a proposed plan of study for the MSAT:

#### **Summer 1 Semester (5 credits):**

SPMD 5005 - Foundations of Athletic Training (SSI) 3 cr. - online

SPMD 4805 - Emergency Response in Sports Medicine (SSII) 2 cr. – online/on campus hybrid

#### **Fall 1 Semester (14 credits)**

SPMD 5050 - Clinical Education I – 3 cr.

SPMD 5120 - Lower Extremity Injury Evaluation and Treatment + Lab – 4 cr. (3+1P)

SPMD 5180 - Therapeutic Interventions I – 4 cr. (3+1P)

SPMD 5310– Inferential Statistics – 3 cr.

#### **Spring 1 Semester (13 credits)**

SPMD 5150 – Clinical Education II – 3 cr.

SPMD 5220 – Upper Extremity Injury Evaluation and Treatment + lab – 4 cr. (3+1P)

SPMD 5280 – Therapeutic Interventions II– 4 cr. (3+1P)

SPMD 6005 – Athletic Training Research I - 2 cr.

#### **Summer 2 Semester (7 credits)**

SPMD 6010 – Organization and Administration in AT (SSI) 2 cr. - online

SPMD 5205 – Evidence Based Practice in Sports Medicine/AT (SSII) 2 cr. – online

SPMD 5250 – Clinical Education III – immersive – 3 cr.

#### **Fall 2 Semester (12 credits)**

SPMD 6050 – Clinical Education IV – 3 cr.

SPMD 6280 – General Medical Conditions and Therapeutic Medications – 3 cr.

SPMD 6020 – Head/Neck/Spine Injury Evaluation and Treatment – 3 cr.

SPMD 5510 – Psychology of Sport – 3 cr.

#### **Spring 2 Semester (9 -12 credits)**

SPMD 6150 – Clinical Education V – 3 cr.

SPMD 6110 – Professional Preparation – 3 cr.

SPMD 6999 – Capstone Project – 3 cr.

***Optional Electives:***

SPMD 5410 Biomechanics – 3 cr.

SPMD 6350 Advanced Exercise Physiology – 3 cr.

SPMD 5350 Strength & Conditioning – 3 cr.

***Total Credits = 60***

**2.4.2. LEARNING OUTCOMES**

The following are the program and student learning outcomes for the proposed MSAT program. *Please see section 9.5 for a more detailed description of the objectives and measurements of them.*

**Program Outcomes:**

**Program Outcome Goal #1:**

The AT Program will prepare students to effectively challenge the BOC examination.

**Program Outcome Goal #2:**

The AT Program prepares students for entry-level careers in Athletic Training.

**Program Outcome Goal #3:**

Provide a curriculum that exceeds accreditation standards and provides students with opportunities for increased patient care responsibility.

**Student Learning Outcomes:**

**Student Learning Outcome Goal #1:**

The AT Program will help students gain mastery of the knowledge and skills needed to be an athletic trainer.

**Student Learning Outcome Goal #2:**

Students will be introduced to and demonstrate the Foundational Behaviors of Professional Practice for athletic trainers.

**Student Learning Outcome Goal #3:**

Students will demonstrate competence in the educational content areas necessary for the practice of Athletic Training

**3. PROGRAM JUSTIFICATION**

**3.1 NEEDS FOR THE PROGRAM**

The need to provide a MSAT program at NMSU is three-fold. First, there is the changing accreditation requirements for professional programs, second, a growing demand for certified professionals, and third, a need to increase diversity within the field of athletic training. These three needs are described in detail below.

- a. Beginning in the Fall of 2022, CAATE will no longer accredit professional undergraduate programs, and the only route to national certification will be through an accredited Masters level professional degree program (CAATE, 2018). In order for NMSU to continue to provide an accredited professional degree in AT, the current undergraduate program must be replaced with a graduate level professional program. This transition is

well justified based on the outcomes from our current undergraduate program. In our 2019 performance report to CAATE, the current NMSU undergraduate program demonstrated an overall 58% passing rate and an 54% three year aggregate of first time passing rates on the Board of Certification Exam (the national certification exam for Athletic Training) as well as 100% placement rate for program graduates. It is anticipated that effectiveness of the current undergraduate program to train and certify students will transfer to the training and certification of Master level students.

- b. A Masters in AT will also provide training and employment for a rapidly growing profession. In 2019, the US Department of Labor predicted that the national job market for athletic trainers will grow by 19% between 2018 and 2028 (Occupational Outlook Handbook, Athletic Trainers, 2019). This represents the generation of 5,900 new jobs nationally. The proposed MSAT program will provide students with the opportunity to obtain employment in a variety of fields and disciplines including traditional high school and college settings, professional sports, hospitals, military, performing arts and industrial settings. Not only will there be significant numbers of careers, there will be good remuneration for our graduates. Table 1 shows Based US Bureau of Labor employment statistics for athletic trainers (Bureau of Labor Statistics, 2018).

**Table 1. Employment Statistics for Athletic Trainers**

Educational Employment	Employment Numbers	Annual Mean Wage
Colleges, Universities, and Professional Schools	5,580	\$49,450
General Medical and Surgical Hospitals	5,140	\$47,640
Offices of Other Health Practitioners	5,010	\$44,810
Other Amusement and Recreation Industries	2,680	\$44,900
Spectator Sports	840	\$59,080
Offices of Physicians	2,430	\$48,110

The long-term employment outlook for Athletic Trainers has been projected by the US Bureau of Labor to grow by more than 19% over the next 10 years and is predict to be among the fastest of all US job markets. The US Bureau of Labor also reports that “job prospects will be best for candidates with a bachelor’s or master’s degree from a program that is accredited by the [Commission on Accreditation of Athletic Training Education](#) (CAATE) and for those who have certification from the [Board of Certification for the Athletic Trainer](#) (BOC)” (Bureau of Labor Statistics, 2018).

- c. There is a significant national need to increase diversity within the AT community. In 2018 the National Athletic Training Association reported that ~80% of AT professionals identify as white and non-Hispanic

(NATA, 2018). This is not in line with emerging regional or national demographics. According to recent US census statistics, over 50% of high school graduates in New Mexico are members of underrepresented student groups and this trend will grow as the population in New Mexico increases. As part of a 30-year projection (1995-2025) by the US Census Bureau, New Mexico's non-Hispanic white population will grow by a rate of 23.4%, the African American population by 36.2%, the Native American population by 83.2% and the Hispanic population by 88.5% (Census.gov, 2018). As a HSI institution, NMSU is well positioned to take a national lead in the profession's desire to increase diversity within the AT workforce.

### 3.2. RELATIONSHIP TO NMSU MISSION

The proposed MSAT program has relevance to many of the goals and values in NMSU's mission statement as outlined in the NMSU LEADS 2025 objectives. In particular, for the following core values:

1. **Diversity and Inclusion** (NMSU LEADS objective 4.1): The proposed degree program will build on our current expertise in AT at the undergraduate level and broaden participation and accessibility in AT both within the state of New Mexico and nationally. As stated numerous times in this proposal, the MSAT program will be accessible to a broad audience with diverse backgrounds, and it will contribute to the diversification of the workforce in AT and related areas.
2. **Accountability** (NMSU LEADS objective 4.3): Quantitative and qualitative metrics will be established to track the program's effectiveness via ongoing monitoring. Separate metrics will be developed to:
  - a. assess deployment of the MSAT program.
  - b. assess learning outcomes of students as described in this document.
  - c. assess students' success with the national BOC examination.
3. **Excellence** (NMSU LEADS objective 4.3): The MSAT program will meet the highest educational standards in AT at the national level. The program will contribute to promoting the educational and research profile of NMSU.
4. **Discovery** (NMSU LEADS objective 3.1): MSAT students will have the opportunity of contributing to research projects through course projects, capstone projects, and internships in the AT community.
5. **Engagement** (NMSU LEADS objective 3.2): the degree program will benefit local communities providing AT graduate students to a variety of high schools, clinics, hospitals, and other appropriate venues.

The specific goals from NMSU LEADS 2025 that will benefit from the MSAT program are:

- **Enhance Student Success & Social Mobility:**

(Objective 1.1) Diversify, optimize and increase system-wide enrollment: the program will address a focus area of growth and high demand; recruitment will target both internal undergraduate students and those outside of the NMSU system; collaborative opportunities for inter-professional education are embedded within the program.

(Objective 1.4) Strengthen career pathways through service-learning, experiential learning and research engagement: the program will include both service-learning and experiential learning components as well as collaborate with local, regional and national employers for immersive learning experiences; many alumni have expressed a desire to mentor students during these immersive experiences. The workforce demand in the field of Athletic Training is booming, and the program will continue to cultivate collaborations with potential employers, (e.g., through internships), to facilitate placement of students upon graduation.



(Objective 1.5) Elevate graduate education: the addition of a master's level professional degree will help to support enrollment in the health sciences area, allowing undergraduate students to complete both their bachelorette and master's degrees at the same institution.

- **Amplify Extension and Outreach**  
(Objective 3.2) Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility: the program will include the opportunity for students, as part of their capstone experience to engage in internship learning projects, applying Athletic Training to the aid of community organizations (e.g., supplementing high school AT programs).
- **Build a Robust University System:**  
(Objective 4.1) Be a recognized leader in valuing the inclusion of diverse participants and in recognizing diversity as an asset among minority-serving, land-grant, and space-grant institutions: the design of the program will build on pedagogical practices developed over the years by the KinD department to broaden participation of students from traditionally underrepresented groups in Athletic Training. This will have a goal of promoting diversity among the Athletic Training students.  
(Objective 4.3) Establish operational excellence through a metric-driven, service-oriented approach: Quantitative and qualitative metrics will be utilized to track the program's effectiveness via ongoing monitoring. Separate metrics will assess deployment of the MSAT program, assess learning outcomes of students and assess student success with the national BOC examination.  
(Objective 4.4) Identify grand challenges and mobilize the University system to execute effective solutions: the program requires inter-professional educational opportunities, encouraging interdisciplinary thought and creative activities; as health care providers, the program and AT students will have a significant impact on creating a healthier community.

### **3.3. RELATIONSHIP TO OTHER NMSU PROGRAMS**

At NMSU, the MSAT will have natural collaborations with the Burrell College of Osteopathic Medicine, the Nursing Program in the College of Health and Social Services, and the Speech Pathology and Kinesiology Programs within the College of Education. Finally, in order to comply with CAATE educational standards, the MSAT must have inter-professional education and socialization opportunities with other healthcare education programs/organizations. These professional education opportunities will include shared workshops and seminars on various topics such as:

- Emergency and acute care of the injured athlete,
- Concussion awareness and screening tools,
- Post-concussion return to play and return to learn protocols,
- Injury recognition and pre-hospital care practices

Because AT is housed in the KinD department, the MSAT will continue to have a natural relationship with the Kinesiology program. In particular, the MSAT program is designed so that students enrolled in the Kinesiology undergraduate degree program can easily complete the prerequisite course work for future admission to the MSAT program. Additionally, exceptional students will also have the opportunity to participate in an accelerated master's program with a 3 + 2 model (Three years for undergraduate, beginning

graduate work in year four with a completion of the master's program in year five of their study), allowing highly qualified students to enter into the workforce earlier. This will give Kinesiology students interested in Athletic Training new opportunities within a New Mexico (and NMSU) based graduate program and diversify the KinD department by offering a master's degree in addition to the bachelors and doctoral degrees that have already been established. The accelerated MSAT program will also save students money as students entering their fourth year will take graduate courses, but only be charged undergraduate tuitions fees. Thus, the proposed accelerated MSAT program will not only save students money, but provide the state of New Mexico with a highly qualified workforce in a shorter period of time. Other programs at NMSU which currently offer an accelerated model include the dual degree program in Counseling & Community Psychology (B.S.) & Educational Diagnostics (M.A.), the masters' degree in Chemical Engineering and the accelerated masters' in Electrical and Computer Engineering.

#### **3.4. RELATIONSHIP TO PROGRAMS OFFERED AT OTHER NEW MEXICO UNIVERSITIES**

Based on the CAATE website (CAATE, 2019) accredited professional programs offered at the graduate level, the proposed professional degree program does not represent a duplication of any existing degree program offered within New Mexico. The University of New Mexico (UNM) has the only other undergraduate Athletic Training program in the state. It is uncertain if UNM will be transitioning to offer a master degree in athletic training.

#### **3.5. RELEVANT DEGREE PROGRAMS AT PEER INSTITUTIONS**

We have examined Peer Institutions as identified by the office of institutional analysis for comparable professional graduate programs in Athletic Training.

- University of Arizona: does not offer a comparable degree
- Northern Arizona University: offers a comparable MSAT degree program
- Colorado State University: does not offer any comparable degree program
- University of Colorado: offers a comparable MSAT degree program
- University of Idaho: offers a comparable degree program
- Iowa State University: does not offer a comparable degree (planning to transition to MSAT)
- Kansas State University: does not offer a comparable degree (planning to transition to MSAT)
- Montana State University: offers a comparable MSAT program
- University of Nevada-Reno: does not offer a comparable degree
- University of Nebraska-Lincoln: does not offer a comparable degree
- University of North Texas: does not offer a comparable degree
- Oklahoma State University: offers a comparable MSAT degree program
- Oregon State University: offers a comparable MSAT degree program
- University of Texas at El Paso: does not offer a comparable degree
- Utah State University: does not offer a comparable degree program
- Texas Tech University: does not offer a comparable degree
- Washington State University: does not offer a comparable degree
- University of Wyoming: does not offer a comparable degree

Nationally there are 126 universities offering a professional degree program in Athletic Training at the graduate level and 23 universities seeking accreditation (CAATE analytics report, 2017-2018). Relevant Master's level professional programs in Athletic Training at Western Interstate Commission for Higher

Education (WICHE) institutions include the following by State. The descriptions were obtained from their websites.

- Arizona: *Northern Arizona University* currently offers a 3 (undergraduate courses) + 2 (graduate courses) accelerated option, in addition to a regular 2-year post bachelors MSAT program
- California: *Azusa Pacific University* currently offers a 2-year MSAT program  
*California Baptist University* currently offers a 2-year MSAT program  
*California State University* currently offers a 2-year MSAT program  
*Point Loma Nazarene University* currently offers a 2-year MSAT program  
*University of Laverne* currently offers a 2-year MSAT program  
*University of Pacific* is currently seeking accreditation for a MSAT program  
*Chapman University* is voluntarily withdrawing accreditation
- Colorado: *Colorado Mesa University* seeking accreditation for 2-year MSAT program  
*University of Colorado, Colorado Spring* seeking accreditation for 2-year MSAT program
- Hawaii: *University of Hawaii-Manoa* currently offers a 2-year MSAT program
- Idaho: *Boise State University* is currently offering a 2-year MSAT program as well as a 3 + 2 accelerated option.  
*Idaho State University* is currently offering a 2-year MSAT program  
*University of Idaho* is currently offering a 2-year MSAT program
- Montana: *Montana State University-Billings* is currently offering a 2-year MSAT program  
*University of Montana* is currently offering a 2-year MAT program
- North Dakota: *North Dakota State University* is currently offering a 2-year MATrg program
- Oregon: *Oregon State University* is currently offering a 2-year MATRN program  
*Pacific University* is currently offering a 2-year MSAT program
- South Dakota: *Augustana University* is currently offering a 2-year MSAT program as well as a 3+2 accelerated option  
*Dakota Wesleyan University* is currently offering a 2-year MAT program as well as a 3+2 accelerated option  
*South Dakota State University* is currently offering a 2-year MSAT program
- Utah: *Dixie State University*, seeking accreditation of a 2-year MSAT program  
*Weber State University* is currently offering a 2-year MSAT program
- Washington: *Eastern Washington University* is currently offering a 2-year MSAT program  
*Whitworth University* is currently offering a 2-year MSAT program

As stated previously, a MSAT offered at NMSU will be the only one in the State of New Mexico and the surrounding areas of west Texas and southern Arizona, placing NMSU in a unique position to serve the Southwest region.

#### 4. CLIENTELE

##### 4.1. STUDENT CHARACTERISTICS

###### 4.1.1. STUDENTS TO BE SERVED BY THE PROGRAM

This program will serve students who have obtained a baccalaureate degree in Kinesiology, Sports Medicine, Exercise Science or similar degree with completion of prerequisite course work from NMSU as well as from any accredited university. The program plans to include the University of New Mexico and the University of Texas-El Paso as part of our target audience for student recruitment in addition to national recruitment efforts. There will also be an option developed for students at NMSU to complete an accelerated program of study similar to those already existing at NMSU in computer science and physics. This accelerated option of a 3 + 2 model would allow exceptional students to begin their master's course work during their fourth year of bachelor's preparation, and then complete their master's degree during their fifth year of study at NMSU. This would allow qualified students, such as those enrolled in the honors college the opportunity to complete both degrees in a condensed period of time. Such a program will accelerate students' entry into the workforce and diminish the cost of their professional education.

###### 4.1.2. BASIC ENTRY REQUIREMENTS

Admission into the MSAT program is a two-stage process. First, applicants must be accepted into the Athletic Training Program (ATP). Secondly, they will have to satisfy requirements of the NMSU Graduate School.

###### 1. MSAT Admission: The following are program admission requirements:

Applicants must:

- Hold a baccalaureate degree from an accredited institution (**CAATE requirement**). As stated previously there will also be an option developed for students at NMSU to complete an accelerated program of study. This accelerated option of a 3 + 2 model would allow exceptional students to begin their master's course work during their fourth year of bachelor's preparation, and then complete their master's degree during their fifth year of study at NMSU.
- Write a brief essay regarding their interest in the MSAT program including some description of their interest in pursuing a career in Athletic Training.
- Have completed the following prerequisite undergraduate course work with a C- or better and a cumulative GPA of 3.0 (out of 4.0) or higher (**accreditation course requirement\***):
  - one semester of General Biology\*
  - one semester of General Chemistry\*
  - one semester of Physics \*
  - one year of Human Anatomy and Physiology\* **or**
    - two semesters of combined Anatomy and Physiology or
    - one semester of Anatomy and one semester of Physiology

- Prevention and Care of Athletic Injuries\* or Introduction to Athletic Training
  - Exercise Physiology\*
  - Kinesiology/biomechanics\*
  - General Psychology
  - Human Nutrition\*
  - Statistics\*
- Provide three forms of recommendation completed by individuals who can speak directly to the applicant's potential success in a professional studies program in Athletic Training.
  - Possess a minimum of certification in Basic Life Support (BLS) from the American Red Cross or the American Heart Association.
  - Have 50 hours of documented observation/job shadowing in Athletic Training under the supervision of a Certified Athletic Trainer.
2. Graduate School Admission: Admission to the proposed MSAT program requires admission to the NMSU Graduate School. The Graduate School requires prospective students to possess a bachelor's degree or an advanced degree from an accredited institution. The program or preparation must be equivalent to that which could be obtained from similar programs at NMSU. Candidates are also required to be proficient in written and spoken English. Once the Graduate School admits a student, a "Certificate of Admission" is issued which must be submitted to the MSAT program in order to enroll.

#### 4.1.3. EQUITABLE REPRESENTATION

Ensuring adequate representation for minority and underserved populations is a critical goal of the MSAT Program. Table 2 provides percentage of members in the National Athletic Trainers' Association by race and ethnicity. Since NMSU is a Hispanic serving land grant institution, the Athletic Training program will pay special attention to its recruitment efforts in the area of underrepresented student groups in Athletic Training.

**Table 2. Diversity of Athletic Trainers in the United States**

Ethnicities or Races	% of NATA membership <sup>1</sup>	% of Undergraduate students at NMSU <sup>2</sup>	% of UG students majoring in AT <sup>3</sup>
Ethnicity not available	3.65%	1.2%	1.4%
Black (Not of Hispanic Origin)	3.94%	2.5%	4.3%
Asian or Pacific Islander	3.57%	1.3%	1.4%
White (Not of Hispanic Origin)	80.55%	26.1%	18.6%
Hispanic	5.0%	60.8%	70%
Multi-Ethnic	1.88%	1.9%	1.4%
American Indian / Alaskan Native	0.46%	2.3%	2.9%
Other	0.95%	3.9%	n/a
Total %	100%	100%	100%

1. Adapted from NATA Ethnicity Demographic Data dated 6/05/2017 (<https://www.nata.org/sites/default/files/ethnicity-report.pdf>)
2. Obtained from NMSU Office of Institutional Analysis (OIA), Fall 2018 data.
3. Obtained from NMSU Cognos report, Spring 2019 data

Given the diversity of students in the NMSU undergraduate student population, we will encourage NMSU students to consider our MSAT program as an option. As part of our recruitment efforts, we will work with relevant undergraduate programs (e.g., Kinesiology) to develop a Masters Accelerated Program that feeds into the MSAT program. We will make additional efforts to market the program in the NMSU incoming student orientations, other NMSU departments (e.g. public health, nursing, etc.), NMSU minority programs, and in area high schools.

It is important to emphasize the importance of the development of this type of program in a state like New Mexico. As previously highlighted, the field of Athletic Training has a severe under-representation of students from traditionally under-represented ethnic groups. As shown in the above table, more than 80% of athletic trainers identify as white, only 5% are Hispanic and only 0.46% are Native Americans. The population diversity of New Mexico and NMSU in particular, offers an unrealized source of students on which to build a strong AT program, and potentially making NMSU a leader in the production of a diverse pool of athletic trainers.

Based on our current undergraduate AT program, NMSU is well suited to establish a MSAT program with a diverse population. We propose to invest special efforts in targeting these underrepresented students during the recruitment activities as described below. The department has strong ties with a number of universities and colleges with a predominantly minority population, who will provide another potential pool of talented applicants; we will actively advertise our program at these institutions (during our regular campus visits). Finally, we anticipate participating in recruitment activities that include visits to other minority-serving colleges and universities, advertisements, presentations, and wide promotion on social media.

#### **4.2 PROJECTED ENROLLMENT**

The College of Education (COEd) currently has the second largest number of graduate students on the main campus of NMSU with 630 out of a total enrollment of 2,602 (oia.nmsu, 2018). Within the COEd, the KinD department (home of the proposed MSAT) currently has twelve graduate students with plans to double that number over the next five years. The introduction of an additional 32 graduate students into the MSAT program will increase the departments graduate student population by 166%. This increase will enable KinD to become a major generator of Student Credit Hours (SCH) in the COEd. In fall 2018, the COEd generated 4421 SCHs. With the addition of these 32 graduate students alone, the total graduate SCH will increase by 22% to 5381. The enrollment in the program will advance the mission of the department, COEd, and NMSU in the following ways:

- The immersive clinical experience focus of the MSAT will allow KinD to pursue the outreach mission of the university that is critical to the Land Grant Institution and will thereby enhance quality of life for residents of New Mexico (NMSU LEADS 2025, Goal 1).
- The program will allow KinD to increase its ability to prepare future healthcare providers and enhance minority representation within the profession of Athletic Training (NMSU LEADS 2025, Goal 1).
- The program will not place higher demands on other departments offering complimentary coursework.

Table 3 shows a 5-year projection of the enrollment of the anticipated two-year MSAT program. The table highlights the first years of enrollment along with the total number of student credit hours (SCH) generated in each year. The SCH was calculated by multiplying the 30 credits per academic year by the total enrollment for

that year. By the end of the 5<sup>th</sup> year it is anticipated that the program will be at full enrollment and generate 960 credits at the graduate level (course number > 5000), which will generate \$306,816 on an annual basis.

**Table 3. A 5-Year Projected Enrollment and Credit Hour Generation for MS in Athletic Training**

	Year 1	Year 2	Year 3	Year 4	Year 5
New FT Students	10	10	14	16	16
Returning Students	0	10	10	14	16
Total Enrollment	10	20	24	30	32
SCH within MSAT	300	600	720	900	960
Graduates per year	0	10	10	14	16

## 5. INSTITUTIONAL READINESS

### 5.1. FACULTY RESOURCES

The current undergraduate AT program currently has one tenure-track faculty line and two non-tenure-track faculty lines. Accreditation standards require programs to have at least three core faculty members associated with the program. Faculty associated with the program will have contemporary expertise in the needed areas as defined by CAATE and experience in Athletic Training to carry out this degree program. Specific requirements for the program director and clinical education coordinator as defined by CAATE are available in section 8. Table 4 and 5 provide a description of the faculty members and their role in the proposed program.

**Table 4. Athletic Training Faculty**

NAME	DEPARTMENT/PROGRAM	AREAS OF EXPERTISE
Kim O'Connell-Brock, MS, LAT, ATC	KinD/Athletic Training	Clinical Evaluation, Manual Therapy, General Medical & Pharmacological Interventions, Organization & Administration
	Courses in Program	SPMD 5005, 5150, 5250, 6010, 6020, 6110, 6150 and 6280
	Rank	Assistant Professor, Program Director
Yong Woo An, PhD, LAT, ATC	KinD/Athletic Training	Evidence Based Practice, Research, Therapeutic Exercise, Statistics
	Courses in Program	5120, 5205, 6005, 6050, and 6200
	Rank	Assistant Professor
Michael Gregory, MA, LAT, ATC	KinD/Athletic Training	Functional Anatomy, Therapeutic Interventions, Emergency Care, Evidence-Based Medicine
	Courses in Program	SPMD 4805, 5050, 5180, 5220 and 5280
	Rank	Instructor, Clinical Education Coordinator

In addition to the core AT faculty, the proposed program will benefit from the expertise of Kinesiology faculty in the home department of KinD. Kinesiology faculty will interface with the program as instructors for some of the courses listed in section 2.4. These faculty are listed below.

**Table 5. Kinesiology Faculty**

<b>NAME</b>	<b>DEPARTMENT/PROGRAM</b>	<b>AREAS OF EXPERTISE</b>
Joseph Berning, PhD, CSCS	KinD/Kinesiology	Exercise physiology, applied and functional strength and conditioning
	Courses in Program	SPMD 6350-Advanced Exercise Physiology
	Rank	Professor, Kinesiology Program Director
Phillip Post, PhD	KinD/Kinesiology	Sport and Exercise Psychology, Skill Acquisition, & Motor Behavior
	Courses in Program	SPMD 5510 - Psychology of Sport
	Rank	Associate Professor, Department Head
Sang-Rok Lee, PhD	KinD/Kinesiology	Oxidative stress and inflammation in muscle aging, nutritional supplements in physical function
	Rank	Assistant Professor
Jemin Kim, PhD	KinD/Kinesiology	Biomechanics
	Courses in Proposed MSAT Program	SPMD 5410 Biomechanics - elective
	Rank	Assistant Professor
Chris Aiken, PhD	KinD/Kinesiology	Motor learning, Skill Acquisition, Motor Behavior
	Courses in Program	SPMD 5550 -Skill Acquisition - elective
	Rank	Assistant Professor
Shon Meyer, MS	KinD/Kinesiology	Exercise science, human performance assessment, longevity promotion.
	Courses in Proposed MSAT Program	SPMD 5350 Strength and Conditioning - elective
	Rank	Assistant College Professor

**5.2. LIBRARY AND CURRICULAR RESOURCES**

**5.2.1. LIBRARY RESOURCES**

A library needs assessment has been completed by NMSU library personnel in preparation for this proposal and indicates that there is currently subscription to nine databases relevant to Athletic Training. The assessment further indicates increased need in the form of an additional database due to the introduction of research-intensive courses. However, this proposal is for a professional degree, which does not include an intensive research component as compared with those programs requiring a thesis preparation. The current AT faculty believes the current library resources are adequate to launch the proposed MSAT, although the library proposal calls for an additional annual allocation of \$4,652.00 to support journal subscriptions and the



acquisition of reference materials. See Appendix C for the complete library assessment. If additional resources are available from the department, college, or university to cover these annual costs, the additional journal subscriptions and library support will be requested. However, the current proposal does not include these new library costs in the budget to limit expenses related to starting the new program. As new revenues become available the program will revisit these library costs.

**5.2.2. CURRICULAR RESOURCES**

The program will require additional equipment and supplies to meet new educational standards as set forth for the Master’s professional degree program by CAATE. New standards of practice will require new equipment for instructional needs in areas such as suturing, injections, medical assessment and therapeutic interventions. Additionally, there are increased data tracking needs for compliance with accreditation and electronic tracking software to assist students and program administrators will be necessary. Estimated cost of equipment for instructional needs and technology start-up funds is \$55,025. These discipline specific needs are outlined in section 5.4 with a full equipment list and costs provided in Appendix D.

**5.3. PHYSICAL FACILITIES**

The facilities available to the department of KinD are adequate to support the proposed MSAT program at this time. The department has several instructional and laboratory spaces that are available in the Delamater Activity Center, the Fulton Athletic Center, and Rentfrow Hall (see Table 6 for a review). In addition, the clinical focus of the proposed MSAT program dictates that a considerable amount of student clinical education be conducted in community settings and will therefore be dependent upon the collaborative partnerships with athletic trainers, other healthcare providers, healthcare facilities, and school districts. These partnerships have already been established as part of our undergraduate program and therefore, will transfer into a graduate program. Currently we have collaborations with Las Cruces Public School, Gadsden Independent School District, Burrell College of Osteopathic Medicine (BCOM), Aggie Health and Wellness Center, Dr. William Baker, Del Valle Physical Therapy, Southwest Sport and Spine (dba Fyzical), and Las Cruces Orthopedic Associates.

**Table 6. Facilities available for use by the MSAT**

Room	Building	Sq. footage	Research/Instruction	Condition
Classroom 213	Fulton Athletic Center	800	I	Satisfactory
Neuro-mechanics Lab	Activity Center	1400	R	Good
Motor Behavior Lab	Activity Center	1400	R	Good
Applied Exercise Physiology Lab	Rentfrow	800	R/I	Satisfactory
Lab 100	Rentfrow	600	I	Good

**5.4. EQUIPMENT AND TECHNOLOGY RESOURCES**

The Department of KinD has adequate computing hardware and software resources. The availability of specialized equipment utilized in the field of Athletic Training is inadequate, and will need to be improved by the addition of specialized equipment as educational and professional standards continue to change.

- **Computers**

The Department has access to two student computer labs, both of which are maintained by the College of Education. There a larger 25-station labs in O'Donnell Hall. Moreover, the College of Education maintains a plan within its operating budget to keep computer labs current, with a target life span of five years before replacement.

- **Software**

The COEd and KinD presently hold satisfactory number of licenses to support basic computing and statistical support. Specialized software needs are related to equipment needs and are therefore implied in the description of discipline-specific equipment in Appendix D. Additional software for electronic tracking is required to meet the growing volume of data collection demands by CAATEE. An initial start-up fee for tracking software of \$4,500 has been outlined in the detailed budget. After which the licensing fees for this software will be paid for through a combination of course fees and departmental operation budget dollars. Students will be charged a fee because the software will enable them to create and maintain a portfolio of their work in addition to tracking their clinical experiences for program assessment and compliance with accreditation. Preceptors and administrators will also be able to utilize this software increasing the compliance with mandatory data collection and reducing the hours currently required to manually track data.

- **Discipline-Specific Equipment**

The Department of KinD presently owns a number of instruments that are of critical importance to provide adequate training of Athletic Training students. However, the proposed program will require additional equipment, technology and supplies to meet new CAATE educational standards. A detailed list of equipment needed and costs associated is included in Appendix D, and the initial one-time cost associated with this new equipment is \$55,025. This one-time cost is dispersed over the first three years of the program.

### 5.5. ADMINISTRATIVE STRUCTURE

The Master of Science in Athletic Training program will be administered within the Department of Kinesiology and Dance. The Program Director for the Masters of Science in Athletic Training (PD-MSAT) has responsibility for oversight of all aspects of the MSAT program including maintaining compliance with CAATE accreditation standards and curriculum development. The PD-MSAT, in consultation with the Clinical Education Coordinator (CEC) and KinD Department Head, will be responsible for selecting students for admission to the MSAT.

Generally, the program will have relationships with the Deans of the appropriate college/school, the Department Head of the home department, the AT Program Director and Clinical Education Coordinator, and finally faculty who are associated with the program, directly through AT and ancillary programs (e.g., Kinesiology, See figure).



*Figure 1 Administrative Structure*

## 6. SUMMARY OF COSTS AND BENEFITS

### 6.1. PROJECTED COSTS

Projected costs for the initial start-up of the MSAT program include new discipline specific equipment (\$55,025). Additional ongoing costs include changing the Program Director (PD-MSAT) position and the administrative assistant to 12-month contracts at a cost of approximately \$17,539, and \$3,894 respectively. The summary of costs are outlined in detail below.

#### 6.1.1. ADDITIONAL FACULTY NEEDED FOR THE PROGRAM

At this time, there are sufficient core faculty in place to establish the MSAT program. We also meet the CAATE accreditation standards for the number of AT faculty dedicated to this program. As the program grows and accreditation standards change, the MSAT may require the addition of more core faculty to support larger numbers of graduate students and an expanded research agenda. However, it is anticipated that the additional graduate credit hours generated by additional students will cover the cost of adding any new faculty to the program.

#### 6.1.2. CHANGES TO CURRENT FACULTY APPOINTMENTS

Due to the accelerated nature of the MSAT program, which will require 60 credit hours of instruction over a 24-month period, it being requested that the Program Director (PD-MSAT) current 9-month contract be changed to a 12-month contract. This change is being requested for two primary reasons. First the acceptance, orientation and onboarding of new graduate students will occur during the summer sessions. The program director will handle a majority of the responsibilities associated with onboard new students into the master program. Secondly, throughout the summer the program director will teach courses, provide supervision, and additional clinical experiences to students in the professional program. The duties outline above requires administrative oversight by the PD-MSAT. This request is in line with other college coordinators in the College of Education. For example, the department of Communication Disorders employs a 12-month clinical coordinator to work with and oversee students during the summer months. Estimated cost associated with additional salary for a 12-month contract for the program director is \$17,539.

#### 6.1.3. ADDITIONAL STAFF NEEDED FOR THE PROGRAM

Administrative support during the summer months is being requested due to the processing of incoming students. Additional funding to have a 12-month, half-time administrative assistant is estimated at \$3,894. See Table 7 for additional faculty/staff needs for the proposed MSAT program.

**Table 7. Additional faculty needs**

Additional Faculty	Estimated Recurring Yearly Costs
12-Contract for Program Director	\$17,539
12-Month half time Admin Assistant	\$3,894
<b>Total</b>	<b>\$21,433</b>

#### 6.1.4. ADDITIONAL LIBRARY RESOURCES NEEDED FOR THE PROGRAM

The proposed program is a professional Master's degree program, and therefore additional library resources are not as extensive as it may be for a research-intensive Master's degree program. As stated previously, the library assessment identified the MSAT would require an annual allocation \$4,652.00 to support journal

subscriptions and the acquisition of reference materials. As mentioned previously, the current proposal will not be requesting these library funds initially. This decision was made to limit the overall amount of expenses that will need to be allocated to start the Master’s program. These costs will be revisited once the program is running at full capacity. For the full library assessment, please see Appendix C.

**6.1.5 ADDITIONAL FACILITIES, EQUIPMENT AND TECHNOLOGICAL RESOURCES**

**Facilities.** The facilities available to the department of KinD are adequate to support a MS program in Athletic Training at this time with the exception of the need for additional equipment (needs highlighted in the next section). As the MSAT program grows, it may require future enhancements to current facilities to meet changing standards as set forth by our accrediting body.

**Equipment.** Additional equipment necessary to meet classroom/lab instructional needs are outlined in Appendix D. The total, along with technology requirements, represent a one-time amount that equals \$55,025. This start-up amount will be phased in over a three-year period and costs will be shared between the Provost’s Office, the College of Education and the Department of Kinesiology and Dance. See appendix D for a detailed breakout of start-up expenses and sources.

**Technological.** The equipment list provided in Appendix D also includes several technological teaching tools specifically designed to fulfill curricular requirements as outlined by our accrediting body, and equipment for completing the transition to a dual class/lab space. Costs for these are included in the Equipment analysis above.

**6.1.6 NEW GRADUATE ASSISTANTSHIPS NEEDED TO SUPPORT THE PROGRAM**

Because this is a non-research professional degree, no new graduate assistantships will be needed to support the MSAT program.

**6.2. PROJECTED BENEFITS**

**6.2.1. FINANCIAL BENEFIT**

Table 8 illustrates the total expected revenues in terms of tuition and fees estimated based on an average enrollment of 30 credits per year for in-state students (\$319.60 per credit hour in tuition and fees).

**Table 8. Estimated revenue generation**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
FTE ENROLLMENT (NEW)	10	20	24	30	32
Projected Annual Student Credit Hours Generated	300	600	720	900	960
<b>ESTIMATED REVENUE GENERATION</b>					
Tuition & Fees Generated (in-state resident rate of \$316.60 per grad SCH)	\$95,880	\$191,760	\$230,112	\$287,640	\$306,816

### **6.2.2. BENEFITS TO THE STATE OF NEW MEXICO**

The proposed MSAT program will impact the economy of the State in two distinct ways. First, the program will assist the state in meeting labor force demands in healthcare, and second, the program will be instrumental in the promotion of health behaviors through the delivery of new knowledge, technologies and methodologies for improving healthcare. This will improve health outcomes and reduce healthcare costs for the state of New Mexico.

**Improve Healthcare Delivery and Outcomes.** The addition of a graduate level professional program in Athletic Training will have a significance impact on the delivery and outcomes of healthcare to the athletic and active residency living in the state of New Mexico, and the entire nation. Health care reform has urged physician clinics and hospitals to pursue the most cost-effective means of patient care. By employing athletic trainers (ATs), clinics and hospitals are able to capitalize on the clinical efficiencies of ATs. Athletic Trainers, when used effectively, can increase patient care cycles, improve patient satisfaction and help the physician have a better work/life balance (nata.org, 2018).

## **7. ASSESSMENT OF OPERATIONS AND IMPACT**

The MSAT program will conduct regular, ongoing assessments of learning outcomes and provide detailed annual reports to the CAATE as required for maintenance of accreditation.

### **7.1. EVALUATION AND ASSESSMENT**

The MSAT will monitor the following outcomes:

- Enrollment, retention, and degree completion (after first 2 years)
- First time passing rate on the Board of Certification for Athletic Trainers Exam
- Individual student records including completion of courses, GPA, and annual progress towards degree
- Student-learning outcomes associated with program of study
- Student exit surveys will be administered prior to commencement to ascertain student perspectives on strengths and areas of growth for program, and institutional supports
- Initial appointment following degree completion
- Alumni surveys will be administered to gain additional information from recent graduates

Please see Appendix C for the comprehensive student learning outcome assessment plan

## **8. ACCREDITATION**

In order for NMSU to continue to offer a professional degree program in Athletic Training, the program must be offered at the graduate level. The degree level requirement is part of the current CAATE education standards, which reads, "CAATE accredited professional Athletic Training programs must result in the granting of a master's degree in Athletic Training. The program must be identified as an academic Athletic Training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution." (CAATE, 2018).

### **8.1 CAATE standards pertaining to Program Director and Clinical Education Coordinator**

**Standard 37:** The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:

- An earned doctoral degree (see annotation 2 below)
- Contemporary expertise in the field of athletic training
- Certification and good standing with the Board of Certification
- Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice as an athletic trainer
- Scholarship
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level

**Annotation 1:** The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.

**Annotation 2:** Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.

**Standard 39: The coordinator of clinical education** is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:

- Contemporary expertise in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice in athletic training

**Annotation:** The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.

### **Relevant Definitions:**

**Contemporary expertise:** Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

**Core faculty:** Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed. A core faculty member must be an athletic trainer or physician.

**Scholarship:** Scholarly contributions that are broadly defined in four categories.

- Scholarship of discovery contributes to the development or creation of new knowledge.
- Scholarship of integration contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- Scholarship of application/practice applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- Scholarship of teaching contributes to the development of critically reflective knowledge associated with teaching and learning.

