

The University of New Mexico Faculty Senate

Meeting Agenda

October 28, 2014

3:00 P.M.

Scholes Hall Roberts Room

AGENDA TOPICS

		TYPE OF ITEMS/ PRESENTER(S)
3:00	1. Approval of Agenda	Action: Pamela Pyle
	2. Acceptance of the September 23, 2014 Summarized Minutes	Action: Pamela Pyle
	3. Memorial Minute for Peter Welch	Action: Joyce Szabo
	4. Memorial Minute for Bob Ellis	Action: Joyce Szabo
3:05	5. Faculty Senate President's Report	Information: Pamela Pyle
3:10	6. President's Report	Information: Robert Frank

CONSENT AGENDA TOPICS

3:30	7. 2014-2015 Faculty Senate Committee Appointments	Action: Stefan Posse
	8. Form C	Action: Stefan Posse
	Grad M.S. Nuclear Engr. Medical Physics Concentration Grad Ph.D. Physical Ed., Sports and Exercise Science, Curr and Inst. Concent. Grad M.S.N. Nursing Ed. Concentration	

AGENDA TOPICS

3:35	9. Chancellor's Report	Information: Paul Roth
3:55	10. Guiding Principles	Information: Melissa Bokovoy
4:00	11. Results Oriented Management, Quality Metrics, and Measurement Thereof	Discussion: Chaouki Abdallah
4:45	12. Governmental Relations	Information: Connie Beimer
	13. New Business and Open Discussion	Information: Pamela Pyle
5:00	14. Adjournment	

NOTES:

1. All faculty are invited to attend Faculty Senate meetings.
2. Full agenda packets are available at <http://www.unm.edu/~facsen/>
3. All information pertaining to the Faculty Senate can be found at <http://www.unm.edu/~facsen/>
4. Questions should be directed to the Office of the Secretary, Scholes 103, 277-4664
5. Information found in agenda packets is in draft form only and may not be used for quotes or dissemination of information until approved by the Faculty Senate.

FACULTY SENATE SUMMARIZED MINUTES

2014-2015 FACULTY SENATE October 28, 2014

(Approved at the November 25, 2014 Faculty Senate meeting)

The Faculty Senate meeting for October 28 was called to order at 3:00 p.m. in the Roberts Room of Scholes Hall. Faculty Senate President Pamela Pyle presided.

ATTENDANCE

Guests Present: Paul Roth-HSC Chancellor; Mohammed Hasson-School of Medicine; Pamina Deutsch-Policy Office; Richard Hermann- Music; Charlie Steen- History/Chair of Academic Council; William Liotta-Theatre and Dance.

APPROVAL OF THE AGENDA

The agenda was approved as written.

1. Approval of summarized minutes for September 23, 2014 meeting

The minutes were approved as written with no abstentions.

2. Memorial Minute for Peter Welch

Peter Walch, who was born in Portland, Maine, passed away on May 3, 2014. He received his BA in Art History from Swarthmore, and his PhD in Art History as well as an MFA from Princeton.

Peter taught at Pomona College, Vassar College, and Yale before joining the Department of Art at UNM in 1971 where he taught until 1985 when he then became the Director of the University Art Museum, a position he held until his retirement in 2001. During his tenure as director, more than 7200 works of art entered the museum's collection; he was particularly responsible for the important growth in the museum's photographic collections.

After retirement he moved back to Portland. He served on the board of directors of Walch Publishing, a business founded by his father, for more than 25 years and as chairman of the board from 1998 until his passing. Peter was exceptionally generous, providing extensive personal donations to UNM's foundation for which he wanted no credit. And his contributions to the Department of Art and Art History and the University Art Museum were pivotal to making each what they are today.

3. Memorial Minute for Bob Ellis

Robert Ellis passed away on September 13 in Albuquerque. Bob was born in Cleveland, Ohio, served as a Seabee in the Navy in the Second World War where he worked building bridges, air strips and roads. and subsequently studied art in Mexico City on the GI Bill.; he received his BFA in Mexico where he was strongly influenced by major Mexican muralists including Diego Rivera. However his work ultimately took a vastly different direction toward abstraction.

Bob subsequently moved to Los Angeles in the 1950s and became Curator of Education at the Pasadena Art Museum and taught at the University of Southern California where he also received his MFA.

