

## **Research and Public Service Projects (RPSP)**

RPSP funds language and international programs in the College of Arts and Sciences and all three professional schools (Business, Education and Social Work) at New Mexico Highlands University. All of these programs are consistent with the NMHU Strategic Goal to be the “Premier Hispanic Serving Institution” in the United States. They support programs for Hispanic and non-Hispanic professionals who serve the Spanish-speaking population as well as other minority groups in New Mexico and prepare NMHU graduates to be successful in the fields of Business, Education, Social Work and Spanish language studies both in the United States and abroad.

The present report summarizes the specific programs that have developed and grown with RPSP support. Included are program missions and goals, program descriptions, identification of students served, and future plans.

## **College of Arts and Sciences – Spanish as a Heritage Language Program**

### **Mission/Project Description**

The primary goal of the Spanish as a Heritage Language (SHL) Program at New Mexico Highlands University is to serve as a language revitalization program addressing community needs to recover Spanish using a methodology that validates the students' heritage and language experience. As the only four-year institution of higher education serving Northern New Mexico, New Mexico Highlands University has a unique responsibility to meet the educational and linguistic needs of its student and community population. Because of the Spanish language loss occurring over the past one hundred years due to social and political factors within New Mexico, a Spanish language recovery program that addresses this loss and teaches Spanish in a manner that incorporates the community's heritage is essential.

The mission of the Spanish as a Heritage Language classes at New Mexico Highlands University is to provide Spanish language instruction designed for individuals who grew up in a Spanish-speaking environment but may not speak Spanish themselves. The objective of these classes is to build upon the language base which students already possess and address the social, political, and cultural factors contributing to Spanish language loss within New Mexico and the southwest. The Spanish as a Heritage Language classes establish language communities within the classroom and focus on the four skills of listening, reading, writing, and speaking using cultural and community activities related to the students' heritage, particularly incorporating the language and culture of Northern New Mexico.

### **Integration with the Current Academic Curriculum**

The Spanish as a Heritage Language program provides an additional and parallel curriculum to that of the already-existing Spanish as a Second Language Curriculum (Spanish 101, 102, 201, 202) in order to serve students that consider Spanish their heritage language, rather than a second language.

The Director visited all non-Spanish as a Heritage Language courses to advise students regarding which classes best fit their needs, made three local radio appearances and presented at 9 freshmen orientations. The Director utilized the University of New Mexico Spanish as a Heritage Language Placement Exam to successfully test place over 160 students in Spanish as a Heritage Language courses.

### **Other Sources of Revenue**

The Spanish as a Heritage Language Program receives no other funding than that provided by the N.M. Legislature.

### **Collaboration**

The Spanish as a Heritage Language Program has continuously collaborated with the Las Vegas City Schools at the Elementary through High School level. Teachers from both

the Las Vegas City Schools and the West Las Vegas Schools have enrolled in Spanish as a Heritage Language classes. In addition, a concurrent enrollment agreement has been established between the first class of students to come from the Las Vegas City Schools Dual Language Program and the Spanish as a Heritage Language Advanced Intermediate course.

### **Students/Clients Being Served**

During the 2005-2006 school-year approximately 200 students and community members were served through the Spanish as a Heritage Language Program.

### **Outcomes/Goals from the Prior Year**

The goals of the Spanish as a Heritage Language Program for the 2005-2006 school year were to establish a four-level Spanish as a Heritage Language course series; pursue an aggressive recruitment and promotion plan to achieve high enrollment and community awareness regarding such courses; and to institute a placement system for the Spanish as a Heritage Language courses. Through strong administrative support at the University, a four course series was instituted for the Spanish as a Heritage Language program including the following courses: Spanish 111, Spanish 112, Spanish 211, and Spanish 212. The total enrollment for all four courses in the Spring of 2006 was 83 students.