## 9. TRANSITION TIMELINE

The Bachelor's AT program (BSAT) will be phased out prior to beginning the MSAT program due to the lack of instructional space and faculty availability to teach both degree programs.

The proposed timeline for this is as follows:

- May 2021 – last BSAT cohort accepted
- Spring 2023 – recruitment for MSAT beginning in July 2024
- Dec 15<sup>th</sup>, 2023 applications due to graduate school for admission to NMSU
- Spring 2024 – applications open for the inaugural MSAT class (graduate school acceptance, followed by AT program acceptance)
- May 2024 – last BSAT cohort graduates
- May or July 2024 – first MSAT cohort begins online classes
- August 2024 – first MSAT cohort reports to campus for program
- May 2025 – accept second cohort for MSAT
- May 2026 – first MSAT cohort graduates

## 10. COURSE DESCRIPTIONS

Core Courses:

*SPMD 4805 Emergency Response - 2 cr.* Comprehensive approach to the identification of risk factors, preparation of emergency action plans, and recognition and care of emergency medical conditions including those that may lead to sudden death. This is a hybrid course combining online instructional components and clinical skills experience including clinical safety (blood-borne pathogens, ECC, first-aid, etc), and on-field emergency management.

*SPMD 5005 Foundations of Athletic Training - 3 cr.* This course provides an introduction to clinical decision making and covers standard techniques and procedures for the evaluation and diagnosis of musculoskeletal injuries and common illnesses, injury prevention concepts, documentation and management.

*SPMD 5050 Clinical Education I -3 cr.* Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.

*SPMD 5120 Lower Extremity Injury Evaluation & Treatment + Lab- 4 cr.* This course provides a comprehensive approach to the Pathomechanics, clinical examination, diagnosis, role of clinical outcome measures and appropriate medical referral and treatment of orthopedic injuries and other conditions to the lower extremity.

*SPMD 5150 Clinical Education II - 3 cr.* Integration of clinical competencies with classroom

instruction and a supervised field based experience in athletic training to link theory into practice.

*SPMD 5180 Therapeutic Interventions I - 4 cr.* Study of physical rehabilitation theory and techniques used as therapeutic intervention for orthopedic injuries and conditions.

*SPMD 5205 Evidence Based Practice - 2 cr.* This course investigates the concepts of evidence-based practice as it relates to musculoskeletal assessment, diagnosis and therapeutic interventions with a primary focus on clinician- and patient-oriented outcome measures and appropriate referral decisions. Students will explore primary literature focused on clinical questions related to a comprehensive approach to injury evaluation.

*SPMD 5220 Upper Extremity Injury Evaluation & Treatment + Lab 4 cr.* This course provides a comprehensive approach to the Pathomechanics, clinical examination, diagnosis, role of clinical outcome measures and appropriate medical referral and treatment of orthopedic injuries and other conditions to the upper extremity.

*SPMD 5250 Clinical Education III - 3 cr.* Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice.

*SPMD 5280 Therapeutic Interventions II - 4 cr.* A detailed study of the physiological effects, indications, contraindication, dosage, and maintenance of modern therapeutic devices related to the treatment and rehabilitation of orthopedic injuries and conditions.

*SPMD 5310. Inferential Statistics- 3 cr.* Statistical concepts and methods basic to experiential research to include normal distribution, z-tests, t-tests, analysis of variance and regression analysis. An understanding of sport and exercise science theory is required for students enrolling in this course.

*SPMD 5510. Psychology of Sport – 3 cr.* Development of coaching techniques to enhance sport performance based on understanding and use of psychological principles.

*SPMD 6005 AT Research I - 2 cr.* Instruction and development of research skills through the study of published reports and readings in athletic training and related fields.

*SPMD 6010 Org & Admin in AT - 2 cr.* Organization and administration of athletic training services including management, leadership, financial, human resources, facility, information technology and risk management.

*SPMD 6020 Head/Neck/Spine Injury Evaluation & Treatment - 3 cr.* This course provides a comprehensive approach to the Pathomechanics, clinical examination, diagnosis, role of clinical outcome measures and appropriate medical referral and treatment of orthopedic injuries and other conditions to the head, neck and spine.

*SPMD 6050 Clinical Education IV - 3 cr.* Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice.

*SPMD 6110 Professional Preparation - 3 cr.* Knowledge and skills for successful pursuit of athletic training credentials, employment and continuing professional competency; emphasis on current topics and issues contributing to the professional preparation of athletic training.

*SPMD 6150 Clinical Education V - 3 cr.* Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice.

*SPMD 6280 General Medical Cond & Therapeutic Medications - 3 cr.* Pathophysiology, assessment, and appropriate intervention and referral for general medical conditions and disabilities; common diagnostic tests and imaging assessment tools including commonly used therapeutic medications.

*SPMD 6999 Capstone Project - 3 cr.* Students will prepare an individualized capstone project



#### Elective Courses:

*SPMD 5350. Principles of Strength and Conditioning* - 3 cr. Application of research, theory, and methods of high-intensity, resistance training. Performance-specific topics include management, nutrition, exercise prescription, periodization, lifting techniques, testing, and evaluation. Course emphasizes standards set forth by the National Strength and Conditioning Association preparing students interested in sitting for the NSCA certification examinations.

*SPMD 5410. Biomechanics* - 3 cr. The application biomechanical analysis of human movement as it relates to clinical proficiencies through the use of anatomical, mechanical and electrical concepts

*SPMD 5550. Skill Acquisition and Performance* – 3 cr. Behavioral and physiological examination factors that influence the acquisition and performance of motor skills.

*SPMD 6350. Advanced Exercise Physiology* - 3 cr. Detailed study of the integrated response of neuromuscular, cardiovascular and respiratory systems to acute and chronic exercise, nutrition and environmental conditions with a strong emphasis on laboratory experience.

## 11. REFERENCES

Bureau of Labor Statistic (2017). Retrieved from Bureau of Labor Statistics:

[www.bls.gov/oes/2017/may/oes299091.htm](http://www.bls.gov/oes/2017/may/oes299091.htm)

CAATE. (2018, January 9). Retrieved from 2020 Standards for Accreditation of Professional Athletic Training Programs: <https://caate.net/wp-content/uploads/2018/09/2020-Standards-for-Professional-Programs-copyedited-clean.pdf>

CAATE. (2018, January 9). Retrieved from 2020 Standards for Accreditation of Professional Athletic Training Programs: <https://caate.net/wp-content/uploads/2018/09/2020-Standards-for-Professional-Programs-copyedited-clean.pdf>

CAATE. (2019, August 6). CAATE. Retrieved from <https://caate.net/search-for-accredited-program/>

CAATE analytics report. (2016-2017, December). Retrieved from 2016-2017 CAATE analytics report: <https://caate.net/wp-content/uploads/2018/09/2016-2017-CAATE-Analytics-Report1.pdf>

Census.gov. (2018, December 5). Retrieved from <http://2010.census.gov/2010census/data/>

Dhaliwal, M. &. (2018, January 17). *Council of Graduate Schools Strategic Consultation Report - NMSU*.

Indeed. (2018, December 5). Retrieved from <https://www.indeed.com/q-Certified-Athletic-Trainer-jobs.html>

NATA. (2018, September). Retrieved from <https://www.nata.org/sites/default/files/ethnicity-demographic-data-spect-2018.pdf>

nata.org. (2018, December). Retrieved from <https://www.nata.org/sites/default/files/financial-impact-ats-physician-practice.pdf>

*Occupational Outlook Handbook, Athletic Trainers*. (2018, November 19). Retrieved from Bureau of Labor Statistics, U.S. Department of Labor, : <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

oia.nmsu. (2018, December 5). Retrieved from <https://oia.nmsu.edu/>

## APPENDIX B

### STUDENT LEARNING OUTCOME ASSESSMENT PLAN

#### NMSU-Athletic Training Program Comprehensive Assessment Plan

The mission of the New Mexico State University Athletic Training Program (ATP) is to graduate students that practice Athletic Training using an evidence-based approach that incorporates patient values in a variety of healthcare settings. Students are provided a learning environment that includes classroom, laboratory and clinical education, along with research, and professional growth opportunities that prepare them for The Board of Certification (BOC) examination and entry into the Athletic Training profession.

#### **Program Outcome (PO) Goal #1:**

The AT Program will prepare students to effectively challenge the BOC examination.

#### **Objectives (Indicators):**

PO 1.1 First time pass percentage on the BOC exam by cohort

PO 1.2 First time pass percentage on the BOC exam by 3-year aggregate

#### **Benchmarks:**

PO 1.1 70% first-time pass percentage per cohort.

PO 1.2 70% first-time pass percentage per 3-year aggregate.

#### *Evaluated:*

*PO 1.1 Annually by Program Director*

*PO 1.2 Annually by Program Director*

#### **Program Outcome Goal #2:**

The AT Program prepares students for entry-level careers in Athletic Training.

#### **Objectives (Indicators)**

PO 2.1 Average score by domain on the BOC exam

PO 2.2 Demonstrate favorable evaluation on senior exit survey

PO 2.3 Demonstrate favorable evaluation on alumni survey

#### **Benchmarks:**

PO 2.1 Average score by domain for students sitting for the BOC exam will be within  $\pm$  1SD of the national average.

PO 2.2 Likert scale averages  $\geq 3$  on each quantitative item

PO 2.3 Likert scale averages  $\geq 3$  on each quantitative item

#### *Evaluated:*

*PO 2.1 Annually by Program Director*

*PO 2.2 Annually by Program Director*

*PO 2.3 Every 2 years (summers 2018, 2020, 2022, etc.) by Program Director*

**Program Outcome Goal #3:**

Provide a curriculum that exceeds accreditation standards and provides students with opportunities for increased patient care responsibility.

**Objectives (Indicators):**

- PO 3.1 Required knowledge, skills and abilities are delivered (competency matrix)
- PO 3.2 Faculty/instructors effectively deliver the curriculum (faculty course evaluations)
- PO 3.3 Preceptors effectively instruct and supervise students (student evaluations of preceptors)
- PO 3.4 Program uses quality clinical sites (CEC/PD conduct clinical site evaluations)

**Benchmarks:**

- PO 3.1 Competency matrix demonstrates all required content covered
- PO 3.2 Faculty/instructors score 3.5 or higher on teaching evaluations and no negative patterns/themes in qualitative feedback
- PO 3.3 Preceptors receive an overall score of 3.5 or higher on end of semester evaluations and no negative patterns/themes in qualitative feedback
- PO 3.4 Clinical site meets/exceeds program evaluation criteria

**Evaluated:**

- PO 3.1 After each curricular revision or revision of educational competencies by Program Director and faculty*
- PO 3.2 Annually by department head with individual faculty during scheduled performance evaluations*
- PO 3.3 End of each semester – reviewed by Clinical Education Coordinator*
- PO 3.4 Annually by Clinical Education Coordinator*

**Student Learning Outcome (Goal) #1:**

The AT Program will help students gain mastery of the knowledge and skills needed to be an athletic trainer.

**Objectives (Indicators):**

- SLO 1.1 Students will demonstrate satisfactory progress in the program curriculum (major and cumulative GPA and individual course grades)
- SLO 1.2 Students will demonstrate satisfactory progress in their clinical skills, attitudes and values. (Preceptor Evaluation of Student)
- SLO 1.3 Students will demonstrate progressive mastery of clinical skills and abilities (CP and CIP manuals)

**Benchmarks:**

- SLO 1.1a 90% of Athletic Training Students (ATS)  $\geq$  3.2 major GPA
- SLO 1.1b 90% of ATS  $\geq$  3.0 cumulative GPA
- SLO 1.1c 90% of ATS have B or better in all major courses
- SLO 1.2 All ATS demonstrate progression in their clinical performance compared to previous evaluations and demonstrate clinical skills appropriate for their developmental level.
- SLO 1.3 80% of ATS score a 2 or higher on first attempt of Clinical Proficiency assessments.

*Evaluated:*

*SLO 1.1a-c End of each semester by Program Director*

*SLO 1.2 Mid- and end-of-semester by Clinical Education Coordinator/Program Director*

*SLO 1.3. Each semester by Program Director*

**Student Learning Outcome (Goal) #2:**

Students will be introduced to and demonstrate the Foundational Behaviors of Professional Practice for athletic trainers.

**Objectives:**

SLO 2.1 ATS recognize the primacy of the patient.

SLO 2.2 Utilize a team approach to the practice of Athletic Training.

SLO 2.3 Practice in a legally competent manner.

SLO 2.4 Comply with the NATA Code of Ethics and the BOC's Standards of Professional Practice

SLO 2.5 Use evidence-based practice as a foundation for the delivery of care.

SLO 2.6 Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.

SLO 2.7 Advocate for the profession of Athletic Training, demonstrating honesty, integrity, compassion, empathy, and effective communication with the patient and others.

**Benchmarks:**

*SLO 2.1-2.7 80% of ATS score  $\geq$  4.0 on evaluation item in the preceptor evaluation of the student using rubrics that meet CAATE accreditation standards. Currently we do this for our undergraduate program and plan to continue this for our graduate program.*

*Evaluated: Annually by Clinical Education Coordinator/Program Director*

**Student Learning Outcome (Goal) #3:**

Students will demonstrate competence in the educational content areas necessary for the practice of Athletic Training.

**Objectives:**

SLO 3.1. Student demonstrates knowledge and ability to apply current best practices in acute care, diagnosis and treatment of injuries and illness.

SLO 3.2. Student develops and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their patients' overall health and quality of life.

SLO 3.3. Student demonstrates strong clinical examination skills in order to accurately diagnose and effectively treat the patient.

SLO 3.4. Student demonstrates the knowledge and skills in order to evaluate and provide immediate management of acute injuries and illnesses.

SLO 3.5. Based on the assessment of the patient's status and with consideration of the stages of healing and goals, the student develops a therapeutic intervention designed to maximize the patient's participation and health-related quality of life.

SLO 3.6. Student demonstrates the ability to recognize patients exhibiting abnormal social, emotional, and mental behaviors and determine the appropriate intervention and/or referral.

SLO 3.7. Student demonstrates an understanding of healthcare administration and the ability to apply these concepts to the healthcare system.

SLO 3.8. Student demonstrates an understanding of the importance and responsibility of continued professional development as a member of the healthcare system.

**Benchmarks:**

SLO 3.1-3.8. 80% of ATS will score  $\geq 2$  on the first attempt of associated clinical skills assessments.

SLO 3.1. 80% of ATS will score  $\geq 80\%$  on writing assignments, presentations, and/or research projects.

SLO 3.3. 80% of students will score  $\geq 80\%$  on their first attempt for all practical examinations.

SLO 3.4. 80% of students will score  $\geq 80\%$  on their first attempt for all practical examinations.

SLO 3.5a. 80% of students will score  $\geq 80\%$  on their first attempt for all practical examinations.

SLO 3.5b. 80% of students will score  $\geq 80\%$  on their rehabilitation project.

SLO 3.6. 80% of students will score  $\geq 80\%$  on psychosocial exam questions.

SLO 3.7. 80% of ATS will score  $\geq 80\%$  on administration projects.

SLO 3.8a. 80% of ATS will attend a professional conference by the end of their 2<sup>nd</sup> year in the AT program.

SLO 3.8b. 50% of ATS will present a research project or case study at a professional conference by the end of their 2<sup>nd</sup> year in the AT program.

*Evaluated: Annually by Program Director and Course Instructors*

**Appendix C**  
**Library Assessment Plan**

The following assessment of the NMSU library was requested in late 2017 when planning for the MSAT program at NMSU began. This assessment is adequate for the 2019 MSAT program evaluation.

**ATHLETIC TRAINING, M.S.**  
**NEW PROGRAM PROPOSAL**

**NMSU LIBRARY COLLECTIONS AND SERVICES Assessment**

---

**LIBRARY STATEMENT**

NMSU Library's ongoing fiscal constraints present a challenge for providing resources to support scholarly and professional work. Nationwide, academic research libraries are struggling to offset annual inflation costs associated with the acquisition of library research materials. NMSU Library has experienced sustained budget compression over the past decade, a trend that shows no indication of slowing down or reversing. As a result, the Library is falling further and further behind in its ability to acquire research information and is increasingly dependent upon other research libraries and content providers to meet users' needs. Every year NMSU Library reduces the number of resources available to support academic programs. Since 2005, the Library has had extremely limited funding to establish basic, core collections for established academic programs as well as new programs that have been formally approved.

Information on a broad range of NMSU Library resources including building hours and collections can be found online at <http://lib.nmsu.edu>.

**I. SCOPE OF ASSESSMENT**

This report provides an assessment of NMSU Library collections, services, and programs and an analysis of the Library's ability to support the information needs of a proposed Master of Science in Athletic Training in the Department of Kinesiology & Dance.

<b>ATHLETIC TRAINING RELATED SUBJECT AREAS</b>		
<b>Division</b>	<b>Category</b>	<b>NMSU Holdings</b>
Health Professions & Public Health	Health Professions, Practice of Medicine & Public Health	15,408
Medicine	Human Anatomy	114
	Physiology	2,046
	Public Health, Public Aspects of Medicine [Emergency Medical Services, Personal Health, Preventive Health]	1,123
	Special Situations & Conditions [Sports Medicine]	117
Medicine by Body System	Musculoskeletal System	561
	<b>TOTAL</b>	<b>19,369</b>

## II. ASSESSMENT OF COLLECTIONS SUPPORTING ATHLETIC TRAINING

Athletic Training is an interdisciplinary field. Materials used by students and faculty in Athletic Training fall into different areas in the OCLC subject conspectus and in the Library of Congress classification system. NMSU Library holdings for Athletic Training-related subjects are shown in the table below.

### Comparisons of Athletic Training Holdings NMSU & Selected Peers

Northern Arizona University (NAU), Oklahoma State University (OSU), and Weber State University (WSU) all offer similar master's degree programs. New Mexico State University (NMSU) and the University of New Mexico (UNM) are both examining the potential transition from bachelor's degree programs to master's programs. In 2017 schools were identified the peer institutions utilized in this assessment.

#### Monograph Collections Comparisons for Select Peer Institutions

Institution	Total Holdings	Athletic Training Holdings	Athletic Training as Percent of Total Holdings	Athletic Training Holdings Unique to NMSU
NMSU	1,273,871	19,369	1.52%	---
NAU	1,683,083	27,391	1.63%	13,547
OSU	4,054,904	54,668	1.35%	10,844
UNM	3,919,422	38,461	0.98%	10,279
WSU	1,708,228	25,570	1.50%	14,372

### Research Databases

Access to journal titles is primarily provided through research databases. NMSU Library subscribes to 9 databases relevant to athletic training including: *CINAL Complete*, *Cochrane Library*, *ERIC*, *MEDLINE*, *Physical Education Index*, *Physical Therapy and Sports Medicine Collection*, and *PsycINFO*.

Additionally, databases such as *Academic Search Premier* and *Web of Science* are useful databases for many academic disciplines.

#### NMSU Library Database Usage

Database Name	Uses Per Year			
	2014	2015	2016	Total
PsycINFO	295,411	183,392	29,411	508,214
ERIC	185,589	127,497	9,731	322,817
CINAHL Complete	30,748	27,067	20,752	78,567
MEDLINE	1,168	189	100	1,357

Physical Therapy and Sports Medicine	77	88	147	312
ProQuest Deep Indexing: Physical Education	45	43	--	88

Usage of the athletic training-related database *Physical Therapy and Sports Medicine Collection* increased 90% from 2014 to 2016. However, usage of other related databases has decreased significantly. NMSU Library does not currently subscribe to *SPORTDiscus*, a prominent athletic training-related database provided by EBSCO. *SPORTDiscus* also comes in a full-text version, which is preferred. *SPORTDiscus* full text provides access to more than 670 journals, books, book chapters, and conference proceedings. If the NMSU Library were to purchase this additional resource, the first year cost would be \$13,444. Per the vendor, the subscription costs would increase approximately 5% each additional year to adjust for inflation.

#### Cost of Acquiring New Athletic Training-Related Databases

Databases for Consideration	Initial Cost	Year 2 Cost	Year 3 Cost
<i>SPORTDiscus</i>	\$4,220	\$4,431	\$4,652
<i>SPORTDiscus with Full Text</i>	\$13,444	\$14,116	\$14,822

#### Serial Holdings Assessment

##### SCImago Journal Rank Indicator

SCImago Journal Rank Indicator is “a measure of a journal’s impact, influence or prestige. It expresses the average number of weighted citations received in the selected year by the documents published in the journal in the three previous years.”<sup>1</sup> In this case, we looked at highest ranked (top 10) journal titles in the subjects of “Sports Science” and “Orthopedics and Sports Medicine.”

Through its databases, NMSU Library provides access to the many of the top ranked Sports Science/Medicine journals including: *Journal of Bone and Joint Surgery*, *Journal of Physiology*, *Sports Medicine*, *British Journal of Sports Medicine*, *Exercise and Sport Sciences Reviews*, and *Skeletal Muscle*. However, NMSU Library individually subscribes to 10 journal titles related to Athletic Training. Titles are listed below along with usage information.

#### Ranked Journal Usage

Journal Title	Uses Per Year				Total
	2013	2014	2015	2016	
<i>Sport, Education and Society</i>	194	38	124	196	552
<i>The American Journal of Sports Medicine</i>	189	--	144	0	333
<i>Journal of Physical Education, Recreation &amp; Dance</i>	32	63	55	71	221

<sup>1</sup> Description of SCImago Journal Rank available from <http://www.scimagoir.com/journalrank.php>.



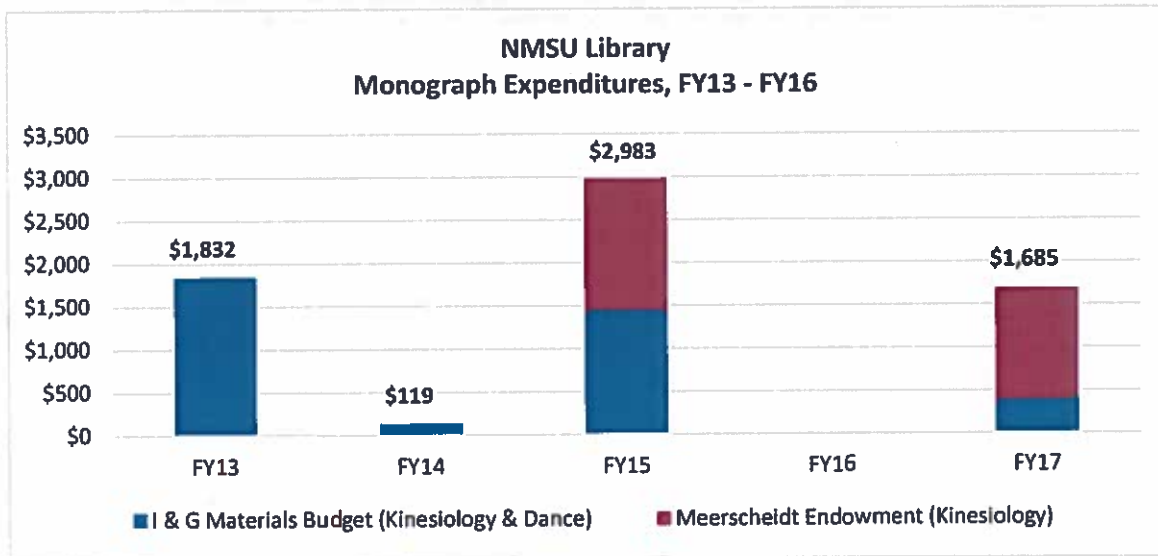
<i>Journal of Strength &amp; Conditioning Research</i>	--	--	73	95	168
<i>International Journal of Sports Medicine</i>	14	43	46	46	149
<i>Medicine &amp; Science in Sports &amp; Exercise</i>	--	--	82	60	142
<i>Journal of Orthopaedic &amp; Sports Physical Therapy</i>	14	44	--	45	103
<i>Journal of Athletic Training</i>	--	--	16	78	94
<i>Quest</i>	19	15	15	26	75
<i>Strength &amp; Conditioning Journal</i>	--	--	15	12	27

The data suggests that usage for athletic training journals for which the NMSU Library directly subscribes is low, ranging from 12 to 196 uses in 2016. Usage may increase with the approval of the master's program and the introduction of new research-intensive courses.

### III. FISCAL TRENDS

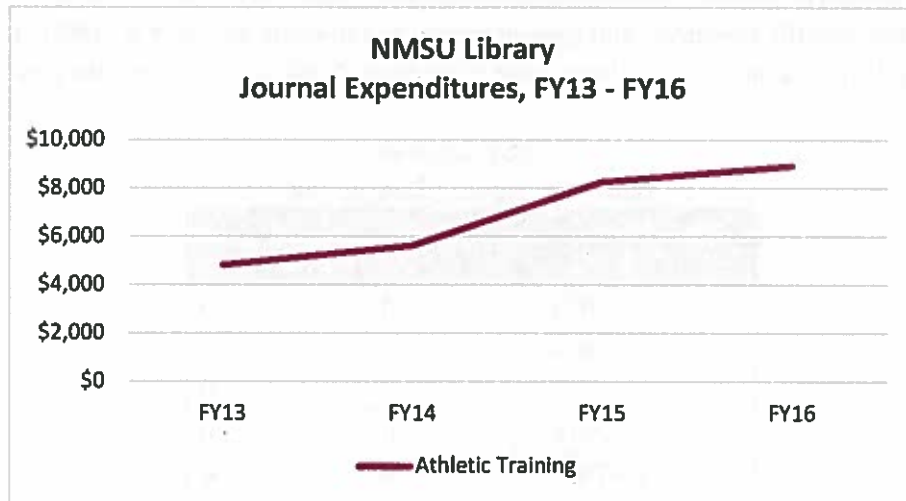
#### Collection trends 2013-present

NMSU Library's materials annual base budget is allocated to the purchase of monographs, serials and electronic databases. During the past 4 fiscal years (FY13 – FY16) the Library spent \$3,393 on monograph purchases (includes books and films) related to Kinesiology & Dance. Anticipated expenditures for FY17 are seen below.



The Meerscheidt Endowment, established in 2014, provides funding for materials supporting kinesiology programs, including athletic training. Using endowment funding, NMSU Library purchased recommended study materials for the Commission on Accreditation of Athletic Training Education's Board Certification Exam. To date, the endowment's expenditures total \$2,838. The endowment helps the Library afford to meet the information needs of the Athletic Training Program. NMSU Library relies on private donor funding to meet the collections needs of this department. In FY13 the I & G budget funded 100% of kinesiology and dance materials. In FY17, I & G only funded 23% of the kinesiology and dance materials.

During the past 4 fiscal years, the Library expended \$27,699 on athletic training-related journal titles for an average annual spending of \$6,925. In 2013 the Library subscribed to only 7 athletic training titles; the Library currently subscribes to 10.



#### IV. SERVICES

##### Information Delivery Services

Information Delivery Services (IDS) provides access to needed research information whether owned by the University, another NMSU campus, or another library/organization. Specific services include Interlibrary Loan, Document Delivery, and courier services to and from faculty and doctoral candidates' offices. IDS also provides electronic or home delivery of materials to distance education students and faculty.

For the period of this review, undergraduate students and faculty in athletic training made an average of 21 requests for document delivery service and an average of 60 requests for inter library loan each year. Usage of Information Delivery Services may increase with the introduction of graduate students and a more research-based curriculum.

**Interlibrary Loan and Document Delivery Usage for Athletic Training**

Fiscal Year	Document Delivery		Interlibrary Loan		Total
	Undergraduate	Faculty	Undergraduate	Faculty	
2013	9	19	66	17	111
2014	8	17	70	15	110
2015	5	21	39	13	78
2016	1	6	5	12	24
				<b>Total</b>	<b>323</b>

**Research Assistance & Instruction.** Specialized research assistance is available to all students and faculty in the College of Education. Researchers can visit the reference desk, call or chat with a librarian

and/or ask questions via email. The current subject specialist for Education regularly provides research consultations for students and faculty.

Library subject specialists provide course-related instruction sessions to discuss research methods, highlight discipline-specific resources, and support course assignments. Records at NMSU Library indicate that no athletic training courses have taken advantage of this service within the past four years.

**NMSU Library  
Athletic Training Instruction**

<b>Academic Year</b>	<b>Instruction</b>	<b>Participants</b>
2013	0	0
2014	0	0
2015	0	0
2016	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>

Additionally, there are no course-level or subject guides associated with athletic training.

**V. RECOMMENDATIONS**

*Currently, the NMSU Library provides access to journals through databases which are adequate for the bachelor's degree in Athletic Training. The Library's ability to provide resources and research support for a Master's degree is not sustainable.* For several years, the Library's materials budget has diminished significantly, particularly the monograph budget. There is no budget to purchase new materials to support the information needs of students and faculty in a masters-level Athletic Training Program.

If the degree proposal Master of Science in Athletic Training is accepted, the NMSU Library encourages faculty in the Athletic Training Program to utilize the Library's instruction program. OSU, NAU, and WSU all have research projects associated with their Master of Science in Athletic Training course curriculum. Assuming a similar course curriculum at NMSU with an emphasis on research, the Library would be a strong potential partner in facilitating instruction on information literacy and the research process.

Additionally, the NMSU Library recommends that faculty in the Athletic Training Program encourage their students to utilize the Library's information delivery services, such as Document Delivery and Interlibrary Loan, when students cannot locate relevant materials in-house. Due to the ongoing budget crisis, the NMSU Library is shifting its position from ownership to access. Examples of this include investing in Information Delivery Services, introducing patron driven acquisitions models, and participating in collaborative archiving projects.

**Appendix D**  
**Program Expenses and Sources**

The following table represents program expenses associated with the MSAT program including start-up equipment, operational dollars, library fees and accreditation fees over the first six years of the program. After the sixth year, the Kinesiology and Dance Department (KinD) and College of Education (COEd) will incur operating costs associated with maintaining the program. Table 1 outlines program expenses related to the proposed MSAT program.

**Table 1. Program expenses**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Start-up	\$18,342	\$18,342	\$18,342	-	-	-
Operational dollars	\$9,700	\$9,700	\$9,700	14,700	14,700	14,700
<b>TOTAL</b>	<b>\$28,042</b>	<b>\$28,042</b>	<b>\$28,042</b>	<b>\$14,700</b>	<b>\$14,700</b>	<b>\$14,700</b>
Expenses Funded by KinD (15%)	\$4,206	\$4,206	\$4,206	\$2,205	\$2,205	\$2,205
Expenses Funded by College of Ed (35%)	\$9,815	\$9,815	\$9,815	\$5,145	\$5,145	\$5,145
Expenses Funded by Provost Office (50%)	\$14,021	\$14,021	\$14,021	\$7,350	\$7,350	\$7,350

**Program start-up funds:** The program start-up funds of \$55,025 will be dispersed over a three-year period (approximately \$18,342 per year). These funds will be utilized to purchase equipment and materials necessary to meet CAATE accreditation. For example, convertible tables, utilized as both work desks and treatment tables during physical skills labs, training models for suturing and IV/venipuncture skills, and devices for taking vital signs and performing physical examinations.

**Operational dollars:** It is anticipated that the program will incur recurring costs each year to run the professional program. Each year the program will pay an accreditation fee of \$5,000 to CAATE. It is anticipated that each year there will be recurring costs associated with servicing equipment and replacing various medical supplies (i.e., modalities calibration, replacing modalities, suturing kits, testing strips and reagents, certifying equipment, etc.) of approximately \$5,200. During year four the operational dollars increase to pay for the annual fees associated with student tracking software of \$4,500. The college and department will need assistance in covering these recurring costs over the first six years of the program. After the first six years KinD and the COEd will work together to cover recurring costs associated with the operational budget.

**Detailed Equipment Costs:** Table 2 describes equipment the program will need prior to initiating the MSAT in order to meet educational standards set forth by CAATE.

**Table 2. New equipment needed at start of MSAT.**

Quantity	Description	Unit Cost	Total Cost
5	Omron 785 Blood Pressure Monitor - Adult	\$137.95	\$689.75
10	Optimum professional aneroid sphygmomanometer - Adult	\$46.95	\$469.50
2	Optimum professional aneroid sphygmomanometer - thigh	\$59.95	\$119.90
2	ADC e-sphyg 2 digital aneroid BP unit	\$496.15	\$992.30
1	FMS test kit + DVD	\$391.95	\$391.95
2	FMS test kit	\$271.95	\$543.90
5	Baseline accuangle goniometer - inclinometer	\$126.15	\$630.75
5	Jamar hydraulic pinch gauge	\$186.85	\$934.25
5	Jamar hydraulic hand dynamometer	\$242.65	\$1,213.25
1	Baseline back/leg/chest dynamometer	\$634.75	\$634.75
5	Schuco 4000 nebulizer	\$42.65	\$213.25
20	Schuco 4000 nebulizer - masks	\$3.25	\$65.00
5	Mannix protein urine refractometer	\$126.25	\$631.25
4	Mannix protein urine refractometer - 1ml graduated pipettes	\$48.95	\$195.80
1	Welch Allyn spot vital signs Lxi	\$5,450.00	\$5,450.00
5	Baseline pulse oximeter	\$45.55	\$227.75
2	Kendall Filac 3000 EZ electronic thermometer	\$293.75	\$587.50
2	55 cm exercise ball	\$34.44	\$68.88
3	65 cm exercise ball	\$38.44	\$115.32
2	75 cm exercise ball	\$41.62	\$83.24
1	6-ball medicine ball tree	\$210.12	\$210.12
1	Cando WaTE balls set	\$98.58	\$98.58
1	Cando vinyl coated kettle bells set	\$160.22	\$160.22
1	Multi-purpose combination weight rack with accessories	\$2,107.08	\$2,107.08
5	Airex Balance pads	\$79.60	\$398.00
3	BOSU Balance trainer	\$178.60	\$535.80
10	DynaDisc	\$42.10	\$421.00
5	DynaDisc 13"	\$42.18	\$210.90
1	DynaDisc Plus 24"	\$71.85	\$71.85
2	Wobble Board Kits	\$336.09	\$672.18
5	BodyBlade Classics	\$122.92	\$614.60
1	ProFitter Rehabilitation System	\$801.40	\$801.40

1	BAPS Board	\$815.98	\$815.98
2	Theraputty set of 6	\$17.64	\$35.28
2	Gel Squeeze balls set	\$24.65	\$49.30
1	Power Web Hand Exerciser Combo, Red/Blue	\$48.53	\$48.53
1	Power Web Hand Exerciser Combo, Green/Yellow	\$48.53	\$48.53
10	Hausmann Combination Treatment Work Table and Desk	\$819.00	\$8,190.00
10	Foot stool	\$58.60	\$586.00
10	Height Adjustable Stool	\$149.00	\$1,490.00
3	Vectra Genysis 4 channel combo system w/ cart and EMG	\$5,629.18	\$16,887.54
5	Shoulder Pulley system	\$31.64	\$158.20
5	Suture practice Arm	\$174.00	\$870.00
3	Iontophoresor unit	\$390.85	\$1,172.55
20	20 in1 Pro Medical Surgical Skin Suture Practice Manipulation Training Model Kit	\$63.95	\$1,279.00
20	Medical Surgical Incision Suture Acupuncture Manipulation Practice Skin Model	\$34.78	\$695.60
5	Life/form® Venatech IV Trainer - Light	\$65.00	\$325.00
5	Life/form® Venatech IV Trainer - Dark	\$65.00	\$325.00
2	Life/form® Advanced Venipuncture and Injection Arm, Light	\$635.00	\$1,270.00
5	Contour Blood Glucose Meters	\$25.49	\$127.45
4	Test Strips for Glucose Meter (50/vial)	\$22.69	\$90.76
		<b>Total</b>	<b>\$55,024.74</b>

## Appendix E

### Catalog Description & Degree Plan/Roadmap



*NOTE: All things in Gray are counted in the total, items indented and in white are listed as "options" to choose from but are not calculated in the total.*

*Master of Science in Athletic Training (MSAT), is a 60-hour hybrid professional graduate degree, designed for students interested in pursuing a career in Athletic Training (AT) and provides a two-year comprehensive exposure to Athletic Training.*

Admission into the MSAT program is a two-stage process. First, applicants must be accepted into the Athletic Training Program (ATP). Secondly, they will have to satisfy requirements of the NMSU Graduate School.

**1. MSAT Admission:** The following are program admission requirements:

Applicants must:

- Hold a baccalaureate degree from an accredited institution (**CAATE requirement**). As stated previously there will also be an option developed for students at NMSU to complete an accelerated program of study. This accelerated option of a 3 + 2 model would allow exceptional students to begin their master's course work during their fourth year of bachelor's preparation, and then complete their master's degree during their fifth year of study at NMSU.
- Write a brief essay regarding their interest in the MSAT program including some description of their interest in pursuing a career in Athletic Training.
- Have completed the following prerequisite undergraduate course work with a C- or better and a cumulative GPA of 3.0 (out of 4.0) or higher (**accreditation course requirement\***):
  - General Biology\*
  - General Chemistry\*
  - Physics \*
  - one year of Human Anatomy and Physiology\* **or**
    - two semesters of combined Anatomy and Physiology or
    - one semester of Anatomy and one semester of Physiology
  - Prevention and Care of Athletic Injuries\* **or** Introduction to Athletic Training
  - one semester Kinesiology/biomechanics\*
  - one semester of Exercise Physiology\*
  - General Psychology
  - Human Nutrition\*
  - Statistics\*
- Provide three forms of recommendation completed by individuals who can speak directly to the applicant's potential success in a professional studies program in Athletic Training.
- Possess a minimum of certification in Basic Life Saving (BLS) from the American Red Cross or the American Heart Association.





**University Student Records Office  
Graduate Level Template**

- Have 50 hours of documented observation/job shadowing in Athletic Training under the supervision of a certified athletic trainer. 1

**2. Graduate School Admission:** Admission to the proposed MSAT program requires admission to the NMSU Graduate School. The Graduate School requires prospective students to possess a bachelor’s degree or an advanced degree from an accredited institution. The program or preparation must be equivalent to that which could be obtained from similar programs at NMSU. Candidates are also required to be proficient in written and spoken English. Once the Graduate School admits a student, a “Certificate of Admission” is issued which must be submitted to the MSAT program in order to enroll.

Requirements		
<i>(subheadings if needed)</i>		
SPMD 4805	Emergency Response	2
SPMD 5005	Foundations of Athletic Training	3
SPMD 5050	Clinical Education I	3
SPMD 5120	Lower Extremity Injury Eval + Lab	4
SPMD 5150	Clinical Education II	3
SPMD 5180	Therapeutic Interventions I	4
SPMD 5205	Evidence Based Practice	2
SPMD 5220	Upper Extremity Injury Eval + Lab	4
SPMD 5250	Clinical Education III 2	3
SPMD 5280	Therapeutic Interventions II + Lab	4
SPMD 5310	Inferential Statistics	3
SPMD 5510	Psychology of Sport	3
SPMD 6005	Athletic Training Research I	2
SPMD 6010	Org and Admin in AT	2
SPMD 6020	Head/Neck/Spine Injury Eval + Tx	3
SPMD 6050	Clinical Education IV	3



**University Student Records Office  
Graduate Level Template**

SPMD 6110	Professional Preparation	3
SPMD 6150	Clinical Education V	3
SPMD 6280	Gen Med Conditions & Ther. Meds	3
SPMD 6999	Capstone Project	3
<b>Total Credits</b>		<b>60</b>

*Footnotes: if needed (add number indicate to courses)*

- 1. Prospective students should contact the program director to obtain the proper form for verification of observation hours.*
- 2. SPMD 5250 is an immersive clinical experience.*



*NOTE: All things in Gray are counted in the total, items indented and in white are listed as "options" to choose from but are not calculated in the total.*

*Master of Science in Athletic Training (MSAT), is a 60-hour hybrid professional graduate degree, designed for students interested in pursuing a career in Athletic Training (AT) and provides a two-year comprehensive exposure to Athletic Training.*

Admission into the MSAT program is a two-stage process. First, applicants must be accepted into the Athletic Training Program (ATP). Secondly, they will have to satisfy requirements of the NMSU Graduate School.