He came to UNM in 1964 as the Assistant Director, then Director of the University Art Museum. After seven years as director, he joined the Department of Art before retiring in 1987.

He subsequently moved to Taos to paint. However, he was asked by the then Provost of UNM to become the acting director of the Harwood Art Museum. He became Director of the Harwood and served in that position for 12 years. He was responsible for raising a significant portion of the money required for a major renovation to that institution. In 1998 he received the New Mexico Governor's Award for Support of the Arts, the UNM Regents' Meritorious Service Award, and the Local Treasure Award.

4. Faculty Senate President's Report

Regent Koch requested Provost Abdallah to identify key people who might be receiving offers from other Universities and to offer them preemptive retention offers so they do not leave. Faculty Senate President Pamela Pyle requested Senators to inform her of those faculties. Faculty Senate President Pamela Pyle will continue to discuss peer salary and equity advancement discussions with the Regents.

The Committee on Governance held a General Faculty meeting regarding the minor changes to the Faculty Constitution. The second meeting will be on Friday, November 21, 2014 from 2:00 to 4:00 p.m. in the Centennial Engineering Building room 1041.

The Health Science Center has a Code of Ethics that the Regents found important and requested for one to be created for main campus. An Ethics Task Force has put together a Guiding Principles document. The Guiding Principles will serve as a gateway to the policy book. President Frank is concerned about policies regarding consensual or non-consensual relationships between students and faculty.

Faculty Senate President Pamela Pyle asked the Senators if they would be willing to co-host with Associate Provost Virginia Scharff the panel discussion regarding consensual or non-consensual relationships between students and faculty. Senators agreed to sponsor this initiative. The panel discussion will be held in the Spring 2015 semester.

The Budget Leadership Team will begin meeting next week, Faculty Senate President Pamela Pyle and Economics Professor Bob Berrens are members representing faculty. They will be contributing towards the budget process.

There is a Sexual Assault Task Force working on pulling together all policies pertaining to Sexual Assault to be housed under one department.

November 25, 2015 is the next Faculty Senate meeting, immediately following an informal reception will be held for faculty to meet with Mr. and Mrs. President Frank. The reception will be held at the Faculty Club at 5:00 p.m. A reminder will be emailed to the Senators once the date gets closer.

There is poor attendance from faculty regarding participation at the Undergraduate Commencement Ceremony. The Commencement Ceremony is scheduled Friday, December 12 at 6:00 p.m. being held at, "The Pit". The deadline for sign up has been extended to Friday, October 31, 2014.

The University of North Carolina created a class and a program under the African American studies that allowed only half athletes totaling 1800 students to graduate with very little work. These athletes would enroll in "shadow classes" where such student would not be responsible for completing papers or attend classes. The University of North Carolina is under investigation. Faculty Senate President Pamela Pyle has spoken to Faculty Senate Academic Council Chair Charlie Steen who is working with NCAA Representative Amy Neel to make sure the University of New Mexico is not having any of these issues.

5. President's Report

At the Fall 2014 Commencement Ceremony, two Presidential Awards of Distinction will be given to Chair of Neurosurgery Howard Yonas and Governor of New Mexico Susana Martinez. Howard Yonas built the Department of Neurosurgery; he is a fantastic Neurosurgeon, and a great scientist. He created a grant that shows how to extend Neurosurgery across the state.

Susana Martinez was nominated for making a decision to expand Medicaid. Being one of the few Governors to do that has created access for 200,000 New Mexicans to obtain health insurance. In doing such a thoughtful and courageous act for those in need, she met the criteria to receive this award.

As President Frank held discussions with Boja, China it became clear that the people involved were the land developers making money from the University. As they were talking there were deadlines given regarding the land even though it was understood that the University would make money the deadlines were coming faster concluding the developers needing money. It became a concern that the University would not be able to work with them to collaborate enough and would instead find greater odd down the road.

CONSENT AGENDA TOPICS

6. 2014-2015 Faculty Senate Committee Appointments

The 2014-2015 Faculty Senate Committees appointments were approved by unanimous voice vote of the Faculty Senate.

