

Institutional Profile of Western New Mexico University

Mission: Western New Mexico University provides affordable, accessible, quality educational opportunities for citizens of New Mexico; emphasizes teaching excellence; offers certificate, associate, baccalaureate, and graduate programs; focuses on strong teacher preparation, other professional programs, and vocational education; incorporates a strong comprehensive general education program based on defined outcomes; creates opportunities through advanced technology and telecommunications for the communities it serves; promotes access to information and outreach to global community; seeks to preserve and enhance the rich cultural heritage of the region; proudly supports unique opportunities afforded by its diversity; commits to professional growth for faculty, staff and students; seeks continuous improvement in its academic, fiscal, and community activities; builds collaborative relationships within communities that support the educational, cultural, community, and economic development needs of the region and state.

Fall 1999 main campus enrollment by level:

Undergraduate	1,564
Non-degree undergraduate	153
Graduate	<u>306</u>
Total	2,023

Number of program majors offered at following degree levels:

Associate	12
Bachelor's	35
Master's	8

Total FTE 1,470

2000-2001 total fund revenue for main campus:

\$22,268,844

2000-2001 total state appropriation as percent of main
campus operating budget

53%

Undergraduate Admissions Focus

WNMU is proud of its open admissions policy and the opportunities it affords to students who otherwise might not have access to a quality higher education experience. Any student with a high school diploma or GED may be granted admission to WNMU. The majority of WNMU undergraduate students live in Grant, Catron, Luna, Sierra and Hidalgo counties; a significant proportion are from other counties in its geographical service area—the western third of the state—and a growing percentage hail from eastern Arizona, southern Colorado and El Paso. WNMU's admissions strategy is to recruit, admit, enroll and retain freshman and transfer students who reflect the ethnic, social, and economic diversity that characterizes the region it serves.

A large proportion of WNMU students can be characterized as high risk. Placement testing is required for students whose college admissions scores and/or community college academic history indicate possible deficiencies. Academic records and test scores are carefully reviewed to identify students requiring remediation in mathematics, reading or writing. WNMU's remedial program includes coursework in two levels of math, reading and writing. Student progress in remedial and introductory level coursework is closely monitored to insure that students are adequately prepared for college level work, and to promote student success. Academic support is provided through a coordinated system of academic advising and placement, an early alert system, tutoring, supplemental instruction, an academic skills course, and a learning resource center. Funds from a Title III/V grant for Hispanic-serving Institutions provided the seed money for initiating these efforts; the university now supports them through its operating budget.

WNMU awards over 350 degrees each year, about 15 percent are associates, 55 percent baccalaureate, and 30 percent are master's degrees. About 33 percent of new students enter the university each fall as transfer students, and many WNMU undergraduate students, decidedly "non traditional," may take up to ten years to graduate. About 44 percent of the WNMU cohort used in a recent CHE graduation rates study had completed a degree within ten years.

Institution-Specific Programs and Activities

Certificate, two year, four year, and graduate programs in education, business administration, social work, vocational training, nursing, occupational therapy assistant, and the arts and sciences prepare students for workforce employment and for more advanced academic work. WNMU's 51-hour general education program is based on specifically stated outcomes designed to enhance skills in writing, oral communication, critical thinking, computer literacy, and mathematics, and to heighten awareness of the diversity and complexity of the world in which we live. A community service component is included for all students. The

university awarded 375 certificates and degrees at the associates, bachelor's and master's level in 1998–99, and 1425 over the last five years.

