

CLAS Council
3 March 2020
JWLA Conference Room, 2:00 p.m.

Present: Ayala, M., Aragon, R., Cradock, K., Erwin, C., Pasko, B., Starr, C., Swift, S., Smith, H., Yan, J.

Absent: Bond, G.

Guests: Hardin, M., Kuzminsky, S.

1. Curriculum –Hard deadline has been moved to March 23rd, possibly the 30th.

The Social Work Program proposed changes to the 2021-2023 Undergraduate Catalog

Summary, nature, and justification for each change.

- 1. Change:** Updating faculty and Professional Staff
Nature: Editorial
Justification: Changes will reflect changes in faculty and staff within the program.
- 2. Change:** Updating SWK to SOWK for all program courses
Nature: Editorial
Justification: Changes will create uniform program course titling.
- 3. Change:** Addition of SWK 3XX- Helping in the Rural Environment (3).
Nature: Substantive
Course Catalog Description: This course is designed to introduce students to rural social services work in the 21st Century. We will look at social work from the perspective of someone living and working in a rural community. This will include, culture, diversity, social policy, ethical & theoretical practice. At the conclusion of the course students will be able to articulate what rural social work looks like, challenges they may face and strategies for effective practice. This will be a fully online course where they will interact with classmates via the class discussion board and complete class assignments. Helping in the Rural Environment brings the approach of a helper who works in the rural environment more awareness to the communities they already, or may soon live and work in and also, embrace the diversity and relationships these communities offer.
Justification: The program focuses on serving students who live in the rural environment with its distance education platform. Many of these students remain in rural areas to practice post-graduation and have requested a rural focus course as well as an additional elective within the program

- 4. Change: Adjusting rotation of SWK 311 to fall and spring semesters**
Nature: Substantive
Course Description: SWK 311 Social Work Practice I – Individuals
(3) Generalist social work practice. Overview of individual client systems and integrating research and theory with practice. Development of skills and techniques (engagement, interviewing, data collection, assessment, interventions, evaluation) in working with individual clients. Restricted to SWK majors only. (F, S)
Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Removal of southwest emphasis to better reflect curriculum. Change in course description reflects this addition.
- 5. Change: Adjusting rotation of SWK 312 to fall and spring semesters**
Nature: Substantive
Course Description: SWK 312 Social Work Practice II – Families
(3) Integrating theories, skills and values of generalist social work practice with diverse families. Covers family dynamics, assessments, interventions, parenting strategies and issues affecting family functioning. This course is restricted to SWK majors only. (F, S)
Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Change in course description reflects this addition.
- 6. Change: Adjusting rotation of SWK 321 to fall and spring semesters**
Nature: Substantive
Course Description: SWK 321 Human Behavior in the Social Environment (HBSE) (3) Course explores the development and determinants of human behavior in settings of bio-psycho-social, cultural, spiritual and political influence. Study of individual and family development. Role of oppression, gender, social and economic justice in society. Open to all students. (F, S)
Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Change in course description reflects this addition.
- 7. Change: Adjusting rotation of SWK 349 to fall and spring semesters/course description**
Nature: Substantive
Course Description: SWK 349 Perspectives in Mental Health (3)
Knowledge of theories and development of practice and service skills for a generalist social worker with an emphasis on mental health. Open to all students. (F, S)
Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Removal of southwest emphasis to better reflect curriculum. Change in course description reflects this addition.