### **Anticipated Outcomes/Goals for the Current Year**

In order to accomplish the goals and objectives of the Spanish as a Heritage Language Program at NMHU, the position of Director of Spanish as a Heritage Language and Professor of the Spanish as a Heritage Language courses serves in a variety of capacities. The duties and responsibilities of the position are the following:

- Create, implement, and maintain a comprehensive recruitment and promotion plan throughout the fall, summer, and spring semesters.
- Create, implement, and maintain a placement system for students who identify Spanish as their Heritage Language.
- Continually develop and modify curriculum for Spanish as a Heritage Language courses in accordance with community needs and the most recent research methods and teaching methodologies regarding Spanish as a Heritage Language instruction.
- Teach all four levels of courses within the Spanish as a Heritage Language program.
- Maintain continuous contact with the NMHU School of Education Bilingual Education Program in order to develop consistent goals and curriculum for Education students who identify as Heritage Language Learners.
- Establish opportunities for community engagement regarding Spanish language revitalization.
- Develop evaluation models for the SHL courses and produce an annual report (before the beginning of each fall semester) documenting the accomplishments and student enrollment of the previous school year.

**Requested Funding/Goals for the Next Fiscal Year and Other Funding Sources Being Requested**

There is one FTE within the Spanish as a Heritage Language Program. For the FY 07-08 the Spanish as a Heritage Language Program would like increased funding for purchasing media conducive to the Spanish as a Heritage Language methodology (software, books, movies, etc); funds for purchasing the computerized version of the University of New Mexico Spanish as a Heritage Language Placement Exam; funds for SHL retreats to nearby northern New Mexico locations; funds for two community events per school year to include poetry readings, cultural events, etc.

**Staff/FTE within the Program**

There is one FTE within the Spanish as a Heritage Language Program.

## School of Business

### **Mission/Project Description**

School of Business Administration used monies from the “Spanish Program” to create an International Business concentration within its curriculum. The goal is to expose students to international aspects of business and encourage some of them to pursue an international business degree and career.

### **Integration with the Current Academic Curriculum**

The International Business program links naturally with the overall business program. It adds to the program by providing an international perspective in areas such as marketing, negotiations, accounting and finance. In addition to these regular international business courses, the School of Business took a number of initiatives to increase students’ exposure to the international dimension of business. For example, this past summer semester, a “Doing Business in Mexico” class was conducted in which 15 business students accompanied one of the professors on a two-week trip to visit many companies, universities, museums and businesses. The School has linked internships, a business practicum class and on various occasions has invited community business leaders to speak to Business classes. It is worth noting that many Business students have received jobs with the companies that they have worked for.

### **Other Sources of Revenue**

None.

### **Students/Clients Being Served**

All Business students are encouraged to participate in our program and projects in the community and internationally. The program has become a good way to link theory to practice. A specific illustration is provided by the following excerpt from a press release on our “Doing Business in Mexico” class:

The New Mexico Highlands University’s School of Business Administration is busy with activity and learning via hands-on experience this summer session. Recently, Dr. Luis Ortiz took a class of 15 NMHU business students to a two-week intensive look at “Doing Business in Mexico”. The group joined another business professor, Dr. Bill Thompson and 15 more business students from the University of Texas – Pan American and departed on a charter bus tour of the interior of Mexico. The group visited major companies, businesses, museums and universities in Mexico. “The students were able to see how fast Mexico is moving and how much they (Mexicans) want to be part of a global competitive world,” said Dr. Ortiz.

In Mexico, the major economic and tourist destinations visited along the way included: Monterrey, Saltillo, Zacatecas, Aguascalientes, Guadalajara, Mexico City (Teotihuacan the “must see” World Heritage Archaeological Site), Queretaro, San Luis Potosi.

For more information and for a recap of the events, visit [www.drluisortiz.com](http://www.drluisortiz.com) and <http://www.coba.panam.edu/faculty/thompson/mexico06/index.html>. The School of Business Administration is under the leadership of Dr. William Taylor.

### **Outcomes/Goals from the Prior Year**

The primary goal of the program was to expose students to opportunities for careers in international business. A good indicator of success in meeting this goal is the level of student participation in this still new area of study. There were 70 students in International Business Classes. These classes appealed to all ethnic groups on campus, especially Hispanic students. An ethnic break down of students in the class, which is detailed in the tables at the bottom of this report, shows 43 Hispanics, 13 Non-Hispanic White, 7 Native Americans, 5 African Americans and 2 International students. Students pursuing an international degree generally often are taking advantage of their bilingual bi-literate skills and their university education to obtain high responsibility and high paying careers.

### **Anticipated Outcomes/Goals for the Current Year**

We plan to increase the number of students participating in the international business program. Indeed, the School of Business expects to increase the number of students in the program to 100 students or more this coming year. The barriers to accomplishing these goals are money, time and lack of fully funded professor and project expenses. The School of Business expects to address the need for fully funded professor within its organizational structure. The School is also working on ways to garner additional financial support and international business partners.

