

FORM C - DEGREE/PROGRAM CHANGE

Date: 3/23/09

CIP CODE

Assigned by
Associate Provost
for Academic Affairs

- ROUTING (All Four Collated Sets)**
1. Department Chairperson
 2. College Curriculum Committee
 3. College or School Faculty (if necessary)
 4. College or School Dean/Dean of Instruction
 5. Office of the Registrar—Catalog
 6. Director of relevant Library
 7. FS Graduate Committee (graduate courses)
 8. FS Undergraduate Committee (undergraduate courses)
 9. FS Curriculum Committee
 10. Assoc. Provost for Academic Affairs
 11. Faculty Senate
 12. Board of Regents (new degree only)

Melody Brashear
(Name of individual initiating curricular change form)

HIT Program Coordinator 863-7659
(Title, position, telephone number)

mbrash@unm.edu
(Email address)

Health Careers Dept, UNM-Gallup
(Department/Division/Program/Branch)

* Plan for curricular process to take at least 12 months.

Mark Appropriate Program:

- Undergraduate Degree Program
 Graduate Degree Program (For existing degree only)

This form is for AS Health Information Technology
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) Page 94

Mark appropriate category:

	NEW	REVISION OF	DELETION	NAME CHANGE
Degree <u>Associates</u> Type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	NA	<input type="checkbox"/>	<input type="checkbox"/>
Subject Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Delete HCHT 122 Medical Transcribing from the Associate Degree in HIT.

Reason(s) for Request (attach additional sheets if necessary).

We want to make room for a new coding course in ICD-10.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ___ No

If yes, have you resolved these issues with department/branch involved? _____ (attach statement)

Proposed Effective Term: Fall, 2011
Term Year

Required Signatures:

- Department Chair [Signature] Date 3/23/09
 College Curriculum Committee [Signature] Date 3/04/09
 College or School Faculty (if necessary) _____ Date _____
 College or School Dean/Dean of Instruction _____ Date 4/29/09
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 Director of relevant Library _____ Date 4/30/09
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 FS Curriculum Committee [Signature] Date 3-7-10
 Assoc. Provost for Academic Affairs [Signature] Date 9/30/09
 Faculty Senate _____ Date _____
 Board of Regents _____ Date _____

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For Registrar's Office ONLY

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Health Information Technology Melody Brashear 3-23-09
Program name and/or Course Number Initiator's Name Date

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- Form A: (existing course minor change)
- Form B: (new course request)
- Form C: (degree/program changes)
- Justification
- Syllabus/Course outline
- Program outline new & old
- Transferable
- Justification
- Justification
- Main Campus Support (If Type II *see back)
- Needs Analysis
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- Articulation Letter
- Articulation Letter

2. Department Chair: [Signature]
> Corrections of Syllabus/ Course Outline format Yes No
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4. Zollinger Library Faculty Representative: Yes No [Signature]
5. Reviews by the Manager of Computing Services: Yes No [Signature]

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> All required forms submitted Yes No
[Signature] Signature 3/26/09 Date

7. Dean's Assistant for distribution to Curricular Committee members 3/26/09
Date

8. Curricular Committee Action: Approval with revisions Tabled Approved as Submitted
 Rejected: Reason _____
[Signature] Chair Signature 4/03/09 Date

9. Faculty Senate Approval Yes No: Reason _____

President Signature Date

10. To Deans' Secretary: _____
Date

11. Mail to Main Campus Yes _____ No: Reason _____
Hand Carried to Main Campus Yes _____ By _____
Date

AS/HEALTH INFORMATION TECHNOLOGY (71) CREDITS)
STUDENT ADVISEMENT AND GRADUATION CHECKLIST – 2006 – 2008 CATALOG

<u>PRESENTLY</u>	<u>CHANGE REQUESTED</u>	Credits
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ENGL 102 Comp II: Analysis... or	ENGL 102 Comp II: Analysis...or	
C & J 221 Interpersonal	C & J 221 Interpersonal	
Communication	Communication	3
Arts/Humanities (3)	Arts/Humanities (3)	3
Behavioral Science (3)	Behavioral Science (3)	3
Social Science (3)	Social Science (3)	3
MATH/NATURAL SCIENCE (7)	MATH/NATURAL SCIENCE (7)	
MATH 150 Pre-Calculus	Math 121 College Algebra	3
Or STAT 145 Introduction to Statistics	Or STAT 145 Introduction to Statistics	
Choose from BIOL 136/139L, 123/124L, 237/227L, and HCHS 113		4
Health PE & Recreation (2)	Health PE & Recreation (2)	2
Health Sciences (6)	Health Sciences (6)	
HCHS 111T Medical Terminology	HCHS 111 Medical Terminology	3
HCHS 115T Pharmacology	HCHS 115 Pharmacology	
For Health Professions	For Health Professions	3
Business Technology (3)	Business Technology (3)	
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Students		
Health Information Technology Core (36)	Health Information Technology Core (38)	
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Technology I	Technology I	
<u>HCHIT 122T Medical Transcription</u>	<u>DELETE 4</u>	
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HCHIT 213T Principles of Disease	✓HCHT 213T Principles of Disease	4
<u>HCHIT 215T ADVANCED ICD/CPT</u>	<u>HCHT 215 ADVANCED OP (change name)</u>	
<u>CODING</u>	<u>CODING</u>	2
<u>ADD NEW COURSE</u>	<u>✓HCHT 219 ADVANCED IP CODING</u>	3
HCHIT 221T Medical-Legal &	✓HCHT 221 Medical-Legal &	
Quality Management	Quality Management	4
HCHIT 222T Health Information	✓HCHT 222 Health Information	
Technology II	Technology II	4
HCHIT 231T Computer Application	✓HCHT 231 Computer Application	
& Statistics	& Statistics	4
<u>HCHIT 232T REIMBURSEMENT</u>	<u>✓HCHT 232 REIMBURSEMENT</u>	
<u>METHODOLOGIES</u>	<u>✓METHODOLOGIES</u>	3
HCHIT 233T Prof. Practice Experience	HCHT 233 Prof. Practice Experience	6

*

- Branch Course Type I Check this if the course is academic in nature and will transfer (as is to the main campus with no questions asked. **(HAVE DOCUMENTATION THAT THIS WILL OCCUR – THAT IS SIGNED BY ACCEPTING DEPARTMENT ON CAMPUS).**
- Branch Course Type II Check this if the course is academic in nature and not generally given blanket acceptance but may be accepted for certain programs. **(AGAIN, HAVE DOCUMENTATION THAT STATES WHEN AND WHO WILL ACCEPT IT AND IF ANY CIRCUMSTANCES EXIST).**
- Branch Course Type III Check this if the course is vocational/ Technical or academic but carries a “T” designation. This course is not transferable.

Full, precise, complete listing:

Description: course description as it will appear in catalog and on course syllabus. Duplication rarely occurs within the branch campus, but do check with other departments and include a statement as well as the required signatures from these departments about any duplication. If there is a problem, please get it cleared up before it comes to the curriculum committee. The curriculum committee is not an arbitration committee.