- 8. Change: Adjusting rotation of SWK 360 to spring semester**
Nature: Substantive
Course Description: SWK 360 Chemical Dependency-Significances and Consequences (3) Acquiring knowledge, skills and values needed for the Generalist Social Worker to provide services to individuals, groups, and families and communities/ organizations with specific needs and requirements pertaining to chemical dependencies. Theories, models, definitions, interventions and treatments will be examined. Open to non-majors. (S)
Justification: In order to meet fall and spring program entrance, the course is now offered every spring term. Change in course description reflects this addition.
- 9. Change: Adjusting rotation of SWK 413 to fall and spring semesters**
Nature: Substantive
Course Description: SWK 413 Social Work Practice III – Small Groups (3) Integration of theories, skills and values of generalist social work practice in small group settings both natural and created. Group methods, leadership, diversity, values, oppression, empowerment and justice issues covered. This course has an 8-week interprofessional education module within its curriculum, requiring collaboration with students from other disciplines. Restricted to SWK majors only. (F, S)
Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Change in course description reflects this addition.
- 10. Change: Adjusting rotation of SWK 416 to fall and spring semesters**
Nature: Substantive
Course Description: SWK 416 Public Child Welfare (3) Current child welfare laws, policies and culturally competent practices. Covers protective services interventions, permanency planning, foster care, adoptions and the needs of abused and neglected children and their families. Open to all students. (F, S)
Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Change in course description reflects this addition.
- 11. Change: Adjusting rotation of SWK 445 to fall and spring semesters**
Nature: Substantive
Course Description: SWK 445 Social Work Practice IV-Theories, Skills and Needs at the Macro Level (3) Theories and skills development for generalist social work practice. Focuses upon social work practice with larger social environment systems, including communities, organizations, social work management and administration, and political structures. Particular attention will be paid to the impacts of

larger social systems upon minorities, women, Southwest and at-risk populations and roles of these systems in conveying institutional racism. This course has an 8-week interprofessional education module within its curriculum, requiring collaboration with students from other disciplines. Restricted to SWK majors only. (F, S)

Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Change in course description reflects this addition.

12. Change: Adjusting rotation of SWK 447 to fall and spring semesters

Nature: Substantive

Course Description: **SWK 447 Impact of Child Abuse and Neglect (3)** Skill development needed to recognize and provide services with consideration of the effects of abuse and neglect of children. Open to all students. (F, S)

Justification: In order to meet student enrollment needs, the course is now offered fall and spring terms. Change in course description reflects this addition.

13. Change: Adjusting rotation of SWK 450 to spring semester

Nature: Substantive

Course Description: **SWK 450 Inside Family Violence (3)** Examination of antecedent behaviors, prior family history and other contributory factors as predictors of family violence. Prevention services for victims and potential offenders as well as consequential options will be discussed. Open to all students. (S)

Justification: Course does not bear enrollment needs for both fall and spring, spring is historically the term the class has sufficient enrollment numbers.

14. Change: Adjusting rotation of SWK 498 to fall and spring semesters

Nature: Substantive

Course Description: **SWK 498 Senior Seminar (3)** Integrative capstone course on the professional foundations of social work focusing on future trends, challenges and international social work issues. This seminar will focus on integrating social work knowledge, skills and values into competent generalist practice, along with findings from related social sciences. Prerequisite: senior social work major in good standing with the social work program. Restricted to SWK majors only. (F, S)

Justification: In order to meet fall and spring program entrance, the course is now offered fall and spring terms. Change in course description reflects this addition.

Identification of other units that were consulted.

No other departments were consulted for these changes. Changes that have been requested do not affect other departments.

Impact of proposed catalog revisions.

Proposed catalog changes will address semester-based entrance requirements. The changes will offer students the opportunity to receive the generalist social work education required for a BSW undergraduate degree, better preparing them for licensing and professional practice.

Proposed changes do not affect library resources.

Implementation date

Fall 2021

Swift moved to approve
Yan seconded the motion
All approved

The Spanish and French Program proposed changes to the 2021-2023 Undergraduate Catalog