Faculty Senate Committee Appointments Needing Senate Approval				
Admissions and Registration				
First	Last	Title	Department	Committee
Lora	Stone	Assistant Professor	Gallup Branch	Admissions and Registration
Dianne	Bechtel	Term Lecturer	English Department	Admissions and Registration
Campus Development Advisory				
First	Last	Title	Department	Committee
Kristina	Yu	Assistant Professor	School of Architecture and Planning	Campus Development Advisory
Curricula				
First	Last	Title	Department	Committee
James	Sayers	Associate Professor	School of Architecture and Planning	Curricula
Thomas	Whittaker	Temporary Part-time Faculty	School of Architecture and Planning	Curricula
Governmental Relations Committee				
First	Last	Title	Department	Committee
Thomas	Dauphine	Research Professor	Center for Education Policy Research	Governmental Relations
Scott	England	Lecturer III	School of Law	Governmental Relations
John	Kuttesch	Professor	Pediatrics Hematology Oncology	Governmental Relations
Jane	Lehr	Professor	Electrical and Computer Engineering	Governmental Relations
Graduate and Professional Committee				

First	Last	Title	Department	Committee
Suzanne	Schadl	Assistant Professor	University Libraries Collections and Acquisitions	Graduate and Professional Committee

Honorary Degree Committee				
First	Last	Title	Department	Committee
Adriana	Ramirez de Arellano	Adjunct Assistant Professor	Anthropology	Honorary Degree Committee

Library Committee				
First	Last	Title	Department	Committee
Carolyn	Woodward	Associate Professor	English	Library Committee
James	Boone	Professor	Anthropology	Library Committee

7. Form C

AGENDA TOPICS

The following Form C's were approved by voice vote of the Faculty Senate:

Grad M.S. Nuclear Engr. Medical Physics Concentration
Grad Ph.D. Physical Ed., Sports and Exercise Science, Curr and Inst. Concent.
Grad M.S.N. Nursing Ed. Concentration

8. Chancellor's Report

Chancellor Roth reported on the Benefits Task Force Steering Committee meeting Thursday, October 30, 2014. The Task Force will discuss decisions regarding provisions being included in benefit plans with high deductibles. The pre-65 retirees were taken out of the pool. As a result the actuaries would show the premiums they would have to pay significantly increased. There are about 700 pre-65 retirees. The Steering Committee is reviewing the possibility of the pre-65 being brought back into the pool. The questions that the Steering Committee is researching are: what would be the impact on the premiums? To what extent can their premiums be reduced?

Blue Cross Blue Shield, Lovelace and Adent are still the three insurance providers of the University. The fewer insurance plans or any large employer who is self-insured the better because they have more control and institute wellness programs more effectively. Nationally insurance exchanges are being found to be a better deal as was originally billed.

Many years ago when the School of Medicine was going through change, the role of the faculty compensation in Medical schools were being re-examined. The budgets of medical schools used to be more comparable to main campus being dependent on tuition and state support. More and more medical schools have become dependent regarding clinical dollars. Nationally public medical schools average 20% from their operating budget from public funds. The vast majority of the balance comes from clinical revenue and some from research. The role of the faculty as the generator of those clinical revenues was more scrutinized when hiring a doctor receiving higher revenue. The Health Science Center follows the Faculty Incentive Base Compensation Initiative Plan; the more generated in clinical revenue the more compensation the department receives. The B.S.I. formula stands for B= Base Salary-if faculty show up to work in clinic, S=Supplement-following years assumed revenues, I=Incentive-If exceed revenues the department will receive additional funding. In relation to the Responsibility Center Management, the Health Sciences Center has to change the FIPCE, enter quality measures, enter outcome measures etc.

Chancellor Roth encouraged everyone to get their flu shots because people have more of a chance to get the flu than Ebola. Ebola being in the States has been a great disaster drill for the University. Their Emergency Operation is up and running but number of training is needed to learn more about Ebola. The state is not prepared for anything that might spread. Emory a long time partnership with the CDC (Center for Disease Control and Prevention), set up specially designed facilities to accommodate the highly infectious agent. Nebraska built a similar set of capabilities catering to the military for anthrax, small pox etc, each of the facilities have 10-12 rooms. Emory was barely able to handle the two or three agents they had because they did not realize and prepare for waist material. These patients began exuding huge vials of fluid with every drop having billions of viral particles in it. CDC guidelines now state that if there is an Ebola patient they will be transferred to the four centers in the United States. The United States could manage 50 Ebola patients. Institutions like UNM HSC will be alone to handle if Ebola became an epidemic.