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Assigned by Associate Provost for Academic Affairs

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College or School Faculty (if necessary) _____	Date _____
College or School Dean/Dean of Instruction _____	Date <u>4/29/09</u>
Office of the Registrar—Catalog <u>[Signature]</u>	Date <u>07/28/09</u>
Director of relevant Library _____	Date <u>4/28/09</u>
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Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date <u>9/30/09</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

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MATH/NATURAL SCIENCE (7)	MATH/NATURAL SCIENCE (7)	
MATH 150 Pre-Calculus	Math 121 College Algebra	3
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<u>ADD NEW COURSE</u>	<u>HCHT 219 ADVANCED IP CODING</u>	3
HCHIT 221T Medical-Legal &	HCHT 221 Medical-Legal &	
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HCHIT 222T Health Information	HCHT 222 Health Information	
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HCHIT 231T Computer Application	HCHT 231 Computer Application	
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<u>HCHIT 232T REIMBURSEMENT</u>	<u>HCHT 232 REIMBURSEMENT</u>	
<u>METHODOLOGIES</u>	<u>METHODOLOGIES</u>	3
HCHIT 233T Prof. Practice Experience	HCHT 233 Prof. Practice Experience	6

Memo

To: Curriculum Committee
From: Melody Brashear RHIA
Date: 3/24/2009
Re **Curriculum changes requested in The Health Information Technology Program**

The Health Information Management Program Advisory Committee met on March 6, 2009 and unanimously agreed to request changes in the HIT Program curriculum. These changes are requested to provide expanded training in coding. Curriculum Change Forms will follow this discussion.

Announcement was recently made that the US will upgrade its morbidity classification system from ICD-9 to ICD-10. Actual usage of ICD-10 coding numbers will begin October, 2013. Transitioning to ICD-10-CM and ICD-10-PCS will be a complex process. Careful planning and preparation will be essential for successful implementation. The changeover to ICD-10 codes will have a major impact on the entire healthcare industry. Even experienced coding professionals will require education on changes in the structure of the codes, definitions, and guidelines. Training materials will take advantage of information technology, and ensuring the availability of computers may prove to be a challenge for some educational facilities.

Since 2005, the Nursing Program has always been very helpful in allowing HIT classes to be held in Calvin Hall 152, then Nursing Building Room 113, a computer lab. Room 113 in the Nursing Building must be used for coding and transcribing because these are the only computers on campus with these software programs. Also, the Chart Management Software for the HIT Program is contained in these computers. Use of a computer lab was an important factor in the decision for accreditation of the HIT Program. The beginning coding course (HCHT 211) is an online course at present, not requiring the use of campus computers. When we begin to teach ICD-10, desk-top computers will be needed because ICD-10 requires computer assistance ("encoder" software) to code, even for beginning coders.

During the last two years there has been increased difficulty in obtaining Room 113 for HIT classes. Finding a time for Medical Transcribing in the schedule for Room 113 has become extremely difficult.

A medical transcribing course is not required for HIT Program Accreditation. Interest in the Medical Transcription Certificate does not warrant continuation in the present circumstances. In 2008, 2 people were awarded Medical Transcription Certificates and none prior to that.

To make room for a new course in coding, using ICD-10, we would like to do the following:

1. We would like to discontinue the Medical Transcribing Certificate, along with the requirement for Medical Transcribing (HCHT 122) in the HIT two year Associate Degree.
2. For the Coding Certificate, we would like to discontinue the requirement for BUS 241.

Request for the coding courses are as follows:

3. Change the name of the present Advanced ICD/CPT Coding Course (HCHT 215) to Advanced OP (Outpatient) Coding.
4. Add a new course in coding. This would be Advanced IP (Inpatient) Coding (HCHT 219). We would like to begin teaching this new course in the Fall, 2011 Semester.

Curriculum Committee

Health Information Technology Melody Brashear 3-23-09
Program name and/or Course Number Initiator's Name Date

1. Chairperson/Instructor (ALL FORMS MUST BE GRAMMATICALLY CORRECT AND TYPED)

Form A: (existing course minor change)

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Form C: (degree program changes)

Justification

Syllabus/Course outline

Program outline new & old

Transferable

Justification

Justification

Main Campus Support (If Type II *see back)

Needs Analysis

Transferable

Articulation Letter

Articulation Letter

2. Department Chair: [Signature]

- Corrections of Syllabus/ Course Outline format Yes No
- All required forms attached Yes No

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- Budget Implication Yes No
- Review for appropriateness Yes No

4. Zollinger Library Faculty Representative: Yes No [Signature]

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3/26/09
Date

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Rejected: Reason _____

[Signature]
Chair Signature

4/03/09
Date

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Health Information Technology Melody Brashear 3-23-09

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[Signature]
Signature

- Yes No
Yes No
Yes No
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[Signature]
Date

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9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate
12. Board of Regents (new degree only)

* Plan for curricular process to take at least 12 months.

This form is for AS Health Information Technology
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) Page 94

Mark appropriate category:

	NEW	REVISION OF	DELETION	NAME CHANGE
Degree <u>Associates</u> Type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	NA	<input type="checkbox"/>	<input type="checkbox"/>
Subject Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Delete HCHT 122 Medical Transcribing from the Associate Degree in HIT.

Reason(s) for Request (attach additional sheets if necessary).

We want to make room for a new coding course in ICD-10.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No

If yes, have you resolved these issues with department/branch involved? _____ (attach statement)

Proposed Effective Term: Fall 2011
Term Year

Required Signatures:

Department Chair <u>[Signature]</u>	Date <u>3/23/09</u>
College Curriculum Committee <u>[Signature]</u>	Date <u>4/04/09</u>
College or School Faculty (if necessary) _____	Date _____
College or School Dean/Dean of Instruction _____	Date <u>4/29/09</u>
Office of the Registrar—Catalog <u>[Signature]</u>	Date <u>09/25/09</u>
Director of relevant Library _____	Date <u>4/28/09</u>
FS Graduate Committee (graduate courses) _____	Date _____
FS Undergraduate Committee (undergraduate courses) <u>[Signature]</u>	Date <u>2/20/10</u>
FS Curriculum Committee <u>[Signature]</u>	Date <u>3-7-10</u>
Assoc. Provost for Academic Affairs <u>[Signature]</u>	Date <u>9/30/09</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY

Copies Mailed

Memo

To: Curriculum Committee
From: Melody Brashear RHIA
Date: 3/24/2009
Re **Curriculum changes requested in The Health Information Technology Program**

The Health Information Management Program Advisory Committee met on March 6, 2009 and unanimously agreed to request changes in the HIT Program curriculum. These changes are requested to provide expanded training in coding. Curriculum Change Forms will follow this discussion.

Announcement was recently made that the US will upgrade its morbidity classification system from ICD-9 to ICD-10. Actual usage of ICD-10 coding numbers will begin October, 2013. Transitioning to ICD-10-CM and ICD-10-PCS will be a complex process. Careful planning and preparation will be essential for successful implementation. The changeover to ICD-10 codes will have a major impact on the entire healthcare industry. Even experienced coding professionals will require education on changes in the structure of the codes, definitions, and guidelines. Training materials will take advantage of information technology, and ensuring the availability of computers may prove to be a challenge for some educational facilities.