1. Changing the rotation for FREN 1110 and 1120: Due to low enrollment, we are now only offering these two courses once every two years: FREN 1110 will be offered in Odd Fall and FREN 1120 will be offered in Even Spring. Vocal majors are required to take both, so we are communicating with those faculty members to make sure their majors take it in time.
2. Adding “placement test” to the following 2000-level courses: 1120, 1420, and 2220. We are uncertain why these courses did not include that language since students are allowed to take a placement exam to get into any level of 1000- and 2000-level courses.
3. Changing the pre-requisite for the following:
 - SPAN 1420 – We are adding SPAN 1110 in addition to SPAN 1410 or the placement test since the only difference between SPAN 1110 and 1410 is that SPAN 1410 is specifically focused on medical vocabulary. Students who have passed SPAN 1110 will be prepared to take SPAN 1420.
 - SPAN 325, 326, 425, and 426 – We are adding “Prerequisite or Concurrent Enrollment: SPAN 311 and 330.” These courses are only offered once every year. Ideally, a student should have taken both SPAN 311 and 330 before taking any other upper-division Spanish courses. In order to avoid delaying graduation, students taking SPAN 325 and 425 (offered in the falls) can take SPAN 311 concurrently. Students taking SPAN 326 and 426 (offered in the springs) might need to take SPAN 330 concurrently. We do not want to include language that stipulates students must take 311 and 330 concurrently. The concurrent option is only if students must take it to still graduate in a timely manner.
 - SPAN 350 – We are changing the pre-req from SPAN 2120 or 2220 to SPAN 311 or 330. Again, this is because students need to have the grammar and writing knowledge of 311 and 330 before taking other courses, even one that’s primary focus in conversation.
 - SPAN 410 and 411. We are adding “Prerequisite: SPAN 311 or 330 or instructor approval.” These are two courses attached with our Immersion trip so we need to ensure that students can do upper-division work but we can also be more flexible for non- majors (for example, we’ve had Native speakers who have wanted to go on the trips).

- SPAN 436 and 492: We are adding “Prerequisite: SPAN 311 and 330.” Because of rotations, students will be able to take both classes before these two courses without delaying graduation.
 - SPAN 493. We are adding “Prerequisite: second semester junior or senior standing or instructor approval.” We rarely offer SPAN 493 classes during the regular school year. This course is most often used with the Spanish Immersion Institute, a collaborative project with CET to help Spanish educators. Thus, we need to have the ability to add Spanish teachers who may not have taken specific Spanish classes here at ENMU.
 - SPAN 494. We are adding “Prerequisite: SPAN 311, 330, and senior standing.” This is our capstone course for majors. This course is offered every spring. Students should take it their last spring semester, so they should be classified as a senior at that point.
4. Change to Spanish Minor:
Right now, the minor requires students have SPAN 311 and 330. The equivalent of SPAN 2120 or 2220 are pre-requisites for both of those courses, so we are changing the minor to better reflect what students must take. We are including SPAN 2120 or 2220 as a requirement and reducing the number of elective hours from 15 hours to 12 hours. It does not change the degree at all since SPAN 2120 or 2220 were already counting as electives.

Impact & Funding:

None

Implementation: All changes in the catalog will be implemented in Fall 2021.

NOTE: There were no changes made that would affect the department website. Thus, I have not included Appendix 5

Cradock moved to approve
Starr seconded motion
All approved

The Chemistry Program proposed changes to the 2021-2023 Undergraduate Catalog

A. Summary, Nature and Justification of the Changes

1. **Change:** Add the ACS approval information into the program description.
In particular, we specify that our BS in Biochemistry and BS in Chemistry are ACS certified.
Nature: Substantive
Justification: **On February 3rd, 2020, the ACS Approval Office notified Dr. Yan that the Committee on Professional Training (CPT) reviewed the 2017 periodic report at their recent meeting in Nashville, determined that the department meets all requirements in the ACS guidelines, and voted to continue approval for our program.**

2. **Change:** For CHEM 492, Undergraduate Seminar, change the rotation from “F,S” to “Odd F, Odd S” and modify the course description.
- Nature:** Editorial
- Justification:** **The enrollment does not justify the offering of CHEM 492 in every semester. We change “*selected topics in chemistry*” to “*selected topics in chemistry and/or biochemistry*” to broaden the presentation topics.**

B. Justification for the Changes

See the above in A.

C. Consultation

Drs. Mary Ayala and Jamie Laurenz for the ACS approval. Dr. Regina Aragon for the hours to degree.

D. Impact

Having the ACS approval back is expected to help us recruit more students.