9. Guiding Principles

Professor of History Melissa Bokovoy reported on Guiding Principles. Last Summer President Frank convened an Ethics Task Force. Professor Bokovoy was assigned as a Co-Chair with Dr. Linda Ferrell who is the Chair of the Faculty Ethics Committee. Members of the Task Force are as follows: Office of the President Amy Wohlert, Faculty Senate President Pamela Pyle, Graduate Professional Student Association representative, Associated Students of the University of New Mexico representative, Policy Office Director Pamina Deutsch, Respectful Campus Committee representative, Law School representative and a Staff Council representative. The Committees charge is to create a code of conduct moving more towards guiding principles that are a standard of ethical conduct. The Task Force has gathered mission statements across the University into one document, The Guiding Principles. The Task Force has endorsed the Guiding Principles.

There are two concerns: the substance of the Guiding Principles and how civility can be used to shut down free expression.

OUR GUIDING PRINCIPLES

Draft

10/28/2014

Integrity

We build trust through transparency, truthfulness, and responsibility.

Freedom of Inquiry

We encourage, protect, and respect the exploration of ideas and their free expression.

Inclusiveness and Respect

We thrive in a diverse environment characterized by compassion, civility, and collaboration.

Responsibility to Community

We reflect upon our past, serve our present, and strive to improve our future through thoughtful stewardship of our cultures and environment.

Our Goal: We foster the public trust through our commitment to excellence and authenticity.

10. Results Oriented Management, Quality Metrics, and Measurement Thereof

Provost Chaouki Abdallah reported on Results Oriented Management, Quality Metrics, and Measurement thereof. The State of New Mexico is funding the University on some outcomes. The State is counting student credit hours generated degrees awarded, STEM H and students at risk. Part of it can be counted for how the University does their budgeting. Currently budgets have been based on what was received last year plus what was given from the State. Two years ago was when the University started discussion on how money can be allocated better.

The Quality Metrics was the Universities attempt to account numbers but also what matters. The Deans were asked what those Quality Metrics should be. Provost Abdallah received around 120 proposals from the Deans. The Provost has requested for schools and colleges campus wide to request from their faculty what Quality Metrics they would recommend. Provost Abdallah encouraged main campus faculty to talk with Health Science Center faculty to get their opinion on their model that is similar to ROM/ Quality Metrics. Knowing this information, the University will know how to best allocate money to each department based on their Quality Metrics.

11. Governmental Relations

Governmental Relations Interim Director Connie Beimer and Government Relations Specialist Mathew Munoz reported on Governmental Relations. Matt Munoz is coordinating the day-to-day operations in Santa Fe during the legislative session with Joe Thompson who has been a lobbyist for the University going on 10 years and has hired Mark Hall who is another lobbyist. Connie Beimer will be available to faculty during the legislative session. The key objective this year is compensation to assume that there will be an increase for state employees including the University's employees. In August 2014 the Legislative Finance Committee estimated \$284 billion new dollars to put into different initiatives with oil being at \$92 a barrel and has since dropped to \$80 a barrel. For every \$1 the price of oil decreases \$6 million is lost in the State budget. There will be revenue estimated again in December 2014.

12. New Business and Open Discussion

There is was no new business.

Meeting adjourned at 5:00 p.m.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1119**

Fields marked with * are required

Name of Initiator: Gloria Napper-Owen **Email:*** napperow@unm.edu **Date:*** 10-03-12

Phone Number:* 505 277-0835

Initiator's Title* Associate Professor: Physical Perform
Dev

Associated Forms exist?* Yes ▼

Faculty Contact* Gloria Napper-Owen

Administrative Contact* Todd Seidler

Department* Health, Exercise & Sports Sciences

Admin Email* tseidler@unm.edu

Branch Main Campus

Admin Phone* 277-2783

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program * PhD Physical Education, Sports and Exercise Science - Curriculum & Instruction Concentration

Select Category Concentration ▼ Degree Type PhD

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Curriculum and Instruction PhD in Physical Education.docx](#)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request * (enter text below or upload a doc/pdf file)

