

CLAS Council
18 February 2020
JWLA Conference Room, 2:00 p.m.

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

1. Curriculum –Hard deadline has been moved to March 23rd, possibly the 30th. We may need to meet every Thursday to meet that deadline.

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

There are no changes requested for the body of the Bachelor of Science in Nursing catalog entry. The only changes requested are in the description sections for two courses, as well as edits for semester course rotation for three courses.

The course description changes are for NURS 317 and NURS 319. For NURS 317 *Economics and Nursing*, the course content remains largely the same, but with the specific additions of content relating to informatics and the nursing management role as it relates to economics in the U.S. health care system. For NURS 319, there is additional content provided in the course relating to palliative care and sociocultural considerations.

Course rotation changes have been made for the following courses: NURS 316 will now be offered in the spring only; NURS 317 will be offered in the fall and spring and NURS 413 will be offered in the fall semester only. These changes in course rotation have been made to accommodate both full-time and part-time BSN student degree plans.

Swift moved to approve
Bond seconded the motion
All approved

Updated Nursing Program proposed changes to the 2021-2023 Undergraduate Catalog, submitted electronically

Enclosed in Appendix 1, File name 2021-2023_NURS_Appendix1_Marked, are the changes requested for the BSN Completion Program in the 2021-2023 undergraduate catalog. There are no changes requested for the body of the Bachelor of Science in Nursing catalog entry. The only changes requested are in the description sections for three courses, as well as edits for semester course rotation for three courses.

The course description changes are for NURS 317, NURS 425L and NURS 319. For NURS 317 *Economics and Nursing*, the course content remains largely the same, but with the specific additions of content relating to informatics and the nursing management role as it relates to economics in the U.S. health care system. In NURS 425L, the intraprofessional experience is now within the practicum experience, not within the online course. For NURS 319, there is additional content provided in the course relating to palliative care and sociocultural considerations.

Course rotation changes have been made for the following courses: NURS 316 will now be offered in the spring only; NURS 317 will be offered in the fall and spring and NURS 413 will be offered in the fall semester only. These changes in course rotation have been made to accommodate both full-time and part-time BSN student degree plans.

Voted on electronically
Swift moved to approve
Starr seconded the motion
All approved

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

A. Summary of the nature of the changes: The Sociology program is correcting two editorial mistakes (duplication of the SOCI 2110 course listing, and correction of SOCI 11110 to SOCI 1110 in degree requirements), dropping a duplicated course (SOCI 415 Marriage & Family), adding a course requirement (SOCI 3XX Social Statistics), and adding an elective to replace SOCI 415 (SOC 3XX Sociology of Religion). These changes will better serve our students.

B. Courses to be dropped:

1. SOCI 415 Marriage & Family (3). This course duplicates the material in SOCI 2240 (Intimate Relationships & Family.)

C. New course requirement for Sociology major:

1. Add SOC 3XX Social Statistics (3) as a requirement for the major. This will better serve our students (see below).

D. Courses to be added:

1. *SOCI 3XX Social Statistics (3)* This course offers an introduction to the application and interpretation of statistical analysis in the social sciences. (S). Students need this background in social statistics to be competitive in graduate school and in many professions. Social Statistics focuses on crime data and large social survey data, including (but not limited to) applied hypothesis testing, regression, Chi Square, ANOVA, and tests of independence.

2. *SOCI 3XX Sociology of Religion (3): Sociological analysis of the relationship between religion and society. Explores denominations, new religious movements, conversion/deconversion, religious identity, secularization, minority religions, inequalities and religion. (Odd F).* This course replaces SOCI 415. Some of our seniors end up needing one more elective to graduate, having had taken all available electives, and this will serve them by adding another option to replace SOCI 415.

E. Consulting: Criminal Justice faculty were consulted with about adding Social Statistics, and are in agreement.

F. Resources and Load: No impact

G. Implementation: Fall 2021

Bond moved to approve
Swift seconded the motion
All approved

The Criminal Justice Program proposed changes to the 2021-2023 Undergraduate Catalog

Summary of the nature of the changes:

The Criminal Justice program is correcting minor editorial issues (removing the question mark after the title of the Juvenile Justice course and correcting the number of internship credits to match the existing requirement), dropping two electives, and adding a requirement to the CJUS major (Social Statistics). These changes will allow us to better serve students in the major.

A. Courses to be dropped:

1. CJUS 2320 Gangs in American Society. This class is a duplication, as the material on gangs is covered extensively in Juvenile Justice (CJUS 1140) and Border Crime (CJUS 404). Therefore we wish to drop it from the curriculum.

2. CJUS 302 and 302L Advanced Criminal Investigation and Lab. We cover everything from this course in CJUS 2140 (Criminal Investigations) so the course and lab is redundant. Therefore we wish to drop it from the curriculum.