E. Funding

No additional funding is needed.

F. Implementation

For the upcoming 2021-2023 undergraduate catalog.

Erwin moved to approve
Smith seconded the motion
All approved

The Forensic Science Program proposed changes to the 2021-2023 Undergraduate Catalog

a. Summary of the Nature of the Changes

The Forensic Science Program requests changes to the undergraduate catalog to enhance the current curriculum and provide well-rounded degrees in forensic chemistry, forensic biology and forensic anthropology emphases. While the changes requested are minimal, we believe that these proposed changes will provide a more comprehensive background within the specializations of the Forensic Science major. Notably, the changes outlined below will improve opportunities for students to gain valuable research and/or internship experience before they graduate, which will in turn give them additional skills as they enter the job market.

The following changes are proposed to the undergraduate curriculum:

1. For the core courses in the Forensic Science Major, we have added Math 1220 (College Algebra, 4 credits) to the core classes (now 52-53 hours) to strengthen

the base courses for the major and ensure that all math courses required and/or prerequisites are included.

2. For the Forensic Anthropology core courses, we have eliminated Anth 416/L (Applied Microscopy) to avoid redundancy in the coursework already offered within the Forensic Science core courses and the Forensic Anthropology emphasis. Students receive microscopy training in several Biology courses and the Survey of Forensic Science course. We have added the choice of either Anth 489 (Internship, 3 credits) or Anth 491 (Directed Study, 3 credits) so students can gain practical, hands-on experience and are able to conduct directed research to expand their skillset with data collection, analysis and professional writing.
3. The Forensic Biology core courses now total 29 hours because we have added the choice of either Biol 465 (Senior Research, 3 credits) or Biol 489 (Pre-professional Internship, 3 credits) to enhance the student skills in research and analysis within this emphasis.
4. For the Forensic Chemistry emphasis (now 26 hours), we have streamlined the course requirements by including Chem 321/L (Inorganic Chemistry, 4 credits) and Chem 470 (Investigative Problems, 3 credits), which is an independent study or research course, now included as part of the course emphasis requirements to ensure a well-rounded curriculum. We have eliminated electives that were in the previous course catalog as noted in marked documented showing course changes in red.

b. Justification for the Changes

We believe that the changes proposed for the Forensic Science major will improve our three program emphases and help our undergraduate students succeed in the job market. This is accomplished by including the choice of either an internship or directed study in all three of the emphases offered and strengthening all the required courses within each emphasis to ensure students have the training needed for jobs following graduation. We now have all core course requirements (such as the inclusion of Math 1220) listed for students so that they are aware of all required courses and/or courses that need to be completed as a prerequisite within the Forensic Science major. We strongly believe that the interest in these degree emphases will continue to grow as students become more aware of opportunities in applied studies that lead to employment following graduation. We also ensure that through these course offerings, students meet the Forensic Science SLOs so that assessment data can be gathered effectively. We expect that by including internship and/or directed research to our emphases this will promote opportunities for students to stay at ENMU and complete the M.A./M.S. graduate programs, having not already taken classes cross-listed with graduate classes.

c. Consultation

All of the changes outlined in the preceding sections of this letter have been discussed and approved by Dr. Juchao Yan (Chemistry), Dr. Ken Cradock (Biology) and Dr. Susan Kuzminsky (Anthropology).

d. Impact

No impact is anticipated.

e. Funding

No additional funds will be necessary to implement these changes.

f. Implementation

These changes will be implemented in the 2021-2023 Undergraduate Catalog.

Swift motioned to approve
Erwin seconded the motion
All approved

The Environmental Science Program proposed changes to the 2021-2023 Undergraduate Catalog

A. Summary of the Changes

In the previous catalog cycle the program underwent extensive revisions based on outcomes from Program Review. Currently, the program is in excellent shape and recently underwent an informal review by Craig Smith, a Registered Professional Geologist and President of Craig Smith Environmental in Casper, WY. The proposed changes are minor and reflect refinement of the program and catalog.