See Attached

[PhD C and I concentration rev req.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.*

[PhD rev Just.pdf](#)

Current Catalog Copy
 PhD in Physical Education, Sports and Exercise Sciences
 Concentration Curriculum and Instruction

Core Content

PEP 541	Ethics in Sport and Fitness	3
PEP 510	Curriculum Construction in PE	3
PEP 526	Motor Assessment for Individuals with Disabilities	3
PEP 570	Analysis of Teaching	3
PEP 571	Concepts Teaching in PE	3
PEP 572	Critical Issues in Elementary PE	3
EDPY 503	Human Growth and Development	3
EDPY 510	Principles of Classroom Learning	3
PEP 590	Supervision of Physical Education Programs	3
PEP 591	Problems	3
PEP 696	Internship	6
PEP 699	Dissertation	18

Total **54**

Inquiry Skills Minimum of 18 hours is required

EDPY 511	Introductory Educational Statistics	3
PEP 507	Research Design in HPER	

-or-

EDPY 505	Conducting Quantitative Educational Research	3
EDPY 603	Applied Statistical Design & Analysis	3
PEP 604	Research Seminar	3
PEP 691	Problems	3
	Approved Elective	3

Total **18**

Minor/Supporting Area

Twenty-four credit hours of course work in an approved minor or supporting area outside of the program is required.

Total **24**

Proposed Catalog Copy

PhD in Physical Education, Sports and Exercise Sciences,
Concentration: Curriculum and Instruction

Core Content

PEP 510	Curriculum Construction in PE	3
PEP 521	Motor Learning for Individuals with Disabilities	3
PEP 526	Motor Assessment for Individuals with Disabilities	3
PEP 570	Analysis of Teaching	3
PEP 572	Critical Issues in Elementary PE	3
PEP 573	Critical Issues in Secondary PE	3
PEP 590	Supervision of Physical Education Programs	3
PEP 625	Writing for Professional Publication	3
EDPY 630	College Teaching	3
PEP 591	Problems	3
PEP 696	Internship	3
	Electives	9
PEP 699	Dissertation	minimum 18
Total		60

Inquiry Skills	Minimum of 18 hours is required	
EDPY 511	Introductory Educational Statistics	3
PEP 507	Research Design in HPER	
-or-		
EDPY 505	Conducting Quantitative Educational Research	3
EDPY 603	Applied Statistical Design & Analysis	3
PEP 604	Research Seminar	3
LLSS 502	Introduction to Qualitative Research	3
PEP 691	Problems	
	-or-	
	Approved Inquiry Elective	3
Total		18

Minor/Supporting Area

A minimum of 12 of the 72 hours must be outside of the student's major area of study. This coursework must be determined with the student's major advisor and Committee on Studies to reflect a comprehensive program of study and may include research courses and/or other courses complementary to the student's major area of study and degree program.

Total **12**

Reasons for PhD Curriculum and Instruction concentration program revision

1. The first significant revision is in the minor/supporting area. The concentration program faculty believes a supporting area of 12 hours allows students flexibility to pursue interdisciplinary coursework outside of the major. The COE passed the change from 24 supporting hours to 12 supporting hours in 2012-2013. If a student desires to focus in-depth in a program that has a transcribed minor, 24 hours within the minor program requirements may be used to pursue a transcribed minor. For this student, the program of studies would then become 75 hours plus dissertation hours.
2. The program faculty believes the courses listed under the proposed concentration curriculum better reflect the knowledge and skills that physical education teacher educator candidates currently need to be marketable in seeking employment at an institution of higher education. Current job descriptions in physical education teacher education indicate within required and preferred qualifications that candidates teach methodology courses in physical education teacher education and in adapted physical education. We believe the proposed curriculum better prepares candidates for such teaching roles.

The inclusion of the PEP 573 Critical Issues in Secondary Physical Education (Form B in AY2012-2013) engages future teacher educators in reflective teaching and learning opportunities about the role that middle and high school physical education can play in creating more physically active adolescents. The course PEP 521 Motor Learning for Individuals with Disabilities has been offered as an elective, and we believe the inclusion of this course in the POS adds to the content knowledge in motor learning previously learned as an undergraduate or masters students and extends the knowledge to those with disabilities.