B. Requirement for the major to be added:

1. We propose to add SOCI 3XX (Social Statistics) as a requirement to the CJUS major. Students need this background in social statistics to be competitive in graduate school and in many criminal justice professions. Social Statistics focuses on crime data and large social survey data, including (but not limited to) applied hypothesis testing, regression, Chi Square, ANOVA, and tests of independence.

C. Consulting: Dr. Heather Smith was consulted about removing CJUS 2320 from the Cultural Studies list of options for Cultural Anthropology and replacing it with SOCI 3XX (Sociology of Religion).

D. Resources: No additional resources or faculty load required

E. Implementation: Fall 2021.

Swift moved to approve
Bond seconded the motion
All approved

The Communicative Disorders Program proposed changes to the 2021-2023 Undergrad Catalog

The mission of the Communicative Disorders Program is:

- To meet the needs of the community and to better serve those having communicative impairments by providing high quality but affordable diagnostic and rehabilitative services
- To increase the number of competent therapy providers by increasing the number of Bachelor's and Master's graduates in speech language pathology each year, and,
- To provide a comprehensive outcome-based education supplemented by active learning experiences, both on and off campus to CDIS students at ENMU.

After extensive analysis and discussion by the program, the Communicative Disorders program approved the following changes to undergraduate catalog pages. These fulfill our three-fold mission as stated above.

Summary, nature, and justification for each change

1. **Change: Updating faculty roster and correcting grammatical/typographical errors**
Nature: Editorial

Justification: Reflects changes in faculty/staff and needed grammatical/typographical corrections throughout the proposal.

2. **Change: Creating the A.S. in Speech-Language Pathology Assisting (SLPA)**

Nature: Substantive

Justification:

- a) NMSHA has submitted recommended guidelines to the state.
- b) ASHA has developed a career pathway for SLPAs. (This means that the certification is here to stay). <https://www.asha.org/associates/Career-Pathway-for-Assistants/>.
- c) ASHA has also developed a certification for SLPA credentials. (This means that states will eventually require the certification in order to grant licensure). To be an ASHA certified SLPA, applicants must have at least one of the following:
 - a. An associate degree in an audiology assistant or SLPA program from an accredited institution. *This is the new A.S. in SLPA program we are proposing.*
 - b. A bachelor's degree from a communication sciences and disorders program that is part of an accredited institution. *We already have this, but many students cannot attend college for 4 years because of present life circumstances. Our students do not go back to school for 4 years to become an SLPA. They need a 2-year program.*
 - c. Supervised field experience or its clinical equivalent providing direct patient/client services. *This is part of the new A.S. in SLPA program we are proposing.*
- d) NM has no SLPA training programs. TX has one in Houston. AZ has one in Tempe, Flagstaff, and Avondale. CO has one in Greeley, Boulder, and Denver. Utah has none. OK has one in Oklahoma City. According to ASHA, there are only 29 SLPA training programs in the US.
- e) NM will most likely approve the SLPA license for our state during the next legislative session. We understand that they did not approve it last session only because there was no training program to fill this need established in the state.
- f) The employment outlook for SLPAs is expected to reflect a "faster than average" growth rate of 15%–21%, according to the Bureau of Labor Statistics (BLS) [Summary Report for Speech-Language Pathology Assistants](#) as part of the [O*Net OnLine](#) project. The summary report lists the median wage in 2013 for SLPAs as \$16.42 hourly or \$34,150 annually; job openings from 2012 to 2022 are expected to reach 37,700. As of 2012, approximately 107,000 individuals were employed in this career pathway.
- g) Students completing the A.S. in SLPA will have completed their GenEds (31 SCH) and 27 major/minor hours toward their BS in CDIS at ENMU. The 9 hours in CDIS not counting toward the major/minor will be countable as electives in CDIS. All CDIS courses in this degree are upper division.
- h) The A.S. in SLPA requires we add **only 3 courses to the catalog**. One of these courses is external fieldwork and so will not have a teaching component at ENMU. We already offer all other courses as part of the major or minor.
- i) The target audience for the A.S. in SLPA include:
 - a. Students who are unsure if SLP is the field for them and want to work in the profession before committing to a 4-year degree and a master's after that.
 - b. Students who are interested in SLP, but who do not want a 4-year commitment or who cannot afford to matriculate across 4 consecutive years.
 - c. Students who do not want the responsibility of the SLP but who want to work in the SLP field as support personnel.