### **Requested Funding/Goals for the Next Fiscal Year and Other Funding Sources Being Requested**

This year the School of Business is requesting \$69,000 – the original amount allocated to us a few years back was 60,000. This amount has been reduced to 45,000 last year. This money will be used to fund one full-time professor at 63,000, 2,000 for an annual conference we hold on international business and 4,000 to help subsidize 15 students to attend a “doing business in a Latin American or Spain” class taught in the summers.

### **Staff/FTE within the Program**

Although currently, only  $\frac{3}{4}$  of one FTE professor position is funded by this program, the School of Business has hired one full-time international business professor. The School has also increased the participation of other faculty in the program. One of the management professors dedicates about half time to the international program. Finance and accounting professors also teach international courses. Total FTE equivalent dedicated to teaching international courses is roughly 2.0.

### **Effects of Reduction of Funding**

Without full funding, it will be difficult, if not impossible, to offer the entire international business concentration.

**Students in International Business Classes** (70 students – 43 Hispanic, 13.5 White, 7 Native American, 4.5 African American and 2 International – note that students pursuing an international degree are taking advantage of their bilingual bi-literate skills and university development)

### **Doing Business in Mexico**

- 1 Garcia, Sandra A.
- 2 Joe, Michele J.
- 3 Mistler, Brandon L.
- 4 Nez, Yolanda K.
- 5 Revada, Langston C.
- 6 Romero, Julio E.
- 7 Torres, Prescilla S.
- 8 Willmeth, Kimberly J.

### *Graduates Students*

- 1 Abeita, Shawn P.
- 2 Romero, Mary V.
- 3 Ulibarri-Ortiz, Georgia K.

### **Business Practicum**

- 1 Joe, Michele J.
- 2 Nez, Yolanda K.
- 3 Revada, Langston C.
- 4 Torres, Prescilla S.

### **International Human Resource Management**

- 1 Abeyta, Karen L.
- 2 Baca, Kelly M.
- 3 Barbee, Jamaal K.
- 4 Brown, Vickie A.
- 5 Bruaw, Lacey J.
- 6 Chavez, Francine D.
- 7 DeJesus, Margaret M.
- 8 Duran, Eleanor J.
- 9 Fernandez, Chrystal S.
- 10 Gabriel, Peter J.
- 11 Gonzales, Melinda A.
- 12 Grine, Mildred I.
- 13 Hopp, Amy S.
- 14 Kerkhoff, Bernadette N.
- 15 Lewis, Kristen B.
- 16 Leyba, Margaret
- 17 Lucero, Sandra O.
- 18 Madrid, Sarah J.
- 19 Maes, AnnRenee
- 20 Martinez, Leanne J.
- 21 Martinez, Tammy J.
- 22 Perea, Anthony M.
- 23 Prado, Jordan D.
- 24 Trujillo, Consuelo L.
- 25 Trujillo, Patricia M.

26 Velasquez, Desiree C.

27 Vigil, Curtis A.

28 Zamora, Yvette R.

*Graduates Students*

1 Clayton, Ernestine B.

2 Goyette, Michelle A.

3 Lopez, Gloria

### **International Negotiations**

1 Ludi, Paul E.

2 Maestas, Reynaldo L.

3 McCulley, William C.

4 Noriega, Lauren E.

5 Tapia, Darlene R.

6 Torres, Prescilla S.

*Graduates Students*

1 Abeita, Shawn P.

### **International Business and Society**

*Graduates Students*

1 Concha, Helena R.

2 Kijem, Mayvua J.

3 Martinez, Uriel

4 Morales, Stephen

5 Ogle, Vickie L.

6 Sjoblom, Terri L.

7 Valdez, Amber R.

8 Work, Mary C.

9 Chavez, Dominic L.

10 Garduno-Crespin, Inca M.

11 Romero, Michael P.

12 Trujillo, Jeff K.

13 Akuma, Bih M.

### **International Competitiveness**

1 Coca, Maria T.

2 Mistler, Brandon L.

3 Torres, Prescilla S.

4 Vigil, Sonia M.

## School of Education

### **Mission/Project Description**

Services offered in the School of Education (SOE) Bilingual Education program over the course of the last year serve to connect the SOE with surrounding school districts, with service targeted toward second language learners in New Mexico public schools. The NMHU Strategic Plan Executive Summary states that "...The University will link efforts with regional and state public and private agencies for mutual economic benefit, move to full partnership with other post secondary institutions, local communities and the public schools in order to maximize benefits from limited resources..." (NMHU Strategic Plan, p. 3). A full-time position in the Bilingual Education program has been created primarily through RPSP funding (.9375 FTE).