The following changes are proposed:

1. Change the grading of ENVS 465 (Senior Research Project) to S/U.
2. Add wording to prevent ENVS majors from adding the Geology minor to their degree plan.

B. Justification for the Changes

1. ENVS 465 is essentially an undergraduate thesis. Students will refine their final written paper and poster until it is of the highest possible quality. It just makes more sense from a practical standpoint to change the grading to S/U as is done with the M.S. Thesis. The impact on GPA is negligible since students take ENVS 465 in their last semester when they have already accumulated a large number of credit hours.

2. All of the classes required for the Geology minor are included in the ENVS major. This change is consistent with other programs.

C. Consultation

Dr. Suzanne Balch-Lindsey regarding changing grading of ENVS 465 S/U.

D. Impact

None

E. Funding

No additional funds will be necessary to implement these changes.

F. Implementation

For the 2021-2023 undergraduate catalog.

Erwin motioned to approve
Cradock seconded the motion
All approved

The Electronic Engineering Technology Program proposed changes to the 2021-2023 Undergraduate Catalog

Summary, nature, and justification for each change

1. In this catalog cycle, we propose substantive changes to EET curriculum including offering one new EET/CS course, “fundamental of Programming with C/C++”, “and changing all EET course rotation from alternate to yearly, except EET 310, EET 450, and EET 302. EET 404 course rotation was changed from yearly to alternate years. These changes affect BS-EET, BS-RE Emphasis, and all BAAS-EET curriculum.

Justification: From fall 2020 we will offer BS-EET with an emphasis on Renewable Energy and a BAAS in renewable energy. Since the number of students in EET majors has been increasing steadily, we changed most of the EET course rotations from alternate years to yearly. A new EET faculty was hired to teach the offered EET courses. Since EET 404 only required for BAAS-RE and BS-Emphasis RE, its rotation is changed from yearly to alternate years.

2. Add a Lab component to EET 340 and updated all BAAS-EET degrees curriculum
Justification: EET 340 concepts were hard for students to understand without a laboratory component. All BAAS-EET curriculum was updated to better prepare EET graduates for their future careers.

3. Add an emphasis in computer engineering technology and a BAAS-Computer Technology to the EET curriculum.

Justification: To train EET students to design, develop, and implement modern computer system hardware and software. EET graduates with emphasis in CE will be

trained for careers in software applications and hardware development for computer systems.

The title of new EET/CS 1xx course is: Fundamentals of Programming with C/C++

Justification: C and C++ are two of the most popular languages for applications where speed, efficiency, and compact executable code size are major considerations. Usages range from the simplest embedded microcontrollers to games, multimedia applications, compilers, and well known complex operating systems. The knowledge of C language help students understands the concepts of computer architectures (EET 340) and Microcontroller interfacing (EET 472).

Other Units Affected:

The Roswell and Ruidoso campuses of ENMU will be contacted concerning BS-EET and BAAS-EET changes

Impact:

A new EET faculty was hired to teach offered EET courses.

Requested Date of Implementation:

Fall 2021

Erwin motioned to approve pending language being added under justification to address workforce needs and state approval.

Swift seconded the motion

All approved

Update on Anthropology curriculum proposal. Anthropology decided not to make any changes to ANTH 411 and will drop item #4 from the memo. Revised materials will be submitted.

2. Fee requests will be processed in fall 2020 for 2021 UG catalog. They will have a form and guidelines.
3. Junior Preview Day will be transformed into ENMU Open House (March 21st) with broader audience; prepare activities for that hour. April 18th –tabling for incoming freshmen Super Greyhound weekend which will be held in GSSC. Career Fair is March 26th. Wendy Gillman will come to next CLAS Council meeting to talk about Career Fair.
4. Recruitment and Retention. The \$12K available for CLAS has been divvied up and we need to spend it. Dr. Elwell wants follow-up documentation on results. (Apparently, we cannot transfer those funds to your programs, they have to be spent directly from the earmarked account.) *Let me know if you are making progress with Comm Services on recruitment or if you need me to intervene. John Houser called me last week and I explained to him the urgency of using the funds allocated in a timely manner if we are expecting our efforts to have any impact on recruitment/enrollment for next fall.*
5. Coronavirus information link was sent out this morning. Remind all faculty that Bb shells should be up and ready in the event that we have to deliver classes virtually. Please encourage faculty and students to stay home if ill and try to be accommodating. See if Mediasite rooms are being cleaned, may need to wipe down with disinfectant. Have hand sanitizers refilled.