Since 2005, the Nursing Program has always been very helpful in allowing HIT classes to be held in Calvin Hall 152, then Nursing Building Room 113, a computer lab. Room 113 in the Nursing Building must be used for coding and transcribing because these are the only computers on campus with these software programs. Also, the Chart Management Software for the HIT Program is contained in these computers. Use of a computer lab was an important factor in the decision for accreditation of the HIT Program. The beginning coding course (HCHT 211) is an online course at present, not requiring the use of campus computers. When we begin to teach ICD-10, desk-top computers will be needed because ICD-10 requires computer assistance ("encoder" software) to code, even for beginning coders.

During the last two years there has been increased difficulty in obtaining Room 113 for HIT classes. Finding a time for Medical Transcribing in the schedule for Room 113 has become extremely difficult.

A medical transcribing course is not required for HIT Program Accreditation. Interest in the Medical Transcription Certificate does not warrant continuation in the present circumstances. In 2008, 2 people were awarded Medical Transcription Certificates and none prior to that.

To make room for a new course in coding, using ICD-10, we would like to do the following:

- 1. We would like to discontinue the Medical Transcribing Certificate, along with the requirement for Medical Transcribing (HCHT 122) in the HIT two year Associate Degree.**
- 2. For the Coding Certificate, we would like to discontinue the requirement for BUS 241.**

Request for the coding courses are as follows:

- 3. Change the name of the present Advanced ICD/CPT Coding Course (HCHT 215) to Advanced OP (Outpatient) Coding.**
- 4. Add a new course in coding. This would be Advanced IP (Inpatient) Coding (HCHT 219). We would like to begin teaching this new course in the Fall, 2011 Semester.**

Curriculum Committee

Health Information Technology Melody Brashear 3-23-09
Program name and/or Course Number Initiator's Name Date

1. Chairperson/Instructor (ALL FORMS MUST BE GRAMMATICALLY CORRECT AND TYPED)

- Form A: (existing course minor change) Form B: (new course request) Form C: (degree program changes)
- Justification Syllabus/Course outline Program outline new & old
- Transferable Justification Justification
- Main Campus Support (If Type II *see back) Needs Analysis
- Transferable Articulation Letter
- Articulation Letter

2. Department Chair: [Signature]
➢ Corrections of Syllabus/ Course Outline format Yes No
➢ All required forms attached Yes No

3. Dean of Instruction: _____
➢ Budget Implication Yes No
➢ Review for appropriateness Yes No

4. Zollinger Library Faculty Representative: Yes No [Signature]

5. Reviews by the Manager of Computing Services: Yes No [Signature]

6. Registrar (Two Weeks Before the Curricular Committee):

- Duplication of course/program Yes No
- Duplication of Main Campus course/program Yes No
- Appropriate number of course Yes No
- All required forms submitted Yes No

[Signature] 3/26/09
Signature Date

7. Dean's Assistant for distribution to Curricular Committee members 3/26/09
Date

8. Curricular Committee Action: Approval with revisions Tabled Approved as Submitted
 Rejected: Reason [Signature]
[Signature] 4/03/09
Chair Signature Date

9. Faculty Senate Approval Yes No: Reason _____

President Signature Date

10. To Deans' Secretary: _____
Date

11. Mail to Main Campus Yes _____ No: Reason _____
Hand Carried to Main Campus Yes _____ By _____
Date

AS/HEALTH INFORMATION TECHNOLOGY (71) CREDITS)
STUDENT ADVISEMENT AND GRADUATION CHECKLIST – 2006 – 2008 CATALOG

<u>PRESENTLY</u>	<u>CHANGE REQUESTED</u>	Credits
General Education Requirements (36)	General Education Requirements (33)	
Communications (6):	Communications (6):	
ENGL 101 Comp I: Exposition	ENGL 101 Comp I: Exposition	3
ENGL 102 Comp II: Analysis... or	ENGL 102 Comp II: Analysis...or	
C & J 221 Interpersonal	C & J 221 Interpersonal	
Communication	Communication	3
Arts/Humanities (3)	Arts/Humanities (3)	3
Behavioral Science (3)	Behavioral Science (3)	3
Social Science (3)	Social Science (3)	3
MATH/NATURAL SCIENCE (7)	MATH/NATURAL SCIENCE (7)	
MATH 150 Pre-Calculus	Math 121 College Algebra	3
Or STAT 145 Introduction to Statistics	Or STAT 145 Introduction to Statistics	
Choose from BIOL 136/139L, 123/124L, 237/227L, and HCHS 113		4
Health PE & Recreation (2)	Health PE & Recreation (2)	2
Health Sciences (6)	Health Sciences (6)	
HCHS 111T Medical Terminology	HCHS 111 Medical Terminology	3
HCHS 115T Pharmacology	HCHS 115 Pharmacology	
For Health Professions	For Health Professions	3
Business Technology (3)	Business Technology (3)	
CS 150 Computing for Business	CS 150 Computing for Business Students	3
Students		
Health Information Technology Core (36)	Health Information Technology Core (38)	
HCHIT 121T Health Information	HCHT 121 Health Information	4
Technology I	Technology I	
<u>HCHIT 122T Medical Transcription</u>	<u>DELETE 4</u>	
HCHIT 211T ICD/CPT Coding	HCHT 211 ICD/CPT Coding	4
HCHIT 213T Principles of Disease	HCHT 213T Principles of Disease	4
<u>HCHIT 215T ADVANCED ICD/CPT</u>	<u>HCHT 215 ADVANCED OP (change name)</u>	
CODING	CODING	2
<u>ADD NEW COURSE</u>	<u>HCHT 219 ADVANCED IP CODING</u>	3
HCHIT 221T Medical-Legal &	HCHT 221 Medical-Legal &	
Quality Management	Quality Management	4
HCHIT 222T Health Information	HCHT 222 Health Information	
Technology II	Technology II	4
HCHIT 231T Computer Application	HCHT 231 Computer Application	
& Statistics	& Statistics	4
<u>HCHIT 232T REIMBURSEMENT</u>	<u>HCHT 232 REIMBURSEMENT</u>	
<u>METHODOLOGIES</u>	<u>METHODOLOGIES</u>	3
HCHIT 233T Prof. Practice Experience	HCHT 233 Prof. Practice Experience	6

FORM C - DEGREE/PROGRAM CHANGE

CIP CODE

Date: 11/04/09

Marc-David Munk, MD

(Name of individual initiating curricular change form)

Director, 272-5757, MMunk@salud.unm.edu

(Title, position, telephone number)

Jodi Perry, BS Coordinator 272-1857 jmperry@salud.unm.edu

(Email address)

EMS Academy/Emergency Medicine/SOM

(Department/Division/Program/Branch)

Mark Appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

Assigned by Associate Provost for Academic Affairs

- ROUTING (All Four Collated Sets)**
1. Department Chairperson
 2. College Curriculum Committee
 3. College or School Faculty (if necessary)
 4. College or School Dean/Dean of Instruction
 5. Office of the Registrar—Catalog
 6. Director of relevant Library
 7. FS Graduate Committee (graduate courses)
 8. FS Undergraduate Committee (undergraduate courses)
 9. FS Curriculum Committee
 10. Assoc. Provost for Academic Affairs
 11. Faculty Senate
 12. Board of Regents (new degree only)

* Plan for curricular process to take at least 12 months.