The previous POS included EDPY 503 and EDPY 510 as core requirements. We believe the content in these courses is important to future teacher educators. However in an attempt to streamline the major core courses and offer opportunity for interdisciplinary study, we believe these courses may be strongly recommended through consultation with the faculty advisor and faculty representative from the supporting area of study.

The proposed POS includes a new course EDPY 630 College Teaching as a required course. The focus of this course is on preparing the next generation of teaching faculty and leaders in the discipline.

Most job descriptions list as a desired qualification experience supervising field experience students. These skills are still highlighted through coursework in PEP 590 and the PEP 696 Internship. However, we believe the students do not meet the allotted time commitment for a six-hour course as a supervisor of field experience in the PEP 696 course. Consequently, this course is being reduced to a

3-hour requirement for the program of studies. Since PEP 696 is a variable credit course of 3-6 hours, no Form A was submitted to make this change.

Additionally, candidates need to be able to establish a record of scholarship. We believe the addition of PEP 625 will prepare doctoral candidates to learn how to disseminate their research through publications. We believe doctoral candidates need a stronger focus on dissemination of scholarly work through publications to be more marketable.

PEP 571 Concepts Teaching in PE is being eliminated from the POS as the course content was redundant to content that is being included in PEP 571, 572, and 573.

PEP 541 Ethics in Sports and Fitness will be recommended as an elective course rather than a core course. Ethical work as a faculty member in higher education is discussed in EDPY 630.

3. The nine hours of electives enables doctoral candidates to pursue interdisciplinary coursework in content that may prepare them for their future goals in higher education in addition to the coursework to the supporting area. Recent students have not had the opportunity to engage in coursework from broader fields of study because there were no elective hours within the program. We believe having more opportunity for electives in addition to the supporting area of study will encourage doctoral students to engage in more conversations that involve interdisciplinary content and potentially become involved in interdisciplinary research projects prior to leaving the program.

Justification, impact on long-range planning and faculty workload.

Program faculty concluded an Academic Program Review in Spring 2012 and determined a need to revise the doctoral concentration to better reflect the knowledge and skills desired for doctoral candidates pursuing a career in higher education. In the three-year course matrix for the degree concentration, each course is offered every two years. We do not believe the rotation of courses is detrimental to degree completion at the PhD level.

Faculty Workload.

Each course fits into the two-year rotation for faculty workload. The inclusion of 12 hours of electives encourages doctoral students to broaden their knowledge and skills and learn from faculty members from outside of the degree concentration, thereby increasing the sphere of influence on their advancement into higher education. One course in the current program of studies, PEP 571, will be sunsetted in order to add PEP 573 into the rotation. The inclusion of EDPY 630 College Teaching will eliminate one course in the PEP rotation for faculty in the C & I concentration. We believe the inclusion of this course offers doctoral candidates a broader perspective of preparation to become a faculty member at an institution of higher education. The Educational Psychology faculty has assured the C & I faculty that this course will fall into a normal two year rotation cycle and will not impact faculty workload.

Doctoral candidates will be encouraged to enroll in electives in semesters during which fewer concentration courses are offered, e.g. fall semester when program faculty workload is heavily dominated by undergraduate courses.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1370**

Fields marked with * are required

Name of Initiator: Robert Douglas Busch **Email:*** busch@unm.edu **Date:*** 12-18-13
Phone Number:* 505 277-8027 Initiator's Title* PRINCIPAL LECTURER III: Chem Nuclear Engineering

Associated Forms exist? *

Faculty Contact* Robert Busch
Department* Chem and Nuclear Engineering

Administrative Contact* Annette Torres
Admin Email* Annette Torres
Admin Phone* (505) 277-7959

Branch

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program

Name of New or Existing Program * M.S. Nuclear Engr. Medical Physics Concentration

Select Category Degree Type

Select Action

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Med Phys Curriculum Rev 2013.pdf](#)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request * (enter text below or upload a doc/pdf file)

Reasons for changing curriculum requirements for Medical Physics Concentration, M.S. Nuclear Engineering. It was decided that 37 credit hours was too much for the Medical Physics Concentration and that the mathematical techniques class was not needed for all areas of medical physics. Thus, that course was removed from the requirements reducing the total hours to 35. ChNE 591 Special Topic in Mathematical Techniques for Medical Physics This course will be retained as a graduate course and available for post-master s work if desired.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.*

[Med Phys Curriculum Rev 2013.pdf](#)

Proposed reduction in hours for Medical Physics Concentration – MS Nuclear Engineering.