**1. MSAT Admission:** The following are program admission requirements:

Applicants must:

- Hold a baccalaureate degree from an accredited institution (**CAATE requirement**). As stated previously there will also be an option developed for students at NMSU to complete an accelerated program of study. This accelerated option of a 3 + 2 model would allow exceptional students to begin their master's course work during their fourth year of bachelor's preparation, and then complete their master's degree during their fifth year of study at NMSU.
- Write a brief essay regarding their interest in the MSAT program including some description of their interest in pursuing a career in Athletic Training.
- Have completed the following prerequisite undergraduate course work with a C- or better and a cumulative GPA of 3.0 (out of 4.0) or higher (**accreditation course requirement\***):
  - General Biology\*
  - General Chemistry\*
  - Physics \*
  - one year of Human Anatomy and Physiology\* **or**
    - two semesters of combined Anatomy and Physiology or
    - one semester of Anatomy and one semester of Physiology
  - Prevention and Care of Athletic Injuries\* **or** Introduction to Athletic Training
  - one semester Kinesiology/biomechanics\*
  - one semester of Exercise Physiology\*
  - General Psychology
  - Human Nutrition\*
  - Statistics\*
- Provide three forms of recommendation completed by individuals who can speak directly to the applicant's potential success in a professional studies program in Athletic Training.
- Possess a minimum of certification in Basic Life Saving (BLS) from the American Red Cross or the American Heart Association.



**University Student Records Office  
Graduate Level Template**

- Have 50 hours of documented observation/job shadowing in Athletic Training under the supervision of a certified athletic trainer.<sup>1</sup>

**2. Graduate School Admission:** Admission to the proposed MSAT program requires admission to the NMSU Graduate School. The Graduate School requires prospective students to possess a bachelor’s degree or an advanced degree from an accredited institution. The program or preparation must be equivalent to that which could be obtained from similar programs at NMSU. Candidates are also required to be proficient in written and spoken English. Once the Graduate School admits a student, a “Certificate of Admission” is issued which must be submitted to the MSAT program in order to enroll.

Requirements		
<i>(subheadings if needed)</i>		
SPMD 4805	Emergency Response	2
SPMD 5005	Foundations of Athletic Training	3
SPMD 5050	Clinical Education I	3
SPMD 5120	Lower Extremity Injury Eval + Lab	4
SPMD 5150	Clinical Education II	3
SPMD 5180	Therapeutic Interventions I	4
SPMD 5205	Evidence Based Practice	2
SPMD 5220	Upper Extremity Injury Eval + Lab	4
SPMD 5250	Clinical Education III <sup>2</sup>	3
SPMD 5280	Therapeutic Interventions II + Lab	4
SPMD 5310	Inferential Statistics	3
SPMD 5510	Psychology of Sport	3
SPMD 6005	Athletic Training Research I	2
SPMD 6010	Org and Admin in AT	2
SPMD 6020	Head/Neck/Spine Injury Eval + Tx	3
SPMD 6050	Clinical Education IV	3



**University Student Records Office  
Graduate Level Template**

SPMD 6110	Professional Preparation	3
SPMD 6150	Clinical Education V	3
SPMD 6280	Gen Med Conditions & Ther. Meds	3
SPMD 6999	Capstone Project	3
<b>Total Credits</b>		<b>60</b>

*Footnotes: if needed (add number indicate to courses)*

- 1. Prospective students should contact the program director to obtain the proper form for verification of observation hours.*
- 2. SPMD 5250 is an immersive clinical experience.*

# Appendix F

## Letter of Supports



Department of Kinesiology & Dance (KinD)

New Mexico State University

MSC 3M, PO Box 30001

Las Cruces, NM 88003-8001

ppost@nmsu.edu

Phone: 575-646-4075

Fax: 575-646-4065

**TO:** New Mexico Higher Education Department

**THRU:** New Mexico State University

**FROM:** Dr. Phillip Post, Head, Department of Kinesiology and Dance

**DATE:** October 17, 2019

**RE:** Master of Science of Athletic Training (MSAT) proposal

This memo serves as documentation that the Department of Kinesiology and Dance (KinD) is in full support of the proposed MSAT proposal. In 2022 the Commission of Assessment in Athletic Training Education (CAATE) will no longer accredit professional undergraduate programs and will only accredit Masters level professional degree programs. Given this accreditation change the MSAT proposal is required in order to continue the Athletic Training (AT) program at New Mexico State University (NMSU).

The NMSU AT program has had a successful history of placing students in high demands jobs both locally and regionally. Additionally, the program has also been a main stay in contributing to our locally community, as student clinical practicum hours are often spent supporting local high schools and medical facilities (i.e., Mountain View Regional Medical Center, etc.). Both our community and need for healthcare practitioners in our state would be negatively affected if the MSAT proposal is not approved.

This letter also serves as documentation that the department will take on a major role in supporting the program financially. Specifically, the department has agreed to support 15% of all the startup costs associated with the new program (over the first six years). Furthermore, the department will work with the College of Education at NMSU to cover any operating costs after the sixth year of start up support. It is anticipated that these costs will be minimal after year sixth (i.e., equipment maintenance/replacement).

As the department head of KinD I want to reiterate my full support of the MSAT proposal. I know the program will not only benefit the university, but our community and state as well. If you should have any additional questions please feel free to contact me.

Regards,

A handwritten signature in blue ink that reads "Phillip Post".

Phillip Post, Ph.D.



**Southwest Sport & Spine Center, Inc.**  
*"Powerful results to get you BACK into action."* EST. 1999

*Gets*



**FYZICAL**  
Therapy & Balance Centers

October 15<sup>th</sup>, 2019

To Whom It May Concern,

Please allow this letter to offer formal support of a transition of the current Bachelor's Degree in Athletic Training to a professional Master's Degree. We have been in business going on 20 years and have always looked to hire athletic training professionals from the New Mexico State University Program. This is great way to keep local talent local and to support the healthcare needs of the community. It is our intention to continue to seek out quality graduates from the program and hope the move towards a Master's program continues to provide the much needed professionals.

As healthcare evolves and the field of musculoskeletal medicine keeps pace please know that we are fully supportive of the degree transition and the continuation of the NMSU program.

If I can be of further assistance, please feel free to contact me at 575-405-7198.

Respectfully,

David Gallegos

Deputy CEO

2404 S. Locust St. Ste. 5  
Las Cruces, NM 88001  
575-521-4188

1181 Mall Drive Ste. C  
Las Cruces, NM 88011  
575-522-0766

1845 Northwestern Dr.  
El Paso, TX 79912  
915-875-1559



To Whom It May Concern:


In the Spring of 2022, NMSU will take its last cohort of undergraduate students into the athletic program. After that, only a master's degree will be accepted for those wanting to take the national certification examination (BOC exam). This is a huge and positive step in the right direction for the field of medicine.

I have been working with the Las Cruces Public Schools since 1986. Interesting enough, it has been since then that NMSU started their athletic training program with the undergraduate students. From day one, this program has had a significant and positive impact not only with the school district, but with the community as well. The athletic trainers have played a major role in providing the medical services and support needed in the success of all our athletic programs. Currently, we are so lucky to have two athletic trainers at each of our high school. More importantly, we are in our third year of an agreement with Mountain View Hospital. Mountain View agreed to hire an assistant athletic trainer at each of our high schools. They work have day at the hospital and the other half at the high school. It has worked out great. We can now cover all our games, the level of care has increased, and we have established a great relationship with the hospital.

The athletic training program at NMSU has had a major impact in our community. It is incredible when you know that parents feel at ease knowing that their student-athlete is in good hands with our medical staff. More importantly, they know that if hospital care is needed, the relationship between our athletic trainers and doctors has created a safe and prompt transition for the care of our student-athletes. As you know, following with injuries requires physical rehab. Having the ability to provide that rehab at the schools has saved the parents in this community a lot of money. But at the same time, the resources are there for parents to make choices. In addition, having the NMSU program all these years has given the opportunity for those students to graduate and stay in Las Cruces. In fact, most if not all of our current athletic trainers came from the NMSU program. That speaks for itself, and what a great way to give back to the community.

The world of medical care continues to change every day. It is no different in our ever changing Las Cruces community. As stated before, requiring a master's degree to enter in the profession of athletic training is a huge step in the right direction. We have a great opportunity to increase the skill in our already incredible athletic trainers that have come through the NMSU program. The NMSU program has been second to none in all these years. Moving forward with the master's program requirement is a must. And at the end, let's make the NMSU program a national standard.

Thank You,

  
Ernest J. Viramontes  
Executive Director of Athletics  
Las Cruces Public Schools



September 23, 2019

To Whom It May Concern:

The purpose of this letter is to express the support of MountainView Regional Medical Center and MountainView Medical Group for the requested expansion of the NMSU Athletic Training Program to include a Master's level degree. The current minimum entry point into the profession of athletic training is the Baccalaureate level; however, it was recently decided by the AT Strategic Alliance that the minimum professional degree level will be a -Master's, a change to be implemented within the next several years. It is critically important that NMSU be able to offer the required level of degree that its graduates will need to acquire certification and practice their profession.

In the fall of 2016 MountainView Regional Medical Center (MVRMC) entered into an agreement with the Las Cruces Public Schools (LCPS) to support their athletic trainers. In this agreement, MVRMC employs 4 athletic trainers (ATs) and provides one to each of the 4 high schools on a .5 FTE basis. The remaining work effort of each of these athletic trainers is conducted within either the hospital or one of our affiliated clinics. This agreement has proven to be extremely beneficial to both MVRMC and the LCPS schools in numerous ways.

- More athletic events are now being covered
- Care has been improved, due to greater access of the athletes to an Athletic Trainer
- We have effectively improved the efficiency of the LCPS athletic trainers by providing this much-needed assistance.
- MVRMC has added excellent staff members

One of the offshoots of this collaboration is that the Athletic Trainers, employed by MVRMC, demonstrate to our medical personnel how beneficial these professionals can be. Not only do they provide an extremely important service to the athletes, they are also a viable and valuable member of the medical community.

As noted above, it has come to our attention that the athletic training profession will soon increase its minimum professional degree level to a Master's degree. This is an exceptional plan on the part of the profession, one that will insure their continued success in the field of medicine. We use the Athletic Training Education Program at New Mexico State University as our recruiting grounds, and we hope to be able to continue this practice.

As the Chief Executive Officer of MountainView Regional Medical Center, I feel that it is extremely important that the New Mexico State University Athletic Training Education Program be supported in making the transition to a Master level degree program.

Please do not hesitate to reach out if we might be of further assistance in the consideration of this important initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Derrick Cuenca', with a long horizontal flourish extending to the right.

Derrick Cuenca

Chief Executive Officer

Tracking Sheet Political Science New Major 12/1/20

- POLS 2110 Outline
- POLS2110 C & I Form A
- POLS2110 C & I Form B (1)
- POLS 2120 Outline
- POLS2120 C & I Form A
- POLS2120 C & I Form B (1)
- POLS C&I Course Rationale(2120)
- POLS 2130 Outline
- POLS2130 C & I Form A
- POLS2130 C & I Form B (1)
- POLS 2140 Outline
- POLS2140 C & I Form A
- POLS2140 C & I Form B (1)
- POLS 2230 Outline
- POLS2230 C & I Form A
- POLS2230 C & I Form B (1)

*Dr. W. J. Crocker, VPAA*

all approved 12.14.2020

POLS 2110. COMPARATIVE POLITICS  
(DRAFT)

**Course Description:** In this course, we will explore questions in contemporary comparative politics. We will focus on several questions that have long been central to research in comparative politics, including: 1) the challenges for democratization and democratic stability in certain social and economic contexts; 2) how countries vary in their political institutions (e.g. constitutional, electoral, administrative, and party systems) and why these variations matter and 3) what explains the persistence of ethnicity and causes of civil conflict. Country cases will be drawn from different regions of the world to ground students in the set of tools of comparative analysis. The objective is for students to use these tools to further examine the political system and policies of any country. Throughout the semester, we will challenge you to link the “facts” to the larger questions discussed above.

**Requirements and Grading:** The course has an in-class mid-term examination, one 5-7 pages (double-spaced) paper on a topic given by the instructor and a comprehensive final examination. Participation in lectures is required, and is crucial to mastering the materials of the course. You are expected to do the reading for each week and be prepared to discuss the reading. In-class tests will include both objective and essay questions. Students must complete the midterm, the paper, and the final examination to pass the course. Extensions, incompletes, or make-up exams will be given only in *exceptionally pressing* cases and in accordance with university policy. Petitions must be *timely, properly documented, and submitted in writing*. Overall grades in the course will be calculated as follows:

- Short paper (tbd) <sup>[L]</sup><sub>[SEP]</sub>
- Midterm examination (tbd) <sup>[L]</sup><sub>[SEP]</sub>
- Participation in section (tbd)
- Final examination (tbd) <sup>[L]</sup><sub>[SEP]</sub>

**COURSE OUTLINE AND READINGS**

**INTRODUCTION: Why Study Comparative Politics? The Comparative Method**

“Confucius Says: Go East Young Man” *The Washington Post National Weekly Edition*, Nov 27, 1995-Dec 3, 1995 (21-23)

“The Man in the Baghdad Café” *The Economist*, Nov 9, 1996 (23-26) **September 7:**

**What is Democracy?** <sup>[L]</sup><sub>[SEP]</sub>

Lijphart Ch. 1-4

“Democracy? Freedom? Justice? Law? What’s all this?” *The Economist*, Dec 31, 1999

“A Question of Freedom” *The Economist* Mar 8, 2003<sup>[L]</sup><sub>[SEP]</sub>

### **Where Does Democracy Come from?**

Adam Przeworski, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950—1990*. Cambridge: Cambridge University Press: introduction, chs. 1 (pp. 18- 28 only), and 2.

Geddes, Barbara. 2007. “What Causes Democratization?” In Charles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics*. New York: Oxford University Press: ch. 14.

Ellen Lust, “Why Now? Micro Transitions and the Arab Uprisings.” *Comparative Democratization* 9(3): October 2011.

### **Democratization in South Korea and Taiwan**

James Morley ed. 1999. *Driven By Growth*. Armonk, NY: ME Sharpe, 1999., (pp. 197-251)

Stephan Haggard and Robert Kaufman 1997, “Political Economy of Democratic Transitions” *Comparative Politics*, Vol. 29, No. 3, Transitions to Democracy: A Special Issue in Memory of Dankwart A. Rustow. (263-283).

Hung-mao Tien 1997, "Taiwan's Transformation" in Diamond, Plattner, Chu and Tien eds., *Consolidating the Third Wave Democracies: Regional Challenges*. (123-161)

### **Democracy in Plural Societies**

Arend Lijphart, *Democracy in Plural Societies* (Yale 1977), Ch. 1 (1-20) and Ch. 5 (142-176)

“Asking for More” *The Economist*, Mar 29, 2003<sup>[L]</sup><sub>[SEP]</sub> “The Fear of Majority Rule” *The Economist*, May 31, 2003

### **Problems of Development and Democratization**

Olson, Mancur. 1993. “Dictatorship, Democracy and Development.” *American Political Science Review* 87 (September): 567-76.

PD&S Ch. 15, Politics in Brazil, pp. 471-479. PD&S Ch. 12, Politics in Russia, pp. 367-374.

“The Road to Riches,” *The Economist*, Dec 31, 1999<sup>[1]</sup><sub>SEP</sub> Collier and Gunning. 1999. “Why has Africa Grown Slowly?” *The Journal of Economic Perspectives*. (pp. 3-22)

“The Road to Hell is Unpaved,” *The Economist*, 21 December 2002

Easterly, *The Elusive Quest for Growth* (ch 12: 241-252)

“Poverty and Property Rights: No Title.” *The Economist*, Mar 31, 2001

### **Electoral Institutions and Political Parties – What Determines the Number of Parties? Does the Number of Parties Matter?**

Lijphart Chs. 5 and 8

PD&S Ch. 5, pp. 79-99, Ch. 11, Politics in Japan, pp. 309-318 and Ch. 8, Politics in Britain, pp. 151-156, 181-185

### **Do Institutions Matter? Parliamentary and Presidential Systems**

Matthew Soberg Shugart and Scott Mainwaring, “Presidentialism and Democracy in Latin America: Rethinking the Terms of the Debate,” *Presidentialism and Democracy in Latin America*, edited by Scott Mainwaring and Mathew Soberg Shugart, Cambridge University Press 1997, pp. 12-54.

Shugart, Matthew S. and John M. Carey. 1992. *Presidents and Assemblies: Constitutional Design and Electoral Dynamics*. New York: Cambridge University Press: Chs. 2 and 3.

“Three Months of Waiting” *The Economist*, Apr 26, 2003<sup>[1]</sup><sub>SEP</sub>

### **Bureaucracies and the Sources of Corruption and Inefficiency**

PD&S Ch. 6, pp. 100-123 and Ch. 11, Politics in Japan, pp. 320-329.

Mathew McCubbins and Thomas Schwartz, “Congressional Oversight Overlooked: Police Patrols and Fire Alarms” *American Journal of Political Science*, Feb. 1984, pp. 165-179.

Susan Rose-Ackerman. *Corruption and Government*, chps. 7-8.

### **Legislatures, Courts, Constitutions, Federalism**

Lijphart, Chs. 11-12, pp. 187-225.<sup>[1]</sup><sub>SEP</sub> “Lords save us” *The Economist*, May 18, 2002

“Silvio Berlusconi’s constitutional exercise” *The Economist*, Oct 16, 2004

### **Public Policy – Economic Policy Making, Welfare Policy**

PD&S Ch. 7, pp. 124-149, PD&S Ch. 9, Politics of France, pp. 235-238, Ch. 10, Politics

of Germany, pp. 283-288.

“It has to happen – but will it?” *The Economist* Apr 26, 2003

“We know what’s best for your old age...” *The Economist* Aug 3, 2002

### **Globalization and the 1997 Asian Financial Crisis**

Samuel Kim, ed. 2000 *East Asia and Globalization*. Lanham, MD: Roman and Littlefield, pp. 28-51

Haggard and Mo, "The Political Economy of the Korean Financial Crisis," *Review of International Political Economy* 7, 2 (Summer):197-218.

Chu 1999, “Surviving the East Asian Financial Storm: The Political Foundation of Taiwan’s Economic Resilience,” in Pempel ed.

### **Ethnic Conflict and Persistence of Ethnicity**

Ashutosh Varshney, “Ethnicity and Ethnic Conflict” in C. Boix and S. Stokes, eds, *The Oxford Handbook of Comparative Politics* (*Oxford Handbook* hereafter, Oxford 2007). 274-294.

Jeffrey Gettleman, “Born in Unity, South Sudan is Torn Again.” *The New York Times*, January 12, 2012.

### **Civil Wars**

Paul Collier and Anke Hoeffler. 1998. “On Economic Causes of Civil War.” *Oxford Economic Papers* 50: 563-573.

James D. Fearon and David D. Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97, 1: 75-90.



**WESTERN NEW MEXICO UNIVERSITY**  
**UNDERGRADUATE COURSE PROPOSAL FORM A**

**TYPE OF CHANGE**

- Revised Curriculum Guide     Course Deletion
- Initial Curriculum Guide     General Education
- Change in Number             Change credit hours
- Change in Title                 Change in Lab fee
- Change in Description         Change in PREREQUISITES     Change in Prefix

All courses with VPAA approval in January will go into the next catalog cycle beginning July 1<sup>st</sup>. February approvals would go two academic years ahead.

Is this change due to assessment?    Yes    No    If yes, explain why:

**GENERAL INFORMATION**

Department (Alpha Prefix): Subject Prefix: POLS      Today's Date: \_\_\_\_

**COURSE INFORMATION**

**Number:** 2110                      Title: Comparative Politics                      Number of Credits: 3  
(implies Registrar's approval)    (30 characters long)

**CATALOG DESCRIPTION**    (50 words maximum)

This course introduces comparative politics by examining the political history, social and economic structures, and contemporary political institutions and behavior, with focus on occurrences in countries representing diverse cultures, geographies, and levels of development.

**COURSE RATIONALE:** (Include need for course, which course is being replaced, etc. – may be attached)

See the attached.

**COURSE PREREQUISITES**

Must be taken prior with a "C" or better

- 1. \_\_\_\_                      3. \_\_\_\_
- 2. \_\_\_\_                      4. \_\_\_\_

**COURSE CONCURRENCY**

May be taken same time or prereq.

- 1. \_\_\_\_                      3. \_\_\_\_
- 2. \_\_\_\_                      4. \_\_\_\_

**COURSE COREQUISITES**

Must be taken together

- 1. \_\_\_\_                      3. \_\_\_\_
- 2. \_\_\_\_                      4. \_\_\_\_

**TYPE OF COURSE**

- Major Requirement     Minor Requirement     Writing Intensive     Lab Fee \$ \_\_\_\_
- Detail code \_\_\_\_ (must be obtained from Director of Business Affairs)     Elective     SL

**GRADING:**     Pass/Fail     Standard Alpha System

**MINIMUM ASSESSMENT SCORE** (for course enrollment, if any)

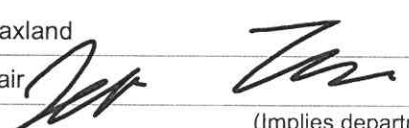
Math: \_\_\_\_                      English: \_\_\_\_                      Reading: \_\_\_\_                      Study Skills: \_\_\_\_

**APPROVALS**

Date

Initiator Joel Blaxland

Department Chair



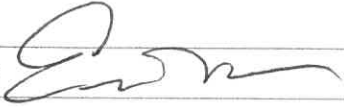
(Implies departmental approval)

March 2, 2020

2 Mar 20

Dean

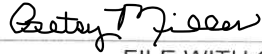
C & I Committee



11/20/20

VP for Academic Affairs

Registrar's Office



December 14, 2020

FILE WITH COURSE PROPOSAL FORM B

**WESTERN NEW MEXICO UNIVERSITY**  
UNDERGRADUATE COURSE PROPOSAL FORM B



This form should accompany the WNMU Course Proposal Form A, which is available online (the Forms folder in the General drive on Steel), or from the Chair of the C & I Committee.

**COURSE INFORMATION**

Course Title: POLS 2110. Comparative Politics

Number of Credits: 3

Prepared By: Joel Blaxland

Date: March 3, 2020

**A. DESCRIPTION OF THE COURSE**

This course introduces comparative politics by examining the political history, social and economic structures, and contemporary political institutions and behavior, with focus on occurrences in countries representing diverse cultures, geographies, and levels of development.

**B. PREREQUISITE KNOWLEDGE AND SKILLS**

POLS 1110. Introduction to Political Science (or concurrent) *and* POLS 1120. American National Government (or concurrent). MATH 1130 or higher is recommended.

**C. MEASURABLE INSTRUCTIONAL OBJECTIVES AND EXPECTED OUTCOMES**

Student Learning Outcomes:

1. Identify different political and economic regimes in a range of representative countries.
2. Assess tradeoffs among various political and economic regimes.
3. Compare and contrast the differences among cultures and subcultures, and the connections between politics and culture in different countries.
4. Describe the major issues facing a range of representative countries today.
5. Explain the connections between historical events and phenomena, on the one hand, and contemporary political and economic systems, on the other.

**D. COURSE OUTLINE**

See the attached

**E. EVALUATION****F. LIBRARY RESOURCES: NEEDS AND AVAILABILITY****G. FACULTY RESOURCES: NEEDS AND AVAILABILITY****H. EQUIPMENT/SPACE: NEEDS AND AVAILABILITY**

N/A

POLS 2120. INTERNATIONAL RELATIONS  
(DRAFT)

Course Overview

This course serves as an introduction to the study of important issues in modern international relations. The goal of the course is to teach students basic concepts and theories that are useful for making sense of contemporary debates and challenges in international politics. We will study current events and the recent history that has shaped how states and other actors interact with each other across national borders. The class surveys majors topics in international relations to encourage further examination in more advanced classes. Major topics include international cooperation, security and conflict, trade, and international law and human rights. By the end of the class, students will be able to critique common academic and policy arguments about global affairs and will have acquired the tools to begin their own analyses.

Course Requirements and Grading

Your performance and final grade for the course will be evaluated as follows:

In-Class Participation (tbd)

Two Short Papers (4 pages) (tbd)

One Longer Paper (7–8 pages) (tbd)

Attendance (tbd)

**Introduction Actors and Interests in International Relations**

FLS Introduction and Chapter 1

Hendrik Spruyt, “The Origins, Development, and Possible Decline of the Modern State” (19) 3.

David Lake, “Introduction” in *Hierarchy in International Relations*

**Theoretical Approaches to International Relations: Cooperation in Realist and Institutional Approaches**

FLS Chapter 2 (41)

Thucydides, *The Melian Dialogue* (5)

Jack Snyder, “One World, Rival Theories,” *Foreign Policy* (10)

Joseph Nye, “The Future of American Power: Dominance and Decline in Perspective,” *Foreign Affairs*

**Critical Approaches to IR Theory**

Cynthia Weber, “Introduction,” in *International Relations Theory: A Critical Introduction* (10)

Cynthia Enloe, "Gender Makes the World Go Round," in Bananas, Beaches, and Bases: Making Feminist Sense of International Politics

Helen Milner, "The Assumption of Anarchy in International Relations: A critique"

Robert Jervis, "Realism, Game Theory, and Cooperation, World Politics

Margaret E. Keck and Kathryn Sikkink, "Transnational Advocacy Networks in International and Regional Politics"

Tarak Barkawi and Mark Laffey, "The Postcolonial Moment in Security Studies", Review of International Studies 32 (24) International Security

### **Causes of War**

FLS Chapter 3-4 (40, 44)

David Lake, "Two Cheers for Bargaining Theory," International Security

Sjoberg, "Gender Lenses look at War," Gendering International Conflict

### **Coercion and the use of force**

FLS Chapter 5

Kroenig, "Why a strike is the least bad option" Foreign Affairs (10)

Mandelbaum, "How to Prevent an Iranian Bomb," Foreign Affairs (6)

Waltz, "Why Iran Should get the bomb" Foreign Affairs

Drezner, "How the West should Respond to Putin," Washington Post

Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals" Signs

### **Civil Wars and Terrorism**

FLS Chapter 6 (49)

Dara Kay Cohen, "Explaining Rape during Civil War: Cross-National Evidence

Krasner "Talking Tough to Pakistan," Foreign Affairs

### **International Organizations and Global Governance**

FLS Chapter 11

Ian Hurd, "Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World," *Ethics and International Affairs* (20)

### **Humanitarian Intervention and Laws of War**

FLS Chapter 12

Emilie Hafner-Burton and Kiyoteru Tsutsui, "Justice Lost! The Failure of International Human Rights Law to Matter Where Needed Most"

Aidan Hehi, "The Permanence of Inconsistency" *International Security* (23)

Page Fortna, *Does Peacekeeping Work?*

### **International Political Economy: Trade and Development**

FLS Chapter 7, 10 (48, 32)

Douglas Irwin, "The Truth about Trade," *Foreign Affairs* (12)

Michael Barnett and Peter Walker, "Regime Change for Humanitarian Aid: How to Make Relief More Accountable," *Foreign Affairs*

### **Globalization and the Environment**

FLS Chapter 8, 13 (37, 38)

Tickner, "The Gendered Frontiers of Globalization," *Globalization* (8)

Garrett Hardin, "Tragedy of the Commons"

Joshua Busby, "Who Cares About the Weather? Climate Change and US National Security," *Security Studies* (37)

Martin Feldstein, "The Failure of the Euro," *Foreign Affairs*

### **The Future of International Relations**

Joseph Nye, "Deterrence and Dissuasion in Cyberspace" *International Security* (28)

Mira Rapp-Hooper, "A Tale of Two Allies" *War on the Rocks* (7)

John Gray, "Steven Pinker is Wrong about Violence and war" *The Guardian*

WESTERN NEW MEXICO UNIVERSITY  
UNDERGRADUATE COURSE PROPOSAL FORM A



**TYPE OF CHANGE**

- Revised Curriculum Guide
- Initial Curriculum Guide
- Change in Number
- Change in Title
- Change in Description
- Course Deletion
- General Education
- Change credit hours
- Change in Lab fee
- Change in PREREQUISITES
- Change in Prefix

All courses with VPAA approval in January will go into the next catalog cycle beginning July 1<sup>st</sup>, February approvals would go two academic years ahead.

December 14, 2020

Is this change due to assessment?  Yes  No If yes, explain why:

**GENERAL INFORMATION**

Department (Alpha Prefix): Subject Prefix: POLS Today's Date: \_\_\_\_\_

**COURSE INFORMATION**

**Number:** 2120 **Title:** International Relations **Number of Credits:** 3  
(implies Registrar's approval) (30 characters long)

**CATALOG DESCRIPTION** (50 words maximum)

This course covers the analysis of significant factors in world politics, including nationalism, national interest, political economy, ideology, international conflict and collaboration, balance of power, deterrence, international law, and international organization.

**COURSE RATIONALE:** (Include need for course, which course is being replaced, etc. – may be attached)

See the attached.

**COURSE PREREQUISITES**

Must be taken prior with a "C" or better

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

**COURSE CONCURRENCY**

May be taken same time or prereq.

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

**COURSE COREQUISITES**

Must be taken together

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

**TYPE OF COURSE**

- Major Requirement  Minor Requirement  Writing Intensive  Lab Fee \$ \_\_\_\_\_
- Detail code \_\_\_\_\_ (must be obtained from Director of Business Affairs)  Elective  SL

**GRADING:**  Pass/Fail  Standard Alpha System

**MINIMUM ASSESSMENT SCORE** (for course enrollment, if any)

Math: \_\_\_\_\_ English: \_\_\_\_\_ Reading: \_\_\_\_\_ Study Skills: \_\_\_\_\_

**APPROVALS**

Date

Initiator Joel Blaxland

Department Chair

(Implies departmental approval)

March 2, 2020

2 Mar 20

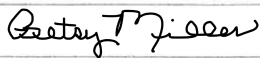


Dean

C & I Committee

VP for Academic Affairs

Registrar's Office



—◆—

11/20/20

December 14, 2020

FILE WITH COURSE PROPOSAL FORM B

**WESTERN NEW MEXICO UNIVERSITY**  
UNDERGRADUATE COURSE PROPOSAL FORM B



This form should accompany the WNMU Course Proposal Form A, which is available online (the Forms folder in the General drive on Steel), or from the Chair of the C & I Committee.

**COURSE INFORMATION**

Course Title: POLS 2120. International Relations

Number of Credits: 3

Prepared By: Joel Blaxland

Date: March 3, 2020

**A. DESCRIPTION OF THE COURSE**

This course covers the analysis of significant factors in world politics, including nationalism, national interest, political economy, ideology, international conflict and collaboration, balance of power, deterrence, international law, and international organization.

**B. PREREQUISITE KNOWLEDGE AND SKILLS**

POLS 1110. Introduction to Political Science (or concurrent) *and* POLS 1120. American National Government (or concurrent). MATH 1130 or higher is recommended.

**C. MEASURABLE INSTRUCTIONAL OBJECTIVES AND EXPECTED OUTCOMES**

Student Learning Outcomes:

1. Explain the interrelationships between countries and people in the world.
2. Demonstrate an awareness of current events in the world.
3. Describe several theories of International Relations
4. Explain and identify theories of power and decision making among states in the world.
5. Describe and evaluate issues that relate to International Politics, and how individuals are affected by them.
6. Describe the role of Intergovernmental Organizations in International Politics.
7. Identify the role war plays in International Politics.
8. Explain how economics is intertwined with International Politics.
9. Demonstrate an understanding of role of international terrorism and its impacts on global diplomacy.
10. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, history, government, and social institutions.

**D. COURSE OUTLINE**

Please attach

**E. EVALUATION**

**F. LIBRARY RESOURCES: NEEDS AND AVAILABILITY**

**G. FACULTY RESOURCES: NEEDS AND AVAILABILITY**

**H. EQUIPMENT/SPACE: NEEDS AND AVAILABILITY**

N/A

### **POLS 2120. International Relations**

Rationale: A standard core course for undergraduate political science majors necessary for more advanced coursework in the subfield of International Relations. Student

Learning Outcomes:

1. Explain the interrelationships between countries and people in the world.
2. Demonstrate an awareness of current events in the world.
3. Describe several theories of International Relations.
4. Explain and identify theories of power and decision making among states in the world.
5. Describe and evaluate issues that relate to International Politics, and how individuals are affected by them.
6. Describe the role of Intergovernmental Organizations in International Politics.
7. Identify the role war plays in International Politics.
8. Explain how economics is intertwined with International Politics.
9. Demonstrate an understanding of role of international terrorism and its impacts on global diplomacy.
10. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, history, government, and social institutions.

### **POLS 2130. Introduction to Political Theory**

Rationale: A standard core course for undergraduate political science majors necessary for more advanced coursework in the subfield of Political Theory. Upon completion of this course students will be able to:

1. Effectively communicate critical analysis about the political ideologies which influence and inform politics, political institutions, and political systems a. describe and analyze how ideologies affect the exercise of power in the political world b. explain how political ideologies relate to methods of political participation c. explain the ideologies of various political systems
2. Demonstrate an understanding of the value of diversity of thought.
3. Demonstrate academic preparedness for advanced study through scholarly analysis

### **POLS 2110. Comparative Politics**

Rationale: A standard core course for undergraduate political science majors necessary for more advanced coursework in the subfield of Comparative Politics. Student Learning Outcomes:

1. Identify different political and economic regimes in a range of representative countries
2. Assess tradeoffs among various political and economic regimes.
3. Compare and contrast the differences among cultures and subcultures, and the connections between politics and culture in different countries.
4. Describe the major issues facing a range of representative countries today.
5. Explain the connections between historical events and phenomena, on the one hand, and contemporary political and economic systems, on the other.

### **POLS 2140. Introduction to Political Analysis**

Rationale: Students will learn why statistics are useful, how to interpret a variety of statistics, how to analyze data to generate their own statistics, and how to tell whether their statistics support their own argument. Students will also learn how to apply the scientific research process to their own research questions by completing a research design project. Upon completion of this course students will be able to demonstrate:

1. an ability to think critically regarding political problems, trends, and developments by evaluating the use of statistics as applied to research questions;
2. an ability to communicate effectively by presenting and writing a research design project;
3. strong analytical writing skills by writing a research design project;
4. knowledge and understanding of fundamental concepts in political science by using those concepts throughout the course;
5. an ability to apply political science theories to real-world cases by making general theoretical explanations and formulating hypotheses;
6. an ability to evaluate theories in light of empirical evidence by applying inferential statistics and hypothesis testing; and
7. knowledge and understanding of their rights and obligations as a citizen by evaluating the use (and misuse) of statistics in political debate and in daily life.

#### **POLS 2230. Political Ideas**

Rationale: A standard core course for undergraduate political science majors for growing the theoretical foundation necessary for more advanced coursework in the discipline's subfields. Student Learning Outcomes:

1. Demonstrate knowledge and understanding of political philosophies espoused by writers from various traditions.
2. Demonstrate ability to critique, analyze, and synthesize the various philosophical readings.
3. Demonstrate ability to theories presented in the writings, to political practices as experienced in everyday life.
4. Demonstrate ability to link the theory and practice taught in class to one's own life experiences.
5. Participate actively in class discussions.
6. Communicate understanding of one's own views and the views of others, in oral and written format.
7. Display ability to listen to, and respect, various points of view.
8. Demonstrate sensitivity to a variety of cultural backgrounds and viewpoints, in class discussions and in written work.



## POLS 2130. INTRODUCTION TO POLITICAL PHILOSOPHY (DRAFT)

### Course Description

This course introduces normative political theories, that is, theories about the moral foundations of politics. Most political science addresses questions about how the world does work, but in this course we will try to answer questions about how the world ought to work. Political philosophy is therefore a component of the realm of philosophical inquiry known as “ethics.” We will learn about different ethical theories in this class, but our focus will be on applying them to specifically political questions. What makes a moral question “political”? Some moral questions may not be primarily political, such as the duties we may have to ourselves or to non-human nature. In general, we will focus our inquiry on the exercise of power by some humans over others, most obviously including the workings of the state.

In the first two-thirds of the course, you will learn about ethical theories and what these theories have to say about politics. Along the way, we will consider specific scenarios and applications in order to make these ideas more concrete. Then, in the last third of the course, we will discuss specific political issues of current relevance. The format of the course is lecture with occasional breaks for discussion.

### Course Requirements

The goal of this course is to give you a solid foundation in moral philosophies of politics, which will allow you to discuss fundamental questions about the proper role and structure of government logically and critically. These skills are essential to well-informed citizenship, critical thinking, and the examined life. To keep up with the pace of the course, you must do all the reading for a particular day before that day’s lecture (see class schedule below).

If you have questions about the material early on, bring them to me right away, because if you get lost at the beginning, it will quickly become difficult for you to catch up. Finally, I expect you to complete assignments on time and in the format requested (see Grading section below).

### Schedule of Topics and Readings

Unless otherwise indicated, readings are from Political Philosophy

#### What is political philosophy?

Moral Philosophy I: Teleology Aristotle, “Introduction” by Richard Kraut and “Nicomachean Ethics,” pp. 154-74

Thomas Aquinas, “Introduction” by Paul J. Weithman and “Summa Theologiae,” pp. 237-52

### Moral Philosophy

David Hume, "Introduction" by Donald W. Livingston and "A Treatise of Human Nature," pp. 399-426 (Sep 14)

Adam Smith, "Introduction" by Charles L. Griswold, Jr. and "The Theory of Moral Sentiments," pp. 443-51

### **Moral Philosophy II**

Deontology Immanuel Kant, "Introduction" by Paul Guyer and "Groundwork for the Metaphysics of Morals," pp. 495-507 (Sep 21)

Immanuel Kant, "On the Common Saying: 'This May Be True in Theory, But It Does Not Apply in Practice'," pp. 508-527

### **Moral Philosophy III**

Jeremy Bentham, An Introduction to the Principles of Morals and Legislation, Chapters I ("Of the Principle of Utility"), II ("Of Principles Adverse to That of Utility"), IV ("Value of a Lot of Pleasure or Pain, How to Be Measured"), XIV ("Reasons for Considering Certain Actions as Crimes"), and XIX ("Limits Between Private Ethics and the Art of Legislation").

### **Moral Philosophy IV**

John Stuart Mill, "Utilitarianism," pp. 599-632

### **Moral Philosophy V**

Karl Marx and Friedrich Engels, "Introduction" by Richard Miller and "Economic and Philosophic Manuscripts of 1844," pp. 566-76, and John Roemer (1985), "Should Marxists Be Interested in Exploitation?," Philosophy and Public Affairs, sections I-III and VI only, pp. 30-38, 52-61.

### **Week##**

Why Government? Thomas Hobbes, "Introduction" by Jean Hampton and part of "Leviathan," pp. 282- 302 (to end of chapter 17)

John Locke, part of "Second Treatise of Government," pp. 315-25 (to end of Chapter VII)

### **Week##**

"The Declaration of Independence," "The Declaration of the Rights of Man and of the Citizen," and Edmund Burke, "Speech to the Electors of Bristol," pp. 799-803 & 817

### **Week##**

Charles Taylor, "Atomism," pp. 729-43 (Oct 21)

Citizens' Political Obligations Thomas Hobbes, "Leviathan," pp. 302-10 (remainder)

**Week##**

John Locke, "Introduction" by A. John Simmons and "Second Treatise of Government" (remainder), pp. 311-14 and 325-42

**Week##**

Martin Luther King, Jr., "Letter from a Birmingham City Jail," pp. 830-38, and Herbert Spencer, Social Statics, "Chapter XIX.: The Right to Ignore the State."