This form is for Emergency Medicine
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 539-543

Mark appropriate category:

	NEW	REVISION OF	DELETION	NAME CHANGE
Degree <u> </u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	NA	<input type="checkbox"/>	<input type="checkbox"/>
Subject Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

We are deleting our Concentration Requirement and replacing it with a Fourth Year Requirement. We are also revising our General Education Requirements. We have made minor revisions to the BS-EMS paragraph to reflect the new total credit hours for the degree. We have also revised the Degree Requirements list to outline which years the students should take each group of classes. (Please see attached)

Reason(s) for Request (attach additional sheets if necessary).

Please see attached.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No

If yes, have you resolved these issues with department/branch involved? (attach statement)

Proposed Effective Term: Fall, 2010
Term Year

Required Signatures:

Department Chair <u> </u>	Date <u>11/3/09</u>
College Curriculum Committee <u> </u>	Date <u> </u>
College or School Faculty (if necessary) <u> </u>	Date <u>11/4/09</u>
College or School Dean/Dean of Instruction <u> </u>	Date <u>11/4/09</u>
Office of the Registrar—Catalog <u> </u>	Date <u>11/15/09</u>
Director of relevant Library <u> </u>	Date <u>11/15/09</u>
FS Graduate Committee (graduate courses) <u> </u>	Date <u> </u>
FS Undergraduate Committee (undergraduate courses) <u> </u>	Date <u>2/5/10</u>
FS Curriculum Committee <u> </u>	Date <u>3-7-10</u>
Assoc. Provost for Academic Affairs <u> </u>	Date <u>3/9/10</u>
Faculty Senate <u> </u>	Date <u> </u>
Board of Regents <u> </u>	Date <u> </u>

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For Registrar's Office ONLY

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Reasons for Request:

The deletion of the Concentrations and replacing it with the Fourth Year Requirement will create a well rounded education for students and allow them to have the required pre-requisites for higher education medical fields. The change in General Education Requirements is to assist students with the pre-requisites for higher education medical schools. The revision of Degree Completion Requirements is to lay out to students the years in which they should take courses in order to meet pre-requisites for upper division EMS courses. The revision of Bachelor of Science Degree Requirements is to reflect the correct number of required credit hours for UNM's residency requirement. Also reflected in this revision is the correct total number of credit hours required for degree completion. We have cut back the potential total number of hours required for this degree by not increasing courses: EMS 113, EMS 180, and EMS 403 to their full credit hour eligibility. This will help keep the degrees' total credit hour lower. All of the requested changes should not create more than 18 credit hours per semester for the student academic load. These changes also will not impact the UNM Branch campuses as none of these courses being changed are offered at the branch campuses. UNM Valencia is the only branch campus that offers a degree. It is an Associate's degree in EMS that will continue to have a seamless transition into UNM for completion of our Bachelors degree.

Budgetary, Faculty Load Implications, and Long-range planning:

There should not be a budgetary impact with these changes as the Academy will not need any new classroom space or instructors to implement the various changes to the program. The changes will help stream line the degree program. The faculty load for the program will not be affected as there are only two new courses being proposed and those courses don't affect the faculty. The faculty will also not have additional administrative duties due to the changes. These changes help our long-range planning by offering more upper division courses for paramedics to take. These upper division courses place our Bachelors program above the Associates degrees offered in the area by offering medically intense courses for post paramedic education.

Bachelor of Science in Emergency Medical Services

The B.S. degree in EMS is intended to prepare graduates to meet the professional requirements for prehospital care providers. Completion of the paramedic core courses with a minimum grade of C is required for eligibility to apply for National Registry of EMTs examination and New Mexico Licensure. Only paramedic core courses are required for National Registry eligibility.

revision { Students may enter the program with or without EMS licensure. Students with previous EMS licensure must discuss options for receiving credit with the program academic advisor. The program accepts academic credit from accredited institutions of higher education for course work deemed equivalent to program requirements. Of the 132 hours required for the degree, a minimum of 30 credit hours in the EMS major must be taken at the EMS Academy to satisfy University residency requirements.

Application and Admission Requirements

New applicants for admission to the B.S. in EMS program must complete the standard UNM application for admission and declare EMS as their major in the University College Advisement Center. Students applying for admission to the program must contact the advisor at the EMS Academy.

Prior to admission to the paramedic core courses students must have completed 30 undergraduate hours to include the equivalent of Math 121, College Algebra, and the equivalent of English 102, English Composition, with a grade of no less than a C, and have an overall GPA of 2.5. Alternatively, students who have not met these requirements may contact the EMS Academy to take the Health Occupations Basic Entrance Test (HOBET).

Contact the program Academic Advisor for admission application deadlines. Paramedic core course admission deadlines differ from UNM standard application deadlines.

Although EMS licensure is not required for admission to the program, those students with out-of-state licensure should contact the New Mexico EMS Bureau regarding reciprocity prior to taking paramedic core courses. All students must have current New Mexico licensure at the EMT-Basic or EMT Intermediate level prior to taking paramedic core courses.

Program Requirements

Students must maintain an overall GPA of 2.5 throughout the program. While in the paramedic core courses students must maintain a current CPR for healthcare provider's course completion card and a current New Mexico EMT license.

~~**Concentrations**~~

~~The clinical care concentration includes course work in advanced assessment, wound management, basic sciences, and mobile intensive care, preparing students for clinical roles.~~

~~The EMS administration concentration prepares students for leadership roles in EMS agencies through course work in economics, management, and organizational development.~~

~~The EMS education and training concentration includes courses in educational design, teaching techniques, adult learning, and evaluation to prepare students as EMS educators.~~

} Delete

Departmental Honors Program

Students with a minimum overall GPA of 3.2 and a minimum 3.5 GPA in EMS course work are eligible for honors under the following circumstances:

- Completion of a minimum of 6 additional credit hours of approved research or independent study courses beyond the hours required to achieve the B.S. degree.
- Submission of an approved project, submission-ready research article, or presentation at a state or national conference.
- Endorsement of program faculty
- Maintenance of academic honesty and integrity, and professional conduct expected of healthcare professionals.

Bachelor of Science Degree Completion Requirements

1. Satisfactory completion of a total of 132 credit hours. A minimum 30 hours of these hours must be UNM EMS courses. Fifteen of these hours must be completed after 92 hours have been earned.
2. Completion of general education requirements the first and second years. Completion of paramedic school the third year, and completion of listed electives during the fourth year.
3. Minimum overall GPA of 2.5, EMS course GPA 3.0.
4. Submission of an application for graduation.
5. Approval of the full-time program instructional staff.

} Revised

EMERGENCY MEDICINE 541

Revised

Paramedic core courses should be completed during the third year of the program, and must meet all prerequisites. The courses must be completed in the sequence below in consecutive semesters, including one summer session.