- ♦ Access requires that a high quality education be affordable. About 92% of WNMU students qualify for financial aid of some sort. WNMU, cognizant of students' severely limited ability to afford the cost of higher education, practices fiscal conservatism in an effort to moderate tuition and fees increases.
- ♦ WNMU is committed to excellence in teaching. Ninety-two percent of WNMU faculty hold the appropriate terminal degree, and 75 percent of student credit hours are taught by tenured and tenure track faculty. Students' evaluation of instructors indicate that overall, instructors are consistently rated "very good to excellent." Recent faculty and staff training and professional development opportunities include workshops in diversity, programs to encourage understanding and celebration of the cultures of the southwestern region, grant writing, and developing World Wide Web-based courses.
- ♦ WNMU is unique in offering a broad array of two-year programs for undergraduate students. The university serves as the community college for students in Grant, Hidalgo, and Catron counties. New two-year programs in Computer and Network Technology and Agriculture were initiated in Fall 1998.
- ♦ The National Council for Teacher Accreditation (NCATE)-accredited School of Education (SOE) is known for its innovative teacher education curriculum and its cooperative programs with local P–12 schools. SOE initiatives include course reform, sponsored by the Collaborative for Excellence in Teacher Preparation (CETP), to incorporate math, science and technology into the teacher preparation curriculum; sharing a faculty member with a local school district; school-based sites; and incorporating classroom-based research projects into the teacher preparation program.
- ♦ The Gallup Graduate Studies Center (GGSC), where one-third of students are Native American, offers master's level programs in counseling, special education, and educational leadership. Over 100 master's degrees were awarded to students from Gallup in the past three years. Western began offering its MBA program at the GGSC in Fall 1999.

Partnerships and Collaborations

- ♦ WNMU enjoys a unique partnership with pre-college teachers and students through its Adult Educational Services division. Students completing a GED through the program are encouraged to continue with a college education at Western. The Adult Education Services program was cited as a model state program. Its mission is to provide literacy training, citizenship, computer skills, and GED preparation for hundreds of citizens in the region.
- ♦ WNMU partners with two higher education institutions in Chihuahua, Chihuahua, Mexico, that promote student and faculty exchanges, guest lectures, intensive language and culture courses, and economic development activities for citizens of both nations. Students from Universidad Regional del Norte (URN) have enrolled at WNMU for intensive coursework in English as a Second Language. Upper division student majors in international business at URN have spent a semester at Western as fulltime students in the business program.
- ♦ The WNMU Museum, the Mimbres Region Arts Council and the Expressive Arts Department at Western collaborated in presenting pottery workshops featuring recognized potters from Mata Ortiz, Chihuahua, Mexico. World-renowned potter Juan Quezada headed a group of his fellow artists from Mata Ortiz in presenting a three-day workshop that attracted participants from throughout the United States to the WNMU campus.
- ♦ WNMU is a member of the Renaissance Group, a consortium of 23 universities across the United States with outstanding teacher preparation programs.

Recent Accomplishments

- ♦ WNMU has undergone eight highly successful national accreditation and five state approval visits in the last three years. In addition to a ten-year NCA and OTA (occupational therapy assistant) accreditations, WNMU's programs in teacher education, social work, nursing, business (through the MBA) and basic economic development programs have achieved outstanding results.
- ♦ WNMU's School of Education received NCATE approval for both its initial and advanced teacher preparation programs. Noted in the team report were the attention to multicultural and global perspectives incorporated into the program, the high quality of instruction in a caring environment, and collaboration with area school districts.
- ♦ The university participates in the Quality New Mexico Award Program. WNMU received Piñon Awards in 1994 and 1995, and moved up to Roadrunner Awards in the last four years. The University is recognized as a leader in using continuous quality improvement as a management tool in higher education. University leaders chronicled the "quality journey" at the 1998 NCA annual meeting and the National Association of Governing Boards conference.
- ♦ WNMU practices fiscal conservatism. The University's external financial audits have resulted in only one non-material finding in the last three years. The Office of Financial Aid is among 147 schools that participate in the U. S. Department of Education's Quality Assurance Program. This program sets performance goals, establishes benchmarks, and identifies relevant accountability standards. The WNMU Foundation has quadrupled its assets over the past two years.

Special Contributions to New Mexico

WNMU's efforts to enhance the workplace opportunities for citizens of southwestern New Mexico include the following initiatives:

- ♦ WNMU administers a Welfare to Work grant for the region through centers in Deming, Lordsburg, Silver City and Truth or Consequences. The university, in partnership with the NM Department of Labor, took the lead in providing education and training for workers displaced due to worldwide economic conditions affecting the mining industry.
- ♦ WNMU's efforts to boost and diversify the economy include its Small Business Development Center, which provides entrepreneurship and financial consulting, educational opportunities, and planning assistance; its Economic Development Course, one of only twenty nationally accredited American Economic Development Council courses in the nation; the NAFTA Institute bringing together business people from Canada, Mexico and the United States; technology training carried out in collaboration with regional public school districts to enhance essential skills for teachers and students; and the Southwest Center for Resource Analysis, researching economic development issues.
- ♦ WNMU serves teachers, counselors, social workers, nurses, and occupational therapy assistants in the southwestern New Mexico region through professional development coursework.
- ♦ The WNMU Museum holdings include a nationally recognized collection of Mimbres pottery and regional artifacts of interest to students and researchers, as well as community members and tourists.
- ♦ WNMU faculty are sought as experts in their fields. Professors serve as experts and consultants in ichthyology, herpetology, mammalogy, and ornithology with local, state and federal agencies; as advisory board members and curators of collections; as review panelists for conservation issues. A faculty member is the current President of the New Mexico Board of Examiners for Occupational Therapy; another chairs the New Mexico Senior Olympics Program. Faculty have been recognized for their contributions to the less fortunate; e.g., to at-risk children and families in New Mexico; to students at local high schools and clinics with crisis intervention and mental health counseling. Women faculty organize and present the annual Expanding Your Horizons Conference for Girls, a conference to encourage girls to pursue careers in math and science.

Faculty Role

Expected Distribution of Faculty Effort: Faculty evaluations are performed annually and are incorporated into the promotion and tenure process. WNMU uses a process known as Management by Objectives (MBO). Objectives focus on five areas of faculty responsibility: teaching effectiveness; student advising; scholarship, research or other creative activity; professional contributions; and personal relationships.

Measuring Effectiveness: The student evaluation of instruction process is one method used to measure teaching effectiveness. Written evaluations are conducted each semester. Results are used in tenure and promotion decisions.

Tenure and promotion: Academic rank at WNMU includes instructor, assistant professor, associate professor and professor. Promotion to the next rank and initial appointment are in accordance with Board of Regents' guidelines. Qualifications for assistant professor include a doctorate or appropriate terminal degree; for associate professor a doctorate or appropriate terminal degree and six years of teaching experience in higher education; rank of professor requires a doctorate or appropriate terminal degree and ten years of teaching experience in higher education. Continuous tenure may be awarded after seven years of fulltime teaching service, at least one year of which must be at WNMU. Criteria include quality of teaching, research and scholarly work; and service to the institution and the community.

Post tenure review: WNMU's post-tenure review process is carried out each year in accordance with state mandates and Board of Regents' policy.

Faculty Contributions

Advising: WNMU faculty play an important role in advising student majors and minors, formulating and monitoring degree plans, and assisting new, continuing and transfer students in course selection and schedule planning. This area of faculty responsibility supports the university's mission as a teaching institution.

Outcomes assessment: Students at WNMU participate in the learning outcomes assessment program for the university's general education program and individual major programs. Multiple assessment tools are used at WNMU, including standardized testing, writing samples, survey instruments, performances, exhibitions, recitals, and portfolios. Assessment provides evidence to guide decisions about where curriculum changes need to be made to enhance the educational program.

Instructor-course evaluation: This is carried out each semester for all courses taught by non-tenured faculty, and three courses per year taught by tenured faculty. A standardized assessment instrument is used to collect information on instructor performance. The information is used as one factor in reviewing performance, and is incorporated into the hiring, promotion and tenure process.

Instructional highlights

- ♦ WNMU faculty in the undergraduate division teach twelve credit hours per semester. Faculty in graduate programs may teach nine or twelve credit hours per semester, according to the requirements of the accrediting body.
- ♦ The average section size at WNMU is sixteen for lower division undergraduate classes, ten for upper division undergraduate classes, and eight for graduate classes. The student/faculty ratio in Fall 1999 was 15/1.
- ♦ The university prides itself on the quality of instruction as evidenced by small class size, accessibility of the faculty, and the faculty's commitment to course reform and curriculum development. As an example, twelve faculty developed new courses, and about two-thirds of the faculty revised or reformed 75 courses in academic year 1998–99. About one-half the faculty incorporated technology into existing courses. Technological change ranges from student-instructor communication via e-mail to incorporating Web elements into courses, to producing an entire course on a CD to facilitate distributed learning. Faculty in the Humanities Department now teach freshman English composition in a computer writing lab; Spanish language courses have been modified to include computer-based instruction as well. Communications classes are based on video technology. About twenty courses incorporate World Wide Web-based course tools.
- ♦ Faculty provide an important, and often unrecognized service to students by offering directed study, independent study and tutorial courses to students whose degree attainment process may be hampered by unusual circumstances. One hundred independent study courses generating over 400 credit hours were delivered in academic year 1998–99. Faculty provided these specialized instructional hours in addition to their regular teaching load.