6. Look at second 8-week enrollments. Is there enough capacity? Will courses make minimums? Check to see that caps for fall courses are all appropriately set, and try to right-size offerings based on enrollment trends.
7. Core Staff updates. No new money for EET equipment, it will come from institutional reserves. Received money for KENW cameras, lean to for Physical Plant. Received \$600,000 that will be used for RSC renovation. Received \$700,000 recurring money. Possible 4% raise across the board. Possibly individuals making less than \$30,000 would receive a \$ bump in addition. Received minimal funding for outside door locks, rest to come from the University. All pending governor sign off. Advertising ½ time position to replace Cheryl Pachak-Brooks, who is retiring, for Freshman Seminar. Another ½ time position for freshman activities.
8. EAB – Athletes’ Progress Reports – make sure resource faculty are aware that, even though this is “external” from EAB, it is legitimate. Forward them email from AA with details. Deadline extended through this week.
9. **ER&R Requests.** Forwarded, have not yet been discussed with full Deans’ Council.
10. **BR&R** - Since there is no formal process for BR&R (Building repair and renewal), if you have any needs that fall under this category instead of ER&R or operating costs, Jamie has asked that they come up the line with a rationale, justification, scope –through chair and dean to VPAA—so that Physical Plant can try to determine a cost estimate and we can see if we’re able to prioritize the need. What kinds of requests are these? They are not common, but they might include things like when you need a particular space modified for teaching purposes (for example, when they had to make room for the turbine in EET; or if they might need to repurpose space in Lea Hall for clinical use; or maybe they need to install a green screen for filming, etc.) These tend to be small projects undertaken by Physical Plant.
11. **Faculty Excellence Awards** - call for nominations is out.
12. **Emeritus requests** follow FEC process – FEC committee to chair to dean to VPAA, and they require BOR approval.
13. On 4/24 they will run a workshop for faculty who are considering going up for tenure and/or promotion during the next year or two, to help them understand what reviewers are looking for in their files (they need to make the case, not the reviewers).
14. The call for proposals just opened up for short-term faculty exchange for Fall 2020 through CONAHEC. Deadline to VPAA is March 17th.
15. **Recertification of Gen Ed courses** has a deadline of this AY. Gen Ed Committee will need to review recertifications in time for spring deadline with the state.
16. I will be attending International transfer fair in Houston, TX on April 14th.
17. We will begin meetings on next HLC report on 3/27.
18. Resource faculty evals: remember that we need to do them after their first semester teaching for us, and then yearly after that. **For all faculty and staff evals, the policy book says you cannot discuss them with the employee without first discussing with second-level supervisor (prior to this it said Area Executive Administrator)**
19. Please emphasize the importance of checking and responding to emails in a timely manner, acting on student concerns promptly, and keeping folks in the loop up and down the chain (transparent communication for non-confidential matters). Due process is dependent on timely action. All communications to VP should go through chair and dean (director, if appropriate). Concerns should be resolved at the lowest level possible before going up the line. If you have policy questions, ask.
20. **Please provide search updates: for positions left unfilled or announced retirements.** Make sure that you are moving forward as quickly as feasible on searches. Ask faculty considering retirement to notify you ASAP so that the department can prioritize justification/approval process.

21. Please communicate to your faculty that if they represent CLAS on any committee, they need to report back to CLAS —preferably through their department chair to CLAS Council.
22. **Exit interviews and graduate tracking** –look ahead to coming year. Also, for program review and assessment, template for tracking faculty accomplishments by program/department.
23. As may arise