General Education Requirements

	MATH 121 College Algebra	
New	{ -or- Math 150 Pre-Calculus Mathematics	
	{ -or- Math 180 Calculus I	3
	ENGL 101 Composition I	3
	ENGL 102 Composition II	3
	ENGL 220 Expository Writing	
New	{ -or- ENGL 290 Intro to Professional Writing	3
	PSY 105 General Psychology	3
	ANTH 101 Introductory Anthropology	
	-or- SOC 101 Introductory Sociology	3
	BIOL 123 Biology for Health Related Sciences and Non-Majors	3
	BIOL 124L Lab for Biology for Health Related Sciences and Non-Majors	1
	CHEM 121L General Chemistry I	
New	{ -or- CHEM 122L General Chemistry II	4
	BIOL 237 Human Anatomy & Physiology I for the Health Sciences	3
	BIOL 247L Human Anatomy and Physiology Lab I	1
	BIOL 238 Human Anatomy & Physiology II for the Health Sciences	3
	BIOL 248L Human Anatomy and Physiology Lab II	1
	STAT 145 Introduction to Statistics (or equivalent)	3
	CJ 130 Public Speaking	3
	Fine Arts Elective	3
	Foreign Language	3
New	{ PHIL 101 Intro to Philosophical Problems	3
	{ PHIL 245 Professional Ethics	3
	Total	49

Pre-Paramedic Required EMS Courses

Revised	{ EMS 113 EMT-Basic	8*
	{ EMS 120 Introduction to EMS Systems	3
	{ EMS 142 EMT-Basic	2*
	{ Total	13

*Students may substitute the 2-semester equivalent of EMS 113 and 142 consisting of EMS 114, 115, 140, and 141.

Students entering the program as licensed EMT-Basics may substitute 6 hours of approved electives, which may include EMS 143, 151, and 180, if not licensed as an EMT-Intermediate.

Paramedic Core Courses

Semester I

EMS 209 Introduction to Prehospital Advanced Life Support	3
EMS 210 Prehospital Pharmacology	3
EMS 211 Patient Assessment and Airway Management	2
EMS 212 Cardiac and Respiratory Emergencies	3
EMS 241 Paramedic Lab I	2
EMS 251 Paramedic Clinical Rotation I	3
Total	16

Semester II

EMS 220 Medical Emergencies	3
EMS 221 EMS Operations	3
EMS 230 Special Patient Populations in EMS	3
EMS 231 Trauma Emergencies	3
EMS 242 Paramedic Lab II	2
EMS 252 Paramedic Clinical Rotation II	2
Total	16

Semester III

EMS 243 Paramedic Lab III	2
EMS 252 Paramedic Clinical Rotation III	2
EMS 254 Paramedic Field Internship	4
Total	8
Paramedic Core Total	40

Additional Required EMS Courses

EMS 470 EMS Research and Analysis	3
Total	3

~~Concentration Requirements~~

~~EMS Administration~~

ECON 106 Introductory Microeconomics	3	} Delete
MGMT 113 Management: An Introduction	3	
CS 150L Computing for Business Students	3	
MGMT 202 Principles of Financial Accounting	3	
EMS 410 EMS Administration	3	
EMS 411 EMS Management Internship	3	
MGMT 308 Ethical, Political, and Social Environment	3	
MGMT 322 Marketing Management	3	
MGMT 306 Organizational Behavior and Diversity	3	
Total	27	

~~EMS Education and Training~~

CJ 225 Small Group Communication	3	} Delete
PHIL 245 Professional Ethics	3	
OLIT 421 Production and Utilization of Instructional Materials	3	

Delete	OLIT 466 Principles of Adult Education	3
	OLIT 471 Designing Training	3
	OLIT 472 Training Techniques	3
	OLIT 473 Measuring Performance in Training	3
	EMS 441 Principles of EMS Education	3
	EMS 421 EMS Education Internship	3
	Total	27

MATH 181 Calculus II	3
PHYC 151 General Physics I	3
PHYC 152 General Physics II	3

Delete	Clinical Care	
	EMS 300 Splinting and Wound Management	3
	EMS 399 EMS Problems	3
	EMS 400 Advanced Assessment	3
	EMS 401 Mobile Intensive Care Paramedic	3
	EMS 402 Pediatric/Neonatal Intensive Care Paramedic	3
	EMS 405 Aeromedical EMS	3
	EMS 422 Injury Prevention	3
	EMS 473 EMS Journal Club	1
	EMS 499 EMS Problems	3
	Approved elective	2
	Total	27

Fourth Year Requirements

Students must complete 27 credit hours, with a grade of C or better, choosing from the courses below:

New require- ment	EMS 398 EMS Topics	1-3
	EMS 399 EMS Problems	3
	EMS 400 Advanced Assessment	3
	EMS 401 AICP	3
	EMS 402 PNICP	3
	EMS 403 Mountain Medicine	3
	EMS 407 Aeromedical EMS	3
	EMS 410 EMS Administration	3
	EMS 421 EMS Education Internship	3
	EMS 441 EMS Education	3
	EMS 471 EMS Research and Publication	3
	EMS 472 EMS Research Independent Study	1-3
	EMS 473 EMS Journal Club	1
	EMS 498 EMS Topics	1-3
	EMS 499 EMS Problems	3
	BIOL 201 Molecular and Cell Biology	4
	BIOL 203 Ecology and Evolution	4
	BIOL 204 Plant and Animal Form and Function	4
	BIOL 239L Microbiology for Health Sciences and Non-Majors	3
	BIOC 423 Introductory Biochemistry	3
	CHEM 301 Organic Chemistry I	3
	CHEM 302 Organic Chemistry II	3
	HED 471 Introduction to Community Health	3
HED 482 Introduction to Health Education and Multicultural Health Beliefs	3	
HIST 417 History of Modern Medicine	3	
MATH 180 Calculus	3	

FORM C - DEGREE/PROGRAM CHANGE

CIP CODE

ROUTING (All Four Collated Sets)

Date: 11/04/09

- 1. Department Chairperson
2. College Curriculum Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of the Registrar—Catalog
6. Director of relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate
12. Board of Regents (new degree only)

Marc-David Munk, MD
(Name of individual initiating curricular change form)

Assigned by Associate Provost for Academic Affairs

Director, 272-5757, MMunk@salud.unm.edu
(Title, position, telephone number)

Jodi Perry, BS Coordinator 272-1857 jmperry@salud.unm.edu
(Email address)

EMS Academy/Emergency Medicine/SOM
(Department/Division/Program/Branch)

* Plan for curricular process to take at least 12 months.

Mark Appropriate Program:

This form is for Emergency Medicine
Name of New or Existing Program

Undergraduate Degree Program [X]

This program is or would be located in current undergraduate/graduate catalog on page(s) 539-543

Graduate Degree Program []
(For existing degree only)

Mark appropriate category:

Table with columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree Type, Major, Minor, Concentration, Certificate, Emphasis, Department, Subject Code.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

We are deleting our Concentration Requirement and replacing it with a Fourth Year Requirement. We are also revising our General Education Requirements. We have made minor revisions to the BS-EMS paragraph to reflect the new total credit hours for the degree. We have also revised the Degree Requirements list to outline which years the students should take each group of classes. (Please see attached)

Reason(s) for Request (attach additional sheets if necessary).