**Week##**

The State's Obligations to Citizens John Stuart Mill, part of "On Liberty," pp. 633-57

**Week##**

John Stuart Mill, "On Liberty," pp. 657-66 (remainder), and Herbert Spencer, Social Statics, "Chapter IV.: Derivation of a First Principle."

**Week##**

John Rawls, "Introduction" by Joshua Cohen and "A Theory of Justice," pp. 690-709

**Week##**

Robert Nozick, "Introduction" by Thomas Christiano and "Anarchy, State, and Utopia," pp. 710-25

**Political Institutions**

"The Federalist Papers," numbers 10, 39, & 51, pp. 470-76, 480-86, and Alexis de Tocqueville, Volume I, Chapter 5, section "Of the Political Effects of Administrative Decentralization in the United States," Volume II, Chapter 7, sections "Tyranny of the Majority" and "That the Greatest Danger to the American Republics Comes from the Omnipotence of the Majority," Volume II, Chapter 8, section "Absence of Administrative Centralization."

**Policy Debates**

Spoerl and Henig readings in Political Problems, pp. 1-18

**Policy Debates II**

Husak and Freeman readings in Political Problems, pp. 95-118

**Policy Debates III**

Shue and Hill readings in Political Problems, pp. 179-202 (Dec 2)

**Policy Debates IV**

Cahn and Beauchamp readings in Political Problems, pp. 225-46

**Policy Debates V**

Walzer and Carens readings in Political Problems, pp. 247-84 (Dec 9)





**WESTERN NEW MEXICO UNIVERSITY**  
**UNDERGRADUATE COURSE PROPOSAL FORM A**

**TYPE OF CHANGE**

- Revised Curriculum Guide     Course Deletion
- Initial Curriculum Guide     General Education
- Change in Number             Change credit hours
- Change in Title                 Change in Lab fee
- Change in Description         Change in PREREQUISITES     Change in Prefix

All courses with VPAA approval in January will go into the next catalog cycle beginning July 1<sup>st</sup>. February approvals would go two academic years ahead.

Is this change due to assessment?    Yes    No    If yes, explain why:

**GENERAL INFORMATION**

Department (Alpha Prefix):   Subject Prefix: POLS    Today's Date: \_\_\_\_\_

**COURSE INFORMATION**

**Number:** 2130                      **Title:** Introduction to Political Theory                      **Number of Credits:** 3  
 (implies Registrar's approval)    (30 characters long)

**CATALOG DESCRIPTION**    (50 words maximum)

This course offers an introductory survey of political theory. Emphasis is placed on (1) textual analysis of primary sources and on (2) scholarly analysis of the foundational questions and methods central to the academic study of political ideas.

**COURSE RATIONALE:** (Include need for course, which course is being replaced, etc. – may be attached)

See the attached.

**COURSE PREREQUISITES**

Must be taken prior with a "C" or better

- 1. \_\_\_\_\_                      3. \_\_\_\_\_
- 2. \_\_\_\_\_                      4. \_\_\_\_\_

**COURSE CONCURRENCY**

May be taken same time or prereq.

- 1. \_\_\_\_\_                      3. \_\_\_\_\_
- 2. \_\_\_\_\_                      4. \_\_\_\_\_

**COURSE COREQUISITES**

Must be taken together

- 1. \_\_\_\_\_                      3. \_\_\_\_\_
- 2. \_\_\_\_\_                      4. \_\_\_\_\_

**TYPE OF COURSE**

- Major Requirement     Minor Requirement     Writing Intensive     Lab Fee \$ \_\_\_\_\_
- Detail code \_\_\_\_\_ (must be obtained from Director of Business Affairs)     Elective     SL

**GRADING:**     Pass/Fail     Standard Alpha System

**MINIMUM ASSESSMENT SCORE** (for course enrollment, if any)

Math: \_\_\_\_\_                      English: \_\_\_\_\_                      Reading: \_\_\_\_\_                      Study Skills: \_\_\_\_\_

**APPROVALS**

Date

Initiator Joel Blaxland

March 2, 2020

Department Chair

2 Mar 20

(Implies departmental approval)

Dean 

C & I Committee



11/20/20

VP for Academic Affairs

Registrar's Office



December 14, 2020

FILE WITH COURSE PROPOSAL FORM B

**WESTERN NEW MEXICO UNIVERSITY**   
**UNDERGRADUATE COURSE PROPOSAL FORM B**

This form should accompany the WNMU Course Proposal Form A, which is available online (the Forms folder in the General drive on Steel), or from the Chair of the C & I Committee.

**COURSE INFORMATION**

Course Title: POLS 2130. Introduction to Political Philosophy

Number of Credits: 3

Prepared By: Joel Blaxland

Date: March 3, 2020

**A. DESCRIPTION OF THE COURSE**

This course offers an introductory survey of political theory. Emphasis is placed on (1) textual analysis of primary sources and on (2) scholarly analysis of the foundational questions and methods central to the academic study of political ideas. Studying political ideas involves thinking about a) the very definition of political theory itself, b) what one would need to know in order to make evidence-based claims about political theory texts and c) why and how the study of political theory leads political scientists into the exploration of “essentially contested concepts.” More specifically, throughout the semester, we will explore questions relating to 1) what is the definition of political theory; 2) why/how are interpretative disputes at the core of political theory and 3) how have major political theories/ideas—democracy, liberalism, conservatism, socialism, liberation theory, and fascism—changed and developed over time? In sum, this is a survey course on the history of political ideas.

**B. PREREQUISITE KNOWLEDGE AND SKILLS**

POLS 1110. Introduction to Political Science (or concurrent) *and* POLS 1120. American National Government (or concurrent).



## **C. MEASURABLE INSTRUCTIONAL OBJECTIVES AND EXPECTED OUTCOMES**

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Effectively communicate critical analysis about the political ideologies that influence and inform politics, political institutions, and political systems.
  - a. describe and analyze how ideologies affect the exercise of power in the political world
  - b. explain how political ideologies relate to methods of political participation
  - c. explain the ideologies of various political systems
2. demonstrate an understanding of the value of diversity of thought.
3. demonstrate academic preparedness for advanced study through scholarly analysis

## **D. COURSE OUTLINE**

Please attach

## **E. EVALUATION**

## **F. LIBRARY RESOURCES: NEEDS AND AVAILABILITY**

## **G. FACULTY RESOURCES: NEEDS AND AVAILABILITY**

## **H. EQUIPMENT/SPACE: NEEDS AND AVAILABILITY**

N/A

POLS 2140. INTRODUCTION TO POLITICAL ANALYSIS  
(DRAFT)

### Goals and Objectives

The interpretation and analysis of data is essential for almost any career that a political science major might pursue. Lawyers and lobbyists, politicians and professors all need to be able to read and understand reports in which numerical summaries of data (i.e., statistics) are used as evidence to support an argument or point of view. These professionals need to ascertain whether these statistics are being used appropriately. In addition, many of these professionals need to do their own statistical analysis.

This course will introduce you to basic research design and statistical methods. Political science is increasingly marked by rigorous statistical testing of hypotheses, as noted by a cursory review of the major journals. This course provides an introduction concepts and tools that will make you a better consumer and a competent producer. To this end, this semester we will begin by covering the necessary background information on probability, random variables, and so on. In the second half of this course, we will discuss statistical tools like correlation, t-tests, chi-square tests, and regression analysis, and you will have the opportunity to use them in a semester-ending project.

Alan Agresti. *Statistical Methods for the Social Sciences*. 5th edition. Pearson

### Introduction

Take class survey ([http://tuck.qualtrics.com/jfe/form/SV\\_b15uqnXX63qCvNX](http://tuck.qualtrics.com/jfe/form/SV_b15uqnXX63qCvNX))

### Stata Tutorial

YouTube videos on the program interface (<https://www.youtube.com/watch?v=nV5WfR92LIM>), help system (<http://youtu.be/UpXNMeTzmuI>), and how to import data in Excel ([http://youtu.be/N5ZFgzN2\\_7c](http://youtu.be/N5ZFgzN2_7c)) and text delimited formats (<http://youtu.be/60RBNSqzL6I>)

Germán Rodríguez, “Stata Tutorial” (<http://data.princeton.edu/stata/>) – Goal: Run each of the code snippets Rodríguez presents from the command window in order while following along in the article. If possible, try also to make and run the full .do file included at the end of the tutorial.

### Measurement and Data Collection

Agresti: 1.1–1.4, 2.1–2.2

### Sampling and Survey Problems

Agresti: 2.3–2.4

Mark Blumenthal: “2012 Poll Accuracy: After Obama, Models and Survey Science Won The Day” ([http://www.huffingtonpost.com/2012/11/07/2012-poll-accuracy-obama-models-survey\\_n\\_2087117.html](http://www.huffingtonpost.com/2012/11/07/2012-poll-accuracy-obama-models-survey_n_2087117.html))



Nate Cohn, Josh Katz, and Kevin Quealy: “Putting the Polling Miss of the 2016 Election in Perspective” (<https://www.nytimes.com/interactive/2016/11/13/upshot/putting-the-polling-miss-of-2016-in-perspective.html>)

Nate Cohn: “A 2016 Review: Why Key State Polls Were Wrong About Trump” (<https://www.nytimes.com/2017/05/31/upshot/a-2016-review-why-key-state-polls-were-wrong-about-trump.html>)

### **Descriptive Statistics**

Agresti: 3.1–3.4, 3.6–3.7

YouTube videos: “Descriptive statistics in Stata” (<http://youtu.be/kKFbnEWwa2s>), “Basic scatterplots in Stata” (<http://youtu.be/GhVGpe3lb3E>), “Histograms in Stata” (<http://youtu.be/nPqNZVToGx8>), “Bar graphs in Stata” (<http://youtu.be/jNjAdtQwW6M>), and “Box plots in Stata” (<http://youtu.be/y6dngL80xuo>)

### **Probability**

Agresti: 4.1–4.2

Gonick and Smith: 30–45, 53–63

Bernd Beber and Alexandra Scacco, “The Devil Is in the Digits” ([http://www.nyu.edu/projects/beber/files/Beber\\_Scacco\\_The\\_Devil\\_Is\\_in\\_the\\_Digits.pdf](http://www.nyu.edu/projects/beber/files/Beber_Scacco_The_Devil_Is_in_the_Digits.pdf))

### **Normal Distributions**

Agresti: 4.3

### **Sampling Distributions**

Agresti: 4.4–4.7

### **Confidence Intervals I**

Agresti: 5.1–5.3

### **Research Projects/Confidence Intervals II**

Agresti: 5.1–5.3

### **Hypothesis Tests I**

Agresti: 6.1–6.2

YouTube videos: “One-sample t-test in Stata” (<http://youtu.be/HwzCyqW-0dc>), “t-test for two independent samples in Stata” (<http://youtu.be/by4c3h3WXQc>), and “t-test for two paired samples in Stata” (<http://youtu.be/GiDSnufmZgI>)

### **Hypothesis Tests II**

Agresti: 6.3

**Statistical Inference with Hypothesis Tests**

Agresti: 5.4, 6.4–6.5

Christie Aschwanden, FiveThirtyEight: “Science Isn’t Broken: Its just a hell of a lot harder than we give it credit for” (<https://fivethirtyeight.com/features/science-isnt-broken/>)

**Differences of Means and Proportions**

Agresti: 7.1–7.4

YouTube videos: “t-test for two independent samples in Stata” (<http://youtu.be/by4c3h3WXQc>), and “t-test for two paired samples in Stata” (<http://youtu.be/GiDSnufmZgI>)

**Associations Between Categorical Variables**

Agresti: 8.1–8.4 (excluding the section on odds ratios starting on page 229)

YouTube video: “Tables and cross tabulations in Stata” (<http://youtu.be/3WpMRtTNZsw>) and “Pearson’s chi-squared and Fisher’s exact test in Stata” (<http://youtu.be/DBsMPZqJj-o>)

Kristian Skrede Gleditsch and Andrea Ruggeri, “Political opportunity structures, democracy, and civil war” (<http://jpr.sagepub.com/content/47/3/299.full.pdf>) – Goal: Understand Tables 1 and 2

**Linear Regression I**

Agresti: 3.5, 9.1–9.2, 9.4

YouTube videos: “Pearson’s correlation coefficient in Stata” (<https://www.youtube.com/watch?v=o7ko844ff-g&feature=youtu.be>) and “Simple linear regression in Stata” (<http://youtu.be/HafqFSB9x70>)

**Linear Regression II**

Agresti: 9.3, 9.5–9.6

**Association and Causation**

Agresti: 10.1–10.3

Joshua D. Angrist and Jörn-Steffen Pischke, *Mastering ’Metrics: The Path from Cause to Effect*, 1–12

Todd Rogers, Lucas Coffman, and Peter Bergman, “Parental involvement overrated? Don’t buy it” ([http://us.cnn.com/2014/05/05/opinion/rogers-coffman-bergman-education-kids/index.html?hpt=hp\\_bn7](http://us.cnn.com/2014/05/05/opinion/rogers-coffman-bergman-education-kids/index.html?hpt=hp_bn7))

### **Multiple Regression I**

Agresti: 11.1–11.3 (ignore material on F-tests and ANOVA)

YouTube video: “STATA Tutorials: Multiple Linear Regression” (<https://www.youtube.com/watch?v=NbSjQ0n-Gss>)

### **Multiple Regression II**

Agresti: Chapter 11.1–11.3

Costas Panagopoulos, “Extrinsic Rewards, Intrinsic Motivation and Voting” ([http://journals.cambridge.org/abstract\\_S0022381612001016](http://journals.cambridge.org/abstract_S0022381612001016)) – Goal: Understand Table 2

### **Interaction Terms I**

Agresti: 11.4, 13.1–13.3

### **Interaction Terms II**

Agresti: 11.4, 13.1–13.3

Peter Loewen et al., “A Natural Experiment in Proposal Power and Electoral Success” (<http://onlinelibrary.wiley.com/doi/10.1111/ajps.12042/abstract>)

### **Communicating Scientific Results**

Lee Epstein and Andrew D. Martin, *An Introduction to Empirical Legal Research*, Oxford University Press, Chapters 10–11 (Canvas)

Edward Tufte, “Visual and Statistical Thinking: Displays of Evidence for Making Decisions” (\$2 e-book at <http://www.edwardtufte.com/tufte/ebooks>)





**WESTERN NEW MEXICO UNIVERSITY**  
**UNDERGRADUATE COURSE PROPOSAL FORM A**

**TYPE OF CHANGE**

- Revised Curriculum Guide
- Initial Curriculum Guide
- Change in Number
- Change in Title
- Change in Description
- Course Deletion
- General Education
- Change credit hours
- Change in Lab fee
- Change in PREREQUISITES
- Change in Prefix

All courses with VPAA approval in January will go into the next catalog cycle beginning July 1<sup>st</sup>. February approvals would go two academic years ahead.

Is this change due to assessment?  Yes  No If yes, explain why:

**GENERAL INFORMATION**

Department (Alpha Prefix): Subject Prefix: POLS Today's Date: \_\_\_\_\_

**COURSE INFORMATION**

**Number:** 2140 **Title:** Introduction to Political Analysis **Number of Credits:** 3  
 (implies Registrar's approval) (30 characters long)

**CATALOG DESCRIPTION** (50 words maximum)

The goal of this course is to introduce students to the scientific process by political scientists. This course introduces students to statistics and the scientific study of politics. Students will learn why statistics are useful, how to interpret a variety of statistics, how to analyze data to generate their own statistics, and how to tell whether their statistics support their own argument.

**COURSE RATIONALE:** (Include need for course, which course is being replaced, etc. – may be attached)

See the attached.

**COURSE PREREQUISITES**

Must be taken prior with a "C" or better

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

**COURSE CONCURRENCY**

May be taken same time or prereq.

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

**COURSE COREQUISITES**

Must be taken together

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

**TYPE OF COURSE**

- Major Requirement  Minor Requirement  Writing Intensive  Lab Fee \$ \_\_\_\_\_
- Detail code \_\_\_\_\_ (must be obtained from Director of Business Affairs)  Elective  SL

**GRADING:**  Pass/Fail  Standard Alpha System

**MINIMUM ASSESSMENT SCORE** (for course enrollment, if any)

Math: \_\_\_\_\_ English: \_\_\_\_\_ Reading: \_\_\_\_\_ Study Skills: \_\_\_\_\_

**APPROVALS**

Date

Initiator Joel Blaxland

March 2, 2020

Department Chair

2 Mar 20

(Implies departmental approval)

†† Dean

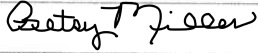
C & I Committee



11/20/20

VP for Academic Affairs

Registrar's Office



December 14, 2020

FILE WITH COURSE PROPOSAL FORM B

**WESTERN NEW MEXICO UNIVERSITY**  
**UNDERGRADUATE COURSE PROPOSAL FORM B**

This form should accompany the WNMU Course Proposal Form A, which is available online (the Forms folder in the General drive on Steel), or from the Chair of the C & I Committee.

**COURSE INFORMATION**

Course Title: POLS 2140. Introduction to Political Analysis

Number of Credits: 3

Prepared By: Joel Blaxland

Date: March 3, 2020

**A. DESCRIPTION OF THE COURSE**

What makes the field of Political Science a science? What are the variety of research methods and tools for analysis employed by scholars? The goal of this course is to introduce students to the scientific process by political scientists. The interpretation and analysis of data is also essential for almost any career that a political science major might pursue. Lawyers and lobbyists, politicians and professors all need to be able to read and understand reports in which numerical summaries of data (i.e., statistics) are used as evidence to support an argument or point of view. These professionals need to ascertain whether these statistics are being used appropriately. In addition, many of these professionals need to do their own statistical analysis. This course introduces students to statistics and the scientific study of politics. Students will learn why statistics are useful, how to interpret a variety of statistics, how to analyze data to generate their own statistics, and how to tell whether their statistics support their own argument. Students will also learn how to apply the scientific research process to their own research questions by completing a research design project.

**B. PREREQUISITE KNOWLEDGE AND SKILLS**

POLS 1110. Introduction to Political Science (or concurrent) *and* POLS 1120. American National Government (or concurrent). Students will also be expected to have taken at least one of the following courses: POLS 2110. Comparative Politics *or* POLS 2120 International Relations. MATH 1130 or higher is recommended.

## **C. MEASURABLE INSTRUCTIONAL OBJECTIVES AND EXPECTED OUTCOMES**

Student Learning Outcomes: By the end of this course, students will demonstrate:

1. an ability to think critically regarding political problems, trends, and developments by evaluating the use of statistics as applied to research questions;
2. an ability to communicate effectively by presenting and writing a research design project;
3. strong analytical writing skills by writing a research design project;
4. knowledge and understanding of fundamental concepts in political science by using those concepts throughout the course;
5. an ability to apply political science theories to real-world cases by making general theoretical explanations and formulating hypotheses;
6. an ability to evaluate theories in light of empirical evidence by applying inferential statistics and hypothesis testing; and
7. knowledge and understanding of their rights and obligations as a citizen by evaluating the use (and misuse) of statistics in political debate and in daily life.

## **D. COURSE OUTLINE**

Please attach

## **E. EVALUATION**

## **F. LIBRARY RESOURCES: NEEDS AND AVAILABILITY**

## **G. FACULTY RESOURCES: NEEDS AND AVAILABILITY**

## **H. EQUIPMENT/SPACE: NEEDS AND AVAILABILITY**

N/A

POLS 2230. POLITICAL IDEAS  
(DRAFT)

Course Description

In spite of the claims of some political scientists that their work is “objective” and “value-neutral,” social science invariably involves the consideration of normative and interpretative questions. Even if a social scientist claims that he/she only is studying what means would best accomplish a given end, the social scientist must be certain that they have properly interpreted the meaning of that goal. Determining the meaning of that goal is not simply a historical or empirical question; it is also an interpretative or “hermeneutic” one. That is, when a social scientist glibly states that “the Japanese” value “efficiency” more than Americans do, he or she may be glibly assuming that the meaning of efficiency is the same in Japanese and American culture. How do they know?

But comparative considerations aside (e.g., does the meaning of democracy or freedom have the same meaning in our culture as compared to another?), the study of politics invariably involves evaluating competing ends or goals and different means or “techniques” for achieving these goals. And means and ends always exist in a complex interrelationship. Thus, if we are to be sophisticated social scientists, we cannot glibly separate “normative” from “empirical” considerations. Thus, sophisticated social science is inherently comparative, historical and interpretative and, therefore, theory and value-laden. Even the alleged founder of modern “value-free” social science, Max Weber, well understood this (even if many of his epigones did not). His most famous study, The Protestant Ethic and the Spirit of Capitalism, is an interpretative study of the relationship between the ethic of Protestantism and the moral spirit of capitalism. The study interprets empirical evidence in order to discern the psychological meaning and motivation provided by the ethic of Protestantism. The connection between the protestant ethic and the spirit of capitalism is not simply a compilation of “brute” non-interpreted facts that are intuitively agreed upon by all observers.

Thus, I urge you not to consider political theory as a “sidelight” or quaint ancestor of rigorous, modern “objective” political science. Not only because political theory considers the highest ends of politics -- how we should order and structure our society. But also because the best of political theory considers not only the ends of politics, but also what means are possible for transforming society in a desirable direction. The best of political theory is not a utopian vision of a good society, but rather an argument as to how human beings can feasibly organize a more just society (the ultimate goal of politics) and why they might act to achieve such ends.

Political theory often engages in “critique” -- a criticism of the existing nature of politics. Such critiques are also arguments as to why, given what human beings are (or are capable of becoming), things could be different. But, at its most powerful (whether it be Aristotle, Locke or Marx) political theory is an empirically and historically-grounded argument as to what type of political organization is desirable and how and why human beings can and should fight to achieve such social organization. That is, political theory is not only a coherent moral defense of a vision of a good society, but also a theory as to how and why

human beings will work (even fight) to create such a society.

In this course, we will study advanced concepts in political theory (and thus political science) through the lens of the major theorists in the Western political tradition. Through the reading of contemporary theory we will also evaluate both the strengths and limits of that tradition. Thus, this course is by no means a simple survey of major thinkers (a "great books" course); it is partly that. But, it is, more importantly, an examination of the major concepts of political science: legitimacy, authority, democracy, liberty, equality, justice and power. We will read "the greats" as a means of refining our conception of these terms and how they are used in political science, as well as contemporary political discourse.

Political theory is not a sterile study of what some dead thinkers once thought; rather, it is an ongoing effort to refine the way we reason and act in politics. People throughout today's world debate whether or not democracy is the best form of government. They argue as to whether societies are best governed by a virtuous few or by the citizens as a whole. In the United States today many politicians contend that government's main purpose is to protect the liberty of the individual citizen. Citizens best develop, they contend, by pursuing their personal desires through competition in the "free market." Others would argue that this is a fundamental "classically liberal," but not democratic conception of government. Democracy is not simply the pursuit of individual liberty, a radical democratic would argue, but also involves collective deliberation about how to structure our political and social institutions. Without quality provision of basic goods such as education and health care, social democrats contend that the fundamental worth of equal liberty is eroded. Their conservative opponents contend that attempts by the state to lessen inequality will threaten freedom and create an enlarged, inefficient public bureaucracy.

Political theory (as illustrated in the above paragraph) is essentially an argument about the meaning of inherently "contestable" concepts (i.e., concepts inherently open to debate and redefinition), such as liberty, equality, and democracy. It is not just a philosophic pursuit, but also a consideration of what political regimes historically best fulfill such concepts. Finally, political theory asks the fundamental question of why (and if) we owe any obligations to the state. Often, particularly in times of war, citizens argue about whether such an obligation exists. Why would human beings rationally agree to obey the state? Should they obey all regimes, only just regimes, or no regimes at all? These are fundamental (often life or death) questions that the political theorists we will read addressed.

Frequently when contemporary Americans debate these basic issues of how we should live our lives in common, they rely on moral and political arguments that were first (and often best) made by political philosophers. Through the close reading of primary texts we will evaluate the arguments of some of the major political philosophers. In doing so, we will not only better understand the origins of modern political argument; we will ourselves hopefully become more thoughtful citizens.

**Modern Conceptions of the Task of Political Philosophy; Plato's Republic: The Politics of Reason and Virtue (Pt. I)**

We will begin by reading two essays by two of the leading defenders of political theory against the attacks made by "objective" political scientists (an essay by Sheldon Wolin, a prominent radical democratic theorist, and another essay by Leo Strauss, a conservative theorist who defended the ancient conception of political virtue -- and political hierarchy -- against the value-free relativism of modern liberalism.

What is Wolin's critique of modern behavioral political "science"? Why does he think politics cannot be properly studied as a strictly "objective," positivist endeavor? Why does Wolin think political theory is particularly salient in times of economic and political crisis? What does Strauss mean by "ancient" and "modern" political theory? Why is he suspicious of the "historicism" of modern social science?

Then we will move on to examine Plato's argument as to the nature of the best regime. Is the good life compatible with the life of the citizen? What is Plato's analogy between the best regime and the division of labor within the soul? What is Plato's attitude towards various types of regimes? Does Plato see a distinction between 'private life' and 'public life'?

Wolin, Sheldon, "Political Theory as a Vocation." American Political Science Review 63:4 (Dec. 1969): 1062-1082.

Strauss, Leo, "What is Political Philosophy?" in Leo Strauss, *What is Political Philosophy and Other Essays* (Chicago: University of Chicago Press, 1988); reprinted from Leo Strauss, "What is Political Philosophy," The Journal of Politics 19:3 (August 1957): 343-368.

The Republic, Bk. I, Bk. II, Bk. III

**Plato II**

The Republic, Bk IV and Bk. V; Bk. VI sects. 484-490 only ; Bk. VII, sects. 514-519 only; and all of Book VIII-IX (p. 193-238 in Grube, ed.)

**Aristotle's Politics: Classical Virtue Makes its Peace with the Limits of Reality (or the origins of Political Science) (Part I)**

Why does Aristotle believe that the political regime is the highest form of human association? What is the relationship between the excellence of the good man and the excellence of the good citizen? How does Aristotle analyze the regimes of democracy, oligarchy and monarchy? What regime does he favor? Why does the answering of this question depend on the specific circumstances faced by a given regime? Why are most regimes inherently unstable and threatened by revolution? Can political stability and political virtue be combined in the best of regimes?

Aristotle, Politics, Book I, chpts. 1-6; Bk. II, chpts. 1-5; chpts. 7-8; Book III, chpts. 1-18  
**Aristotle (Part II)**

Politics, Book IV, chpts. 1-6; chpts. 7-13, Book V, chpts. 1-9; Book VII, chpts. 1-3; chpt. 8-10; chpts. 13-15.

**Machiavelli's The Prince: The Critique of Classical Virtue and the Rise of Modern Political Science (Political Virtue as Taming Fortune/Circumstances)**

Why does Machiavelli believe that one of the central tasks of politics is to create order in the world? Does Machiavelli believe that conflict and factions erode the possibility of good laws -- or does conflict make a good regime more possible? Is Machiavelli strictly a Machiavellian -- that is, does he truly believe that the ends justify any means, as he is popularly portrayed as arguing today? Why does Machiavelli believe that the use of force -- power -- is integral to the maintenance of liberty? Does he favor the unlimited use of force or no more force than is necessary? Is he a moral, amoral or immoral political theorist? In what way do his views break with Aristotle and Plato in regards to the relationship between the good man and the good regime?

**The Prince (entire, including opening letter to Lorenzo de Medici)**

**Hobbes' Leviathan: The Roots of Modern Liberalism -- Human Beings as Desiring Machines (Part I)**

If human beings are truly as Hobbes portrayed them -- self-interested and always seeking "more intense delight" -- how could they ever come to respect and trust one another, honor contracts, and cooperate politically? In what way does Hobbes' social contract attempt to describe the conditions under which individuals will "lay down their right to all things" so that a regime of peace and security can be established? Why is it so critical that the Hobbesian contract be made only among the citizens authorizing an all-powerful sovereign and not between the citizens and the sovereign? Why should anyone be obligated to obey the Hobbesian state? Does he successfully argue why individuals will authorize an omnipotent (i.e., all-powerful) state to act in their name?

**Leviathan II**

Chpt. 46; chpts. 4-11; chpts. 13-16

**Leviathan III**

Chpts. 17-21; 26, 29-31 (p. 237-270); Review and Conclusion

**John Locke's Second Treatise of Government: The Rise of the Limited Liberal State**

Why may Locke, like Hobbes, be described as a "natural rights" theorist? Do natural rights for Locke exist prior to the establishment of a political regime? Why is it critical to Locke's argument that human life in his state of nature is less "nasty, brutish and short" than it is in Hobbes' state of nature? Why doesn't the state of nature adequately protect man's right to property? Is Locke's view of politics an instrumental one? That is, does politics fundamentally serve to protect other non-political interests? How does this differ from the conception of politics of Plato and Aristotle? Is Locke a democratic theorist? If



not, why might he still be considered the first theorist to justify the right to revolution of individuals subject to a tyrannical regime?

John Locke, The Second Treatise of Government (entire, esp. chaps. 1-10; 18-19).

**Jean-Jacques Rousseau: The Origins of the Democratic Critique of Liberalism (Part I: The Second Discourse on the Origins of Inequality Among Men)**

What is Rousseau's critique of Hobbes and Locke's conception of human beings in the state of nature? Are human beings naturally political in Rousseau's view? If not, what is the price we pay for living in political societies? Does Rousseau think we can go back to the primitive bliss of the state of nature? If not, what type of political regime best suits human beings? What role does the establishment of private property play in the creation of human inequality? How can the establishment of a regime based on the general will -- the interests we all share in common -- alleviate the inequality instituted at the very origins of civil society? How stable would this virtuous regime be in Rousseau's opinion?

Rousseau, Discourse on the Origins and Foundations of Inequality of Men, (entire, p. 25-109)

**Rousseau (Part I) -- from Political Democracy to Limiting Economic Inequality (and the Achilles' Heel of Radical Democracy -- the Underestimation of the Value of Individual and Group Rights)**

Rousseau, The Social Contract, Bk. I and II, p. 141-172; and BK IV, chpts. 1-2, p. 203-207 in Hackett.

**Karl Marx -- The Critique of Liberal Inequality; the project of Democratizing Civil Society (and thus Transcending Politics and the State)**

What does Marx mean by his claim that history is essentially the history of class struggle? Why does Marx believe that the conditions for communism are pregnant within capitalist society? Why does Marx believe that political freedom and the freedom to compete economically are only limited forms of freedom? How does he distinguish human emancipation from civil and political emancipation? What does Marx mean by alienation? Is it simply a feeling of discontent or unhappiness or is it the social state of being dominated by the very institutions and structures which one's labor creates? What does Marx mean by "ideology"? Can one truly comprehend the real power relationships behind social and economic relationships by simply examining the dominant ideas and self-conceptions of an era? Why does Marx believe that communism will fulfill human beings desire for self-emancipation?

Preface to A Contribution to the Critique of Political Economy, p. 3-7 in The Marx-Engels Reader, 2nd. ed., ed. Robert C. Tucker, also read The Communist Manifesto in The Marx-Engels Reader, p.469-491; p.499-500.

Marx on the State and Civil Society. Read: On the Jewish Question, p. 26-46 in Tucker,

ed.

Marx on Political Economy, "Wage, Labor, and Capital," pp. 203-217

**Marx II (Marx's Theory of History and Ideology)**

Marx on Alienated Labor: selections from The Economic and Philosophic Manuscripts of 1844, "Estranged Labor", p. 70-81 in Tucker, ed.; "Private Property and Communism," p. 81-93 in Tucker, ed.; "The Power of Money in Bourgeois Society," p. 101-105 in Tucker, ed.

Marx on History and Ideology. Read The German Ideology, p. 146-166, p.172-175; p.180-200 in Tucker, ed.

Marx on Communism. Read: The Critique of the Gotha Programme, p. 525-541 (concentrate on p. 528-532 and p. 537-541).



**WESTERN NEW MEXICO UNIVERSITY**  
**UNDERGRADUATE COURSE PROPOSAL FORM A**

**TYPE OF CHANGE**

- Revised Curriculum Guide     Course Deletion
- Initial Curriculum Guide     General Education
- Change in Number             Change credit hours
- Change in Title                 Change in Lab fee
- Change in Description         Change in PREREQUISITES     Change in Prefix

All courses with VPAA approval in January will go into the next catalog cycle beginning July 1<sup>st</sup>. February approvals would go two academic years ahead.

Is this change due to assessment?    Yes    No    If yes, explain why:

**GENERAL INFORMATION**

Department (Alpha Prefix):   Subject Prefix: POLS    Today's Date: \_\_\_\_\_

**COURSE INFORMATION**

**Number:** 2230                      **Title:** Political Ideas                      **Number of Credits:** 3  
 (implies Registrar's approval)    (30 characters long)

**CATALOG DESCRIPTION**    (50 words maximum)

A critical examination of ideas such as justice, democracy, freedom, citizenship, and others, through an exploration of political thought from ancient to contemporary times.

**COURSE RATIONALE:** (Include need for course, which course is being replaced, etc. – may be attached)

See the attached.

**COURSE PREREQUISITES**

Must be taken prior with a "C" or better

- 1. \_\_\_\_\_                      3. \_\_\_\_\_
- 2. \_\_\_\_\_                      4. \_\_\_\_\_

**COURSE CONCURRENCY**

May be taken same time or prereq.

- 1. \_\_\_\_\_                      3. \_\_\_\_\_
- 2. \_\_\_\_\_                      4. \_\_\_\_\_

**COURSE COREQUISITES**

Must be taken together

- 1. \_\_\_\_\_                      3. \_\_\_\_\_
- 2. \_\_\_\_\_                      4. \_\_\_\_\_

**TYPE OF COURSE**

- Major Requirement     Minor Requirement     Writing Intensive     Lab Fee \$ \_\_\_\_\_
- Detail code \_\_\_\_\_ (must be obtained from Director of Business Affairs)     Elective     SL

**GRADING:**     Pass/Fail     Standard Alpha System

**MINIMUM ASSESSMENT SCORE** (for course enrollment, if any)

Math: \_\_\_\_\_                      English: \_\_\_\_\_                      Reading: \_\_\_\_\_                      Study Skills: \_\_\_\_\_

**APPROVALS**

Date

Initiator Joel Blaxland


March 2, 2020

Department Chair

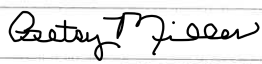
2 Mar 20

(Implies departmental approval)

Dean 

C & I Committee 

VP for Academic Affairs

Registrar's Office 

11/20/20

December 14, 2020

FILE WITH COURSE PROPOSAL FORM B

**WESTERN NEW MEXICO UNIVERSITY**  
**UNDERGRADUATE COURSE PROPOSAL FORM B**

This form should accompany the WNMU Course Proposal Form A, which is available online (the Forms folder in the General drive on Steel), or from the Chair of the C & I Committee.

**COURSE INFORMATION**

Course Title: POLS 2230. Political Ideas

Number of Credits: 3

Prepared By: Joel Blaxland

Date: March 3, 2020

**A. DESCRIPTION OF THE COURSE**

A critical examination of ideas such as justice, democracy, freedom, citizenship, and others, through an exploration of political thought from ancient to contemporary times.

**B. PREREQUISITE KNOWLEDGE AND SKILLS**

POLS 1110. Introduction to Political Science (or concurrent) *and* POLS 1120. American National Government (or concurrent). Students will also be expected to have taken at least one of the following courses: POLS 2110. Comparative Politics *or* POLS 2120 International Relations. POLS 2130. Introduction to Political Theory is a required prerequisite for this course.

**C. MEASURABLE INSTRUCTIONAL OBJECTIVES AND EXPECTED OUTCOMES**

Student Learning Outcomes:

1. Demonstrate knowledge and understanding of political philosophies espoused by writers from various traditions.
2. Demonstrate ability to critique, analyze, and synthesize the various philosophical readings.
3. Demonstrate ability to theories presented in the writings, to political practices as experienced in everyday life.
4. Demonstrate ability to link the theory and practice taught in class to one's own life experiences.
5. Participate actively in class discussions.
6. Communicate understanding of one's own views and the views of others, in oral and written format.
7. Display ability to listen to, and respect, various points of view.
8. Demonstrate sensitivity to a variety of cultural backgrounds and viewpoints, in class discussions and in written work.

**D. COURSE OUTLINE**

Please attach

**E. EVALUATION**

**F. LIBRARY RESOURCES: NEEDS AND AVAILABILITY**

**G. FACULTY RESOURCES: NEEDS AND AVAILABILITY**

**H. EQUIPMENT/SPACE: NEEDS AND AVAILABILITY**

N/A

Bachelor of Arts in Political Science  
Western New Mexico University

Prepared by  
Joel Blaxland, PhD  
Assistant Professor of Political Science,  
Department of Social Sciences and Cultural Studies

## 1. Program Description

The political science BA program gives students a broad education in politics and government institutions through courses that sharpen analytical thinking skills, expose students to animated debates about theory and methodology, which have been an integral part of the discipline over the past half century; and challenge students to critically evaluate the rights and responsibilities of citizens living in political societies.

Students pursuing the political science BA will have opportunities to take introductory, foundational, and advanced upper-division courses in the discipline's four distinct subfields:

- **American Politics**, which focuses on the American political system, including institutions (e.g., Legislative, Executive, Courts, and Bureaucracy) and mass political behavior (e.g., elections, public opinion, and the media).
- **Comparative Politics**, which focuses on foreign governments outside of the United States, with an eye to comparing how different political systems affect political outcomes. Topics include the study of political and economic institutions, as well as mass political behavior across different contexts.
- **International Relations**, which explores how nation states interact in the global system. Topics include the study of international conflict and the role that international institutions play in shaping nation states' behavior.
- **Political Theory**, which theoretically evaluates how individuals behave and ought to behave in a collective polity. Political theorists bring precision to fundamental—yet contested—key political concepts, such as freedom, equality, democracy and justice.
- 

## 2. Career Outlook for Political Science BA Program Graduates

According to recent data published by the U.S. Bureau of Labor and Statistics: “Employment of political scientists is projected to grow 5 percent from 2018 to 2028.”<sup>i</sup>

Median pay for political scientists in 2018 was \$117,570 per year (or approximately \$56.52 per hour).<sup>ii</sup>

A major in political science provides a critical foundation for entry-level work or advanced study in many fields. As part of a liberal arts education that enhances skills in analytical reading, research, analysis, and writing, political science makes students attractive candidates for jobs in many substantive areas, including business, finance, policy consulting, government work, the foreign service, and teaching. Political science is likewise an excellent credential for those interested in applying for graduate education in law, business, social work, education, international affairs—and, of course, political science itself.

### **3. Rationale of the Program**

According to a 2019 report released by the *Princeton Review*, ***Political Science as an undergraduate major ranks third among the top 10 college majors*** in the United States; tailing only computer science and communications majors, respectively.<sup>iii</sup> Given the popularity and excellent career outlook for political science majors, and the fact WNMU does not presently offer a Political Science BA, it should come as no surprise that a number of WNMU students have transferred to the University of Arizona, Arizona State University, and University of Texas (el Paso) to pursue a bachelor's degree in political science. I have likewise fielded inquiries over the last two years from more than twenty prospective WNMU students interested in a political science undergraduate major.