### **Integration with the Current Academic Curriculum**

The RPSP program has been integrated in the NMHU current Bilingual Education academic curriculum through assisting teachers in Los Lunas, Belen and Albuquerque who are finishing their Masters Degree's in the area of Bilingual Education as well as providing coursework at the undergraduate and post-baccalaureate levels in the areas of Bilingual Education and English as a Second Language.

### **Other Sources of Revenue**

The School of Education funds the remaining .0625 FTE to complete the 1 FTE Bilingual Education position.

### **Collaboration**

The collaboration between NMHU and other educational agencies has especially impacted a partnership which has been on-going with the Los Lunas and Belen public schools in addition to a newly re-established partnership with Albuquerque Public Schools. This collaboration is occurring at both the undergraduate/licensure levels and the graduate level, where school districts have committed to supporting their teachers in completing a master's degree in Curriculum and Instruction with emphasis in either Bilingual Education or English as a Second Language. While NMHU primarily serves northern New Mexico, "...this planning effort must be viewed as a dynamic, on-going process, subject to change as conditions warrant. The Plan is a guide to the university for the future, capable of accommodating unforeseen positive opportunities..." (NMHU Strategic Plan, p. 5).

### **Students/Clients Being Served**

The number of students being served with the monies provided by the RPSP has been important and holds the potential for increasing greatly. While the enrollment in the fall of 2005 could have been more ideal, students studying Bilingual and ESL Education at NMHU reached 17 different teachers in the Albuquerque south valley and downtown areas, providing 96 credit hours toward ESL Endorsement overall. Many of these students were served at their home schools through alternative methods of delivery (ITV,

WebCT) and schedules. In addition to this outreach work, Las Vegas, Santa Rosa and the Española area teacher candidates were served with 62 enrollments in Bilingual Education, ESL, Multicultural and pre-service practicum experiences on the Las Vegas campus during school year 2005-2006.

#### **Outcomes/Goals from the Prior Year**

This position was not funded by RPSP for the prior year.

#### **Anticipated Outcomes/Goals for the Current Year**

This program fulfilled the NMHU Strategic Plan vision of creating "...Outreach activities that constitute a national model of service for this type of institution." (NMHU Strategic Plan, p.7). It did so by preparing teachers appropriately in methodology and linguistics for use in classrooms with English Language Learners.

#### **Requested Funding/Goals for the Next Fiscal Year and Other Funding Sources Being Requested**

The projected outcome for the next fiscal years includes an increased awareness of the need for teacher training in the area of working with second language learners. As a direct result of the efforts of NMHU outreach, many teachers have made the decision to pursue endorsement in the area of ESL and have engaged in the initial coursework toward attaining that goal.

If funding became available again, more public education students in New Mexico would be served. If the RPSP were able to increase funding for the next academic year, this program would continue to provide essential preparation for teachers and could possibly offer substantial tuition reimbursement to New Mexico teachers who work with second language learners. Tuition costs and textbooks are prohibitive to many teachers who work with second language learners in New Mexico and reimbursement would encourage teacher growth in this field. This would fulfill the NMHU Strategic Plan vision of creating "...Outreach activities that constitute a national model of service for this type of institution." (NMHU Strategic Plan, p.7).

#### **Staff/FTE within the Program**

A full-time position in the Bilingual Education program has been created primarily through RPSP funding (.9375 FTE).

#### **Effects of Reduction of Funding**

A reduction of funding would result in the loss of these outreach efforts.

## **School of Education – Oaxaca**

### **Mission/Program Description**

The Oaxaca study abroad program provides New Mexico and, particularly, the Las Vegas community, including pre-service and in-service teachers, with an opportunity to be exposed to the language and culture of a Latin American country. This program, as designed, fulfills the University Mission that states, “The University recognizes the increasing importance of the Spanish language in the global community...to promote the development of interdisciplinary programs involving the Hispanic world.”