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Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ___ No [X]

If yes, have you resolved these issues with department/branch involved? (attach statement)

Proposed Effective Term: Fall 2010
Term Year

Required Signatures:

Department Chair [Signature] Date 11/3/09
College Curriculum Committee [Signature] Date
College or School Faculty (if necessary) [Signature] Date Nov 1/09
College or School Dean/Dean of Instruction [Signature] Date 11/4/09
Office of the Registrar—Catalog [Signature] Date
Director of relevant Library [Signature] Date 11/2/09
FS Graduate Committee (graduate courses) [Signature] Date
FS Undergraduate Committee (undergraduate courses) [Signature] Date 2/5/10
FS Curriculum Committee [Signature] Date 3-7-10
Assoc. Provost for Academic Affairs [Signature] Date 3/9/10
Faculty Senate [Signature] Date
Board of Regents [Signature] Date

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

Reasons for Request:

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There should not be a budgetary impact with these changes as the Academy will not need any new classroom space or instructors to implement the various changes to the program. The changes will help stream line the degree program. The faculty load for the program will not be affected as there are only two new courses being proposed and those courses don't affect the faculty. The faculty will also not have additional administrative duties due to the changes. These changes help our long-range planning by offering more upper division courses for paramedics to take. These upper division courses place our Bachelors program above the Associates degrees offered in the area by offering medically intense courses for post paramedic education.

Bachelor of Science in Emergency Medical Services

The B.S. degree in EMS is intended to prepare graduates to meet the professional requirements for prehospital care providers. Completion of the paramedic core courses with a minimum grade of C is required for eligibility to apply for National Registry of EMTs examination and New Mexico Licensure. Only paramedic core courses are required for National Registry eligibility.

revision { Students may enter the program with or without EMS licensure. Students with previous EMS licensure must discuss options for receiving credit with the program academic advisor. The program accepts academic credit from accredited institutions of higher education for course work deemed equivalent to program requirements. Of the 132 hours required for the degree, a minimum of 30 credit hours in the EMS major must be taken at the EMS Academy to satisfy University residency requirements.

Application and Admission Requirements

New applicants for admission to the B.S. in EMS program must complete the standard UNM application for admission and declare EMS as their major in the University College Advisement Center. Students applying for admission to the program must contact the advisor at the EMS Academy.

Prior to admission to the paramedic core courses students must have completed 30 undergraduate hours to include the equivalent of Math 121, College Algebra, and the equivalent of English 102, English Composition, with a grade of no less than a C, and have an overall GPA of 2.5. Alternatively, students who have not met these requirements may contact the EMS Academy to take the Health Occupations Basic Entrance Test (HOBET).

Contact the program Academic Advisor for admission application deadlines. Paramedic core course admission deadlines differ from UNM standard application deadlines.

Although EMS licensure is not required for admission to the program, those students with out-of-state licensure should contact the New Mexico EMS Bureau regarding reciprocity prior to taking paramedic core courses. All students must have current New Mexico licensure at the EMT-Basic or EMT Intermediate level prior to taking paramedic core courses.

Program Requirements

Students must maintain an overall GPA of 2.5 throughout the program. While in the paramedic core courses students must maintain a current CPR for healthcare provider's course completion card and a current New Mexico EMT license.

~~**Concentrations**~~

~~The clinical care concentration includes course work in advanced assessment, wound management, basic sciences, and mobile intensive care, preparing students for clinical roles.~~

~~The EMS administration concentration prepares students for leadership roles in EMS agencies through course work in economics, management, and organizational development.~~

~~The EMS education and training concentration includes courses in educational design, teaching techniques, adult learning, and evaluation to prepare students as EMS educators.~~

} Delete

Departmental Honors Program

Students with a minimum overall GPA of 3.2 and a minimum 3.5 GPA in EMS course work are eligible for honors under the following circumstances:

- Completion of a minimum of 6 additional credit hours of approved research or independent study courses beyond the hours required to achieve the B.S. degree.
- Submission of an approved project, submission-ready research article, or presentation at a state or national conference.
- Endorsement of program faculty
- Maintenance of academic honesty and integrity, and professional conduct expected of healthcare professionals.

Bachelor of Science Degree Completion Requirements

1. Satisfactory completion of a total of 132 credit hours. A minimum 30 hours of these hours must be UNM EMS courses. Fifteen of these hours must be completed after 92 hours have been earned.
2. Completion of general education requirements the first and second years. Completion of paramedic school the third year, and completion of listed electives during the fourth year.
3. Minimum overall GPA of 2.5, EMS course GPA 3.0.
4. Submission of an application for graduation.
5. Approval of the full-time program instructional staff.

} Revised

EMERGENCY MEDICINE 541

Revised

Paramedic core courses should be completed during the third year of the program, and must meet all prerequisites. The courses must be completed in the sequence below in consecutive semesters, including one summer session.

General Education Requirements

	MATH 121 College Algebra	
New	{ -or- Math 150 Pre-Calculus Mathematics -or- Math 180 Calculus I	3
		ENGL 101 Composition I
	ENGL 102 Composition II	3
	ENGL 220 Expository Writing	
New	{ -or- ENGL 290 Intro to Professional Writing PSY 105 General Psychology	3
		3
	ANTH 101 Introductory Anthropology	
	-or- SOC 101 Introductory Sociology	3
	BIOL 123 Biology for Health Related Sciences and Non-Majors	3
	BIOL 124L Lab for Biology for Health Related Sciences and Non-Majors	1
	CHEM 121L General Chemistry I	
New	{ -or- CHEM 122L General Chemistry II BIOL 237 Human Anatomy & Physiology I for the Health Sciences	4
		3
	BIOL 247L Human Anatomy and Physiology Lab I	1
	BIOL 238 Human Anatomy & Physiology II for the Health Sciences	3
	BIOL 248L Human Anatomy and Physiology Lab II	1
	STAT 145 Introduction to Statistics (or equivalent)	3
	CJ 130 Public Speaking	3
	Fine Arts Elective	3
	Foreign Language	3
New	{ PHIL 101 Intro to Philosophical Problems PHIL 245 Professional Ethics	3
		3
	Total	49

Pre-Paramedic Required EMS Courses

Revised	{ EMS 113 EMT-Basic EMS 120 Introduction to EMS Systems EMS 142 EMT-Basic	8*
		3
		2*
		Total

*Students may substitute the 2-semester equivalent of EMS 113 and 142 consisting of EMS 114, 115, 140, and 141.

Students entering the program as licensed EMT-Basics may substitute 6 hours of approved electives, which may include EMS 143, 151, and 180, if not licensed as an EMT-Intermediate.