Current catalog - There are 37 graduate credit hours required for the Masters in Nuclear Engineering in the Medical Physics concentration. There are no electives in this curriculum. (The Medical Physics concentration is a Plan II program and does not have a thesis option.)

The required courses are: HSci 480: *Human Cross Sectional Anatomy*, ChNE 516/MPhy 516 *Medical Imaging I - X-ray Physics*, MPhy 517L *Medical Imaging I Laboratory - X-ray Physics*, ChNE 519/MPhy 518 *Medical Imaging II- MR, Ultrasound and Nuclear Medicine Physics*, MPhy 519L *Medical Imaging II-Laboratory – MR, Ultrasound and Nuclear Imaging Physics*, ChNE 523L: *Environmental Measurements Lab*, ChNE 524: *Interaction of Radiation with Matter*. ChNE 527/MPhy 527: *Radiation Biology for engineers and Scientists*, ChNE 528: *External Radiation Dosimetry*, ChNE 529 ChNE 540/MPhy 540 *Radiation Oncology Physics*, MPhy 541L *Radiation Oncology Physics Laboratory*, and **CS 591: *Special Topic in Graduate Mathematical Techniques for Medical Physics***.

In addition to the 31 credit hours of courses, students must take 6 credit hours of ChNE 591-Practicum.

Proposed catalog - There are 35 graduate credit hours required for the Masters in Nuclear Engineering in the Medical Physics concentration. There are no electives in this curriculum. (The Medical Physics concentration is a Plan II program and does not have a thesis option.)

The required courses are: HSci 480: *Human Cross Sectional Anatomy*, ChNE 516/MPhy 516 *Medical Imaging I - X-ray Physics*, MPhy 517L *Medical Imaging I Laboratory - X-ray Physics*, ChNE 519/MPhy 518 *Medical Imaging II- MR, Ultrasound and Nuclear Medicine Physics*, MPhy 519L *Medical Imaging II-Laboratory – MR, Ultrasound and Nuclear Imaging Physics*, ChNE 523L: *Environmental Measurements Lab*, ChNE 524: *Interaction of Radiation with Matter*. ChNE 527/MPhy 527: *Radiation Biology for engineers and Scientists*, ChNE 528: *External Radiation Dosimetry*, ChNE 529 ChNE 540/MPhy 540 *Radiation Oncology Physics*, and MPhy 541L *Radiation Oncology Physics Laboratory*.

In addition to the 29 credit hours of courses, students must take 6 credit hours of ChNE 591-Practicum.

Reasons for changing curriculum requirements for Medical Physics Concentration, M.S. Nuclear Engineering.

It was decided that 37 credit hours was too much for the Medical Physics Concentration and that the mathematical techniques class was not needed for all areas of medical physics. Thus, that course was removed from the requirements reducing the total hours to 35.

ChNE 591 Special Topic in Mathematical Techniques for Medical Physics

This course will be retained as a graduate course and available for post-master's work if desired.

The new curriculum will be:

Chemical and Nuclear Engineering Master's Degree Curriculum Medical Physics Concentration					
Fall First Year	10		Spring First Year	9	
ChNE 524	3	Interaction of Radiation Matter	ChNE 528	3	External Dosimetry
ChNE/MPhy 516	3	Medical Imaging I	ChNE/MPhys 540	3	Radiation Oncology
MPhy 517L	1	Medical Imaging I Lab	MPhy 541L	3	Radiation Oncology Lab
HSCI 480	3	Cross sectional Anatomy			
Fall Second Year	7		Spring Second Year	9	
ChNE 523L	3	Environmental Lab	ChNE 591	6	Practicum
ChNE 519/MPhy 518	3	Medical Imaging II	ChNE 527 / MPhy 527	3	Radiation Biology
ChNE 519L/MPhy 519L	1	Medical Imaging II Lab			

There should be no resource or budget issues associated with this change.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1381**