Faculty Institutional/Public Service Highlights

- ♦ Most faculty at WNMU remain current in their disciplines and active in their professions through coursework and training, attendance at conferences, workshops and professional meetings; membership and office holding in professional organizations; publications, performances, lectures, public appearances, exhibitions; judging, reviewing, curating; consulting; writing grant funding proposals; and administering grants. One-third of WNMU's permanent faculty completed coursework or training in the past academic year; two-thirds attended one or more conferences, workshops and/or professional meetings; faculty membership in professional organizations totals 140; and thirty-five faculty hold an office or sit on the board of a professional organization.
- ♦ Two faculty serve on school boards, four on the boards of professional organizations, three on boards of health care organizations, one on the board of the New Mexico Endowment for the Humanities, and others serve on boards for community service, environmental and philanthropic organizations.
- ♦ Faculty presented eighty papers and eleven workshops at regional, state, national and international professional meetings and conferences. Twenty-six faculty were panelists, chairs or moderators and facilitators at meeting sessions; twenty others organized a conference or workshop.
- ♦ Faculty members published seven books in the last two years; eleven faculty published book reviews, and twenty-one faculty reviewed proposals or manuscripts; fifteen served as judges, evaluators or curators.
- ♦ Faculty in the Expressive Arts Department curate exhibitions, serve as jurors, exhibit their own work. Music faculty, in addition to educating future musicians and music educators, regularly organize clinics for high school students, conduct and perform with ensembles, bands, choruses, and orchestras. The WNMU music department hosts an annual Sight Reading Festival for middle school music students. More than 400 students attended this year. WNMU's theatre professor prepares, auditions, casts, directs and produces two performances per year, and directed Shakespeare's "Two Gentlemen of Verona" in Carmel, CA. A ceramics professor donates many hours to local high schools and community service organizations assisting students and clients with firing pottery.
- ♦ Faculty are consultants to the Rocky Mountain Research Station, and the U. S. Forest Service. Faculty in the sciences assist in organizing the Science Olympiad for students in the secondary schools, and serve as advisors, consultants and judges at the annual event; a professor in Humanities volunteers to teach writing classes at a local alternative middle school. Others faculty are expert witnesses in the judicial system on social welfare issues, volunteer as managers/directors at local clinics, and consult with local schools, health care providers and professional organizations.
- ♦ A faculty member from social sciences is a consultant-evaluator for this region's higher education accrediting body, North Central Association. WNMU's geology professor is co-editor of the newsletter of the International Geoscience Organization and sits on its Council. One faculty member is a Fellow of the American Psychological Association.
- ♦ Faculty made presentations on topics of special interest to the region, including, Respecting Diversity in Decision Making Process; Preparing Master Teachers for Culturally and Linguistically Different Children with Exceptionalities; and Consensus

and Conflict Among Teachers in Relation to Multicultural Special Education Needs in the Southwest. Business department faculty members analyzed the need for day care in the Village of Columbus, Mexico.

Faculty Research Highlights

- ♦ Sixteen proposals, or 75 percent of those submitted, were funded last year, for a total of \$1,600,000. Faculty in the School of Education collaborated with the CHE and other higher education institutions on a successful proposal for \$984,000 for a three-year Teacher Quality Enhancement project. Funds will be used to improve K–12 teaching statewide by focusing on teacher recruitment and retention, pre-service preparation and professional development.
- ♦ A Natural Sciences professor presented a scholarly paper to the Declining Amphibian Population Task Force. Two faculty members were awarded Fulbright fellowships for research abroad—one in Hungary and Poland, and one in Turkey. A math professor was invited to a summer institute on algebraic geometry sponsored by Princeton University, and another was recognized for his research on substance abuse among Native Americans.