Paramedic Core Courses

Semester I

EMS 209 Introduction to Prehospital Advanced Life Support	3
EMS 210 Prehospital Pharmacology	3
EMS 211 Patient Assessment and Airway Management	2
EMS 212 Cardiac and Respiratory Emergencies	3
EMS 241 Paramedic Lab I	2
EMS 251 Paramedic Clinical Rotation I	3
Total	16

Semester II

EMS 220 Medical Emergencies	3
EMS 221 EMS Operations	3
EMS 230 Special Patient Populations in EMS	3
EMS 231 Trauma Emergencies	3
EMS 242 Paramedic Lab II	2
EMS 252 Paramedic Clinical Rotation II	2
Total	16

Semester III

EMS 243 Paramedic Lab III	2
EMS 252 Paramedic Clinical Rotation III	2
EMS 254 Paramedic Field Internship	4
Total	8
Paramedic Core Total	40

Additional Required EMS Courses

EMS 470 EMS Research and Analysis	3
Total	3

Concentration Requirements

EMS Administration

ECON 106 Introductory Microeconomics	3	Delete
MGMT 113 Management: An Introduction	3	
CS 150L Computing for Business Students	3	
MGMT 202 Principles of Financial Accounting	3	
EMS 410 EMS Administration	3	
EMS 411 EMS Management Internship	3	
MGMT 308 Ethical, Political, and Social Environment	3	
MGMT 322 Marketing Management	3	
MGMT 306 Organizational Behavior and Diversity	3	
Total	27	

EMS Education and Training

CJ 225 Small Group Communication	3	Delete
PHIL 245 Professional Ethics	3	
OLIT 421 Production and Utilization of Instructional Materials	3	

	OLIT 466 Principles of Adult Education	3
	OLIT 471 Designing Training	3
Delete	OLIT 472 Training Techniques	3
	OLIT 473 Measuring Performance in Training	3
	EMS 441 Principles of EMS Education	3
	EMS 421 EMS Education Internship	3
	Total	27

MATH 181 Calcululus II	3
PHYC 151 General Physics I	3
PHYC 152 General Physics II	3

	Clinical Care	
Delete	EMS 300 Splinting and Wound Management	3
	EMS 399 EMS Problems	3
	EMS 400 Advanced Assessment	3
	EMS 401 Mobile Intensive Care Paramedic	3
	EMS 402 Pediatric/Neonatal Intensive Care Paramedic	3
	EMS 405 Aeromedical EMS	3
	EMS 422 Injury Prevention	3
	EMS 473 EMS Journal Club	1
	EMS 499 EMS Problems	3
	Approved elective	2
	Total	27

Fourth Year Requirements

Students must complete 27 credit hours, with a grade of C or better, choosing from the courses below:

New require- ment	EMS 398 EMS Topics	1-3
	EMS 399 EMS Problems	3
	EMS 400 Advanced Assessment	3
	EMS 401 AICP	3
	EMS 402 PNICP	3
	EMS 403 Mountain Medicine	3
	EMS 407 Aeromedical EMS	3
	EMS 410 EMS Administration	3
	EMS 421 EMS Education Internship	3
	EMS 441 EMS Education	3
	EMS 471 EMS Research and Publication	3
	EMS 472 EMS Research Independent Study	1-3
	EMS 473 EMS Journal Club	1
	EMS 498 EMS Topics	1-3
	EMS 499 EMS Problems	3
	BIOL 201 Molecular and Cell Biology	4
	BIOL 203 Ecology and Evolution	4
	BIOL 204 Plant and Animal Form and Function	4
	BIOL 239L Microbiology for Health Sciences and Non-Majors	3
	BIOC 423 Introductory Biochemistry	3
	CHEM 301 Organic Chemistry I	3
	CHEM 302 Organic Chemistry II	3
	HED 471 Introduction to Community Health	3
HED 482 Introduction to Health Education and Multicultural Heath Beliefs	3	
HIST 417 History of Modern Medicine	3	
MATH 180 Calculus	3	

NOV 04 2009

Jodi Perry - EMS Academy catalog changes

From: Jodi Perry
To: Becky Culp
Date: 9/24/2009 4:12 PM
Subject: EMS Academy catalog changes

Becky,

We would like to inform you of several changes being made to our main campus course catalog. Because none of the classes we offer under our course numbers count for your degree program none of our changes will impact your campus or your Associate Degree program. These changes also only impact our college credit students, not our certificate only students.

The changes are:

Deletion of EMS 104 Land Navigation, EMS 105 Wilderness Survival, EMS 122 Wilderness First Responder, EMS 160 EMT-Basic Transition, EMS 300 Splinting and Wound Management, EMS 411 EMS Management Internship, and EMS 422 EMS Injury Prevention.

As you may have noticed we have not offered any of these courses in several years.

We are also doing away with the three concentrations and having the students do a '4th year requirements' instead. In the 4th year the students will still have to complete the remaining 27 credit hours for the program, but they will chose which courses to take from a large list. Our traditional EMS courses like MICP, PNICP, Advanced Assessment, and Principles of EMS Education will still be offered and on the list to chose from. We are expanding the list to include the pre-med required courses such as Physics 1 & 2, Organic Chemistry 1 & 2, etc.

We are also 'ramping up' our MICP and PNICP courses. Both courses are currently only three credit hour lecture and lab combined courses. We will offer MICP with a three credit hour lecture, a one credit hour lab, and a two credit hour clinical. We are doing the same with PNICP to offer a lecture, lab, and clinical. We are also creating a new course, Mountain Medicine that will be accredited by an International Mountain Medicine organization. It will be a 400 level course and will probably be three credit hours.

Please let me know if you have any questions regarding our changes, I'd be happy to answer them.

Thanks,
Jodi Perry
UNM EMS Academy
Student Advisor
505-272-1857

NOV 04 2009

Jodi Perry - EMS Academy Catalog changes-revision

From: Jodi Perry
To: Becky Culp
Date: 11/2/2009 9:35 AM
Subject: EMS Academy Catalog changes-revision

Becky,

I had informed you back on September 24th of the changes we're working on with our catalog. I have a slight revision for you. We had said that we were going to revise our current EMS 401 MICP and EMS 402 PNICP courses to include separate lab and clinical components. After reviewing the curriculum content and lab skills we have decided to keep the courses at the three credit hours they originally were. We're also going to wait to offer the separate clinical component for another catalog year. We need to work on the agreements with the different UNMH departments in order to have our students doing clinicals in their departments.

Also, MICP (Mobile Intensive Care Paramedic) is going to have a name change to AICP (Adult Intensive Care Paramedic). The changes I have listed still will not effect your Associates of Science degree program. The students you have that want to transfer through our 2+2 program will not be effected by these changes either since these are both upper division courses to be completed in the last year of school with us.

Please let me know if you have any questions regarding these changes, I'd be happy to answer them.

Thanks,
Jodi Perry
UNM EMS Academy
Student Advisor
505-272-1857

FORM C - DEGREE/PROGRAM CHANGE

CIP CODE _____

Date: 6/30/08

Kristine Tollestrup

(Name of individual initiating curricular change form)

Director, MPH, 2-9363

(Title, position, telephone number)

vbecker@salud.unm.edu

(Email address)

MPH Program

(Department/Division/Program/Branch)

Mark Appropriate Program:

Undergraduate Degree Program

Graduate Degree Program

(For existing degree only)

Mark appropriate category:

	NEW	REVISION OF	DELETION	NAME CHANGE
Degree <u>MPH</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major Type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	NA	<input type="checkbox"/>	<input type="checkbox"/>
Subject Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ROUTING (All Four Collated Sets)**
1. Department Chairperson
 2. College Curriculum Committee
 3. College or School Faculty (if necessary)
 4. College or School Dean/Dean of Instruction
 5. Office of the Registrar—Catalog
 6. Director of relevant Library
 7. FS Graduate Committee (graduate courses)
 8. FS Undergraduate Committee (undergraduate courses)
 9. FS Curriculum Committee
 10. Assoc. Provost for Academic Affairs
 11. Faculty Senate
 12. Board of Regents (new degree only)

* Plan for curricular process to take at least 12 months.