Fields marked with * are required

Name of Initiator: Kim Norgren **Email:*** knorgren@unm.edu **Date:*** 02-28-14

Phone Number:* 505 272-8327

Initiator's Title* **Data Manager: College of Nursing**

Associated Forms exist?* Yes ▼

Faculty Contact* **Judy Liesveld**

Administrative Contact* **Kim Norgren**

Department* **College of Nursing**

Admin Email* **knorgren@salud.unm.edu**

Branch

Admin Phone* **2-8327**

Proposed effective term:

Semester **Fall** ▼ Year **2015** ▼

Course Information

Select Appropriate Program **Graduate Degree Program** ▼

Name of New or Existing Program * **MSN Nursing Education Concentration**

Select Category **Concentration** ▼ Degree Type **MSN**

Select Action **Revision** ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[POS Changes.docx](#)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request * (enter text below or upload a doc/pdf file)

see attached "Rationale.txt"
[Rationale.txt](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.*

[POSImpact - Copy.txt](#)

Nursing Education Concentration, M.S.N. degree

Nursing Education

NURS 558	Brain and Behavioral Correlates of Health and Illness	3	Delete
NURS 559	Physiologic Concepts in Health and Illness	3	Delete
NURS 509	Teaching in Nursing	3	No change
NURS 510	Educational Program Development and Evaluation	3	Title change
NURS 510	Curriculum Design and Evaluation of Program Outcomes	3	Title change
NURS 515	Faculty Roles and Professional Issues	3	Title change
NURS 515	Nurse Educator Roles and Professional Issues	3	Title change
Nurs 523	Advanced Health Assessment for Nurse Educators	2	New course
Nurs 543	Pharmacological Principles of Clinical Therapeutics	3	New to POS
Nurs 526	Pathophysiology for Advanced Practice Nursing	3	New to POS
Nurs 557	Biophysical and Psychosocial Concepts of Health and Illness	4	New course
Nurs 511	Assessment and Evaluation of Learning in Nursing Education	2	New course
Nurs 592	Clinical Specialty Clinical Practicum	2	New course
NURS 595	Advanced Nursing Fieldwork	4	No change
NURS 596	Professional Paper	4	Option deleted
or			
NURS 597	Applied Examination	1	No change
		Total 20	Conc. credits
		30	increase
	Total for Nursing Education Concentration	32	Total credits
	(includes core courses)	42	increase

MSN Nursing Education Concentration Curriculum Revision

Beginning 2014 nurse educator preparation according to the AACN (American Association of Colleges of Nursing) and CCNE (Commission on Collegiate Nursing Education-our accrediting agency) requires including graduate-level clinical practice content and experience in an identified practice area in addition to preparation across all nine Master's Essential areas. This addition is based on a recommendation in the Carnegie Foundation report (2009), *Educating Nurses: A Call for Radical Transformation*. Master's preparation for nurse educators must also provide graduate level content in the areas of health assessment, physiology/pathophysiology and pharmacology (3Ps) to strengthen their scientific background and in teaching direct-care providers regarding health promotion, disease prevention or disease management. The NLN (National League for Nursing) has identified core competencies for nurse educators and developed a certification exam for nurse educators to become recognized for excellence as Certified Nurse Educators (CNE). Qualifications for taking the exam are based on experience and completion of certain curricula. The last formal program revision of the program for approval by faculty was in 2003. Based on these new AACN requirements, NLN competencies for nurse educators and supporting NLN certification requirements, it is the opportune time to update and revise our program to be in line with current standards for nurse educators.

POSImpact - Copy.txt

Overall, the changes to the MSN Education concentration will have little impact on the CoN, as detailed below, and we do not at this point anticipate any additional staff or resource will be needed.

Two of the courses being added to the POS (N526 and N543) are already regularly taught in the Nurse Practitioner concentrations; those cohorts are small enough that the Education concentration students can be readily absorbed into the existing schedule.

The clinical Practicum will have supervision from preceptors in the clinical area as primary supervisors; the faculty advisors for these students will monitor their progress overall and assign grades. Since this is an individual study process, the need for faculty to oversee students will come at different times, and therefore should have minimal impact on each faculty member.

N523 is a 2-credit course that will be taught by current faculty in the MSN Education concentration; several have already indicated interest and have volunteered to teach this new course. We do not anticipate difficulty in managing workload assignments.