This study abroad program offers the experience of living and studying in a Spanish-speaking country which is vital to the understanding and appreciation of the language(s) and culture(s) of the Spanish-speaking world. Mexico is the ideal gateway for this experience because of its geographic proximity and relatively low cost of living.

Mandatory excursions to various cultural sites, including Monte Albán, Mitla, Guelatao, Guelaguetza, market places, etc., round out the educational experience. Depending on time constraints, excursions to other Mexican communities such as Mexico City, the pyramids of Teotihuacán, and Puebla are included.

### **Integration with the Current Academic Curriculum**

Classes can be used toward the Spanish major/minor and/or Bilingual endorsement and for professional development. There is also a field-based course (practicum) which exposes participants to the educational reality of Mexico. All courses include a field component.

Courses, offered in both the Spanish and the Education programs, are determined based on participant needs. Courses from other disciplines may be added as the program expands. All instruction, regardless of discipline, is delivered in Spanish. All coursework is also completed in Spanish.

Previous offerings include:

- Spanish 4/532 Latin America: Civilization & Culture
- Spanish 4/535 Cultura General: México: Oaxaca
- Spanish 202 Reader/Writer: Intro to Hispanic Literature
- Spanish 335 Conversación
- Spanish 435/535 Mexican Short Story
- Gen Ed 435/535 Experiencia en el Campo
- Gen Ed 435/535 Linguistics, Language & Culture in the Classroom

### **Other Sources of Revenue**

None.

### **Collaboration**

This program is the result of major collaboration with public school districts, bilingual organizations and the Mexican educational system. Specifically, participants have been supported by Las Vegas City Schools, West Las Vegas Schools, and Albuquerque Public Schools among others. Participants and faculty have made presentations relative to the study abroad program at the New Mexico Association for Bilingual Education state conference in Albuquerque. The Instituto de Mexicanos en el Exterior (IME) and the Instituto Estatal de Educación Pública de Oaxaca (IEEPO) have provided governmental support in the form of necessary approvals, transportation, visitations to schools and cultural sites and professional personnel.

### **Students Served**

Participants, include pre-service and in-service teachers as well as Spanish majors/minors and Bilingual Education minors:

- 2004 38
- 2005 18
- 2006 17

Each participant must take a minimum of 6 credit hours.

### **Staff/FTE within the Program**

All faculty have lived, studied and taught abroad and have broad intercultural experience and all have a minimum of a master's or equivalent in Spanish. The majority of the professors are regular Highlands faculty (full professor and emeriti). A minimum of three faculty teach the courses and support the program on-site.

All faculty salary has been supported by the New Mexico Highlands University summer school budget. Travel and per diem have been funded through this legislative appropriation. Ideally, financial consideration should be made for the additional responsibility incurred by faculty in planning and implementing this program. (The majority of the participants are novice travelers.)

### **Outcomes/Goals from the Prior Year**

- Improve fluency
- Increase awareness
- Increase comfort level w/ the language

Accomplished by:

- Full immersion in a non-threatening atmosphere
- Involvement to cultural activities
- Experienced faculty sharing their expertise in intercultural programs
- Collaboration with Mexican and New Mexican agencies/entities

## **Outcomes**

This program has demonstrated success in a variety of ways. An MOU with the Instituto Estatal de Educación Pública de Oaxaca (IEEPO) was signed by NMHU in 2004. This paved the way for continued collaboration for future visits.

Other successes have been demonstrated by participant evaluations, test scores on Prueba (required for Bilingual endorsement), and continued course work in the Bilingual Education program and in the Bilingual Emphasis area in the master's in Curriculum and Instruction. Participants have further indicated an increased comfort level with Spanish for classroom instruction. Two participants are planning continuing study in Spanish-speaking countries as a result of the Oaxaca experience. In short, successes of the program include a greater interest in bilingualism and Bilingual Education and increased cultural exposure, often resulting in increased cross-cultural experiences.

## **Requested Funding/Goals for the Next Fiscal Year and Other Funding Sources Being Requested**

A total of \$6,000 is requested to cover flight, housing and per diem for three faculty members. This is a slight increase over FY 2005 – 2006 to cover increases in flights due to rising oil costs.