- d. Students who have completed a sizeable number of college credits but who still have no degree. These students want a degree as quickly as possible. They will transfer in their GenEds and take the CDIS courses only. Our degree will meet the 15 of the final 30 earned from ENMU-Portales requirement, and they can complete the remainder of the A.S. in CDIS in 2-3 semesters.
- e. Students who have been unable to gain admission into a graduate program or who need to work to save money before attending a graduate program. These students will work as SLPAs until they are admitted. We will advise all of our traditional majors to get the A.S. at the end of year 2 so they will have these employment options.

j) Benefits of the A.S. in SLPA include:

- a. Students who need to “stop-out” after 2 years will have a degree and multiple employment options. Since these students will have a sizeable SCH investment toward completion of the B.S. in CDIS at ENMU (27 upper division major/minor SCH), we believe we can encourage these students to continue their education while they are working as SLPAs. They can take their remaining needed major/minor classes online in CDIS at ENMU. After that, they can continue in the ENM CDIS M.S. program (with a 1-semester residency requirement).
- b. We should get credit for a good number of new A.S. degrees from our normally matriculating 4-year students who will take the 3 SLPA specific courses as electives. This will provide them with a focused Associate’s degree and enable them to secure meaningful employment prior to or during their master’s degree programs.

3. **Change: Request waiver of FYEX 1110 for students who declare their major as the A.S. in SLPA.**

Nature: Substantial

Justification: The A.S. in SLPA is an **online** niche degree marketed specifically to working non-traditional students we don’t traditionally capture. They will be coming to us specifically to gain the coursework required to obtain licensure and gainful employment. The content of FYEX 1110 is not applicable to their educational and career goals. If you force them to take FYEX 1110 at ENMU, they will complete their GenEd elsewhere online at their local community colleges and then transfer that coursework in to ENMU and the institution will lose all that GenEd credit. If a traditional 4 year student “adds on” the 3 courses specific to the A.S. in SLPA as electives so they can receive the A.S. at the end of their sophomore year, they will have already completed FYEX 1110 in any event as they declared their major as the 4 year bachelor’s in CDIS. Waiving FYEX 1110 will allow us to keep this degree at 67 semester credit hours.

4. **Change: Add verbiage advising undergrads about “B or better” graduate admission change.**

Nature: Editorial

Justification: Students and advisors should be aware of this policy so students can be guided most efficiently.

5. **Change: Changing the names of a few courses and tweaking course descriptions to ensure that students understand the emphasis on treatment.**

Nature: Editorial

Justification: Course descriptions need to be modified to better reflect their dual role in both the AS and the BS degree programs.

6. **Change: Reviving the Health and Human Services minor (with small changes)**

Nature: Substantive

Justification: Students who leave the major benefit from continuing this minor. We had more non-CDIS majors completing this minor than we knew. Students have requested we bring this minor back. Requirements have been changed to allow a greater range of electives.

7. **Change: Changing the rotations listed in the course descriptions.**

Nature: Editorial

Justification: We offer all required major courses 3 times per year. We are just changing the catalog notations to match what we currently do.

Identification of other units that were consulted

CDIS consulted with Social Work.

Impact of proposed catalog revisions

The proposed catalog changes will provide additional course options for both CDIS majors and non-majors without impacting CDIS faculty load or course rotations. These changes will not affect any accreditation requirements, library resources, or the program financially.

Implementation date

Fall 2021

Bond moved to approve
Erwin seconded the motion
All approved

Update on the Biology Program proposed changes to the 2021-2023 Undergrad Catalog

BIOL 1310/L Introduction of Anatomy & Physiology I and BIOL 1320/L Introduction of Anatomy & Physiology II will remain in the catalog.

2. **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. Give requests to Laura.*) Also, there is additional funding available for distance programs – some of that funding still remains. Please submit proposals to me and then the funding requests go up through me to the VPAA’s office for budget processing. ***Let me know if you are making progress with CommServices 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.***
3. 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.
4. **ER&R Requests.** Forwarded.
5. **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.

6. **Faculty Excellence Awards** - call for nominations is out.
7. **Emeritus requests** follow FEC process – FEC committee to chair to dean to VPAA, and they require BoR approval.
8. **Distance Learning – General Disclosure for Licensure** – this only impacts SWK and CDIS, I believe. Check messages forwarded from DL –both the verbiage and the links connected to it.
9. NFIP this weekend on advising
10. 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).
11. The call for proposals just opened up for short-term faculty exchange for Fall 2020 through CONAHEC. Presentations from the three faculty who participated last fall are scheduled for 2/27 in GSSC 217. Deadline to VPAA is March 20th.
12. Junior Preview Day will be transformed into ENMU Open House (March 21st) with broader audience. Career Fair is March 26th. Wendy Gillman will come to CLAS Council in March
13. **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.
14. Dr. Ayala will be attending International transfer fair on April 14th. Let Dr. Ayala know if there is anything you want her to take for your programs.
15. Academic Affairs is still considering ways to make the distribution of travel funds more equitable among departments.
16. We will begin meetings on next HLC report on 3/27.

Please review the following reminders:

17. 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)**
18. 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.
19. **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.
20. 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.
21. **Exit interviews and graduate tracking** –look ahead to coming year. Also, for program review and assessment, template for tracking faculty accomplishments by program/department.