Political Science is an ancient discipline and yet one of the most recently developed social sciences. The origins of the study of politics reach back to the beginning of human society, for humans have always made observations about the nature of their government, the personalities of their leaders, and the consequences of their government's actions.

Plato's *Republic*—"the first major work of political theory" (Thiele, 1997: 24) discusses the interactions among political actors in society. Aristotle characterized politics as the "queen of the sciences", and in his works he classified governments according to their various structures and made predictions about how each of these differently structured governments was likely to behave. Other philosophers have shared Aristotle's political concerns. Machiavelli was an astute student of politics, as was Montesquieu. So too were John Locke, Thomas Hobbes, Jean Jacques Rousseau, and James Madison (Martínez, 1997; Lipset, 1969).

On occasion, political theory and political practice have been joined as they were in Philadelphia in 1787. The men who wrote the American Constitution were political theoreticians of the first magnitude who endeavored to mold Political Science as it is



taught today in a very new discipline, one that has been developed primarily in the United States and Western Europe in the past seventy years (Sigelman, 2006; Larsen, 2005). During this period scholars have attempted to move from observations about politics to scientific observations about politics. This movement has been marked by a widespread effort to collect data about politics and governments utilizing relatively new techniques developed by all the social sciences. Its goal has been to describe and explain political phenomena with greater accuracy. In short, political science today is constantly seeking to make itself rigorous in its standards of scholarship, more demanding in its standards of proof, and less ethnocentric in its perspectives of world politics (Martínez, 1997).

#### **4. Relationship of the Program to the Institutional Mission**

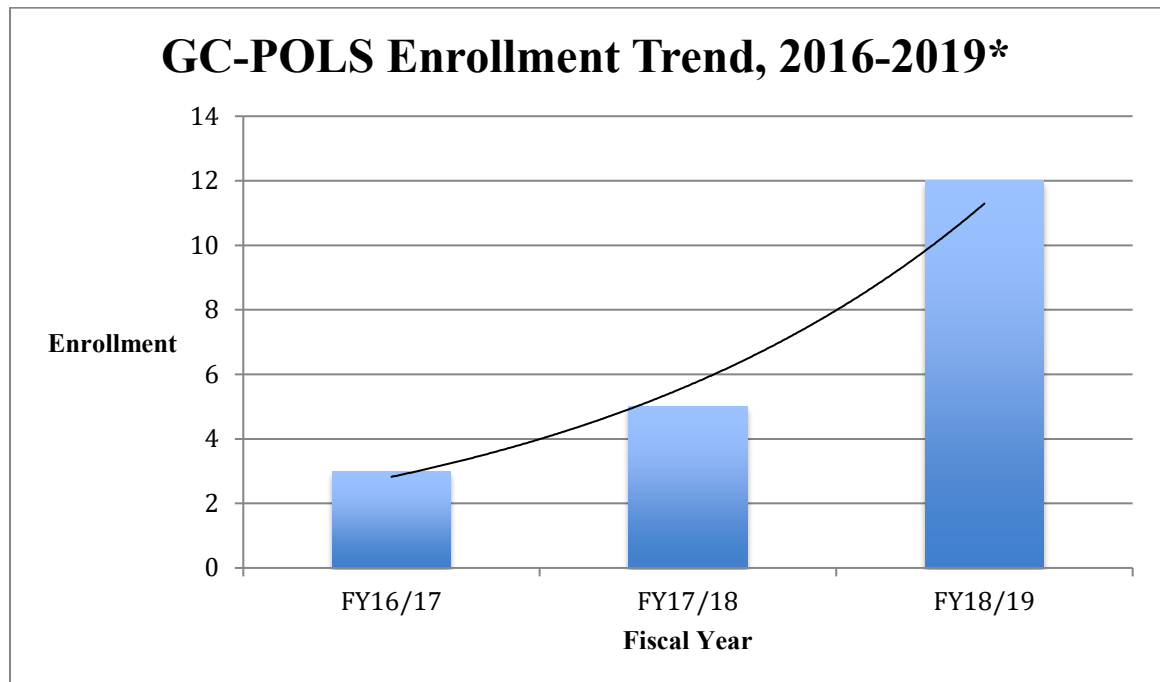
The current Mission and Vision Statements observes that the University's academic programs are designed to be inclusive in recognition of our multicultural student body. As WNMU has become New Mexico's only public liberal arts and sciences university, offering political science BA program is essential to meet the needs of students in such areas as the applied **Arts and Sciences**. In particular, Political Science is a crucial component of WNMU's vision to cultivate civic literacy and the ability to engage in our world marked by local and global connections. This is currently pursued through the Political Science Minor, Political Science Concentration in the Master of Arts in Interdisciplinary Studies, as well as offering courses that meet general education requirements in both social and behavioral sciences and humanities. In addition, the Political Science Program offers courses that support Teacher Education, History, Criminal Justice, Social Work, Public Administration, and MAIS. Also, intrinsic to Political Science as a discipline and as a program at WNMU is the exposure of students to minority, multicultural and international perspectives, both through coursework as well as through direct participation in the community purposely seeking to "engage with our communities, serve society, and build capacity for relating to one another" (Western New Mexico University Core Values). For instance, we currently offer students internship opportunities in local, state, and national settings. We have also expanded Service Learning components to the POLS 1120 American National Government and POLS 1110 Introduction to Political Science courses to include Service Learning opportunities to online students. In addition, civic literacy and public service is cultivated through student organizations such as MEChA, the Young Democrats of Grant County, and ASWNMU (Student Government), in which students are engaged in a variety of academic, electoral, and service learning oriented activities.

#### **5. Program Productivity and Efficiency<sup>iv</sup>**

The number of students at WNMU pursuing the Political Science minor, Graduate Certificate in Political Science (GC-POLS), and the M.A. in Interdisciplinary Studies

with a Political Science concentration has increased exponentially since 2013. There are presently twelve students pursuing the Political Science undergraduate minor, a 50 percent increase from AY 2018-19. The increase in students declaring a political science concentration for the MA has continued to increase, with an approximate 27% growth from 2015 to 2016. Observe *Figure 1* below. Enrollment in the GC-POLS has experienced unprecedented growth over the last three academic years—from three students (AY16/17) to twelve (AY18/19). Note the trend line denotes an *exponential* enrollment progression across the aggregate with the lion’s share of new student enrollment having occurred in AY18/19. Since inception, three students have been awarded the GC-POLS, with twelve more currently pursuing the certificate.

*Figure 1: GC-POLS Enrollment Trend, 2016-2019*



## 6. Faculty Requirements

In addition to the one current FT TT political scientist on faculty, one additional FT TT political scientist will be required to develop and sustain the BA in Political Science program. The university should consider hiring one new FT TT political science faculty member for every 20 new students that declare the BA in Political Science.

## 7. Minimum Program Requirements

To be awarded the **Bachelor of Arts in Political Science**, majors will be required to complete a minimum of 36 credit hours (with a C or higher).

Majors will take at least **four** of the following seven **core courses**:

**POLS 1110.** *Introduction to Political Science*

**POLS 1120.** *American National Government*

**POLS 2120** *International Relations*

**POLS 2130** *Political Ideas/Introduction to Political Theory*

**POLS 2110** *Introduction to Comparative Politics*

**POLS 2160.** *State and Local Government*

**POLS 243.** *Hispanics, Chicanos, and Latin/x*

**12 credits**

---

Majors **must take the following two courses** before advancing to upper-division 300/400-level courses (in their sophomore year/as a rising junior):

**POLS2 2140 Introduction to Political Analysis:** a research design course that teaches students how to conduct empirical research, an essential skill for successfully completing upper-division coursework.

**POLS 2230 Political Ideas:** Reading of selected works by several classical and modern political philosophers, such as Aristotle, Hobbes, and Marx; study of their relevance to contemporary political issues.

**6 credits**

---

Majors must **elect five** from the following upper-division 300/400-level courses:

**POLS 306.** *Political Parties*

**POLS 309.** *Constitutional Rights of Prisoners*

**POLS/HIST 310.** *History and Politics of Colonial Mexico*

**POLS/HIST 311.** *History and Politics of Modern Mexico*

**POLS 312.** *American Foreign Relations*

**POLS 314.** *Minorities and Politics*

**POLS 315.** *The American Presidency*

**POLS/SOC 320.** *Introduction to Nonprofits*

**POLS/SOC 321.** *Nonprofit Resource Development and Grant Writing*

**POLS 353.** *International Law and Organization*

**POLS 401.** *Public Administration*

**POLS 402.** *Latin-American Politics and Political Processes*

**POLS/LALS/HIST 403.** *Modern Revolutions*

**POLS 404.** *International Relations*

**POLS 405.** *American Constitutional Development*

**POLS/HIST 406.** *American Political Thought*

**POLS/CJUS 407.** *Administrative Law*

**POLS 410.** *Water Rights*

**POLS/LALS/HIST 412.** *Inter-American Relations*

**POLS/LALS/HIST 413.** *Central America*

**POLS 414.** *Politics of Post-Communism*

**POLS/CJUS/HIST 416.** *Border Issues*

**POLS 417.** *Comparative Political Analysis*

**POLS/LALS/HIST 418.** *Colonialism*

**POLS/LALS/HIST 420.** *Economic Development of Latin America*

**POLS 421.** *Social Movements*

**POLS/CJUS 466.** *Civil Rights and Liberties*

**POLS/LALS/CJUS/HIST 467.** *The Drug Wars*

**POLS/HIST 477.** *History and Politics of the Vietnam War*

**POLS/HIST 478.** *The U.S. Constitution and History*

**POLS 481. *Internship in Political Science***

**15 credits**

---

Majors *must* complete the senior seminar.

**POLS 496. Senior Seminar in the Social Sciences**

**3 credits**

---

**Total credits: 36**

---

---

<sup>i</sup> <https://www.bls.gov/ooh/life-physical-and-social-science/mobile/political-scientists.htm>

<sup>ii</sup> <https://www.bls.gov/ooh/life-physical-and-social-science/mobile/political-scientists.htm>

<sup>iii</sup> <https://www.princetonreview.com/college-advice/top-ten-college-majors>

<sup>iv</sup> Information in this section courtesy of the Political Science Program Review (2018, Allison D. Evans) and the Graduate Certificate in Political Science Program Review (2019, Joel Blaxland)



Dear Deans Council-

August 22, 2019

I am writing in support of the Santa Community College offering a 650 hour Massage Therapy Program. New Mexico is on the cutting edge of the wellness industry. People from all over the world come to relax, rejuvenate and experience our spas and healing arts. Ten Thousand Waves alone sees over 100 thousand guests per year.

Ten Thousand Waves, spas, chiropractic offices and wellness centers all over NM are in constant need of qualified massage therapists to meet our business needs. Ten Thousand Waves is the largest employer of massage therapists in the state with 120 contracted therapists on staff. Currently we have shifts we cannot fill with therapists therefore we cannot meet our customer demand resulting in lost revenues for TTW, lost tax dollars for our state and employment opportunities for our community.

Currently there is only one Massage School in Santa Fe which is for sale. If they don't find a suitable buyer the school will close resulting in even less massage therapists to employ.

Santa Fe needs a competitive, affordable option for a massage therapy school. I would be happy to work with the Community College to implement its program.

Regards,

Courtney Morris, LMT, Approved Provider for NCBTMB

Spa and Education Director

505-992-5060

Courtney@tenthousandwaves.com

**ten  
thousand  
waves**

**japanese spa and resort**

Post Office Box 10200

Santa Fe, NM 87504

tel 505.982.9304

fax 505.989.5077

[www.tenthousandwaves.com](http://www.tenthousandwaves.com)



Dear Deans Council,

I am writing to support the proposed Massage Therapy program at Santa Fe Community College. New Mexico has a wealth of LMT currently licensed within the state, however, there is an increasing demand as the Spa and Wellness industry continues to evolve and grow throughout the entire state, especially here in the Santa Fe region.

Sunrise Springs as a spa continues to grow and has an ever-increasing demand for more LMT's. There are several spas in the region that are gaining notoriety and popularity which increases the need for educated practitioner's that can meet guest demands.

I feel that there is a current need in the Santa Fe area for LMT's, this need will continue to grow. Having this program supports future educational opportunities as well as immediate employment opportunities for its graduates.

Sincerely,

Misty Kolakowski  
Spa Manager, LMT  
(505) 927-0117

**From:** Courtney Morris  
**To:** [Ute Janssen-Kerr](#)  
**Subject:** Massage Therapists for Ten Thousand Waves  
**Date:** Friday, August 7, 2020 12:15:44 PM

---

**CAUTION:** This email originated from outside of SFCC. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Ute-

I hope you are well and staying healthy. I'm so happy SFCC is starting a massage therapy program especially since all of our local massage schools are closing.

Ten Thousand Waves is slowly reopening and will be hiring massage therapists as business continues to normalize. As your therapists near the end of their program please have them contact me to apply for a position at Ten Thousand Waves.

Warm Regards,

--

Courtney Morris  
Ten Thousand Waves  
Santa Fe, New Mexico  
505-992-5060



---

Ute Jannsen-Kerr

From: Mountain Spirit Integrative Medicine  
<mountainspiritsf@gmail.com>  
Sent: Tuesday, June 18, 2019 6:19 PM  
To: Ute Jannsen-Kerr  
Subject: Re: Release to Work Form Ute Jannsen-Kerr

Please share my thoughts w Ute:

Although there are many LMTs here in Northern NM, there are also a growing number who age out, retire, or no longer are physically able to keep up with the demands of the practice. There are also a growing number for whom LMT work is something they do a few or many years, before moving onto other fields of work. In healthcare, in the arts, social work. There are also quite a few who move away over time (and many who move here too, so that might be a wash).

One thing for sure: The demand for bodywork is increasing with time. Our general population is aging in the US, with Baby Boomers being more open to massage than their parents, seeking it more, and more BB's become Seniors every day. Generally speaking, massage is more needed by people as we age.

Meanwhile, there are fewer LMT training schools here in Santa Fe now than in the past, according to my knowledge. NM Academy of Healing Arts closed a few years back. I believe that just the Santa Fe School of Massage (formerly Scherer institute) is left. Interestingly enough, the Scherer Institute is currently up for sale, last I checked. The owners are ready to retire, after buying it within the last 10-15 years. Perhaps it would be good for the community if SFCC purchased that institute, and had the LMT school there??

Department of History

20 October 2020

To Whom It May Concern:

I am writing this letter in support of Western New Mexico University's proposed graduate program in History. The proposal is for an entirely on-line program that would serve primarily the needs of teachers in NM who wish to improve their credentials and who lack the scheduling flexibility to attend a complete a more traditional face-to-face MA program.

The three history faculty members at WNMU hold Ph.D. degrees from UNM, NAU and the University of Georgia respectively, and offer research and teaching strengths in the history of the US West, Latin America, and modern European history. Therefore, they are well positioned to offer a diverse array of courses in high-need areas that would be more relevant for teaching history in the state of NM.

The proposal is comprehensive, indicating the range of courses to be taught, the library resources that would support this endeavor, survey responses that indicate a real need for such a program, and an assessment of the modest budgetary and curricular implications for implementation. WNMU also is not building this program from scratch. For some time, it has offered a MA in interdisciplinary studies, pursued by many as the best alternative to an online MA in History.

I applaud the initiative of the history faculty at WNMU to offer this option to NM residents who otherwise would not be able to complete the MA in History. This initiative will enhance the quality of K-12 teaching in the state of NM. This program does not duplicate the MA program currently offered at UNM-Albuquerque and we have no plans to institute a wholly online program here. Our departmental Director of Graduate Studies, Dr. Jason Smith, shares this endorsement.

With kind regards,



Judy Bieber, Professor and Chair



## College of Arts and Sciences

Department of History

MSC 3H

New Mexico State University

P.O. Box 30001

Las Cruces, NM 88003-8001

575-646-4601, fax: 575-646-6096

1 July 2020

To: Whom It May Concern:

The Department of Social Sciences and Cultural Studies at Western New Mexico University (Silver City) is proposing a new online MA degree in History, designed primarily for secondary-level Social Science teachers who are seeking an advanced degree in order to improve their history knowledge and teaching skills. The department has asked me to assess its proposal as part of the approval process.

The MA degree is organized around four central philosophical questions (What is truth? What is justice? What does it mean to be human? What is the good life?), questions that undergird all endeavors in the liberal arts. It is not entirely clear from the proposal or the course titles how these questions will be integrated into the training, but based on the description on p. 6 it appears that the faculty intend to organize their lectures and readings around these questions.

The proposed course offerings are varied enough to satisfy a wide range of geographical interests (European history, U.S. history, Latin American history) as well as topical interests (borderlands, colonialism, military). Notably absent are courses in Asian and African history, no doubt because the department (and perhaps the campus) lacks faculty expertise in these areas. The department itself recognizes the need for a Mediterranean scholar at some point, and I would suggest some expertise in Asia and Africa would also strengthen the program. Nonetheless, the current faculty are well positioned to focus on topics that are of the greatest interest to the New Mexico's secondary school teachers, and in my judgement it is not necessary to wait for additional resources to begin mounting this program.

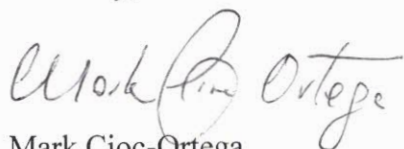
The department makes a strong case for this degree on pedagogical grounds. There is a rising demand for secondary Social Science teachers in New Mexico; Education majors get woefully inadequate training in History; and rural teachers have few opportunities to further their education once they've completed their BA degrees. It is difficult from my vantage point to assess whether the program will attract 50 students over the next 5 years as the department projects, but I am confident that it will attract a significant number of students while filling an educational gap.

It is worth pointing out that the department is not building this program from scratch. There has long been a History track within the department's Interdisciplinary Master of Arts Degree with dual online and in-class components, so there is no pressing need to augment the course offerings before implementation. The degree requirements (36 credits, etc.) are standard for an MA

program, as are the core, elective, and exit requirements. The main faculty are well trained, experienced, and tenured. It's not entirely clear to me how students will access the campus's library—it's an online degree but it seems (based on pp. 15-17 of the proposal) that the library's holdings are mostly print—but presumably the faculty and library staff will figure that out before the degree is implemented.

In short, I wholeheartedly endorse the proposal and urge its implementation as quickly as possible. It is well conceived and well designed, and it does not duplicate or compete with any MA program in southern New Mexico or western Texas. It builds on existing expertise, requires no additional funds to get off the ground, and fills a gap in secondary-teacher education.

Sincerely,

A handwritten signature in cursive script that reads "Mark Cioc-Ortega". The signature is written in dark ink and is positioned above the printed name.

Mark Cioc-Ortega

Department Head of History

New Mexico State University, Las Cruces

& Professor Emeritus, University of California, Santa Cruz



**Department of History, Social Sciences and Religion**

Station 35 1500 S Ave K  
Portales, NM 88130

To Whom It May Concern:

I am writing this letter in support of Western New Mexico University's proposed graduate program in History. It does not duplicate any graduate program here at ENMU, and we have no plans to institute such a program here. As such, WNMU's graduate program will fulfill a need in the state of New Mexico, especially for K-12 Social Studies teachers seeking to continue their education. From our perspective, we welcome a History program that we can send our graduates to after they complete their Bachelor's degrees. Please feel free to contact me should you need further information.

Sincerely,

*Chelsea Starr*

Dr. Chelsea Starr  
Chair, Department of History, Social Science, & Religion

---

Department of History, Social Sciences and Religion

575.562.2438

FAX: 575.562.2654

enmu.edu

# NORTHERN New Mexico College



Dr. John Lavelle  
Associate Professor of History  
Department of Social Sciences  
Western New Mexico University  
Silver City, NM, 80062

Dr. Lavelle,

As the Chair of Humanities and Social Sciences (HSS) at Northern New Mexico College, I would like to extend our support for the development of a fully online M.A. in History at Western New Mexico University. The faculty in my department unanimously voted in support of WNMU developing this program for its rigorous core; the potential for NNMC graduates to articulate into the program; and its online accessibility to students in more remote parts of New Mexico.

First and foremost, the M.A. curriculum proposed includes a breadth and depth of graduate-level understanding of history that it will benefit students in any career path. For instance, requiring broader seminars on “Institutions of Slavery” and “The Enlightenment” are coupled with regionally specific seminars on “History of the Southwest” and “West in American History.” One enhancement would be to include a “History of Gender and Sexuality” and/or “Women’s History of the Southwest” to completely round out this curriculum.

Second, at NNMC, HSS has a very successful Bachelors of Integrated Studies (BAIS) program. Students study an interdisciplinary core, then focus their studies in Humanities, Psychology, Crime and Justice Studies, and Self-Design. Upon graduation, they are often looking for graduate programs, and NNMC would be delighted to create an articulation agreement with WNMU’s M.A. in History. Since HSS has the second largest enrollment at NNMC, such an articulation agreement has the potential for significant growth for WNMU and an added incentive for NNMC students to select the BAIS for their major.

Third, the online element of this M.A. makes it attractive to NNMC students that have few graduate programs in proximity. With family ties strong in this area, students desire to pursue graduate studies while staying close to home, which this M.A. in History could do. Moreover, with the onset of COVID-19, a fully online program would not be faced with the challenges of disruption. Also, HSS has experienced an increase in enrollment from students leaving universities out of state due to the pandemic. WNMU’s M.A. program would provide a perfect local postgraduate opportunity in New Mexico for these students.

Therefore, HSS fully supports the development of the WNMU’s M.A. in History.

Please, feel free to contact me if you require further information.

Sincerely,

*Dr. Tara Lopez*

Dr. Tara López  
Chair, Humanities and Social Sciences  
Northern New Mexico College





Jesús A. Rivas Ph.D.  
Professor  
Chair, Dept of Biology  
Associate Editor, Journal of Herpetology  
New Mexico Highlands University  
1005 Diannod Ave  
Las Vegas, NM 87701

January 25, 2021

Dear Dr. Rivas:

It is exciting to hear about the program you are building in Wildlife Biology and Conservation at New Mexico Highlands University. I know you currently support wildlife studies and research but that there is an obvious need for the program to grow. This new program will provide a strong background for students who want to work in wildlife jobs.

I think you've done a great job thinking about the future of your students by considering the requirements in the wildlife profession. Using the requirements for federal jobs for wildlife biologists and the curriculum required by The Wildlife Society to become a Certified Wildlife Biologist as a baseline for courses in your program ensures students are well prepared. This attention to the program will help your students become successful in the field of wildlife biology.

I wish you the best with your program and look forward to seeing your successes.

Sincerely,



Carol L. Chambers  
Professor of Wildlife Ecology  
President of The Wildlife Society (2020-2021)

July 27, 2020

Dr. Jesús A. Rivas, Professor and Head  
Department of Biology  
New Mexico Highlands University  
1005 Diamnod Ave.  
Las Vegas, New Mexico 87701  
505-454-3103  
[rivas@nmhu.edu](mailto:rivas@nmhu.edu)

Dear Dr. Rivas,

I am a Professor of Wildlife Science and Assistant Department Head in the Department of Forestry, Wildlife and Fisheries at the University of Tennessee. We have a similar program in Wildlife Science. I have carefully reviewed your proposed new major in Wildlife Biology and Conservation at New Mexico Highlands University. I am very excited about your outlined course of study. You have charted an exciting planned program with a foundation in rigorous science. This agenda will facilitate student success in the field of wildlife biology and conservation. Similar to your findings, we have found extensive student interest in the Wildlife Science major and high job and graduate school placement after graduation. There seems to be a need for this program in New Mexico and is consistent with the mission of NMHU.

You and your faculty have clearly thought through what makes a quality program. I think it is so important that you are including an integrated research experience along with an excellent suite of coursework. Your undergraduate research requirement including a realistic view of wildlife biology and the opportunity to study the scientific process within the field will greatly enhance the value of your student's education and training. You have outlined different clusters of outstanding courses to provide training in wildlife science, zoology, and habitat needed for becoming a professional in wildlife and conservation. With a lot of interest from your students and an emphasis on the science, you have the foundations for increasing enrollment and creating possibilities for successful wildlife biologists after graduation. I agree that this program will provide students with many likely career choices with state, federal, and private organizations as well as provide the foundation for students to continue their education in graduate school.

I compared your detailed course requirements to the coursework required to be certified as a wildlife biologist with The Wildlife Society (TSW; [https://wildlife.org/wp-content/uploads/2020/01/AWB-Certification-January-2020\\_Restricted.pdf](https://wildlife.org/wp-content/uploads/2020/01/AWB-Certification-January-2020_Restricted.pdf)). This TSW certification was developed to recognize training needed to be a successful wildlife biologist and includes preparation in areas such as wildlife biology, ecology, zoology. I believe your program of study includes all required areas with possibly the exception of 6 credit hours of "Policy, administration, or law". You may be able to include these type courses with collaboration of other departments on campus. I would also encourage you to make sure that student's choice in the specialization options covers the TSW certification requirements. In our program, we have

found that students do not always make sure they are choosing the course necessary for certification when given multiple options.

You have a core faculty that can collaborate with other departments on campus to cover the required courses and student mentoring. Great to be thinking about additional faculty resources that could enhance your program as the demand for the major grows as I am sure it will! Based on the course offerings and well-thought plan, you will be providing a new path for students at your university. I agree that this program of study is needed, and students will be successful after graduation built on your proposed Bachelor of Science degree in Wildlife Biology and Conservation.

Sincerely,

A handwritten signature in cursive script that reads "Lisa I. Muller".

Lisa I. Muller, Professor and Assistant Head



Dr. Brooke Ann Zanetell  
Assistant Professor and Director, Natural Resources Program  
USDA Program Director and PI, LIFT Leadership in Forestry Training;  
CCC Northern New Mexico Climate Change Corps  
University of New Mexico - Taos  
Cell: (575) 770-6830; Email: zanetell@unm.edu

June 29, 2020

Jesús Rivas, PhD  
Department of Biology  
New Mexico Highlands University

RE: Support for proposed BS in Wildlife Biology and Conservation

Dear Dr. Rivas,

As Director of the Natural Resources Management Program at the University of New Mexico in Taos, I enthusiastically support New Mexico Highlands University in adding the B.S. Wildlife Biology and Conservation degree to its offerings.

NMHU has been the primary transfer partner for UNM-T students who earn an Associate Degree in Pre-Science with an emphasis in Natural Resources. Since 2014, UNM-Taos has sent nineteen students to NMHU to earn B.S. degrees in Forestry, Geology, and Biology. Three of those have completed B.S. Biology degrees, though this number would have been higher if the proposed degree had existed.

The Forestry degree has been an easy sell to our students. But the Biology degree has been a challenge because our students are interested in Wildlife Biology and this was not available as a degree at NMHU. Instead, transfer students have worked closely with faculty like you to tailor the current B.S. Biology degree to have an emphasis on wildlife. However, this has created issues for these students when they attempt to compete for Wildlife Biology positions: 1) because they often lack some of the required coursework to be eligible for Federal employment as Wildlife Biologists, and 2) because they have to go through an extra layer of showing their future employer - via a review of their transcript - that they are educated as a wildlife biologist even though this is not explicitly their degree. Both of these issues would be resolved by the addition of the proposed B.S. Wildlife Biology and Conservation.

Secondly, if approved, the new B.S. Wildlife Biology and Conservation will be an immediate recruitment tool for UNM-Taos. Due to our location surrounded by public land and the cultural connection of many of our students to land and water, we have many prospective students in our community interested in wildlife. This degree will be immediately popular and UNM-T can supply a steady stream of students to your program.

Third, some UNM-T graduates have elected to transfer to Adams State College in Alamosa, CO, specifically because it has a B.S. Wildlife Biology. The addition of the proposed degree will eliminate the need for this as most of our students would prefer to stay in New Mexico.

Federal and state governments often have difficulty finding skilled graduates to fill positions in natural resources management such as Wildlife Biology. I applaud NMHU in its efforts to address this need and serve the people of New Mexico by providing the much-needed addition of the B.S. Wildlife Biology and Conservation. Should you have any questions or require more information, contact me at 575-770-6830 or [Zanetell@unm.edu](mailto:Zanetell@unm.edu).

Sincerely,

A handwritten signature in black ink that reads "Brooke Zanetell". The signature is written in a cursive, flowing style.

Brooke Zanetell, Ph.D.

Department of Biology

Phone: (575) 835-5612  
FAX: (575) 835-5668

July 30, 2020

Jesús Rivas, PhD  
Department of Biology  
New Mexico Highlands University

Dear Dr. Rivas,

This letter expresses our support of your proposal for the BS in Wildlife Biology and Conservation that NMHU is proposing to create. Our faculty have read your proposal and recognize that there is significant demand for such a major at NMHU. The specialized courses proposed are selected from existing offerings, with little need for new course development, minimizing cost for implementation. In addition, students graduating from such a program would have a background that is suitable for entering the Biology graduate program at NMT.

New Mexico Tech serves the state and beyond through education, research, and service, focused in science, technology, engineering, and mathematics. Involved faculty educate a diverse student body in rigorous and collaborative programs, preparing scientists and engineers for the future. Our innovative and interdisciplinary research expands the reach of humanity's knowledge and capabilities. Researchers, faculty, and students work together to solve real world problems. Our economic development and technology transfer benefit the economy of the state and create opportunities for success. We serve the public through applied research, professional development, and teacher education, benefitting the people of New Mexico.

The Biology Department at NMT offers cutting-edge research opportunities in high-tech laboratories. Students engage in research projects in molecular biology, microbiology, ecology, cell biology, and physiology. NMT biology graduates are also well-prepared for medical, dental, and veterinary school. The proposed program fills a void in preparation for New Mexico students. We recognize the national and state need for increasing the preparation of professionals in wildlife biology and conservation as a means towards addressing current and future problems we face.

Sincerely,



Linda C. DeVeaux, Ph.D.  
Professor and Chair, Biology Department  
New Mexico Institute of Mining and Technology  
Socorro, NM 87801  
[Linda.deveaux@nmt.edu](mailto:Linda.deveaux@nmt.edu) 575-835-5504



June 25, 2020

Jesús Rivas, PhD  
Department of Biology  
New Mexico Highlands University

RE: Support for proposed BS in Wildlife Biology and Conservation

Dear Dr. Rivas,

This letter expresses our support of your proposal for the BS in Wildlife Biology and Conservation that NMHU is proposing to create. I have reviewed the proposal of NMHU and it shares the mission of Northern New Mexico College to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region. NMHU also shares the core values of, mutual respect, integrity, service, diversity, inclusivity, and inspiration.

The proposal to create a BS in Wildlife Biology and Conservation at NMHU complements many of our efforts here at NNMHC. With approval of this program, easily an articulation agreement could be developed with our Associates of Science in Environmental Science to the newly created Bachelors in Wildlife Biology and Conservation. The creation of this program can be mutually beneficial. We recognize the national and state imperative for increasing the preparation of professionals in wildlife biology and conservation as a means towards addressing current and future problems we face.

Sincerely,

A handwritten signature in black ink, appearing to read "JG", with a long horizontal flourish extending to the right.

Joaquin Gallegos  
Chair of Biology, Chemistry, and Environmental Science  
Associate Professor of Environmental Science  
Northern New Mexico College  
921 Paseo de Oñate  
Española, NM 87532  
[Joaquin.gallegos@nmmc.edu](mailto:Joaquin.gallegos@nmmc.edu)  
(505) 747-5480



# United States Department of the Interior



## FISH AND WILDLIFE SERVICE

New Mexico Ecological Services Field Office  
2105 Osuna Road NE  
Albuquerque, New Mexico 87113  
Telephone 505-346-2525 Fax 505-346-2542  
[www.fws.gov/southwest/es/newmexico/](http://www.fws.gov/southwest/es/newmexico/)

July 6, 2020

Jesús Rivas, PhD  
Department of Biology  
New Mexico Highlands University

Dear Dr. Rivas,

Thank you for allowing us the opportunity to review the proposed curriculum for the new degree program in Wildlife and Conservation at New Mexico Highlands University. The U.S. Fish and Wildlife Service depends on universities like yours to teach and develop future employees.

The mission of the U.S. Fish and Wildlife Service is working with others to conserve, protect, and enhance fish, wildlife, plants, and their habitats for the continuing benefit of the American people. Given this mission, we fully support the development of programs like yours to train future biologists. The curriculum you provided is well rounded, and offers the requisite academic background necessary for most federal biologist positions. Given that other university wildlife programs in New Mexico are located in the southern part of the state, this program would enhance opportunities for students in central and northern New Mexico. It would also allow for important collaborations with national wildlife refuges and both public and private land managers who provide habitat for a variety of federal trust species in northeastern New Mexico.

We recognize the national and state imperative for increasing the preparation of professionals in wildlife biology and conservation as a means towards addressing current and future challenges. We look forward to working with you in the future, and would be happy to provide information regarding student fellowship and career opportunity programs.

Feel free to contact Debra Hill at (505) 761-4719 if you have any questions.

Sincerely,

Seth Willey  
Acting Field Office Supervisor



GOVERNOR  
Michelle Lujan Grisham



DIRECTOR AND SECRETARY  
TO THE COMMISSION  
Michael B. Sloane

## STATE OF NEW MEXICO DEPARTMENT OF GAME & FISH

One Wildlife Way, Santa Fe, NM 87507  
Post Office Box 25112, Santa Fe, NM 87504  
Tel: (505) 476-8000 | Fax: (505) 476-8123  
For information call: (888) 248-6866

[www.wildlife.state.nm.us](http://www.wildlife.state.nm.us)

**STATE GAME COMMISSION**  
**SHARON SALAZAR HICKEY**  
Chair  
Santa Fe  
**ROBERTA SALAZAR-HENRY**  
Vice-Chair  
Las Cruces  
**JIMMY RAY BATES, SR.**  
Albuquerque  
**GAIL CRAMER**  
Mayhill  
**TIRZIO J. LOPEZ**  
Cebolla  
**DAVID SOULES**  
Las Cruces  
**JEREMY VESBACH**  
Placitas

July 6, 2020

Jesús Rivas, PhD  
Department of Biology  
New Mexico Highlands University

RE: Support for proposed BS in Wildlife Biology and Conservation

Dear Dr. Rivas,

This letter expresses our support of your proposal for the BS in Wildlife Biology and Conservation that NMHU is proposing to create.

The New Mexico Department of Game and Fish (Department) is responsible for conserving and managing the wildlife heritage of the citizens of New Mexico. The Department provides opportunities for hunting, fishing, trapping, and wildlife viewing through a variety of management and education programs. This includes conservation programs to benefit species of concern that are not associated with hunting or sportfishing.

The Department is excited to see the proposed BS in Wildlife Biology and Conservation. The courses and training offered under this Bachelors of Science program will provide the next generation of biologists that will serve as the foundation for what the Department does, conserving and managing the wildlife of New Mexico in a data-driven, scientific manner. It is particularly exciting that students native to New Mexico, who understand the heritage of their state, may receive such education and training, such that they may assume the mantle of leadership in conservation.

We recognize the national and state imperative for increasing the preparation of professionals in wildlife biology and conservation as a means towards addressing current and future problems we face.

Sincerely,

Leland J. S. Pierce  
Amphibian and Reptile Conservation Program Leader  
Wildlife Management Division  
New Mexico Department of Game and Fish

---

**File Code:** 2600  
**Date:** July 28, 2020

Dr. Jesús Rivas, PhD  
Department of Biology  
New Mexico Highlands University  
Box 9000  
Las Vegas, NM 87701-9000

Dear Dr. Rivas:

This letter expresses United States Department of Agriculture's Forest Service Southwestern Region supports your proposal for the Bachelor's Degree in Science (B.S.) in Wildlife Biology and Conservation that New Mexico Highland University (NMHU) is proposing to create. The mission of the Forest Service is to sustain the health, diversity, and productivity of the Nation's Forests and Grasslands to meet the needs of present and future generations.

What a better way to accomplish this than to support opportunities locally for students who wish to enter the Wildlife Biology Workforce working on the landscapes they often grew up on. It is not an easy task to get into land and Natural Resource Management Agencies and often requires young professionals to move away in search of job opportunities. If job opportunities exist locally along with educational programs that prepare young professionals with the credentials necessary to compete for these opportunities, it could prove to be a major assistance in filling vacancies, especially in areas that may be harder to recruit candidates.

Currently there are only a couple academic programs located at much larger universities within New Mexico that can fill that need, and none exist in the northern portion of the state. New Mexico Highlands University (NMHU) also has a unique ability because they are a smaller university (less than 20,000 undergraduates) to be able to provide more hands-on opportunities across a highly diverse undergraduate population.

In the field of Wildlife Biology and Conservation related positions, education is a critical component with very specific criteria. Often General Biologically related degrees do not fully provide the necessary core curriculum to compete for positions in Wildlife Biology, leaving the receiver unable to qualify for these positions. The current plan Dr. Rivas has proposed does address the education requirements needed to qualify with a degree for the basic education component. Therefore, having an Educational Program that specifically aims to create a roadmap for a student to successfully meet the educational needs of Wildlife related positions is critical to meaningful completion in the Wildlife Biology related fields.

We recognize the National and State need for increasing the preparation of professionals in Wildlife Biology and Conservation related fields as a means towards addressing current and future challenges we may face.

Sincerely,

ROBERT TRUJILLO  
Regional Director - Wildlife, Fish, Rare Plants and Rangelands





# THE WILDLIFE SOCIETY

*Leaders in Wildlife Science, Management and Conservation*

18 December 2020

Jesus Rivas  
New Mexico Highlands University  
Dept of Biology  
1005 Diamond Ave  
Las Vegas, NM 87701

Hi Jesus,

Thank you for your interest in receiving feedback from a member of The Wildlife Society's Certification Review Board (CRB) through our curriculum review process. Below please find a brief summary of their recommendations and suggestions for next steps:

While TWS does not accredit or endorse programs to meet certification requirements, the CRB would like to provide the following feedback.

In the Wildlife Management and Wildlife Biology categories, students would meet the requirements if they choose to take the course listed on the sample application. However, if students choose to take a different combination of courses, the Board recommends Mammalogy or Herpetology along with Vertebrate Biology or Comparative Animal Behavior. The other possible courses for Wildlife Biology would likely not receive full credit.

In the Ecology category, both courses would likely be accepted, but the Board would recommend students take Ecology over Ecology and Evolution. Ecology and Evolution could also be utilized in the Zoology category.

Genetics should be split between the Zoology and Botany category (2 semester hours in each category).

In the Botany category, students would need to be sure to take Dendrology to ensure they meet the plant taxonomy/identification requirement.

In the Basic Statistics category, the course would likely be accepted as is, but the Board would recommend students update the course description to ensure reviewers know that the applicant understands basic statistics.

The Board would also like to note that any general biology courses could be split between the Zoology and Botany categories. The Board provided some additional comments on the program proposal you sent:

In the Wildlife cluster, Animal Structure and Function, Wildlife Diseases, and Field Zoology would be good choices for the Zoology category.



# THE WILDLIFE SOCIETY

*Leaders in Wildlife Science, Management and Conservation*

In the Botany cluster, Soil Ecology would be counted in the Physical Sciences category.

In the Habitat Management cluster, Wildlife Fire Management and Soil Science would be counted in the Physical Sciences category. Remote Sensing and Analysis and Advanced GIS would be better suited in the Quantitative Sciences category. Livestock Management would likely not be accepted toward any of the certification categories.

In the Fisheries cluster, Limnology would be appropriate for the Physical Sciences category. Aquatic Ecology and Marine Biology would be well suited for the Zoology category.

The CRB commends your efforts to assist your students in preparing for their future endeavors. Please feel free to let me know if you have any questions or need clarification on any of the above comments.