Accessible and Affordable University Education

Annual Undergraduate Tuition/Required Fee Rates Compared with Regional Peers

Per-Capita Income	Relative to Nation: 77.4%	Relative to Peers: 79.5%
	Resident	Non-Resident
	Percent of Peers	Percent of Peers
1997-98	\$1,564 74.2%	\$5,652 78.5%
1998-99	\$1,710 76.4%	\$6,206 82.7%
1999-00	\$1,768 74.9%	\$6,456 83.8%

Financial Aid Awarded and Average Student Total Costs

	Average Award Paid Per Recipient	Average Total Cost of Attendance Per Recipient
1997-98	\$4,868	\$7,565
1998-99	\$4,848	\$7,889

Enrollment by Race/Ethnicity Compared with NM High School Graduates and NM ACT Test Takers

	Total Enrollment			First-Time Freshmen from New Mex			NM HS Graduates	NM ACT Takers
	Fall 1997	Fall 1998	Fall 1999	Fall 1997	Fall 1998	Fall 1999	1998-99	1998-99
Race/Ethnicity	%	%	%	%	%	%	%	%
American Indian	2.0	2.6	3.5	0.4	1.6	1.7	10.7	8.4
Asian	0.4	0.6	0.8	0.0	0.0	0.7	1.3	1.7
Black	1.7	1.8	1.6	0.7	0.8	0.3	2.1	1.5
Hispanic	38.4	39.8	39.3	44.8	53.8	49.0	42.0	29.9
White/Other	53.2	49.4	49.1	49.0	36.7	43.8	43.9	40.3
Nonresident Alie	2.1	1.5	1.1	1.1	0.4	0.3	-	-
Unknown	2.1	4.3	4.6	4.0	6.8	4.2	-	18.2
Total N	2,624	2,457	2,481	453	251	288	18,695	11,915

Transfer Students from NM 2-Yr Colleges, Including Branches in Fall 1999

NM 2-Yr and Brancher Tot:	6
NM Public 4-Yr Total	17
<u>All Other Transfers</u>	<u>105</u>
All Fall 1999 Transfers	128

Student Progress and Student Success

Freshman Persistence Rates – Fall to Fall Terms		
<u>Race/Ethnicity & Sex</u>	Percent of Fall 1997 Class Enrolled in Fall 1998	Percent of Fall 1998 Class Enrolled in Fall 1999
American Indian	100.0	50.0
Asian	-	-
Black	25.0	33.3
Hispanic	53.6	46.3
White/Other	53.4	43.7
Nonresident Alien	66.7	100.0
<u>Unknown</u>	<u>31.3</u>	<u>54.5</u>
Men	46.5	37.8
<u>Women</u>	<u>57.1</u>	<u>54.1</u>
Overall	52.3	45.9

Graduation Rates of Full-Time, First-Time, Degree-Seeking Freshmen After 6 Years								
<u>Race/Ethnicity and Sex</u>	Entered Fall 1991		Entered Fall 1992		Entered Fall 1993			
	N	% Grad & Still Enr	N	% Grad & Still Enr	N	% Bach. Deg 6 Yrs	% Still Enr After 6 Yrs	% Grad & Still Enr
American Indian	13	7.7	15	20.0	9	0.0	0.0	0.0
Asian	1	0.0	2	0.0	1	0.0	0.0	0.0
Black	9	11.1	14	7.1	2	0.0	100.0	100.0
Hispanic	123	15.4	160	13.8	86	16.3	3.5	19.8
White/Other	119	28.5	135	10.4	55	16.4	5.5	21.8
Nonres. Alien	6	16.7	7	14.3	6	33.3	0.0	33.3
Unknown	2	50.0	1	0.0	1	0.0	0.0	0.0
Men	153	19.6	178	10.1	85	8.2	5.9	14.1
Women	120	22.5	156	14.7	75	24.0	4.0	28.0
Overall	273	20.9	334	12.3	160	15.6	5.0	20.6

Degrees Awarded by Level and Discipline Grouping in 1998-99						
	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Post- Masters</u>	<u>Doctors</u>	<u>First-Prof</u>
Education	4	103	118			
Humanities/Social Science		50	4			
Business/Pub Ad/Social Work	6	42	6			
Science and Math		20				
Engineering/Tech/CompSci	8	3				
Health Professions	31	2				
Law/Protective Services	15	14				
Wildland and Wildlife Mngmnt		4				
Home Economics	2					
Architecture Related						
Total	66	238	128			

Placement Rates of Graduates Employed and Continuing Their Education Alumni Survey of 1995-96 Bachelors Degree Recipients			
<u>Percent Employed (may also be in school)</u>	89.2%	<u>Percent Continuing Their Education</u>	10.8%
Employment Fields	Private or Self 33.3%	Education 36.4%	Government or Military 30.3%
		Other 0.0%	
<u>Of those Employed, Percent Working in New Mexico</u>	51.5%		