Planning of this program requires a large investment of time, from arranging housing and transportation to developing courses to be taught in Spanish and identifying materials available in that language. Once the program begins, the faculty are on-call 24 hours a day, planning and implementing excursions, attending to ill students and helping with flight and visa issues. In consideration of the additional responsibilities required, faculty involved in the Oaxaca trip should be paid an additional stipend. This stipend will recognize both the additional responsibilities and the bilingual skills required to carry out this program. **(Cost: \$2,000/instructor, total \$6,000)**

The majority of the funding for this program comes from student tuition and payments. Faculty are paid from the NMHU summer school budget. Many participants are funded through Bilingual monies at their school districts. However, traditional students who are not yet teachers often find the costs prohibitive, in spite of serious efforts to limit the costs. Scholarships for students who wish to attend, in the amount of \$800 per student, would make this program a reality for those traditional students. This would cover the cost of travel and materials. Such a scholarship would increase the number of participants. **(Cost: \$800 per participant, total \$8,000)**

Additional funding of this program is needed in two additional areas. First, there is a need for support for program promotion and logistics. This could come in the form of a .25 position for a bilingual assistant or a .5 bilingual graduate assistant who would serve as a liaison with school districts, promote the program in both oral and written form, and provide support to the faculty in arranging transportation, housing, etc., and coordinate

evaluation of the program. **(Cost: \$6,000 for a .25 bilingual secretarial position or \$3,500 + tuition for a graduate assistant)**

Collaboration with the IEEPO has been a key component of this program. The IEEPO has arranged and provided transportation to schools, the institution where teacher preparation takes place, cultural excursions, transportation to and from the airport, as well as human resources to assist, explain and support the program. In the spirit of true collaboration, it would be expected that reciprocity would take place. Administrators and teachers from Oaxaca would visit NMHU for equivalent opportunities. Efforts to accomplish this in FY 2005 – 2006 failed because the IEEPO was unable to provide transportation for their representatives. If such support were available, mutual collaboration would occur. **(Cost: flight - \$650, housing for two weeks \$560, food \$280, total for 4 representative of the IEEPO \$5,960)**

#### **Effects of Reduction of Funding**

Reduction of the \$5,500 currently allotted would mean a reduction in faculty, making implementation of the program impossible.

## **School of Social Work**

### **Mission/Project Description**

In the Spring of 2005, the NMHU School of Social Work was awarded \$100,000.00 by the New Mexico State Legislature to develop a unique social work program that would integrate the Spanish language into the graduate social work curriculum.

The mission of the Bilingual/Bicultural Practice Program is to prepare students to be culturally and linguistically competent social workers to work directly with Spanish-speaking populations of New Mexico, the Southwest, and beyond. The concentration prepares students for advanced clinical practice through a unique bilingual/bicultural classroom setting and practicum placement whereby students are able to obtain the necessary social work skills, values, and ethical principles in working with Hispanic/Latino individuals, groups, and families. This concentration area strives to nurture and further develop the student's language skills in Spanish by lowering the anxiety and embarrassment often experienced from lack of language practicing opportunities in a predominantly English speaking America. It seeks to promote the importance and value of Spanish in the professional field of social work and recognizes Spanish as an essential means of effective communication between the social worker and the Spanish-speaking client. Along with well integrated Spanish immersion courses, are content area classes that were developed specifically for bilingual social workers and are taught in a unique bilingual format. These courses complement the practica's bilingual/bicultural work settings.

### **Integration with the Current Academic Curriculum**

The Bilingual/Bicultural Clinical Practice Concentration is now a central component of the School of Social Work's Graduate Curriculum.

### **Other Sources of Revenue**

None.

### **Collaboration**

In June 2006, the NMHU School of Social Work signed an MOU with La Escuela de Trabajo Social de Chihuahua "Profra. y T.S. Guadalupe Sanchez de Araiza." As part of the agreement, fifteen social work students from New Mexico Highlands and two faculty members were able to travel and complete a very successful two-week internship in fifteen colonias and barrios in the city of Aldama, Mexico.

On September 22, 2006, the School of Social Work will host fifteen undergraduate social work students from the University of Chihuahua. These students will also complete a two-week internship at the New Mexico Behavioral Health Department, the Family Justice Center, and will work in a Rural Outreach Program.

**Requested Funding/Goals for the Next Fiscal Year and Other Funding Sources Being Requested**

As a result of this promising exchange, The NMHU Social Work bilingual faculty would now like to create an international exchange institute known as SWABE, Social Work Applications for Bilingual Environments. We would like to request **additional funding** for the purpose of supporting this “first-of its-kind” program in the country.