Sincerely,

Jamila Blake, AWB®  
Professional Development Manager

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE  
NEW MEXICO STATE LAND OFFICE  
AND  
NEW MEXICO HIGHLANDS UNIVERSITY**

This Memorandum of Understanding between the New Mexico State Land Office (SLO) and New Mexico Highlands University (NMHU) is designed to define, formalize, and maintain an ongoing, cooperative relationship related to the collection of biological information and the management of natural resources to promote sustainability, responsible trust stewardship, and to increase academic opportunities, including research and teaching, in a manner mutually beneficial to the Parties.

WHEREAS, the SLO manages nine (9) million acres of surface and thirteen (13) million acres of subsurface lands granted to the State of New Mexico to be held in trust for designated beneficiaries;

WHEREAS, NMHU is a trust beneficiary, with responsibilities including, but not limited to, education and research regarding New Mexico's flora, fauna, water, public health and natural resources;

WHEREAS, the natural resources of New Mexico are of vital educational, economic, ecological, and cultural benefit to all New Mexicans, as well as the SLO and its designated trust beneficiaries;

WHEREAS, the SLO and NMHU share a mutual interest in ensuring New Mexico's natural resources are managed to serve the educational, economic, ecological, recreational and cultural needs of present and future generations of New Mexicans and for the benefit of the trust beneficiaries;

WHEREAS, the SLO and NMHU recognize that New Mexico's economic strength, environmental wellbeing, and public health are inextricably linked;

WHEREAS, understanding trust assets, leveraging geographic information and applying inventory information are essential to executing sound land management practices that foster the economic use of land in a manner that protects trust lands for future generations;

WHEREAS, NMHU offers significant expertise in multiple fields of conservation, natural resources, and other disciplines related to land management and the advancement of economic enterprises;

WHEREAS, New Mexico trust lands offer invaluable and diverse and educational opportunities; and

WHEREAS, the SLO and NMHU recognize the need to define, formalize and maintain a continuing cooperative relationship regarding matters of mutual interest, concern and responsibility that ultimately benefit New Mexicans and trust beneficiaries.

THEREFORE, BE IT RESOLVED that the SLO and NMHU hereby agree to maintain and strengthen their cooperative relationship in the following manner:

1. Representatives of NMHU may, with the consent of the Commissioner through his designee, the local District Resource Manager (DRM), collect biological information and specimens on state trust land so long as such studies and collections do not affect a registered cultural property, disrupt lawful activities and uses of existing lessees, or violate the terms of existing leases. NMHU will notify the DRM and existing land lessee(s) of their planned activities. Any Right of Entry fee or license to enter state trust lands in order to accomplish the intent of this MOU will be waived, and NMHU will share the information it collects with the SLO. On the signing of the agreement, the SLO will provide NMHU an up-to-date index of SLO district boundaries, contact persons and phone numbers. NMHU will assume responsibility for assuring it has current information and has contacted the DRM and any lessees before entering state trust land. This agreement addresses activity on state trust land, but makes no representation about access to these lands; any plans for travel via non-public access routes is not, in any way authorized by the SLO or this MOU.
2. Representatives of NMHU agree to accession all specimens collected on state trust land in an accredited repository. No collections shall be used for monetary purposes or for financial gain.
3. NMHU agrees to submit a summary of collections, including species, location and the name of the repository to the SLO annually in January of each year. Furthermore, NMHU agrees to add relevant information to their on-line databases related to all specimen collections on state trust lands so the information can be accessed and interpreted by the SLO.
4. The Parties agree to use the same degree of care and discretion with any information transferred as they would use with their own information. Requests for information by anyone other than the Parties shall be addressed pursuant to the Inspection of Public Records Act NMSA 1978, § 14-2-1, et seq. All collections shall be made in conformance with all applicable state and federal laws.
5. Representatives from NMHU agree to keep a copy of this agreement in their possession while working on state trust land. The SLO and NMHU will each remain solely liable for any injury or damage to or incurred by their respective agents, employees, representatives, or invitees.
6. The Parties agree to work cooperatively to identify and promote consistency and compatibility between land management practices and biological education and research efforts. Efforts to achieve compatibility in information/data collection, data management, information transfer, and resource planning techniques shall also be made.
7. Upon receiving a request for information pursuant to this MOU, the Parties agree to promptly make the information reasonably available to the other party. The party requesting the information shall not be required to submit a formal written request but may request such information by telephone or e-mail. Unless photocopying or other actual costs are incurred, the Parties agree to make the information under their control available to each other without charge.
8. The Parties agree to identify and explore additional opportunities for cooperation and beneficial relationships, including advanced research, training, educational programs and land use planning.

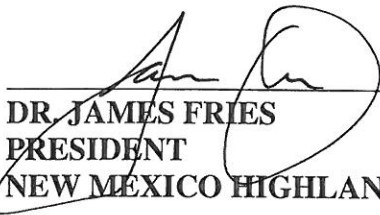
9. The SLO agrees to accept at least one NMHU funded student per year to serve in an internship designed to provide work experience relevant to the students educational program and assist the SLO with its mission.
10. Representatives from the SLO and NMHU will attempt to meet at least once annually to discuss issues of mutual concern and interest and to take necessary actions designed to solve problems, facilitate cooperation, or otherwise achieve mutual objectives.
11. The Parties agree to consult and attempt to resolve any major differences through conflict resolution.
12. Nothing in this agreement shall be construed as limiting the authorities and responsibilities vested with each respective party.
13. This agreement shall become effective upon receipt of the last signature and will remain in force until terminated with a thirty (30) day written notice of either party to the other parties. Changes to this agreement may be proposed by either party in the form of a written amendment and will become effective upon signature by both parties.

Agreed to this 16th day of May, 2013.



---

**RAY POWELL, M.S., D.V.M.  
COMMISSIONER OF PUBLIC LANDS  
NEW MEXICO STATE LAND OFFICE**



---

**DR. JAMES FRIES  
PRESIDENT  
NEW MEXICO HIGHLANDS UNIVERSITY**

January 14, 2021

Dr. Jesús Rivas  
Chair, Department of Biology  
New Mexico Highlands University  
1005 Diamond Street  
Las Vegas, NM 87701

Dear Dr. Rivas:

The High Plains Grasslands Alliance (HPGA) is pleased to offer our support for the new wildlife major being proposed from within the Department of Biology at New Mexico Highlands University. Wildlife majors would be an asset to HPGA affiliates by building local capacity to fill wildlife management positions in northeast New Mexico. These positions would potentially assist private landowners in the management of their wildlife resources, mitigating livestock-wildlife conflicts, and promoting long-term resilience of working landscapes.

The HPGA is a grassroots organization launched by a community of ranches in northeastern New Mexico in 2011. New Mexico Highlands University has been a participating partner in our organization for many years. The HPGA strives to realize a vision that merges collective stewardship with financial sustainability. The driving forces behind this vision are a basic value for healthy landscapes, a desire to leave a positive legacy, curiosity about others and new ideas, and a desire to improve on existing management in whatever ways possible. Our members have a deep understanding of many natural resource management disciplines and are able to provide a holistic approach to natural resource conservation and management.

Student engagement is a major component of the work this group does and NMHU is an integral source of students and innovative educational offerings. This new wildlife major offers creative ways for our continued collaboration, e.g., supporting field classes, student research and offering diverse and interdisciplinary viewpoints towards wildlife and land management.

We believe that our involvement adds value to this effort and that the new wildlife major will succeed in increasing minority representation in STEM. The collaborative initiatives provided by this proposal will improve the ability of HPGA farm producers, ranch owners and rangeland managers to interact more closely with our local student community and contribute towards their academic achievements.

Sincerely,



Michael Bain  
Board President  
High Plains Grasslands Alliance  
406-793-3378



Dr. Mary Shaw  
46 Lower Canyon Rd.  
Montezuma, NM 87731

December 23, 2020

Dr. Jesus Rivas  
Chair, Department of Biology  
New Mexico Highlands University  
P O Box 9000  
Las Vegas, NM87701

Dear Jesus

I am quite interested in volunteering my property as a research area for students in the New Mexico Highlands University proposed Wildlife Biology degree. I have approximately 110 acres of mainly ponderosa forest and meadow land at about 7,200 feet elevation in the Gallinas Canyon close to Las Vegas. There is an intermittent stream on the property as well as sites of various aspects and differing vegetation types. It would be easily accessible to students all year although winter access to some parts would require hiking or an off-road vehicle.

I have a back ground in ecology so would also be interested in possibly sponsoring a student's work through mentoring and with a contribution of supplies, materials or a modest stipend for their contribution to helping me be a good steward of my land. I believe that this major would be a good fit for NMHU's increasing concentration on place-based learning and local issues. Please let me know if there is anything else that I can do to help with this project.

Sincerely,

Mary Shaw, PhD  
Biology Professor Emeritus  
New Mexico Highlands University

Dr. Keith Tucker  
Circle T Ranch  
Watrous, NM 87753

January 19, 2021

Dr. Jesus Rivas  
Chair, Department of Biology  
New Mexico Highlands University  
P O Box 9000  
Las Vegas, NM87701

Dear Jesus:

I am interested in volunteering my property as a research area for students in the New Mexico Highlands University proposed Wildlife Biology degree. I have approximately 2,000 acres of range and meadow land, ponderosa and pinon-filled canyons, and river acreage in both Mora and San Miguel counties near the village of Watrous approximately 20 miles from Las Vegas. It is easily accessible off Interstate 25 at mile marker 364.

The property is rural and would require four-wheel vehicles to access most areas. It is a working cattle ranch from March through late-October. I may have elk hunters from early October through the end of December. I also may have relatives staying at one of the three houses on the property at times whenever they have a desire to escape civilization and do some hiking. I would ask that we work out a schedule when you would like to bring students on the place.

Being rural, there are wild animals and rough terrain that should be accounted for and respected. Also, while not a large place, people have been lost for several hours by becoming disoriented in the canyons. In short, the property is very similar to the Rio Mora National Wildlife Refuge, which is approximately 5 miles to the west of my land.

Please let me know if there is anything else that I can do to help with this project.

*Keith Tucker*

Sincerely,  
Keith Tucker, DBA  
Higher Learning Commission/ Accreditation Liaison Officer  
New Mexico Highlands University

December 9, 2020

To: Dr. Debra Dirksen, Western New Mexico University



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

Re: MA Degree in Early Childhood Education with Emphasis in Trauma Informed Care at WNMU

It is my pleasure to write to you today in support of the proposed plan to establish the Master of Arts Degree in Early Childhood Education with an emphasis in Trauma Informed Care in the School of Education at Western New Mexico University. This new graduate level degree in Early Childhood Education will add a new and critical focus to the existing graduate level degrees in New Mexico. Now more than ever do we find ourselves in need of preparing educators with a deep understanding of how children develop, but also with a broad set of competencies for being responsive to the diverse social and emotional challenges facing young children and families.

The neurodevelopmental research is clear, adverse childhood experiences often lead to the accumulation of risks across the life span. Equally clear from developmental science is the fact that early responsive, attuned, and informed interventions for young children traumatized by early life experiences can effectively improve outcomes because of the brain's malleability and plasticity during the early years of life. By developing this new advanced degree program centered around Trauma Informed Care in the field of Early Childhood Education, Western New Mexico University will be preparing early childhood professionals to positively influence the architecture of young children's neurodevelopment in ways that ultimately will increase the likelihood of many positive developmental outcomes for children and families at risk.

Your proposed program of study is well-thought out and culminates with field-based coursework where students are afforded opportunities to transfer the knowledge gained into procedural competencies and relational strategies that are responsive and adaptive to the psychological needs of young children and families dealing with adversities. Congratulations on developing a superb and applied advanced degree program! I am sure it will have many positive influences on the children and families of New Mexico.



College of Education  
School of TPAL  
MSC 3TPAL  
Las Cruces, NM 88003-8001  
575-646-2290

September 3, 2020

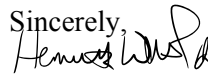
Dr. Cindy Martinez  
Assistant Dean/Associate Professor  
Early Childhood Programs  
School of Education  
Western New Mexico University  
PO Box 680 | Silver City, NM 88062

Dear Dr. Martinez,

We are pleased to provide a letter of support for the proposed early childhood graduate degree program on trauma-informed practices at the Master's level. We are knowledgeable of this new degree program because early this year Dr. Cahill was invited to review the proposed degree program and found it to be well researched and quite comprehensive. For many years, Dr. Cahill has worked with colleagues at Western New Mexico University and find their commitment to NM's families and communities to be strong and serious. They have the capacity to offer this newly developed Master's degree program.

Traumatic events appear to be common in early childhood and the research states that it may have lasting consequences on emotional health and development. Although some New Mexican's have proven to be surprisingly resilient through the stressors of poverty, the effects of chronic neglect, family violence, substance abuse, and ongoing stress, need to be addressed by our early childhood educators. We know that the promise of trauma-informed practices can improve the mental and physical safety of our young children, as well as develop positive academic and behavioral outcomes in the long run.

The power of relationships, the cornerstone of early childhood education, will be enhanced with specific training and the resulting understanding of trauma. Early prevention and intervention are essential for early childhood education programs such as the NM's Families, Infants, and Toddlers program (FIT), PreK and Head Start. This can occur when educators are trained to be responsive to children affected by trauma. We support the proposal by WNMU's School of Education to offer a graduate-level Masters in Early Childhood Education, concentration in Trauma-Informed Practice.

Sincerely,  
  
Henrietta Pichon, Ph.D.  
Interim Dean, NMSU College of Education

Betsy Cahill, Ph.D. *Elizabeth Cahill*  
Interim Director of the Glass Family Early Childhood Research Institute  
Coordinator of Early Childhood Graduate Programs

15 October 2020

To Whom it May Concern,

I write this letter in full support of Western New Mexico University seeking to initiate a Masters of Arts in Early Childhood Education with a concentration in Trauma Informed Practices into their education program. As a long-time public-school educator, college professor of education classes, and current Dean of the College of Education and Technology at Eastern New Mexico University I have had vast experiences supporting and educating children of trauma. To say the least, it is very difficult and we are, to some degree, failing our children. Most of our failures come from a lack of knowledge and understanding. This additional concentration will begin to more fully help to educate servants of our children of trauma and give the children a real chance at successful lives. Indeed, this program will save countless lives by offering hope, clarity, opportunity, and resources.

My wife and I began fostering children in our home three years ago. We have adopted two children of trauma. We know the difficult reality and near hopelessness that they and thousands of other children face if we do nothing. This concentration will help children, schools, teachers, administrators, and families to cope, deal with, and even overcome many of the difficulties that now may seem impossible.

Thank you for your consideration and please feel free to contact me if you have questions or seek further discussion.

Sincerely,



B. Lee Hurren

B. Lee Hurren, Ph.D.  
Dean, College of Education and Technology  
Eastern New Mexico University  
ENMU Station 25, 1500 S. Ave. K, Portales, NM 88130  
[b.lee.hurren@enmu.edu](mailto:b.lee.hurren@enmu.edu)  
575-562-2443 | fax: 575-562-2523



*I run because it takes me where I want to go; and if I'm ever too busy to run, I'm too busy. BLH  
Never let a problem to be solved become more important than a person to be loved. TS Monson*



September 7, 2020

Dr. Debra Dirksen  
Associate Dean, School of Education  
College of Professional Studies  
Western New Mexico University

Attn: Western New Mexico Council of Graduate Deans

It is with pleasure I write this letter of support for Western New Mexico University's School of Education. As the Chair of the Department of Teacher Education at Northern New Mexico College, I endorse the *Masters in Early Childhood Education; concentration in Trauma-Informed Practice*. The proposal for a graduate-level education and training program for educators is a much needed program in the state of New Mexico. There is an acute need to provide early childhood services for New Mexico's children that have experienced trauma. The proposed program will also recognize the fundamental need for linguistic and culturally appropriate practices, which is essential in the state of New Mexico.

Sincerely,

Dr. Sandra Rodriguez  
Associate Professor  
Chair, Department of Teacher Education  
Northern New Mexico College  
921 Paseo de Oñate  
Española, NM  
505-747-2194



New Mexico State University

**Master's/Doctoral – Major and/or Degree**  
**New Curriculum Form**

Degree Type:					
<input type="checkbox"/>	Master's Degree	<input type="checkbox"/>	Master's Major	<input checked="" type="checkbox"/>	Both (Master's Degree & Major)
<input type="checkbox"/>	Doctoral Degree	<input type="checkbox"/>	Doctoral Major	<input type="checkbox"/>	Both (Doctoral Degree & Major)
New Curriculum Name (no abbreviations for titles and separate the degree and major title with a dash):					
Master's Science Degree Program in Athletic Training					
Section 5: Approval Signatures:					
	Printed Name:	Signature:	Date:		
Submitter/ Department Faculty:	Kim O'Connell Brock	<i>[Signature]</i>	10/17/19		
Department Head:	Phillip Post	<i>[Signature]</i>	10/17/19		
College Curriculum Committee:	Rick Morlock	<i>[Signature]</i>	2/14/19		
Academic Dean:	<i>[Signature]</i>	Henrietta Williams Pichon	12/2/19		
Graduate Dean:	Luis A. Vazquez	<i>[Signature]</i>	12/11/20		
Associate Deans Academic Council:	<i>[Signature]</i>	Joseph Lakey	1/27/20		
Academic Deans Council:	Carol Parker, Chair	<i>[Signature]</i>	6/9/20		
Faculty Senate:	Rebecca Corran	<i>[Signature]</i>	5/7/2020		
Provost	Carol Parker	<i>[Signature]</i>	6/9/20		
President	John D. Flores	<i>[Signature]</i>	6-11-20		
Board of Regents:	Dina Chacón-Reitzel	<i>[Signature]</i>	9-9-20		
NM Council of Graduate Deans:		<i>[Signature]</i>	12/4/20		
The Student Records Office (SRO) Signature below is not needed for approval, but all paperwork must be received a representative in the SRO and receive their signature in order to officially process the paperwork for submission to HED.					
Univ. Student Records Office (SRO):					
NM Higher Education Department (HED) Approval:	Signature received via the HED Submission Portal, will be printed and attached.				
NM State Board of Finance:					
CIP Code (requested by SRO):	Once the Univ. SRO Receives the Code, they will add it to the front of the form in the "Official CIP Code box"				
Higher Learning Commission (HLC):	Is requested through your HLC representative on your campus, once they receive the approval it needs to be sent to the Univ. SRO to attach to the packet and begin processing.				

**Western New Mexico University  
Board of Regents Meeting (Telephonic)  
Castorena Building Serna Conference Room  
Thomas B. McDonald Student Memorial Building Seminar Room  
1000 West College Avenue, Silver City, NM  
December 12, 2019**

The Western New Mexico University Board of Regents met in Executive Session on December 12, 2019 at 9:05 a.m. at the Serna Conference Room, Castorena Administration Building on the WNMU Campus located in Silver City, NM. The Regular Session began at 10:15 a.m. in the Thomas B. McDonald Student Memorial Center Meeting Room. The Regular Session meeting was also streamed live on the WNMU website.

**EXECUTIVE SESSION 9:05 a.m.**

Regent Vice Chair Foster called the Executive Session to order at 9:05 a.m. for the purpose of discussion of limited personnel matters (report on possible personnel actions); legal matters subject to attorney-client privilege concerning threatened or pending litigation; and discussion of purchase, acquisition or disposal of real property or water rights (potential property acquisition and potential property sale) pursuant to NMSA 1978 Section 10-15-1 (H-2), (H-7) and (H-8). The Executive Session was adjourned at 10:00 a.m.

**Regents Present:** Dr. Carl Foster, Dr. Mary Hotvedt, Mr. Timothy (Tim) Stillman and Mr. Jerry Walz.  
**Regent Absent:** Ms. Janice Baca-Argabright

A quorum was confirmed with the following regents in attendance: Foster, Hotvedt, Stillman and Walz.

A motion to convene in Executive Session was made by Regent Hotvedt and seconded by Regent Walz.

A roll call vote to go into Executive Session was conducted with Regents Foster, Hotvedt, Stillman and Walz voting in the affirmative.

A motion to adjourn the Executive Session was made by Regent Stillman and seconded by Regent Hotvedt and was unanimously approved by Regents Foster, Hotvedt, Stillman and Walz.

**REGULAR SESSION 10:15 a.m.**

**Regents Present:** Dr. Carl Foster, Dr. Mary Hotvedt, Mr. Tim (Timothy) Stillman and Mr. Jerry Walz  
**Regent Absent:** Ms. Janice Baca-Argabright

**In Attendance:** Dr. Joseph Shepard, President; Dr. Jack Crocker, Provost & Vice President for Academic Affairs; Ms. Kelley Riddle, Vice President for Business Affairs; Dr. Magdaleno Manzanarez, Vice President for External Affairs; Dr. Scott Fritz, Faculty Senate President; Mr. Michael Acosta, Staff Senate President; Ms. Darlene Chavez, ASWNMU President; Ms. Julie Morales, Chief of Staff; Ms. Mary-Rae McDonald, Executive Assistant to the President and Ms. Darla Looney, Special Projects Coordinator.

The pledge of allegiance was recited. The meeting of December 12, 2019 was called to order by Board of Regents Vice President Foster. A roll call was taken and a quorum of the Board was confirmed. The group present introduced themselves.

- I. **Approval of Meeting Agenda** – Regent Vice Chair Foster recommended addressing Items IX. B. through IX. D. together for purposes of review. The Board concurred.

*Regent Walz moved to approve the amended agenda as presented. Regent Stillman seconded the motion. The motion passed unanimously with Regents Foster, Hotvedt, Stillman and Walz voting in the affirmative.*



58 **II. Approval of Minutes of September 18 & 19, 2019 –**  
59 *A motion to approve the minutes of September 18 & 19, 2019 as presented was made by*  
60 *Regent Hotvedt. The motion was seconded by Regent Walz. The motion passed unanimously.*  
61

62 **III. Review Date of Next Board Meeting:** The date for the next WNMU Board of Regents meeting  
63 was suggested to take place Thursday, January 30, 2020 in Santa Fe. The Board concurred.  
64

65 **IV. President of Student Government (Information) –** ASWNMU President Ms. Darlene Chavez  
66 reported the semester went well and currently the Senate is planning on attending the  
67 conference of the American Student Government Association in New York on March 28 – 29,  
68 2020. Through their membership fees, they were able to obtain a discount on registration.  
69 The conference is a leadership training for student government and an opportunity for  
70 professional development. Fundraising to support their efforts had been going well.  
71

72 President Chavez stated she planned to have Student Fee packets going out the first week of  
73 January and aimed to have fees approved by end of February rather than March. Also that  
74 Student Government planned on amendments to the constitution. Senators have been  
75 hosting more events and having giveaways in order to create a greater voice and  
76 representation of Student Government. One of these efforts was collaborating more with Title  
77 IX to foster a feeling of a safer environment thus helping retention. President Chavez added  
78 that as part of the collaboration, she planned on Student Government completing the Sexual  
79 Harassment training that staff and faculty completed, because she felt as student leaders,  
80 Student Government needed to hold a higher standard.  
81

82 Regent Hotvedt inquired if there were ideas to engage students and bring them back to  
83 Student Memorial Building space. President Chavez affirmatively responded that Student  
84 Government planned events with that intent. Regent Walz asked if and what was considered  
85 the hub of student activity. President Chavez advised that she believed it was the CSS (the  
86 Center for Student Success) in the Juan Chacon Building, where Student Life held many  
87 events for the students and also where tutors and other help was available for students.  
88 Regent Walz and Regent Foster inquired about the Student Fee packets process, the  
89 information provided to support fees and confirmed if certain departments were beneficiaries  
90 of funds. Student Government explained the time-intensive and open process as well as the  
91 documentation received to support fees. Regent Walz asked if students were required to  
92 payback grants. Dr. Shepard advised regarding the nuances of Pell and SEOG grants versus  
93 loans. Regent Walz thanked President Shepard for the clarification. Regent Stillman  
94 complimented President Chavez on her journey and work in Student Government. He  
95 recommended keeping students motivated. He advised the other Regents that the Student  
96 Government meetings are streamed on Facebook and welcomed attendees to watch. Regent  
97 Stillman asked if and what Student Government was lobbying for this upcoming year.  
98 President Chavez advised they were lobbying for \$400,000 for the Pathways of the University  
99 as part of the Master Plan. This is part of the beautification of campus as well as addressing  
100 safety concerns. Another item they were lobbying for \$120,000 rock climbing wall as part of  
101 Student Life activities. It would be the first step in revamping the PE Complex in general. The  
102 Regents thanked Student President Chavez for the information.  
103

104 **V. President of Staff Senate (Information) –** Staff Senate President Mr. Michael Acosta began  
105 by advising Staff Senate had restructured itself by assigning constituents to certain Senators  
106 in order to provide a more one-on-one touch and thereby create better awareness of Staff  
107 Senate. The Career Development and Training Committee had selected June 5 as the date for  
108 the annual Inspire conference. The Rules and Ethics committee had found areas in the Staff  
109 Senate Constitution that need clarification specifically in regards to election process and  
110 senator terms. The Elections Committee was rolling out initiatives to increase staff  
111 participation in the election process. The Rewards and Recognition is planning a biannual  
112 recognition event to help recognize those staff members selected for Employee of the Month as  
113 well as the staff who were nominated, but not selected. As part of the Wellness Ambassador  
114 Program with NMPSIA, an official Walking Trail is in place at the University. There was

115 greater collaboration of Staff Senate and Faculty Senate. He was working with the Student  
116 Government to help achieve common goals. Regent Hotvedt asked what he hoped to occur by  
117 assigning particular constituent groups to certain senators. He responded that it was his  
118 hope that it allowed Staff Senate to be more proactive in addressing concerns and to give a  
119 great voice to staff. The Regents thanked Staff Senate President Acosta for the information.  
120

121 **VI. President of Faculty Senate (Information)** – Faculty Senate President Dr. Scott Fritz  
122 reported on the many initiatives and events that Faculty Senate had been a part of to support  
123 students and faculty intended to benefit the University at large. Faculty Senate is anticipating  
124 one faculty handbook change next semester. Thanked President Shepard for speaking at  
125 Faculty General Assembly regarding Governor Lujan Grisham’s proposal of free tuition.  
126 Highlighted some faculty initiatives, separate from Faculty Senate, which included the Family  
127 Math Learning Nights project conducted by the Math & Computer Sciences department’s  
128 faculty members Drs. Tanya Rivers and Scott Smith partially funded by a Freeport McMoRan  
129 grant of \$50,000. Additionally a new partnership between the Expressive Arts departments’  
130 Jennifer Douglass and the Museum’s Dr. Bettison highlighting the ALAS philosophy of  
131 answering the four fundamental questions by connecting with the artifacts.  
132

133 Regent Hotvedt thanked Dr. Fritz and inquired about student feedback measurements. Data  
134 collection is a part of the assessment measurement for ALAS core and a general education  
135 requirement of the Higher Learning Commission. Regent Foster questioned if Faculty Senate  
136 had visited about Performance Based Compensation as well as adjuncts becoming a greater  
137 part of the faculty. Dr. Fritz responded yes, there is a Faculty Compensation Committee that  
138 is addressing this. President Shepard advised us and other Universities were asking the State  
139 to fund a 5% compensation increase based on this University sitting at the bottom quartile of  
140 compensation. Compensation has been an on-going concern; however, the University has not  
141 had enough money to fully address. There are some inequities especially in regards to  
142 compression and inversion. The Faculty Salary and Benefits Committee is discussing adjunct  
143 compensation; however, at this time, there is an existing promotion track for adjuncts. Vice  
144 President for Academic Affairs and Provost, Dr. Crocker further advised that was a tiered  
145 system for adjuncts and described. President Shepard concluded by confirming it was  
146 something that University needed to address.  
147

148 **VII. University President’s Report (Information)** – President Shepard reported on the return of  
149 the Warrior Helmet to WNMU as part of the new football rivalry between Highlands University  
150 of the Rocky Mountain Athletic Conference and us in the Lone Star Conference. Signed a new  
151 Memorandum of Understanding with Pima Community College in Tucson, AZ where the  
152 University would provide online training to the teachers thereby allowing them to teach dual  
153 enrollment in the high school. Hosted the first Jingle and Mingle with 300-400 in attendance  
154 and many activities including a visit from the Grinch. Lone Star Cross Country Conference  
155 Championships were hosted here in Silver City at the Golf Course. President Shepard  
156 thanked the Fosters for their assistance with the potential MOU in Torreon, Mexico.  
157 Approximately \$20,000 had been awarded to students for Student Research and Professional  
158 Development proposals. Cultural Affairs had received a number of grants from New Mexico  
159 Arts, New Mexico Humanities, Western States Arts Federation and the National Endowment  
160 for the Arts primary for Fiesta Latina. Next year’s lead act is Lucky Joe. Renovations to  
161 campus included the elms by the PE Complex being removed to be replaced with twelve red  
162 leaf maple trees, an interior ramp had been built in the Fine Arts Theatre to accommodate  
163 greater access to the stage and a substantial part of the library being re-carpeted as well as  
164 outside stucco being redone. Following a joint presentation to the Legislative Finance  
165 Committee yesterday, President Shepard shared with the Regents the main goal the group  
166 would like to see occur is an 8% increase in new money to invest in Higher Education as part  
167 of the plan to diversify economy. Reminded in regards to RPSP, the University is asking for a  
168 million dollars for an Early Childhood Center of Excellence and \$750,000 of reoccurring  
169 money for Athletics to bring back baseball and begin women’s soccer. Dr. Shepard noted for  
170 the Public that Board members might have had questions, but only in wanting to ensure both  
171 efforts would be financially secure. Also requesting \$3 million for a new veteran’s center. The  
172 42 acres of land the Board of Regents had approved to purchase in Deming was awaiting its  
173 final approval next week with the State Board of Finance. Once approved, University would be

174 asking for \$10 million to build a Learning Center on that particular piece of land. As part of  
 175 the Prospectors forum, the University was requesting solar panels in parking areas as well as  
 176 continuing to seek monies for Fine Arts Theatre and Harlan Hall. President concluded his  
 177 report by stating he was thankful to have a Governor who was such a strong advocate of  
 178 Higher Education. Regent Hotvedt asked if there had been discussion to change the current  
 179 Higher Education funding formula. President Shepard explained in-depth explained the  
 180 differences that attributed to the disparities in monies received in comparison to Highlands  
 181 particularly in regards to graduate numbers. Regent Foster asked specifically how baseball  
 182 and soccer would be funded through the Legislature. Since it would be reoccurring money, an  
 183 appropriation or through junior money labelled as reoccurring.  
 184

185 **VIII. Old Business**

186 **A. 2019-2020 President's Evaluation Form** – Item tabled until January meeting.

187 **B. 2019-2020 President's Performance Goals** – President Shepard gave the Regents the  
 188 draft Evaluation Form as well as what was being included on the form for the Regents to  
 189 now review and possibly revise. If the Board desired, they could vote in the January 30  
 190 meeting to approve or not. Regent Hotvedt stated she had reviewed the document and  
 191 wanted to reiterate, this was changing the President's Evaluation Form from a slightly  
 192 more general form to one that is deeply tied to the goals in the Strategic Plan. As a  
 193 member of the Regents, Regent Hotvedt wished Chairperson Baca-Argabright well.  
 194 President Shepard advised if Regents wished to provide feedback to send to Julie Morales,  
 195 Chief of Staff. Regent Walz commented that Regents had spent hundreds of hours in  
 196 developing both documents and had been significantly vetted in addition to having had a  
 197 workshop specifically intended to discuss these items. Item tabled until January meeting.  
 198

199 **IX. New Business**

200 **A. Five-Year Plan for New Degree Programs** – Vice President for Academic Affairs and Provost  
 201 Jack Crocker presented new degrees to be added to the Five-Year plan. Regent Foster  
 202 asked if this process was still cumbersome in regards the State. Dr. Crocker advised the  
 203 Graduate programs are still a lengthy process, but only for the Masters programs.  
 204

205 *Regent Hotvedt made a motion to approve the Five-Year Plan for New Degree Programs as*  
 206 *presented. The motion was seconded by Regent Stillman. Regents Foster, Hotvedt, Stillman*  
 207 *and Walz voted in the affirmative. Motion passed.*  
 208

209 **B. Mid-Year Budget Adjustment Request (BAR) FY 20**– *Regent Vice Chair Foster recommended*  
 210 *voting on items B, C and D as a package following the reporting of each item. Board agreed.*  
 211

212 Vice President for Business Affairs Kelley Riddle reported on each items.

213 **Item IX. B. Mid-Year Budget Adjustment Request (BAR) FY 20** – The Budget Adjustment  
 214 Request (BAR) is not a requirement by HED; however, it is a recommendation to  
 215 understand where the University stands at this point in the fiscal year. Adjustments made  
 216 to beginning balances in order to recognize actual ending FY 19 balances. Large increase  
 217 to Capital Outlays by 9.5 million to recognize State funding from the state for new capital  
 218 projects as well as any unspent funds from FY 19 projects. Expenditures increased overall  
 219 by 1.4 million. Budgeted ending fund balances have not gone below the required 3%. In  
 220 regards to Instruction and General portion of the budget, minimal change in revenue.  
 221 Starting January 1, changes to the Fair Labor Standards Act required a review of those  
 222 exempt employees making below \$455 to adjust to at least \$684 a week. That adjustment  
 223 is accounted for in this BAR. Transfers of \$600,000 for the approved 10<sup>th</sup> St. project that  
 224 will go into Capital Outlay and \$139,000 for non-budgetary exhibits that will go into the  
 225 Perkins Fund. Perkins Fund normally not reported to the State; however, since transfer is  
 226 from Instruction & General funds, it would be reported. Instruction & General ending  
 227 Fund Balance is \$4 million with \$2 million in Reserves. Concluded with presenting  
 228 Restricted BAR for University Federal Grants and Contracts. The largest increase in  
 229 Public Service recognizing budgets for programs such as the Early Childhood Programs,  
 230 Adult Education Services and Small Business Development Center.  
 231

232 **Item IX. C. FY 20 Q1 Financial Certification** – Vice President for Business Affairs Kelley  
 233 Riddle presented the HED required Fiscal Year 19, Quarter 1 Financial Actions Report.  
 234 The University is reporting an adequate cash balance with no extreme adjustments

235 without a BAR. Vice President Riddle noted that this is a quarterly report as of the end of  
 236 September; which is different from the BAR, which was the end of December. Also this  
 237 document, unlike the BAR, combines restricted and unrestricted funds. Concluded by  
 238 stating there are no concerns for this quarter and she would present the Quarter 2  
 239 Financial Certification report in January meeting.

240  
 241 **Item IX. D. Revised 5-Year Capital Outlay Projects & Institutional Capital Projects &**  
 242 **Infrastructure Projects (ICIP)** – Vice President for Business Affairs Kelley Riddle  
 243 presented the Revised 5-Year Capital Outlay Projects & Institutional Capital Projects &  
 244 Infrastructure Projects (ICIP) and the reason for adjustment was to include a solar panel  
 245 for parking structure, the only adjustment to this document. This inclusion would assist  
 246 President Shepard during Legislative Session to show it was part of 5-Year plan.

247  
 248 *Regent Hotvedt made a motion to approve Items IX. B. Mid-Year Budget Adjustment Request*  
 249 *(BAR) FY 20, Item IX. C. FY 20 Q1 Financial Certification and Item IX. D. Revised 5-Year*  
 250 *Capital Outlay Projects & Institutional Capital Projects & Infrastructure Projects (ICIP) as*  
 251 *presented. The motion was seconded by Regent Stillman. Regents Foster, Hotvedt, Stillman*  
 252 *and Walz voted in the affirmative. Motion passed.*

253  
 254 **C. FY 20 Q1 Financial Certification** – Motion passed as a group for Items IX.B., IX.C. and  
 255 IX.D.

256  
 257 **D. Revised 5-Year Capital Outlay Projects & Institutional Capital Projects &**  
 258 **Infrastructure Projects (ICIP)** - Motion passed as a group for Items IX.B., IX.C. and IX.D.

259  
 260 **E. Donation of Property** – Vice President for Business Affairs Kelley Riddle presented a  
 261 donation by Lucky Strick of 144 acres with an appraised value of \$267,000 offered to the  
 262 University. The acceptance of donation did not require submission to or approval by HED  
 263 or the State; however, the University would like Board approval. Regent Hotvedt inquired  
 264 what the University hoped to happen with the acceptance of land donation. President  
 265 Shepard advised that based on the location of land, the donors were being extremely  
 266 generous based on their own dream, an environmental interest linked the Continental  
 267 Divide Trail tying in a spur trail. For the University, the land has an outdoor recreation  
 268 perspective.

269  
 270 *Regent Stillman made a motion to approve the Donation of Property as presented. The*  
 271 *motion was seconded by Regent Hotvedt. Regents Foster, Hotvedt, Stillman and Walz voted*  
 272 *in the affirmative. Motion passed.*

273  
 274 **F. Honorary Doctorate Degree** – University President Joseph Shepard recommended  
 275 granting an honorary degree to Jim Smith for his dedication and support of the University  
 276 as well as the community. Jim Smith had been a part of the University since 1949 having  
 277 served in many roles such as a student, graduate, Coach and ultimately Dean of  
 278 Students. After retirement, Jim Smith continued to volunteer with the WNMU Foundation  
 279 and promote other sport activities. He was a part of the very fabric of this Institution.  
 280 Regent Walz affirmed Jim Smith's history and impact with the University and gave  
 281 examples of his leadership and accomplishments; compared him to Basketball's Don  
 282 Haskins in terms of how he coached.

283  
 284 *Regent Walz made a motion to approve the Honorary Doctorate Degree as presented. The*  
 285 *motion was seconded by Regent Hotvedt. Regents Foster, Hotvedt, Stillman and Walz voted*  
 286 *in the affirmative. Motion passed.*

287  
 288 **X. Regents Information Session**

289 **A. Public Comments** – Regent Foster asked for any comments from the audience. President  
 290 Shepard shared the Commencement activities schedule and congratulated Alisha Walz for  
 291 graduating with a law degree. There were no other comments.

292  
 293 **B. Board Closing Comments** - Regent Walz stated graduation was one of the reasons for  
 294 him joining the Board and it was always a special honor in recognizing the graduates and

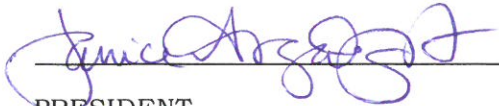
295  
296  
297  
298  
299  
300  
301  
302  
303  
304  
305  
306  
307  
308  
309

commended this year's graduating class on their accomplishments.

**XI.** Adjournment

*Regent Hotvedt made a motion to adjourn the meeting. Regent Walz seconded the motion.  
The motion to adjourn was unanimously approved.*

Meeting adjourned at 12:10 p.m.



PRESIDENT



SECRETARY/TREASURER

Respectfully submitted by Mary Rae McDonald



OFFICE OF ACADEMIC AFFAIRS

**TO: Members of the Board of Regents**  
**FROM: Jack Crocker, Provost and Vice President for Academic Affairs**  
**SUBJECT: Five-Year Plan for New Degree Programs (2020-2025)**  
**Date: December 12, 2019**

The Academic Affairs list of the new degrees planned for implementation during the next five years is below. I will bring revisions of the plan to the Board, more than once a year, as the demand for degrees change.