Academic Quality and a Quality Learning Environment

Faculty and Staff Profile by Ethnicity and Sex

<u>Race/Ethnicity & Sex</u>	Fall 1997		Fall 1999	
	Full-Time Faculty % (N=91)	Full-Time Staff % (N=198)	Full-Time Faculty % (N=88)	Full-Time Staff % (N=200)
American Indian	1.1	1.0	0.0	0.5
Asian	0.0	0.0	0.0	0.5
Black	0.0	1.0	0.0	0.5
Hispanic	14.3	57.1	15.9	50.5
White/Other	84.7	40.4	84.1	48.0
Nonresident Alien	0.0	0.0	0.0	0.0
<u>Unknown</u>	0.0	0.5	0.0	0.0
Men	50.5	36.4	51.1	32.0
Women	49.5	63.6	48.9	68.0

Full-Time Faculty with Terminal Degrees

Fall 1997	92%
Fall 1999	92%

Comparison of Average Faculty Salaries/Compensation with Peer Institutions

	Average Salary	Peer Avg. %	Average Comp.	Peer Avg. %
Fall 1997	\$37,114	87.5	\$48,257	91.4
Fall 1998	\$39,033	85.8	\$50,800	89.6
Fall 1999	\$40,479	91.2	\$52,331	94.1

Percent of Student Credit Hours Taught by Tenured/Tenure-Track Faculty

<u>Course Level</u>	Fall 1997		Fall 1998		Fall 1999	
	Regular Instruction %	Irregular* Instruction %	Regular Instruction %	Irregular* Instruction %	Regular Instruction %	Irregular* Instruction %
Lower Division	77.2	56.0	77.9	53.7	73.2	58.5
Upper Division	74.8	96.1	84.5	75.5	74.4	15.6
Graduate Division	66.6	100.0	82.3	=	80.1	59.0
Overall	75.7	68.8	79.9	56.7	73.8	43.1

* Irregular instruction includes labs, theses, internships, independent studies, etc.

Student Satisfaction Student Survey of 1999-2000 Graduating Seniors

Satisfied or Very Satisfied with Curriculum and Instruction	79.3%
Satisfied or Very Satisfied with Institutional Support	77.0%
Satisfied or Very Satisfied Overall with Institution	79.2%

Alumni Satisfaction Alumni Survey of 1995-96 Bachelors Recipients

Satisfied or Very Satisfied with Curriculum and Instruction	90.9%
Satisfied or Very Satisfied with Institutional Support	85.5%
Satisfied or Very Satisfied Overall with Institution	94.6%

Effective and Efficient Use of Resources

Primary Mission Expenditures: Instruction, Research, and Public Service as a Percent of Total Educational and General Expenditures

	<u>Percent for Institution</u>	<u>Percent for Peers</u>
1996-97	45.2%	46.8%
1997-98	45.7%	47.3%
1998-99	49.8%	46.1%

Institutional Support Expenditures: Administrative Costs as a Percent of Total Educational and General Expenditures

	<u>Percent for Institution</u>	<u>Percent for Peers</u>
1996-97	11.1%	11.9%
1997-98	11.3%	11.8%
1998-99	9.8%	12.2%

Flagging of Low Enrollment / Low Degree Graduate Programs

Number of Graduate Level Programs Masters
8

Names of Graduate Level Programs Added or Deleted since 1998
No Changes

Results from Commission on Higher Education Graduate Degree Program

<u>Program Name</u>	<u>Level</u>	<u>CHE Recommendation</u>
Teaching Reading	M.A.	continue

External Accreditations

WNMU

Business, Econ. & Publ. Admin.
(Bachelors and masters programs)

Nursing (Associate degree prog.)

Occupational Therapy Asst.
(Associate degree program)

School of Education
(Bachelors and masters programs)

Child Develop. Center

Social Work

North Central Assn. Of Colleges & Schools

Assn. Of Collegiate Business Schools & Programs

National League for Nursing

Accred. Council for Occupational Therapy Education

National Council for Accreditation of Teacher Education

Nat. Academy of Early Childhood Programs

Council on Social Work Education