<b>Degree Program</b>	<b>Degree Type</b>
Early Childhood (Education)	Masters
Fine Arts	Masters
History	Masters
Human Resources	BBA
Political Science	Baccalaureate
Outdoor Leadership Studies	Baccalaureate
Bilingual Education	BA/BS
Applied Liberal Arts and Sciences	Minor/Associates/ Baccalaureate
Mathematics	Graduate Certificate
Teaching Children from Trauma	Certificate
Teaching Children with Dyslexia.	Certificate
SPED	Certificate
Spanish	Certificate
Bilingual Education	Certificate
Early Childhood Education	Certificate
Teacher Leader	Certificate
Finance	Minor
Counseling	Minor
Gifted Education	Minor
Spanish	Minor

Submitted for BOR approval December 12, 2019

---

WNMU Board of Regents

Special Meeting of the Governing Board  
 SFCC Governing Board Room  
 6401 South Richards Avenue  
 Santa Fe, New Mexico 87508

May 8, 2020 2:00 PM

**I. Determination of Quorum and Call to Order**

At 2:05 p.m., Chair Sullivan declared a quorum and called the meeting to order with the following Governing Board members present via gotomeeting:

Jack Sullivan, Chair (left meeting at 5:05)  
 Dr. George Gamble, Vice Chair  
 Jody Pugh, Secretary  
 Linda Siegle, Member  
 Pier Quintana, Member

President Becky Rowley - Ex officio  
 Ian Martinez, SGA President - Ex officio

**II. Welcome from the Chair:**

Chair Sullivan welcomed the following staff, faculty, and guests:

Guests

Nick Telles	Margaret Peters	Yash Morimoto
Todd Lovato	Jenny Landen	Amy Tilley
Thomasinia Ortiz-Gallegos	Dawn Wink	sj Miller
Henry Mignardot	Shalimar Krebs	Terri Tewart
Reynaldo Morales	Tomas Duran	Robert Jackson
Amy Pell	Patricia Loflin	Ute Jannsen-Kerr
Meghan McGarrity	Toni Coffman	Enita Pendleton
John Apodaca		

Mason Kovac (Technical Support)  
 Audrey Lucero (Transcriber)

**III. Adoption of Agenda:**

**Vice Chair Gamble moved to adopt the agenda. Member Siegle seconded the motion. Motion carried 5-0.**

**IV. Public Comments:** *No written public comments were received 24-hours in advance of the meeting.*

**V. Closed Session: for the purpose of discussion of bargaining strategy preliminary to collective bargaining negotiations between the policymaking body and a bargaining unit representing the employees of that policymaking body, pursuant to NMSA 1978, 10-15-1(H)(5): Discussion of bargaining strategy preliminary to collective bargaining negotiations; and for the purpose of discussion of limited personnel matters, pursuant to NMSA 1978, 10-15-1(H)(2): Discussion of the possible elimination of certain positions or programs.**

**Vice Chair Gamble moved to go into Closed Session. Member Siegle seconded the motion. Motion carried 5-0.**

**Member Quintana moved to come out of Closed Session and resume the Regular Meeting at 4:00. Vice Chair Gamble seconded the motion. Motion carried 5-0.**

**VI. Approval of Consent Agenda**

Work Session of February 26, 2020  
 Regular Meeting of February 26, 2020  
 Special Meeting of March 30, 2020  
 Work Session of April 22, 2020

Work Session Minutes of 2/26 and 4/22, Vice Chair Gamble is referred to as Secretary Gamble. Work Session minutes of 2/26 under History of Pathways, it says "potions", it should be "options".

**Member Siegle moved to adopt the agendas with amendments made. Vice Chair Gamble seconded the motion. Motion carried 5-0.**

**VII. Action Items: Non-Consent**

1. Approval of Financials (February/March)-Nick Telles reported.

**February**

- a) The operating bank account cash balance total is \$13.5M at the end of February 2020. In February 2019, SFCC had \$11.2M in the operating bank account. This is a year-to-year cash increase of \$2.3M. As expected, the mill levy cash evened out by the end of February due to a legislative change of when property tax bills are due.
- b) Tuition and fees revenue are down less than (1%) at \$6.6M in February 2020, a decrease of (\$13K) to the prior year.
- c) Local mill levy appropriations revenue was \$13.8M, up by 5% and \$684K to FY19.
- d) State appropriations revenue is \$7.3M, and increase of 11% or \$708K compared to last February 2019.
- e) Total Instruction and General "I&G" revenues are up by \$1.4M or 5% at \$27.8M when compared to last fiscal year. The legislative change related to the property tax due date, affecting mill levy cash and revenue and that was a concern in December and January 2019 and 2020 respectively and subsided.
- f) Total I&G expenses are up by \$2.3M or 11% at \$23M when compared to last year.
- g) I&G compensations is up by 14% or \$2.2M for a total of \$17.5M when compared to last year. Supplies and expense, equipment and utilities expense are up by 2% or \$119K for a total of \$5.5M. Compensation at the end of February is higher than normal as January 2020 was a month that had three paydays and last year March 2019 was a month with three pay days.

**March**

- a) On March 11, 2020 NM Governor Michelle Lujan Grisham declared a state of public health emergency. On March 23rd the Governor and Department of Health Secretary issued a "stay at home" order requiring the closure of all non-essential businesses. On March 23rd SFCC President Rowley announced no on-campus classes for the remainder of the semester.
- b) In March 2020 the stock market declined 28% the national unemployment rate rose to 4.4% (7.1 million claims). The WTI price per barrel of oil fell into never before seen territory in the futures market (the NM state budget was based upon a \$52.00 price per barrel of oil). A special legislative session is planned for June 2020 to deal with state revenue shortfalls which is heavily dependent on the WTI price of oil. The college expects substantial state revenue cuts. This month the US Congress issued trillions of dollars in emergency relief funding. The NM unemployment rate rose to 5.9% from 4.8% in February 2020. The total of unemployed New Mexicans at the end of March was 56,777. SFCC's spring enrollment was down by (3.47%) at the end of March. Revenues are expected to severely decline in the Fiscal Year 2021 due to continued



- social distancing practices; especially in the financial areas of auxiliary services and public services.
- c) Operating bank account cash balance total is \$13.5M at the end of March 2020. In March 2019, SFCC had \$9.3M in the operating bank account. This is a year-to-year cash increase of \$4.2M. The reason in the large positive change in the cash balance is due to the finance office's key performance indicator of increasing the college's cash reserve balance by \$4.2M between the 2019-2020 fiscal years.
  - d) Tuition and fees revenue are down (2%) at \$6.6M in March 2020, a decrease of (\$132K) to prior year.
  - e) Local mill levy appropriations revenue was \$14.1M, up by 5% and \$676K to FY19.
  - f) State appropriations revenue is \$8.2M, an increase of 10% or \$770K compared to last March 2019.
  - g) Total instruction and General "I&G" revenues are up by \$1.3M or 5% at \$28.9M when compared to last fiscal year. The legislative change related to the property tax due date, affecting mill levy cash and revenue and that was a concern in December and January 2019 and 2020 respectively has subsided.
  - h) Total I&G expenses are up by \$1.3M or 5% at \$26M when compared to last year.
  - i) I&G compensation is up by 8% or \$1.4M for a total of \$19.6M when compared to last year. Supplies expense, equipment and utilities expense are down by (1%) or (\$87K) for a total of \$6M.
  - j) Total cash in all bank accounts for March, FY20 year to date, is \$32.1M made up of the operating, NFMA reserve account, and restricted debt service account. The makeup of the \$32.1M total is: \$13.5 in operating cash, \$301K of restricted, and reserve cash related to an NMFA bond issuance for the IGA and performance energy contract, \$14.5M for restricted bond proceeds, and \$3.8M in restricted debt service cash.
  - k) FY20, the public health emergency has not affected revenues yet, as most tuition and fees were paid prior to March. Tuition Fees and revenue will be reduced for FY21 and likely FY22.
  - l) SFCC had received communication from the NM Department of Finance and Administration that during the June 2020 Special Legislative Session SFCC may have state appropriations revenue for this current fiscal year 2020 (ending June 30) cut by 2%. The total state appropriation revenue that was enacted into law and issued to SFCC was \$10,825,700 for FY20. A 2% cut to the current year state appropriation is about \$217K. Furthermore, during the June Special Legislative Session SFCC is planning on realizing a 10-25% state appropriation reduction for the upcoming FY21. The FY21 state appropriation that was approved during the 2020 Regular Legislative session included a 4% compensation increase. This compensation increase is expected to be eliminated for FY21 during the June 2020 Special Legislative Session.
  - m) State appropriations revenue totals \$8.2M, up 10% or \$770K for March.
  - n) Expenses: 10% Student Services; 10% Academic Support; 12% Plant Operations & Maintenance; 18% Institutional Support and 80% Instruction.
  - o) The debt service account received mil levy revenues restricted only for debt service payments and holds \$3.8M at the end of March 2020.
  - p) At the end of March 2020, total I&G expenditures are up by 5% or \$1.3M and total \$25.6M compared to \$24.3M at the same time in 2019. The reason for the increase in expenditures is primarily related to the planned 5% compensation increase that the SFCC governing board approved for FY20.
  - q) 69% of the budgeted expenditures have occurred through the end of March, and the month of March is considered 71% of the fiscal year complete; therefore, actual expenditures are meeting anticipated targets for the fiscal year.
  - r) Auxiliary services (food services & bookstore) are high risk to the budget in the new fiscal year. Auxiliary Services will require a transfer subsidy from the college's Instruction and General fund in the amount of approximately \$269,000 through June, 30, 2020 if no revenues are generated from March until the end of the fiscal year.

- s) Member Quintana asked if the reduction in tuition and fee revenue was only due to the second 8 week courses being cancelled or because courses were moved on-line. Vice President Peters stated that it was due to both. We also had to cancel Continuing Education courses.
- t) Mr. Telles we are working on a report that shows the HEC overhead. Revenue and expenses of utility bills and custodial and supplies expenses. It adds on to the deficit.
- u) Member Siegle wanted to know how much SFCC will have to pay back to the state from our state appropriations. Mr. Telles stated that we will be required to pay back about \$180K. The state is faced with the decline in the oil and gas economy.
- v) In FY21 the state is dealing with a \$1.5-\$2.1 Billion revenue problem.
- w) The budget that was approved for FY21 for the state was \$7.6 Billion.

**Vice Chair Gamble moved to approve the February and March Financials. Member Quintana seconded the motion. Motion carried 5-0.**

2. Approval of Budget Adjustment Request #1 for FY2020- Amy Tilley, Dr. Rowley
  - a) Tuition and fees have been revised downward about \$200K for loss of revenue due to classes being cancelled.
  - b) State Appropriations have been revised downward by \$180,428 due to a NMDFA requirement to plan a 10% reduction to the last 2 months state appropriations to SFCC.
  - c) No change to mill levy revenues from the original budget to BAR 1.
  - d) The compensation study dollars will be transferred to public service, auxiliaries and cash reserves.
  - e) FY20 I&G expenses and transfers-
    - Monies allocated for compensation study unallocated.
    - Public service will need a subsidy of \$395K from I&G.
    - Auxiliaries (food service/bookstore) will need a subsidy of \$317K from I&G.
    - \$2,327,959 will be transferred to plant fund cash reserves.
  - f) State reduction is 1.67% of our FY20 funding.
  - g) The total amount that affected I&G is \$177,928.

**Member Siegle moved to approve Budget Adjustment Request #1. Vice Chair Gamble seconded the motion. Motion carried 5-0.**

3. Approval of FY2021 Compensation Schedule- Nick Telles, Amy Tilley reported.
  - a) Management is recommending that the Governing Board approve the Compensation Schedules to reflect the increase to the living wage.
  - b) Santa Fe County increased their living wage to \$12.10/hr. The college is not required to participate, however we always participate because the importance of the living wage.
  - c) Member Quintana asked why grade 7 has a lower minimum than grade 8 on the Staff Salary Schedule Compensation Plan. Ms. Tilley stated that it was an error. It will be corrected.
  - d) Vice Chair Gamble inquired about the comparative compensation study that was in process. Mr. Telles stated that due to the financial circumstances that we are in and the transitions in our HR Dept., we cannot move forward with the compensation study at this time. Money that was earmarked for the compensation study will go to the cash reserve balance. We cannot fit it in FY21 budget since we have so many decreases in revenue in the new fiscal year. The comp study is still a priority to the college but at this point we are not in a position to follow through with it.

**Vice Chair Gamble moved to approve Compensation Schedule with corrections pointed out by Member Quintana. Member Quintana seconded the motion. Motion carried 5-0.**

4. Approval of Tuition and Fees Fiscal Year 2021- Amy Tilley, Dr. Rowley reported.
- a) Management is recommending that the Governing Board approve the FY21 tuition and fee increase due to the economic impact and change in fiscal revenues.
  - b) In the past we had been assessing the on-line fee of \$25 per credit hour. We are proposing that the on-line fee be discontinued and the technology fee be increased to \$10.00 (currently \$2.00 with an increase of \$8.00).
  - c) Tuition is proposed to be increased by \$1.00. Currently for FY20 tuition is \$48.00/credit hour In-state/In-district, \$60.00 for In-state/Out-of-District, and \$143.00 for Out-of-State. Each one of those would be increased by \$1.00.
  - d) We are also requesting that the Service Fee be increased from \$7.00 to \$11.00 per credit hour.
  - e) Dr. Rowley stated that there was an analysis of tuition and fees of all of the colleges in NM, but we focused on the NM Independent Community Colleges. SFCC will still be in the lower range in tuition of colleges in the state. Our fees are considerably lower than most of our peers. We do not raise our tuition on a continuous basis. Given the revenue shortfall that we are going to experience, it will be good to show a slight increase to our revenue by raising tuition by a small amount.
  - f) Chair Sullivan was concerned that SFCC has always been one of the least expensive community college in the state. Students may be experiencing financial hardships due to current circumstances.
  - g) Dr. Rowley stated that our tuition is still lower than CNM. San Juan Community College is planning to raise their tuition this year. It is highly likely that other colleges will raise their tuition due to current circumstances.
  - h) Chair Sullivan wanted to know what the technology fee and service fee increase will be used for. Dr. Rowley stated that the fee will help purchase new computers, hardware, software and technology upgrades to improve student learning. Our software programs have an automatic yearly increase of 5-7% built into their contracts. The fee will help cover that. The service fee goes to our General Fund for administrative costs.
  - i) SFCC will be assisting students with tuition needs with the Pell Grant, Lottery scholarship and the Opportunity scholarship. We have increased our ability to help with non-tuition expenses in the hope that students can get their general tuition covered. We have recently distributed \$600K in Federal Emergency Aid to students last week. It will be less expensive for students to take on-line classes now than it was previously with the distance learning fee discontinued.
  - j) Assistant Vice President Ortiz-Gallegos added that the college has been reaching out to students in multiple platforms (Facebook, e-mails and text messages). We have all of the information on our website. We are really reaching out to all students in a prompt, efficient, and effective manner.
  - k) Vice Chair Gamble wanted to know why the college decided on a fixed amount of a \$1 tuition increase for In-state, In-district, Out-of-district and Out-of-state. It is a much smaller percentage for Out-of-state students than it is for In-state students. Dr. Rowley stated that in order to keep our tuition low and still generate revenue we proposed a \$1 increase across the board.
  - l) The last time SFCC increased tuition (\$1) was in FY19.

**Member Siegel moved to approve Tuition and Fees for Fiscal Year 2021. Vice Chair Gamble seconded the motion. Motion carried 4-1 with Chair Sullivan casting a "no" vote.**

**Chair Sullivan had to leave the meeting at 5:05. Vice Chair Gamble agreed to take over chairing the meeting.**

5. Approval of FY 2021 Operating Budget-Dr. Rowley, Amy Tilley reported.
- a) This is the FY21 Operating Budget based upon House Bill 2 that we discussed in our Work Session on April 22<sup>nd</sup>. We are seeking GB approval. This budget does not yet reflect the cut to our revenue that will come with the special session.
  - b) The concerns talked about were:
    - Initial budget must reflect House Bill 2 amounts, including 4% compensation increase.
    - \$2M+ cuts in revenue anticipated between enrollment declines and expected state cuts.
    - Large cut to our state funding due to oil market conditions
    - Operation of units without revenue (public service and auxiliary).
    - College experiencing continuous closures throughout the year.
    - Effect on local economy, property tax, tourism, and unemployment.
    - Further cuts in State appropriations may occur in spring 2021.
  - c) We have to budget for the 4% pay increase that was approved in the Legislative session. We will not implement the 4% pay raise.
  - d) Solutions: Can do or must do changes.
    - Plan for State cuts, place 4% compensation increase into exhibit pools, not to be implemented.
    - Increase tuition and fees, while remaining one of the lower rates in the State.
    - Class management-scheduling and class size.
    - Avoid subsidizing enterprise type funds with I&G funds.
    - Focus on vacancy savings with unfilled positions. We may need to fill some essential positions, but we have over \$800K in unfilled positions.
    - Right size adjunct budget to expected enrollment decline.
    - Workforce management- furloughs and/or reduction in force as needed.
  - e) Enrollment assumptions:
    - Seasonality is unlikely to be a major contributor to stopping the spread of COVID-19.
    - The spread of COVID-19 is expected to diminish during the summer months due to lockdown efforts.
    - SFCC may have multiple phases of being open and closed throughout the year.
    - SFCC will only offer on-line courses in summer 2020.
    - SFCC hopes to reopen face to face classes in the fall 2020 semester, but will have to limit the number of people on campus due to continued social distancing practices.
    - SFCC may need to return to offering only online courses for fall 2020 and spring 2021.
    - Student fear of returning to public spaces and classroom environments. This could impact future enrollment.
    - Normal operations may not resume for a full year.
  - j) Proposing \$1 Tuition increase and increase in fees.
  - k) Budget Requests for FY 21- 48 received.
    - \$228,187.66 in one-time requests
    - \$1,558,286.45 in permanent increases
    - \$1,786.474.11 Total
  - l) Funding recommendations:
    - \$4,800 On-line tutoring
    - \$25,000 Library online resources
    - \$5,400 Teacher Education budget
    - \$2,500 EFDA program budget
    - \$500 Art on Campus MPR online advertising /CRM project.
  - m) Large equipment requests will be funded through capital outlay.
  - n) Federal assistance money (CARES Act) which is about \$600K, can only be spent on improving on-line teaching and learning and IT infrastructure. That will free up some

- of our budget for discretionary spending. We also have our Title V grant which includes a project on faculty training for on-line instruction.
- m) Considerations:
- Not filling certain vacancies
  - Furloughs (Policy 4-35)
  - Reduction in Force (Policy 4-40)
  - Reducing personnel during COVID-19 closures and/or reduces operations (Policy 4-35 or 4-40). Hopefully, these reductions will be temporary and we will be able to bring employees back as operations are brought back in most cases.
- n) If the Governing Board declares a Bona Fide Financial Emergency. Reductions in Force will be based upon the following criteria:
- Whether the position is essential to the mission of the College.
  - Whether the position is essential to the instructional or service needs of the college, based upon enrollment data and community and workforce needs.
  - Whether the position is essential to accreditation requirements.
  - Whether the essential job duties of the position can be performed remotely during campus closures.
  - Whether the essential job duties of the position can be performed through a remote learning platform during campus closures.
  - Whether a reduction in workload warrants elimination of the position and redirecting duties to other College employees.
  - Whether elimination of the position will improve department or program efficiency.
  - Whether the economics of a department, program of the College can support continuation of the position (If there are two equal positions, we will look at seniority).
- o) Ray Morales (student) – I want to thank President Rowley, the Governing Board, and all the staff that are working on this difficult situation. I have not seen an aggressive campaign by the college to recruit students for the fall semester. How are you getting students to the homepage and making students aware of classes?
- p) Todd Lovato stated that there are many efforts moving forward. Our department is emerging from a crisis response mode in terms of adjusting the challenges which includes shutting down the campus and the uncertain future. Right now we are discussing the needs of Santa Feans. People are in a crisis mode and so an aggressive campaign needs to be sensitive to the community college population. Our campaign has been dual pronged, one campaign is geared towards transitioning to an on-line and remote learning environment and another campaign is reminding people that we are there for them. Our target audience are recent high school graduates, college students from 4 year colleges who are home right now, adult learners who need options and support from the community college as they re-career out of this crisis. The college is developing plans to maintain our core mission as a community college and service to our community but also leverage our strength in some of our programs that can be delivered successfully in an online format. In a future meeting we will layout all of our tactics that we are implementing and how they are rolling out. We are all adjusting to this on-line learning environment.
- q) Vice Chair Gamble added that the uncertainty of our budget is a major factor which limits us in making decisions for the fall and thereafter.

**Member Siegle moved to approve of FY 2021 Operating Budget. Member Quintana seconded the motion. Motion carried 4-0.**

6. Approval of State of New Mexico Audit Contract-Contract No. PO32-19- Nick Telles reported.
- a) SFCC submits an audit contract at this time every year. There are certain rules of how our audit is conducted. This would be opting for year two of a three year contract that

was issued to Axiom CPA's and Business Advisors during a previous RFP for auditing services.

- b) The contract is in the format that the State Auditor requires and had been approved by the New Mexico Higher Education Department.

**Member Siegle moved to approve State of New Mexico Audit Contract-Contract No. PO32-19. Member Quintana seconded the motion. Motion carried 4-0.**

7. Approval of Bona Fide Financial Emergency (Policy 4-40)- Dr. Rowley reported.

- a) We are requesting under Policy 4-40 that the Board declare a Bona Fide Financial Emergency due to the severe revenue shortfall that SFCC is already starting to experience.
- b) SFCC is predicting an enrollment shortfall of 50% for summer, 30% for fall, and 30% for spring due to the COVID-19 pandemic.
- c) There is going to be a reduction of our State Appropriation once the Legislature meets in special session.
- d) In order for SFCC to deal with this budget shortfall of \$3-5M, we need flexibility that can be granted by declaring a Bona Fide Financial Emergency. This will help us prepare for furloughs and reduction in force.
- e) Our total appropriation through the CARES Act is supposed to be \$1.2M. The first \$600K is to aid students. The other \$600K is for upgrading on-line teaching and learning, training faculty, and IT infrastructure projects.
- f) Dr. Rowley stated that the College will do this thoughtfully and objectively. We will look at the long term health of the college.

**Member Quintana moved to approve the Bona Fide Financial Emergency (Policy 4-40). Secretary Pugh seconded the motion. Motion carried 4-0.**

8. Approval of Welding Lab Renovations and Upgrades Project to be submitted to NMHED- Nick Telles, Henry Mignardot reported.

- a) The NM Higher Education Department requires Board approval prior to the NMHED Capital Outlay Committee approval.
- b) Upgrades include code and accessibility, improved ventilation system and lighting, 8 new welding stations on the mezzanine, verify capacities of existing HVAC system and upgrades as necessary to the Welding Lab a TATC.
- c) SFCC received two quotes for the project from CES vendors that were over the amount budgeted for this project. The project was originally estimated at \$483,482.68.
- d) After we got construction estimates, the project quotes came in 10% higher than the amount formerly approved by HED. That is why we needed to bring it back to the Board for approval.
- e) Construction costs are going up due to COVID-19.
- f) The total cost of the project is now \$604,484.29.

**Member Siegle moved to approve Welding Lab Renovations and Upgrades Project to be submitted to NMHED. Member Quintana seconded the motion. Motion carried 4-0.**

9. Approval of Welding Lab Renovations Design Build Contract- John Apodaca reported.

- a) This is the new contract for the Welding Lab Renovations and Upgrades. It reflects the updated cost of the project which is \$604,484.29
- b) Management is recommending Board approval of the remodel of the welding lab design and build contract entered into between SFCC and ESA Construction Inc. This contract will allow us to begin construction.

**Member Quintana moved to approve Welding Lab Renovation Design Build Contract. Member Siegle seconded the motion. Motion carried 4-0.**

10. Approval of SFCC Main Power Distribution Project Contract with HEI, Inc.- Nick Telles, Henry Mignardot reported.
- The scope of work for this project consists of evaluation the college's main power distribution system and providing a separate stand-alone report to be used for future work. This project will include a complete design to include design, repair and replacement of existing equipment to meet the college's electrical needs.
  - The design will include service provisions, lighting controls, switchboards, switch gear, cable feeders and raceways. Additional upgrades may include busways, auto transfer switches and connection to emergency generator paralleling switchgear, panel boards, voltage surge protection and lightning protection, proper grounding and any necessary connections to fire alarm system and building automation systems.
  - This will bring the College up to current code in regards to our main power distribution and will tie into our Automotive Technology Center.
  - The total cost for this project is \$419,751.85.

**Member Pugh moved to approve SFCC Main Power Distribution Project Contract with HEI, Inc. Member Siegle seconded the motion. Motion carried 4-0.**

11. Approval of AAS in Massage Therapy Degree Program-Dean Landen, Ute Jansen-Kerr reported.
- SFCC currently offers a Certificate in Massage Therapy.
  - Dean Landen would like Board approval to add an AAS in Massage Therapy. It has gone through our Curriculum Committee and our Learning Assessment Committee.
  - The curriculum has already been changed to an on-line format for the fall semester and potentially spring.
  - The AAS in Massage Therapy is a 2 year degree.
  - We have students who are interested and we are holding their slots until we get HLC approval.
  - Member Quintana wanted to know about employment opportunities and licensing. Ute Jannsen-Kerr stated that the AAS Degree will not change employment opportunities but will allow students to apply for financial aid.
  - Dean Landen added that going through the Associate Degree Program creates a pathway for students who find that they are motivated to continue and see what their 4-year options are. They can potentially go on to a 4-year degree taking their general education credits with them. About 80% of the classes are transferable.

**Member Siegle moved to approve the AAS in Massage Therapy Degree Program. Secretary Pugh Seconded the Motion. Motion carried 4-0.**

#### VIII. Board Reports, Discussion, Other Business:

- Dr. Rowley will meet next week to finalize the plans of re-opening SFCC in a phased approach. SFCC will be following the guidelines of the Higher Education Department which is in keeping with the Governor's guidelines.
- SFCC will have a gradual re-opening
  - ✓ Limited people on campus.
  - ✓ Masks required for everyone in common areas.
  - ✓ Temperature checks at the limited entrances that are open.
  - ✓ Strict protocol if we have a reported case of COVID-19 at the College.
  - ✓ Campus to be open to students by mid-June.
- Member Quintana asked Dr. Rowley if she could elaborate on the Restart NM Campaign. Dr. Rowley stated that the New Mexico Independent Community Colleges decided to fund an advertising campaign. It was our initiative and then we collaborated

some 4-year colleges and branch campuses to promote on-line learning at this time while people are home or may be contemplating their future. We have many great programs and courses online throughout the state.

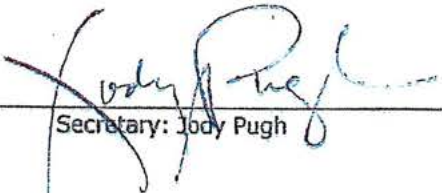
- Vice Chair Gamble wanted to know how this COVID-19 crisis is going to affect the college, faculty, staff, students, and community. He suggested that we devise a plan to learn what changes they would like to see. What are they thinking? We need to get people talking about social and cultural changes and what it means to them.
- Dr. Rowley stated that she has spent the first month of this crisis having strategic planning meetings with community leaders. She met with students in an on-line forum last week and plans to have more meetings on a regular basis. Dr. Rowley will be sharing a report with the Board at a later date.

**IX. Announcement of next Board Meeting(s):**

Regular Board Meeting: May 27, 2020 at 6:00 p.m. (time has changed to 1:00 p.m.)

**X. Adjourn: Member Siegle moved to adjourn. Member Quintana seconded the motion. Motion carried 4-0. The meeting adjourned at 6:33p.m.**

  
Chair: Jack Sullivan

  
Secretary: Jody Pugh



**Western New Mexico University  
Board of Regents Meeting (Virtual)  
WNMU Campus  
Silver City, NM  
May 13, 2020**

Due to Coronavirus protocols, the Western New Mexico University Board of Regents met in Executive Session on May 13, 2020 at 8:35 a.m. by Zoom to the WNMU Campus located in Silver City, NM. The Regular Session began at 10:00 a.m. by Zoom due to Coronavirus protocols. The Regular Session meeting conference was open to the public by video conference and recording of the meeting is available on the WNMU website. The Regular Session meeting was also streamed live on the WNMU website.

**EXECUTIVE SESSION 8:35 a.m.**

Regent Chair Baca-Argabright called the Executive Session to order at 8:35 a.m. for the purpose of discussion of limited personnel matters (report on possible personnel actions); legal matters subject to attorney-client privilege concerning threatened or pending litigation; and discussion of purchase, acquisition or disposal of real property or water rights (potential property acquisition and potential property sale) pursuant to NMSA 1978 Section 10-15-1 (H-2), (H-7) and (H-8). The Executive Session was adjourned at 9:57 a.m.

**Regents Present by Zoom:** Ms. Janice Baca-Argabright, Dr. Carl Foster, Dr. Mary Hotvedt, Mr. Timothy (Tim) Stillman and Mr. Jerry Walz.

A quorum was confirmed with the following regents in attendance: Baca-Argabright, Foster, Hotvedt, Stillman and Walz.

A motion to convene in Executive Session was made by Regent Walz and seconded by Regent Hotvedt.

A roll call vote to go into Executive Session was conducted with Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voting in the affirmative.

A motion to adjourn the Executive Session was made by Regent Hotvedt and seconded by Regent Walz and was unanimously approved by Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz.

**REGULAR SESSION 10:00 a.m.**

**Regents Present by Zoom:** Ms. Janice Baca-Argabright, Dr. Carl Foster, Dr. Mary Hotvedt, Mr. Tim (Timothy) Stillman and Mr. Jerry Walz

**In Attendance by Zoom:** Dr. Joseph Shepard, President; Dr. Jack Crocker, Provost & Vice President for Academic Affairs; Ms. Kelley Riddle, Vice President for Business Affairs; Dr. Isaac Brundage, Vice President for Student Affairs and Enrollment Management; Dr. Magdaleno Manzanarez, Vice President for External Affairs; Dr. Scott Fritz, Faculty Senate President; Dr. Susan J. McFeaters, Faculty Senate President-Elect; Mr. Michael Acosta, Staff Senate President; Ms. Darlene Chavez, ASWNMU President; Ms. Brenda Hernandez, ASWNMU President-Elect; Ms. Julie Morales, Chief of Staff; and Ms. Mary-Rae McDonald, Executive Assistant to the President.

**I. Call to Order/Pledge of Allegiance** - The pledge of allegiance was recited. The meeting of May 13, 2020 was called to order by Board of Regents President Baca-Argabright. A roll call was taken and a quorum of the Board was confirmed. The group present introduced themselves.

**II. Approval of Meeting Agenda** - Regent Chair Baca-Argabright entertained a motion to approve the agenda as presented.

*Regent Hotvedt moved to approve the agenda as presented. Regent Walz seconded the motion. The motion passed unanimously with Regents Baca-Argabright Foster, Hotvedt, Stillman and Walz voting in the affirmative.*

- 60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119
- III. Approval of Minutes of April 21, 2020 –**  
*A motion to approve the minutes of April 21, 2020 as presented was made by Regent Hotvedt. The motion was seconded by Regent Baca-Argabright. The motion passed unanimously.*
- IV. Review Date of Next Board Meeting:** The date for the next WNMU Board of Regents meeting was suggested by President Shepard to take place after the anticipated Legislative Special Session. He also recommended a Zoom Workshop in July to discuss the future of WNMU and Higher Education. The Board concurred.
- V. President of Student Government (Information) –** ASWNMU President Ms. Darlene Chavez reported on current Student Senate activities and summer plans. She introduced the incoming Student President-Elect, Ms. Brenda Hernandez. President Shepard thanked Ms. Chavez for her exemplary service and virtually presented her with gifts in appreciation for her leadership. Ms. Brenda Hernandez also thanked Ms. Chavez for her support and gave a brief introduction. Dr. Shepard welcomed.
- VI. President of Staff Senate (Information) –** Staff Senate President Mr. Michael Acosta reported on Staff Senate elections, congratulated incoming Senators, thanked outgoing Senators for their services and advised he had been elected to serve another term. He concluded by advising of current and future Staff Senate activities.
- VII. President of Faculty Senate (Information) –** Faculty Senate President Dr. Scott Fritz began by reflecting on the rewarding experience of having served as Faculty President, providing a brief summary of significant items accomplished during his tenure and introducing new Faculty Senate President Susan J. McFeaters. President Shepard thanked Dr. Fritz for his service and virtually presented him with a gift in appreciation. Dr. Susan J. McFeaters also thanked Dr. Fritz for his support, gave a brief introduction and also welcomed incoming Faculty Senate Vice President James Vigil. She provided a report of the Faculty experiences during COVID-19 and expressed her appreciation of Drs. Shepard, Crocker and Brundage as well as all Faculty during this time for their support and responsiveness. Dr. McFeaters concluded by presenting the Excellence in Professional Service Award to Dr. Margarita Wulfstange, Excellence in Research Award to Dr. Illya Medina Velo and Excellence in Teaching Award to Dr. Becky Brandsberg-Herrera.
- VIII. University President's Report (Information) –** President Shepard updated the Board on the University's Coronavirus efforts in complying with Governor Lujan Grisham's extended Stay-at-Home orders even though; Universities are exempt from the order. During this time of limited operations to essential staff only; the University is moving forward with furloughs for positions that primarily do not have much to do in the summertime. The positive side of these furloughs is that in addition to the standard Unemployment benefit, recipients are receiving an additional \$600 per week at this time due to a Coronavirus government incentive. The University is continuing online summer courses. University is making plans for the return of students and employees when the Stay-at-Home order is lifted. Plans include the purchase of face masks and hand sanitizers that will be available to all those who come back to the University. For the Fall, the University expects the Stay-at-Home order to be lifted and in-person classes to be limited with Faculty continuing a hybrid approach of in-person and online teaching. The future of Athletics at this time is still not known; though he advised that until a vaccine is developed, he does not believe mass gatherings will be permitted. Also in regards to the limitation of mass gatherings, the original intent was to have graduation in August; however, based on the current expectation that limitation will continue; a live Virtual Graduation is being planned for May 29, 2020 at 2:00 p.m. via Zoom. Dr. Shepard concluded his report by advising on Athletics updates, event cancellations like Fiesta Latina and other University updates.
- Regent Hotvedt thanked President Shepard, administration, faculty and staff for their efforts and response during this crisis. President Shepard stated it truly has been a team effort.
- IX. Old Business**  
**A. 2020-2021 Budget –** President Shepard presented the 2020-2021 Budget that is required

120 to be submitted by May 15 and advised this budget reflects what was passed at the  
121 conclusion of this past Legislative Session which included a 4% raise for employees. This  
122 budget also includes other additional monies that increased the allocations. All of this is  
123 subject to possible change based upon the upcoming Special Session. President Shepard  
124 advised he is anticipating significant decreases and adjustments. VPBA Kelley Riddle  
125 advised what was being presented was the summary level of the approximate 180-page  
126 document that would be submitted to the Higher Education department and reported in  
127 detail various aspects of document. Regent Hotvedt advised that she and Regent Stillman,  
128 as the Budget & Finance Committee, had met with VPBA Kelley Riddle to discuss this  
129 budget with the understanding it would be temporary.

130  
131 *Regent Foster made a motion to approve the 2020-2021 Budget as presented. The motion*  
132 *was seconded by Regent Hotvedt. Regents Baca-Argabright, Foster, Hotvedt, Stillman and*  
133 *Walz voted in the affirmative. Motion passed.*  
134

135 **X. New Business**

136 **A. Promotion and Tenure** – VPAA & Provost Jack Crocker presented the list of faculty he  
137 had recommended to President Shepard for promotion and tenure. Recommended for  
138 promotion from Assistant Professor to Associate Professor was Dr. Benjamin Jenkins,  
139 Dr. Shiva Kumar Kyasa, Dr. Roberta Marquez, Dr. Cindy Martinez, Dr. Corrie Neighbors  
140 and Dr. Kimberly Petrovic. Recommended for promotion from Associate Professor to  
141 Professor was Dr. Charnelle Lee, Dr. Nancy Livingston, Dr. Alexandra Neves and Dr.  
142 Margarita Wulfange. Recommended for Tenure was Damon Bullock. President Shepard  
143 advised all recommendations had gone through a strenuous process for promotion and  
144 tenure as well as being vetted by him.

145  
146 *Regent Hotvedt made a motion to approve the Promotion and Tenure as presented. The*  
147 *motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt, Stillman*  
148 *and Walz voted in the affirmative. Motion passed.*  
149

150 **B. Post-Tenure Review** – VPAA & Provost Jack Crocker presented the faculty  
151 recommended for post-tenure review (continuation of tenure) as is required every five-  
152 years by the state for all tenured faculty. The following faculty members successfully  
153 passed the arduous process of post-tenure review: Dr. Gerald Burgess, Dr. Jennifer  
154 Coleman, Dr. Scott Fritz, Dr. Doug Medin, Dr. Alexandra Neves and Dr. Margarita  
155 Wulfange. President Shepard confirmed that he reviewed and supported the post-tenure  
156 review recommendations.

157  
158 *Regent Foster made a motion to approve the Post-Tenure Review as presented. The motion*  
159 *was seconded by Regent Stillman. Regents Baca-Argabright, Foster, Hotvedt, Stillman and*  
160 *Walz voted in the affirmative. Motion passed.*  
161

162 **C. New Degree Programs - Master of Arts in Early Education: Trauma-Informed**  
163 **Practices and Master of Arts in History** – VPAA & Provost Jack Crocker reported the  
164 proposals had completed all required local processes of the University, were well done  
165 and both programs showed the potential to increase enrollment. The Master of Arts in  
166 Early Education: Trauma-Informed Practices is the only program in the state that offers  
167 this type of training and based on the research, is needed. The Master of Arts in History  
168 had a considerable number of requests by graduate students in the Interdisciplinary  
169 Studies program. The proposals are ready to go forward to the State's Deans Counsel  
170 with the approval of the Board. Regent Foster asked if these programs would contribute  
171 to the University's efforts to be a Center of Excellence. President Shepard advised the  
172 University would continue to pursue to be a Center of Excellence.

173  
174 *Regent Hotvedt made a motion to approve the New Degree Programs - Master of Arts in*  
175 *Early Education: Trauma-Informed Practices and Master of Arts in History as presented.*  
176 *The motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt,*  
177 *Stillman and Walz voted in the affirmative. Motion passed.*  
178

179 **D. Faculty Handbook Changes** – Faculty Senate President Scott Fritz presented the  
180 recommended changes to the handbook: (1) Change in the Athletics Committee

181 description, (2) Change in the Grievance language, (3) Inclusion of the phrase “four (4)  
182 years” into page 35 and (4) Change in the Salary and Benefits committee description.  
183

184 *Regent Foster made a motion to approve the Faculty Handbook Changes as presented. The*  
185 *motion was seconded by Regent Walz. Regents Baca-Argabright, Foster, Hotvedt, Stillman*  
186 *and Walz voted in the affirmative. Motion passed.*  
187

188 **E. Staff Senate Constitution & Bylaws Changes** – Staff Senate President Michael Acosta  
189 presented the recommended changes to the Constitution & Bylaws related primarily to  
190 the Staff Senatorial Elections to better align elections with Presidential election and in  
191 some assistances to better define terms.  
192

193 *Regent Stillman made a motion to approve the Staff Senate Constitution & Bylaws Changes*  
194 *as presented. The motion was seconded by Regent Hotvedt. Regents Baca-Argabright,*  
195 *Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*  
196

197 **F. ASWNMU Constitution Amendments** – ASWNMU President Darlene Chavez presented  
198 the proposed amendments to the ASWNMU Constitution relating to addition of duties for  
199 the Vice President, Secretary, Treasurer and Senate. She also discussed an addition to  
200 caucus protocols, hour restrictions, absence protocol and an addition to the Public  
201 Meeting agenda template. Ms. Chavez concluded the recommended changes with an  
202 explanation of support presentations.  
203

204 *Regent Foster made a motion to approve the ASWNMU Constitution Amendments as*  
205 *presented. The motion was seconded by Regent Hotvedt. Regents Baca-Argabright, Foster,*  
206 *Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*  
207

208 **G. Student Handbook Changes** – VPSAEM Isaac Brundage reported the changes to the  
209 Student Handbook were primarily updates that included the inclusion of information  
210 about the ProVerify company that is partnering with the Office of Financial Aid for  
211 student verification and changes in contact/location information for certain offices.  
212 Recent changes to Title IX were not included at this time; though he expected to present  
213 the handbook to include those changes to the Board at a later time.  
214

215 *Regent Foster made a motion to approve the Student Handbook Changes as presented. The*  
216 *motion was seconded by Regent Stillman. Regents Baca-Argabright, Foster, Hotvedt,*  
217 *Stillman and Walz voted in the affirmative. Motion passed.*  
218

219 **H. Alcohol & Drug Prevention Biennial Program Review** – VPSAEM Isaac Brundage  
220 presented the Alcohol & Drug Prevention Biennial Program Review. The review is an  
221 annual requirement of the Department of Education in order to receive Title IV funding.  
222 The program looked at several areas alcohol and drug use policies, the student  
223 handbook, assessed any risks, reviewed how student and legal sanctions are handled,  
224 prevention programs, health screenings, awareness activities and support services. The  
225 only significant changes were activities that could not be completed due to Coronavirus  
226 protocols. Activities like the Great Race that included an Alcohol Awareness training  
227 component.  
228

229 *Regent Hotvedt made a motion to approve the Alcohol & Drug Prevention Biennial Program*  
230 *Review as presented. The motion was seconded by Regent Baca-Argabright. Regents Baca-*  
231 *Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*  
232

233 **I. Capital Project Transmittal for Energy Performance Project**– VPBA Kelley Riddle  
234 presented the Capital Project Transmittal for Energy Performance Project for approval.  
235 The project included approximately 22% consumption reduction of energy with items like  
236 LED lighting, fixture of building envelopes to prevent air leakage, water conservation,  
237 solar panel structures and other similar items. In total, the changes are expected to  
238 result in approximately \$237,000 in savings annually. The total budget for project is  
239 close to \$7,000,000. Regent Stillman advised the Budget & Finance had met with VPBA  
240 Riddle to discuss the project and had concerns. He recommended tabling until further  
241 discussion could occur.

242  
243  
244  
245  
246  
247  
248  
249  
250  
251  
252  
253  
254  
255  
256  
257  
258  
259  
260  
261  
262  
263  
264  
265  
266  
267  
268  
269  
270  
271  
272  
273  
274  
275  
276  
277  
278  
279  
280  
281  
282  
283  
284  
285  
286  
287  
288  
289  
290  
291  
292  
293  
294  
295  
296  
297  
298  
299  
300  
301  
302

*Regent Stillman made a motion to table the Capital Project Transmittal for Energy Performance Project as presented. The motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*

- J. Revised Capital Project Transmittal for Altamirano Field Turf** – VPBA Kelley Riddle reported that the Capital Project Transmittal for Altamirano Field Turf had originally been presented and approved by the Board in Santa Fe during the January meeting; however, the scope of project now included an addition of field markings.

*Regent Hotvedt made a motion to approve the Revised Capital Project Transmittal for Altamirano Field Turf as presented. The motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*

- K. 5 Year Capital Outlay Projects & Infrastructure & Capital Projects (ICIP)** – VPBA Kelley Riddle presented the 5 Year Capital Outlay Projects & Infrastructure & Capital Projects (ICIP) plan. The plan includes minor revisions to what has been presented to the Board throughout the year; though this included all approved additions and will be what is submitted to HED by June 1 deadline and what would be presented during the Summer Hearings. Regent Hotvedt inquired that this plan included the Energy Performance Project that had been tabled for further discussion. VPBA Riddle advised that plan does not necessarily mean the Board has approved all Capital Transmittals for projects and she recommended it remain in plan as the item had been tabled for future discussion. Also the Energy Performance Project would not been one of the projects presented as the University would be primarily funding the project itself. Regent Hotvedt thanked VPBA Riddle for the clarification.

*Regent Hotvedt made a motion to approve the 5 Year Capital Outlay Projects & Infrastructure & Capital Projects (ICIP) as presented. The motion was seconded by Regent Stillman. Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*

Regent Foster's Zoom connection from the meeting ended at 11:40 a.m.

- L. Revised Final Budget Adjustment Request (BAR)** – VPBA Kelley Riddle reported that the Final Budget Adjustment Request (BAR) had originally been presented and approved by the Board in the April meeting; however, a discrepancy was discovered. The error was the expense line for Exhibit 17 and needed to be reduced. This was the only change.

*Regent Hotvedt made a motion to approve the Revised Final Budget Adjustment Request (BAR) as presented. The motion was seconded by Regent Stillman. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

- M. Asset Disposal** – VPBA Kelley Riddle reported the Asset Disposal being presented was a continuation of annual inventory process that had originally been approved in September. The State requires approval to dispose of assets greater than \$5,000 and the University has a policy to requires approval to dispose of assets greater than \$1,000. The original value (not the depreciated value) is listed, which shows high dollar-values; however, the items are fully depreciated and should not reflect a loss in University financial statements.

*Regent Stillman made a motion to approve the Asset Disposal as presented. The motion was seconded by Regent Hotvedt. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

- N. Resolution Adopting Notice Procedures Pursuant to the NM Open Meetings Act** – Regent Chair Janice Baca-Argabright began by advising the Resolution Adopting Notice Procedures pursuant to the NM Open Meetings Act is an annual process and asked

303  
304  
305  
306  
307  
308  
309  
310  
311  
312  
313  
314  
315  
316  
317  
318  
319  
320  
321  
322  
323  
324  
325  
326  
327  
328  
329  
330  
331  
332  
333  
334  
335  
336  
337  
338  
339  
340  
341  
342  
343  
344  
345  
346  
347  
348  
349  
350  
351  
352  
353

President Shepard to discuss the recommended changes. Dr. Shepard advised the changes included updating the date of approval to today's meeting date as well as adding virtual or video conference as an additional means of meeting participation.

Regent Walz noted that Regent Foster could not be seen in list of virtual participants.

*Regent Walz made a motion to approve the Resolution Adopting Notice Procedures Pursuant to the NM Open Meetings Act as presented. The motion was seconded by Regent Baca-Argabright. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

**O. Election of Officers -**

*Regent Baca-Argabright made a motion to nominate Regent Walz for President, Regent Hotvedt as Vice President and retain Regent Stillman as Secretary/Treasurer of the Board. The motion was seconded by Regent Walz. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

Regents Hotvedt and Walz thanked Regent Baca-Argabright for her service as Chair and complimented her on the wonderful work that she had accomplished. Regent Walz wished to also recognize Dr. Foster's contributions as Vice Chair and also advised he expected his term to only be approximately seven months due to the expiration of his term as Regent. Regent Walz looked forward to the future and advised of his plans for his upcoming tenure.

**XI. Regents Information Session**

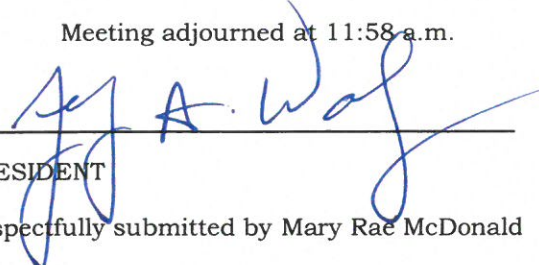
**A. Public Comments** -Regent Chair Baca-Argabright asked for any comments from the audience. President Shepard wished to publicly disclose a potential conflict of interest. Dr. Shepard wished to advise that his son owns a company that sells face masks that the University may decide to purchase based on the need due to current COVID-19 conditions. The company may or may not be awarded the opportunity to supply the needed face masks; however, Dr. Shepard wished to be very transparent that he would not be involved in that process. Regent Baca-Argabright thanked Dr. Shepard for advising the Board.

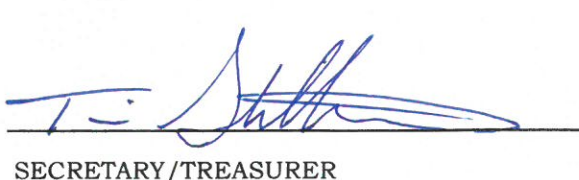
**B. Board Closing Comments** - Regent Chair Baca-Argabright asked for any comments from the Board. There were none. She thanked participants for attending.

**XII. Adjournment**

*Regent Hotvedt made a motion to adjourn the meeting. Regent Walz seconded the motion. The motion to adjourn was unanimously approved. A roll call vote was taken. Regents Baca-Argabright, Hotvedt, Stillman and Walz voting to adjourn. Regent Foster absent.*

Meeting adjourned at 11:58 a.m.

  
\_\_\_\_\_  
PRESIDENT  
Respectfully submitted by Mary Rae McDonald

  
\_\_\_\_\_  
SECRETARY/TREASURER

# NEW MEXICO HIGHLANDS UNIVERSITY

PO Box 9000, Las Vegas, NM 87701

## APPROVAL FORM FOR NEW UNDERGRADUATE DEGREES


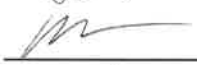
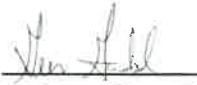
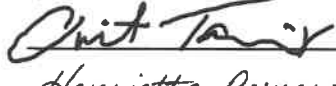




Date: 01/20/2021

Originating Department or Program(s): Biology

Contact Person (Name & Telephone Number): Jesus Rivas 505 4543292

Proposed Degree: Wildlife Biology and Conservation

Proposed Date to Admit New Students: Fall 2021

Approvals:	Signature	Date
Department Chair(s):		<u>01/20/2021</u>
College/School Dean(s):		<u>1/21/21</u>
Chair of Academic Affairs Committee:		<u>1/21/2021</u>
Faculty Senate Chair:		<u>1/21/21</u>
Registrar:		<u>1/21/2021</u>
Vice President for Academic Affairs:		<u>1/25/21</u>
President:		<u>1/25/21</u>
Chair, Board of Regents:		<u>1/29/21</u>
NMHED Cabinet Secretary:	_____	_____
New Mexico State Board of Finance:	_____	_____

**Western New Mexico University  
Board of Regents Meeting (Virtual)  
WNMU Campus  
Silver City, NM  
May 13, 2020**

Due to Coronavirus protocols, the Western New Mexico University Board of Regents met in Executive Session on May 13, 2020 at 8:35 a.m. by Zoom to the WNMU Campus located in Silver City, NM. The Regular Session began at 10:00 a.m. by Zoom due to Coronavirus protocols. The Regular Session meeting conference was open to the public by video conference and recording of the meeting is available on the WNMU website. The Regular Session meeting was also streamed live on the WNMU website.

**EXECUTIVE SESSION 8:35 a.m.**

Regent Chair Baca-Argabright called the Executive Session to order at 8:35 a.m. for the purpose of discussion of limited personnel matters (report on possible personnel actions); legal matters subject to attorney-client privilege concerning threatened or pending litigation; and discussion of purchase, acquisition or disposal of real property or water rights (potential property acquisition and potential property sale) pursuant to NMSA 1978 Section 10-15-1 (H-2), (H-7) and (H-8). The Executive Session was adjourned at 9:57 a.m.

**Regents Present by Zoom:** Ms. Janice Baca-Argabright, Dr. Carl Foster, Dr. Mary Hotvedt, Mr. Timothy (Tim) Stillman and Mr. Jerry Walz.

A quorum was confirmed with the following regents in attendance: Baca-Argabright, Foster, Hotvedt, Stillman and Walz.

A motion to convene in Executive Session was made by Regent Walz and seconded by Regent Hotvedt.

A roll call vote to go into Executive Session was conducted with Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voting in the affirmative.

A motion to adjourn the Executive Session was made by Regent Hotvedt and seconded by Regent Walz and was unanimously approved by Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz.

**REGULAR SESSION 10:00 a.m.**

**Regents Present by Zoom:** Ms. Janice Baca-Argabright, Dr. Carl Foster, Dr. Mary Hotvedt, Mr. Tim (Timothy) Stillman and Mr. Jerry Walz

**In Attendance by Zoom:** Dr. Joseph Shepard, President; Dr. Jack Crocker, Provost & Vice President for Academic Affairs; Ms. Kelley Riddle, Vice President for Business Affairs; Dr. Isaac Brundage, Vice President for Student Affairs and Enrollment Management; Dr. Magdaleno Manzanarez, Vice President for External Affairs; Dr. Scott Fritz, Faculty Senate President; Dr. Susan J. McFeaters, Faculty Senate President-Elect; Mr. Michael Acosta, Staff Senate President; Ms. Darlene Chavez, ASWNMU President; Ms. Brenda Hernandez, ASWNMU President-Elect; Ms. Julie Morales, Chief of Staff; and Ms. Mary-Rae McDonald, Executive Assistant to the President.

**I. Call to Order/Pledge of Allegiance** - The pledge of allegiance was recited. The meeting of May 13, 2020 was called to order by Board of Regents President Baca-Argabright. A roll call was taken and a quorum of the Board was confirmed. The group present introduced themselves.

**II. Approval of Meeting Agenda** - Regent Chair Baca-Argabright entertained a motion to approve the agenda as presented.

*Regent Hotvedt moved to approve the agenda as presented. Regent Walz seconded the motion. The motion passed unanimously with Regents Baca-Argabright Foster, Hotvedt, Stillman and Walz voting in the affirmative.*



- 60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119
- III. Approval of Minutes of April 21, 2020 –**  
*A motion to approve the minutes of April 21, 2020 as presented was made by Regent Hotvedt. The motion was seconded by Regent Baca-Argabright. The motion passed unanimously.*
- IV. Review Date of Next Board Meeting:** The date for the next WNMU Board of Regents meeting was suggested by President Shepard to take place after the anticipated Legislative Special Session. He also recommended a Zoom Workshop in July to discuss the future of WNMU and Higher Education. The Board concurred.
- V. President of Student Government (Information) –** ASWNMU President Ms. Darlene Chavez reported on current Student Senate activities and summer plans. She introduced the incoming Student President-Elect, Ms. Brenda Hernandez. President Shepard thanked Ms. Chavez for her exemplary service and virtually presented her with gifts in appreciation for her leadership. Ms. Brenda Hernandez also thanked Ms. Chavez for her support and gave a brief introduction. Dr. Shepard welcomed.
- VI. President of Staff Senate (Information) –** Staff Senate President Mr. Michael Acosta reported on Staff Senate elections, congratulated incoming Senators, thanked outgoing Senators for their services and advised he had been elected to serve another term. He concluded by advising of current and future Staff Senate activities.
- VII. President of Faculty Senate (Information) –** Faculty Senate President Dr. Scott Fritz began by reflecting on the rewarding experience of having served as Faculty President, providing a brief summary of significant items accomplished during his tenure and introducing new Faculty Senate President Susan J. McFeaters. President Shepard thanked Dr. Fritz for his service and virtually presented him with a gift in appreciation. Dr. Susan J. McFeaters also thanked Dr. Fritz for his support, gave a brief introduction and also welcomed incoming Faculty Senate Vice President James Vigil. She provided a report of the Faculty experiences during COVID-19 and expressed her appreciation of Drs. Shepard, Crocker and Brundage as well as all Faculty during this time for their support and responsiveness. Dr. McFeaters concluded by presenting the Excellence in Professional Service Award to Dr. Margarita Wulfange, Excellence in Research Award to Dr. Illya Medina Velo and Excellence in Teaching Award to Dr. Becky Brandsberg-Herrera.
- VIII. University President's Report (Information) –** President Shepard updated the Board on the University's Coronavirus efforts in complying with Governor Lujan Grisham's extended Stay-at-Home orders even though; Universities are exempt from the order. During this time of limited operations to essential staff only; the University is moving forward with furloughs for positions that primarily do not have much to do in the summertime. The positive side of these furloughs is that in addition to the standard Unemployment benefit, recipients are receiving an additional \$600 per week at this time due to a Coronavirus government incentive. The University is continuing online summer courses. University is making plans for the return of students and employees when the Stay-at-Home order is lifted. Plans include the purchase of face masks and hand sanitizers that will be available to all those who come back to the University. For the Fall, the University expects the Stay-at-Home order to be lifted and in-person classes to be limited with Faculty continuing a hybrid approach of in-person and online teaching. The future of Athletics at this time is still not known; though he advised that until a vaccine is developed, he does not believe mass gatherings will be permitted. Also in regards to the limitation of mass gatherings, the original intent was to have graduation in August; however, based on the current expectation that limitation will continue; a live Virtual Graduation is being planned for May 29, 2020 at 2:00 p.m. via Zoom. Dr. Shepard concluded his report by advising on Athletics updates, event cancellations like Fiesta Latina and other University updates.
- Regent Hotvedt thanked President Shepard, administration, faculty and staff for their efforts and response during this crisis. President Shepard stated it truly has been a team effort.
- IX. Old Business**  
**A. 2020-2021 Budget –** President Shepard presented the 2020-2021 Budget that is required

120 to be submitted by May 15 and advised this budget reflects what was passed at the  
 121 conclusion of this past Legislative Session which included a 4% raise for employees. This  
 122 budget also includes other additional monies that increased the allocations. All of this is  
 123 subject to possible change based upon the upcoming Special Session. President Shepard  
 124 advised he is anticipating significant decreases and adjustments. VPBA Kelley Riddle  
 125 advised what was being presented was the summary level of the approximate 180-page  
 126 document that would be submitted to the Higher Education department and reported in  
 127 detail various aspects of document. Regent Hotvedt advised that she and Regent Stillman,  
 128 as the Budget & Finance Committee, had met with VPBA Kelley Riddle to discuss this  
 129 budget with the understanding it would be temporary.

130  
 131 *Regent Foster made a motion to approve the 2020-2021 Budget as presented. The motion*  
 132 *was seconded by Regent Hotvedt. Regents Baca-Argabright, Foster, Hotvedt, Stillman and*  
 133 *Walz voted in the affirmative. Motion passed.*  
 134

135 **X. New Business**

136 **A. Promotion and Tenure** – VPAA & Provost Jack Crocker presented the list of faculty he  
 137 had recommended to President Shepard for promotion and tenure. Recommended for  
 138 promotion from Assistant Professor to Associate Professor was Dr. Benjamin Jenkins,  
 139 Dr. Shiva Kumar Kyasa, Dr. Roberta Marquez, Dr. Cindy Martinez, Dr. Corrie Neighbors  
 140 and Dr. Kimberly Petrovic. Recommended for promotion from Associate Professor to  
 141 Professor was Dr. Charnelle Lee, Dr. Nancy Livingston, Dr. Alexandra Neves and Dr.  
 142 Margarita Wulfange. Recommended for Tenure was Damon Bullock. President Shepard  
 143 advised all recommendations had gone through a strenuous process for promotion and  
 144 tenure as well as being vetted by him.

145  
 146 *Regent Hotvedt made a motion to approve the Promotion and Tenure as presented. The*  
 147 *motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt, Stillman*  
 148 *and Walz voted in the affirmative. Motion passed.*  
 149

150 **B. Post-Tenure Review** – VPAA & Provost Jack Crocker presented the faculty  
 151 recommended for post-tenure review (continuation of tenure) as is required every five-  
 152 years by the state for all tenured faculty. The following faculty members successfully  
 153 passed the arduous process of post-tenure review: Dr. Gerald Burgess, Dr. Jennifer  
 154 Coleman, Dr. Scott Fritz, Dr. Doug Medin, Dr. Alexandra Neves and Dr. Margarita  
 155 Wulfange. President Shepard confirmed that he reviewed and supported the post-tenure  
 156 review recommendations.

157  
 158 *Regent Foster made a motion to approve the Post-Tenure Review as presented. The motion*  
 159 *was seconded by Regent Stillman. Regents Baca-Argabright, Foster, Hotvedt, Stillman and*  
 160 *Walz voted in the affirmative. Motion passed.*  
 161

162 **C. New Degree Programs - Master of Arts in Early Education: Trauma-Informed**  
 163 **Practices and Master of Arts in History** – VPAA & Provost Jack Crocker reported the  
 164 proposals had completed all required local processes of the University, were well done  
 165 and both programs showed the potential to increase enrollment. The Master of Arts in  
 166 Early Education: Trauma-Informed Practices is the only program in the state that offers  
 167 this type of training and based on the research, is needed. The Master of Arts in History  
 168 had a considerable number of requests by graduate students in the Interdisciplinary  
 169 Studies program. The proposals are ready to go forward to the State's Deans Counsel  
 170 with the approval of the Board. Regent Foster asked if these programs would contribute  
 171 to the University's efforts to be a Center of Excellence. President Shepard advised the  
 172 University would continue to pursue to be a Center of Excellence.

173  
 174 *Regent Hotvedt made a motion to approve the New Degree Programs - Master of Arts in*  
 175 *Early Education: Trauma-Informed Practices and Master of Arts in History as presented.*  
 176 *The motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt,*  
 177 *Stillman and Walz voted in the affirmative. Motion passed.*  
 178

179 **D. Faculty Handbook Changes** – Faculty Senate President Scott Fritz presented the  
 180 recommended changes to the handbook: (1) Change in the Athletics Committee

181 description, (2) Change in the Grievance language, (3) Inclusion of the phrase “four (4)  
182 years” into page 35 and (4) Change in the Salary and Benefits committee description.  
183

184 *Regent Foster made a motion to approve the Faculty Handbook Changes as presented. The*  
185 *motion was seconded by Regent Walz. Regents Baca-Argabright, Foster, Hotvedt, Stillman*  
186 *and Walz voted in the affirmative. Motion passed.*  
187

188 **E. Staff Senate Constitution & Bylaws Changes** – Staff Senate President Michael Acosta  
189 presented the recommended changes to the Constitution & Bylaws related primarily to  
190 the Staff Senatorial Elections to better align elections with Presidential election and in  
191 some assistances to better define terms.  
192

193 *Regent Stillman made a motion to approve the Staff Senate Constitution & Bylaws Changes*  
194 *as presented. The motion was seconded by Regent Hotvedt. Regents Baca-Argabright,*  
195 *Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*  
196

197 **F. ASWNMU Constitution Amendments** – ASWNMU President Darlene Chavez presented  
198 the proposed amendments to the ASWNMU Constitution relating to addition of duties for  
199 the Vice President, Secretary, Treasurer and Senate. She also discussed an addition to  
200 caucus protocols, hour restrictions, absence protocol and an addition to the Public  
201 Meeting agenda template. Ms. Chavez concluded the recommended changes with an  
202 explanation of support presentations.  
203

204 *Regent Foster made a motion to approve the ASWNMU Constitution Amendments as*  
205 *presented. The motion was seconded by Regent Hotvedt. Regents Baca-Argabright, Foster,*  
206 *Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*  
207

208 **G. Student Handbook Changes** – VPSAEM Isaac Brundage reported the changes to the  
209 Student Handbook were primarily updates that included the inclusion of information  
210 about the ProVerify company that is partnering with the Office of Financial Aid for  
211 student verification and changes in contact/location information for certain offices.  
212 Recent changes to Title IX were not included at this time; though he expected to present  
213 the handbook to include those changes to the Board at a later time.  
214

215 *Regent Foster made a motion to approve the Student Handbook Changes as presented. The*  
216 *motion was seconded by Regent Stillman. Regents Baca-Argabright, Foster, Hotvedt,*  
217 *Stillman and Walz voted in the affirmative. Motion passed.*  
218

219 **H. Alcohol & Drug Prevention Biennial Program Review** – VPSAEM Isaac Brundage  
220 presented the Alcohol & Drug Prevention Biennial Program Review. The review is an  
221 annual requirement of the Department of Education in order to receive Title IV funding.  
222 The program looked at several areas alcohol and drug use policies, the student  
223 handbook, assessed any risks, reviewed how student and legal sanctions are handled,  
224 prevention programs, health screenings, awareness activities and support services. The  
225 only significant changes were activities that could not be completed due to Coronavirus  
226 protocols. Activities like the Great Race that included an Alcohol Awareness training  
227 component.  
228

229 *Regent Hotvedt made a motion to approve the Alcohol & Drug Prevention Biennial Program*  
230 *Review as presented. The motion was seconded by Regent Baca-Argabright. Regents Baca-*  
231 *Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*  
232

233 **I. Capital Project Transmittal for Energy Performance Project**– VPBA Kelley Riddle  
234 presented the Capital Project Transmittal for Energy Performance Project for approval.  
235 The project included approximately 22% consumption reduction of energy with items like  
236 LED lighting, fixture of building envelopes to prevent air leakage, water conservation,  
237 solar panel structures and other similar items. In total, the changes are expected to  
238 result in approximately \$237,000 in savings annually. The total budget for project is  
239 close to \$7,000,000. Regent Stillman advised the Budget & Finance had met with VPBA  
240 Riddle to discuss the project and had concerns. He recommended tabling until further  
241 discussion could occur.

242  
243  
244  
245  
246  
247  
248  
249  
250  
251  
252  
253  
254  
255  
256  
257  
258  
259  
260  
261  
262  
263  
264  
265  
266  
267  
268  
269  
270  
271  
272  
273  
274  
275  
276  
277  
278  
279  
280  
281  
282  
283  
284  
285  
286  
287  
288  
289  
290  
291  
292  
293  
294  
295  
296  
297  
298  
299  
300  
301  
302

*Regent Stillman made a motion to table the Capital Project Transmittal for Energy Performance Project as presented. The motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*

- J. Revised Capital Project Transmittal for Altamirano Field Turf** – VPBA Kelley Riddle reported that the Capital Project Transmittal for Altamirano Field Turf had originally been presented and approved by the Board in Santa Fe during the January meeting; however, the scope of project now included an addition of field markings.

*Regent Hotvedt made a motion to approve the Revised Capital Project Transmittal for Altamirano Field Turf as presented. The motion was seconded by Regent Foster. Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*

- K. 5 Year Capital Outlay Projects & Infrastructure & Capital Projects (ICIP)** – VPBA Kelley Riddle presented the 5 Year Capital Outlay Projects & Infrastructure & Capital Projects (ICIP) plan. The plan includes minor revisions to what has been presented to the Board throughout the year; though this included all approved additions and will be what is submitted to HED by June 1 deadline and what would be presented during the Summer Hearings. Regent Hotvedt inquired that this plan included the Energy Performance Project that had been tabled for further discussion. VPBA Riddle advised that plan does not necessarily mean the Board has approved all Capital Transmittals for projects and she recommended it remain in plan as the item had been tabled for future discussion. Also the Energy Performance Project would not been one of the projects presented as the University would be primarily funding the project itself. Regent Hotvedt thanked VPBA Riddle for the clarification.

*Regent Hotvedt made a motion to approve the 5 Year Capital Outlay Projects & Infrastructure & Capital Projects (ICIP) as presented. The motion was seconded by Regent Stillman. Regents Baca-Argabright, Foster, Hotvedt, Stillman and Walz voted in the affirmative. Motion passed.*

Regent Foster's Zoom connection from the meeting ended at 11:40 a.m.

- L. Revised Final Budget Adjustment Request (BAR)** – VPBA Kelley Riddle reported that the Final Budget Adjustment Request (BAR) had originally been presented and approved by the Board in the April meeting; however, a discrepancy was discovered. The error was the expense line for Exhibit 17 and needed to be reduced. This was the only change.

*Regent Hotvedt made a motion to approve the Revised Final Budget Adjustment Request (BAR) as presented. The motion was seconded by Regent Stillman. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

- M. Asset Disposal** – VPBA Kelley Riddle reported the Asset Disposal being presented was a continuation of annual inventory process that had originally been approved in September. The State requires approval to dispose of assets greater than \$5,000 and the University has a policy to requires approval to dispose of assets greater than \$1,000. The original value (not the depreciated value) is listed, which shows high dollar-values; however, the items are fully depreciated and should not reflect a loss in University financial statements.

*Regent Stillman made a motion to approve the Asset Disposal as presented. The motion was seconded by Regent Hotvedt. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

- N. Resolution Adopting Notice Procedures Pursuant to the NM Open Meetings Act** – Regent Chair Janice Baca-Argabright began by advising the Resolution Adopting Notice Procedures pursuant to the NM Open Meetings Act is an annual process and asked

303  
304  
305  
306  
307  
308  
309  
310  
311  
312  
313  
314  
315  
316  
317  
318  
319  
320  
321  
322  
323  
324  
325  
326  
327  
328  
329  
330  
331  
332  
333  
334  
335  
336  
337  
338  
339  
340  
341  
342  
343  
344  
345  
346  
347  
348  
349  
350  
351  
352  
353

President Shepard to discuss the recommended changes. Dr. Shepard advised the changes included updating the date of approval to today's meeting date as well as adding virtual or video conference as an additional means of meeting participation.

Regent Walz noted that Regent Foster could not be seen in list of virtual participants.

*Regent Walz made a motion to approve the Resolution Adopting Notice Procedures Pursuant to the NM Open Meetings Act as presented. The motion was seconded by Regent Baca-Argabright. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

**O. Election of Officers -**

*Regent Baca-Argabright made a motion to nominate Regent Walz for President, Regent Hotvedt as Vice President and retain Regent Stillman as Secretary/Treasurer of the Board. The motion was seconded by Regent Walz. Regents Baca-Argabright, Hotvedt, Stillman and Walz voted in the affirmative. Regent Foster absent. Motion passed.*

Regents Hotvedt and Walz thanked Regent Baca-Argabright for her service as Chair and complimented her on the wonderful work that she had accomplished. Regent Walz wished to also recognize Dr. Foster's contributions as Vice Chair and also advised he expected his term to only be approximately seven months due to the expiration of his term as Regent. Regent Walz looked forward to the future and advised of his plans for his upcoming tenure.

**XI. Regents Information Session**

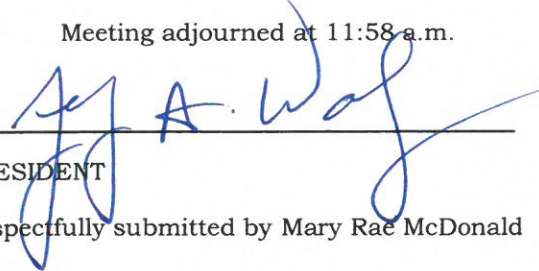
**A. Public Comments** -Regent Chair Baca-Argabright asked for any comments from the audience. President Shepard wished to publicly disclose a potential conflict of interest. Dr. Shepard wished to advise that his son owns a company that sells face masks that the University may decide to purchase based on the need due to current COVID-19 conditions. The company may or may not be awarded the opportunity to supply the needed face masks; however, Dr. Shepard wished to be very transparent that he would not be involved in that process. Regent Baca-Argabright thanked Dr. Shepard for advising the Board.


**B. Board Closing Comments** - Regent Chair Baca-Argabright asked for any comments from the Board. There were none. She thanked participants for attending.

**XII. Adjournment**

*Regent Hotvedt made a motion to adjourn the meeting. Regent Walz seconded the motion. The motion to adjourn was unanimously approved. A roll call vote was taken. Regents Baca-Argabright, Hotvedt, Stillman and Walz voting to adjourn. Regent Foster absent.*

Meeting adjourned at 11:58 a.m.

  
\_\_\_\_\_  
PRESIDENT  
Respectfully submitted by Mary Rae McDonald

  
\_\_\_\_\_  
SECRETARY/TREASURER

New Mexico Council of Graduate Deans, meeting minutes

10/30/2020, 1:00 pm, virtual meeting

**Members present:** Dr. Steven Chavez, WNMU; Dr. Luis Cifuentes, NMSU; Dr. Julie Coonrod (chair), UNM; Dr. Aly El-Osery, NMT; Dr. John Montgomery, ENMU; Dr. Ian Williamson, NMHU; Mr. Thomas Schawel, HED liaison. Also present: Mark Chisholm, HED.

**Guests/Presenters:**

Cindy Martinez, Assoc. Prof of Early Childhood, WNMU

Andy Hernandez, Prof of History, WNMU

Shelly Stovall, Assoc. Provost for Accreditation and program development, NMSU

Debra Dirksen, Assoc. Dean for School of Education, WNMU

John LaVelle, Prof of History, WNMU

Scott Fritz, Assoc. Prof of History, WNMU

- I. WNMU Presentation – Master of Arts in History
  - a. Presented by Andy Hernandez, Prof of History
  - b. No questions or comments for presenter
  - c. Motion to approve (Julie, chair) – approved unanimously.
  
- II. WNMU Presentation – Master of Arts Early Childhood: Trauma Informed Practices
  - a. Presented by Cindy Martinez, Assoc. Prof of Early Childhood
  - b. This would be an amazing degree to have, as this is an area really needed within the state. – Denise Esquibel
  - c. WNMU has a long of history of educating teachers. Both of these programs are congruent with our educational initiative of educating teachers.
  - d. Motion to approve (Julie, chair) – approved unanimously
  
- III. NMSU Presentation – Masters in Science in Athletic Training
  - a. Presented by Phillip Post, Department Head, Assoc. Prof, Kinesiology: Motor Learning/Sports Psych
  - b. Pleased that UNM and NM State hopefully both will be able to provide this degree
  - c. Motion to approve (Julie, chair) – approved unanimously
  
- IV. HED Update
  - a. Thomas opened discussion with updates on the status of programs. Two proposals for NM Highlands: Criminology and Cultural Resource Management were submitted to the Board of Finance this week by Thomas and Ian. Proposals will be heard for Board of Finance on November 17<sup>th</sup>, 2020.

- b. Contacted both Aly and Julie about their programs that were approved by HED and will begin to look at these to get submit in November for the December Board of Finance meeting.
- c. Discussion about dates for spring time with Mark for the Higher Education Advisory Committee meetings. Anticipating doing a meeting prior to when session starts, sometime in mid-January. This will give an opportunity for the proposals that were heard today to submit their application to HED. Deadline to submit application, mid-December. Board of Finance date is TBD and will be in contact with Steve and Luis about dates.
- d. In terms of meetings for the spring, will try to start mid-January, with a follow up meeting and another one late April or mid-May.

V. Announcements

- a. Proposal coming from New Mexico Tech for Communication for Public – Aly
- b. Proposing a Phd in Speech Pathology Degree from UNM – Julie
- c. Proposal from NM State, Master of Arts in Agriculture Strategic Communication - Denise

VI. Adjournment



New Mexico State University

**Master's/Doctoral – Major and/or Degree**  
**New Curriculum Form**

Degree Type:			
<input type="checkbox"/> Master's Degree	<input type="checkbox"/> Master's Major	<input checked="" type="checkbox"/>	Both (Master's Degree & Major)
<input type="checkbox"/> Doctoral Degree	<input type="checkbox"/> Doctoral Major	<input type="checkbox"/>	Both (Doctoral Degree & Major)
New Curriculum Name (no abbreviations for titles and separate the degree and major title with a dash):			
<b>Master's Science Degree Program in Athletic Training</b>			
Section 5: Approval Signatures:			
	Printed Name:	Signature:	Date:
Submitter/ Department Faculty:	Kim O'Connell Brock	<i>[Signature]</i>	10/17/19
Department Head:	Phillip Post	<i>[Signature]</i>	10/17/19
College Curriculum Committee:	Rick Morlock	<i>[Signature]</i>	2/14/19
Academic Dean:	<i>[Signature]</i>	Henrietta Williams Pichon	12/2/19
Graduate Dean:	Luis A. Vazquez	<i>[Signature]</i>	12/11/20
Associate Deans Academic Council:	<i>[Signature]</i>	Joseph Lakey	1/27/20
Academic Deans Council:	Carol Parker, Chair	<i>[Signature]</i>	6/9/20
Faculty Senate:	Rebecca Corran	<i>[Signature]</i>	5/7/2020
Provost	Carol Parker	<i>[Signature]</i>	6/9/20
President	John D. Flores	<i>[Signature]</i>	6-11-20
Board of Regents:	Dina Chacón-Reitzel	<i>[Signature]</i>	9-9-20
NM Council of Graduate Deans:		<i>[Signature]</i>	12/4/20
The Student Records Office (SRO) Signature below is not needed for approval, but all paperwork must be received a representative in the SRO and receive their signature in order to officially process the paperwork for submission to HED.			
Univ. Student Records Office (SRO):			
NM Higher Education Department (HED) Approval:	Signature received via the HED Submission Portal, will be printed and attached.		
NM State Board of Finance:			
CIP Code (requested by SRO):	Once the Univ. SRO Receives the Code, they will add it to the front of the form in the "Official CIP Code box"		
Higher Learning Commission (HLC):	Is requested through your HLC representative on your campus, once they receive the approval it needs to be sent to the Univ. SRO to attach to the packet and begin processing.		



New Mexico Council of Graduate Deans, meeting minutes

10/30/2020, 1:00 pm, virtual meeting

**Members present:** Dr. Steven Chavez, WNMU; Dr. Luis Cifuentes, NMSU; Dr. Julie Coonrod (chair), UNM; Dr. Aly El-Osery, NMT; Dr. John Montgomery, ENMU; Dr. Ian Williamson, NMHU; Mr. Thomas Schawel, HED liaison. Also present: Mark Chisholm, HED.

**Guests/Presenters:**

Cindy Martinez, Assoc. Prof of Early Childhood, WNMU

Andy Hernandez, Prof of History, WNMU

Shelly Stovall, Assoc. Provost for Accreditation and program development, NMSU

Debra Dirksen, Assoc. Dean for School of Education, WNMU

John LaVelle, Prof of History, WNMU

Scott Fritz, Assoc. Prof of History, WNMU

- I. WNMU Presentation – Master of Arts in History
  - a. Presented by Andy Hernandez, Prof of History
  - b. No questions or comments for presenter
  - c. Motion to approve (Julie, chair) – approved unanimously.
  
- II. WNMU Presentation – Master of Arts Early Childhood: Trauma Informed Practices
  - a. Presented by Cindy Martinez, Assoc. Prof of Early Childhood
  - b. This would be an amazing degree to have, as this is an area really needed within the state. – Denise Esquibel
  - c. WNMU has a long of history of educating teachers. Both of these programs are congruent with our educational initiative of educating teachers.
  - d. Motion to approve (Julie, chair) – approved unanimously
  
- III. NMSU Presentation – Masters in Science in Athletic Training
  - a. Presented by Phillip Post, Department Head, Assoc. Prof, Kinesiology: Motor Learning/Sports Psych
  - b. Pleased that UNM and NM State hopefully both will be able to provide this degree
  - c. Motion to approve (Julie, chair) – approved unanimously
  
- IV. HED Update
  - a. Thomas opened discussion with updates on the status of programs. Two proposals for NM Highlands: Criminology and Cultural Resource Management were submitted to the Board of Finance this week by Thomas and Ian. Proposals will be heard for Board of Finance on November 17<sup>th</sup>, 2020.

- b. Contacted both Aly and Julie about their programs that were approved by HED and will begin to look at these to get submit in November for the December Board of Finance meeting.
- c. Discussion about dates for spring time with Mark for the Higher Education Advisory Committee meetings. Anticipating doing a meeting prior to when session starts, sometime in mid-January. This will give an opportunity for the proposals that were heard today to submit their application to HED. Deadline to submit application, mid-December. Board of Finance date is TBD and will be in contact with Steve and Luis about dates.
- d. In terms of meetings for the spring, will try to start mid-January, with a follow up meeting and another one late April or mid-May.

V. Announcements

- a. Proposal coming from New Mexico Tech for Communication for Public – Aly
- b. Proposing a Phd in Speech Pathology Degree from UNM – Julie
- c. Proposal from NM State, Master of Arts in Agriculture Strategic Communication - Denise

VI. Adjournment