This form is for MPH Program
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) Pg. 528

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See current catalog for format within the respective college:

Catalog Copy Change: pg 526 Students not yet admitted to the program or who would like to take courses may do so as long as they meet any pre-requisites for those courses. Students may take courses in non-degree status or enroll in courses as graduate students if they are enrolled in another graduate program. Students may take up to 17 credit hours as a non-degree or other graduate student status. Courses taken in this status will transfer and be counted toward the degree.

Reason(s) for Request (attach additional sheets if necessary).

Currently, students may enter the MPH program with 21 transfer credits without having any advisement from either the faculty or student advisor. This has caused difficulties in students completing courses in the correct sequence and in meeting the required competencies. Lowering the number of transfer credits will ensure students are properly advised.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ___ No

If yes, have you resolved these issues with department/branch involved? _____ (attach statement)

Proposed Effective Term: Fall Term, 2010 Year

Required Signatures:

Department Chair <u>K. Tollestrup</u>	Date <u>7/10/09</u>
College Curriculum Committee _____	Date _____
College or School Faculty (if necessary) _____	Date _____
College or School Dean/Dean of Instruction <u>Ellen Caprone</u>	Date <u>7/13/09</u>
Office of the Registrar—Catalog <u>Elizabeth A. Baxter</u>	Date <u>06/21/09</u>
Director of relevant Library <u>Paul Gaur</u>	Date <u>7/13/09</u>
FS Graduate Committee (graduate courses) <u>Col. Dr.</u>	Date <u>6/22/09</u>
FS Undergraduate Committee (undergraduate courses) _____	Date _____
FS Curriculum Committee <u>Karen J. Smith</u>	Date <u>3-7-10</u>
Assoc. Provost for Academic Affairs <u>Wanda H. King</u>	Date <u>3/9/10</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

THE UNIVERSITY OF NEW MEXICO OFFICE OF THE REGISTRAR (Revised 06/2006)

MVH JUL 16 2009 REC'D

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Form C: MPH Program: Statements to address budgetary and Faculty Load implications and Long-range planning.

There are no budgetary or faculty load implications for this change.

FORM C - DEGREE/PROGRAM CHANGE

Date: 9/30/09

Veronika Becker
(Name of individual initiating curricular change form)

Sr. Program Manager, 272-9363
(Title, position, telephone number)

vbecker@salud.unm.edu
(Email address)

MPH, Family and Comm. Med.
(Department/Division/Program/Branch)

Mark Appropriate Program:
Undergraduate Degree Program
Graduate Degree Program
(For existing degree only)

CIP CODE

Assigned by
Associate Provost
for Academic Affairs

- ROUTING (All Four Collated Sets)**
1. Department Chairperson
 2. College Curriculum Committee
 3. College or School Faculty (if necessary)
 4. College or School Dean/Dean of Instruction
 5. Office of the Registrar—Catalog
 6. Director of relevant Library
 7. FS Graduate Committee (graduate courses)
 8. FS Undergraduate Committee (undergraduate courses)
 9. FS Curriculum Committee
 10. Assoc. Provost for Academic Affairs
 11. Faculty Senate
 12. Board of Regents (new degree only)

* Plan for curricular process to take at least 12 months.

This form is for Master of Public Health
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) 521

Mark appropriate category:	NEW	REVISION OF	DELETION	NAME CHANGE
Degree <u>MPH</u> Type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	NA	<input type="checkbox"/>	<input type="checkbox"/>
Subject Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

[Master of Public Health]

Reason(s) for Request (attach additional sheets if necessary).

The most commonly used name for this degree is Master of Public Health rather than Masters in Public Health. We would like our degree name to be consistent with other MPH degrees offered at other institutions.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No
If yes, have you resolved these issues with department/branch involved? _____ (attach statement)

Proposed Effective Term: Fall, 2010
Term Year

Required Signatures:

Department Chair <u>K. J. Jettup</u>	Date <u>9/30/09</u>
College Curriculum Committee _____	Date _____
College or School Faculty (if necessary) _____	Date _____
College or School Dean/Dean of Instruction <u>Silven Cooper</u>	Date <u>9/30/09</u>
Office of the Registrar—Catalog <u>Elizabeth A. Baston</u>	Date <u>11/16/09</u>
Director of relevant Library _____	Date _____
FS Graduate Committee (graduate courses) <u>Che. D. R.</u>	Date <u>12/17/09</u>
FS Undergraduate Committee (undergraduate courses) _____	Date _____
FS Curriculum Committee <u>Wynne</u>	Date <u>3-7-10</u>
Assoc. Provost for Academic Affairs _____	Date <u>3/9/10</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

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FORM C - DEGREE/PROGRAM CHANGE

Date: 11/5/09

Sue Queen, P.T., Ph.D.
(Name of individual initiating curricular change form)

Associate Professor/Director
(Title, position, telephone number)

squeen@salud.unm.edu
(Email address)

Orthopaedics/Physical Therapy
(Department/Division/Program/Branch)

Mark Appropriate Program:
Undergraduate Degree Program
Graduate Degree Program
(For existing degree only)

CIP CODE

MVH NOV 09 2009 REC'D

- ROUTING (All Four Collated Sets)**
1. Department Chairperson
 2. College Curriculum Committee
 3. College or School Faculty (if necessary)
 4. College or School Dean/Dean of Instruction
 5. Office of the Registrar—Catalog
 6. Director of relevant Library
 7. FS Graduate Committee (graduate courses)
 8. FS Undergraduate Committee (undergraduate courses)
 9. FS Curriculum Committee
 10. Assoc. Provost for Academic Affairs
 11. Faculty Senate
 12. Board of Regents (new degree only)

Assigned by
**Associate Provost
for Academic Affairs**

* Plan for curricular process to take at least 12 months.

This form is for Master's in Physical Therapy
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog
on page(s) 553-554 in 2009/2010 Catalog

Mark appropriate category:	NEW	REVISION OF	DELETION	NAME CHANGE
Degree <u>MPT</u> Type	<input type="checkbox"/> Undergraduate degree only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	NA	<input type="checkbox"/>	<input type="checkbox"/>
Subject Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Reason(s) for Request (attach additional sheets if necessary).

The 3 year MPT degree is being phased out after full inception of the new DPT Curriculum. The last MPT class was accepted in May, 2008. These students will graduate in 2011. The first DPT class was accepted in August, 2009.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No

If yes, have you resolved these issues with department/branch involved? _____ (attach statement)

Proposed Effective Term: Fall, 2011
Term Year

Required Signatures:

Department Chair <u>Sue Queen, PT, PhD (Signature Authority)</u>	Date <u>11-5-09</u>
College Curriculum Committee _____	Date _____
College or School Faculty (if necessary) _____	Date _____
College or School Dean/Dean of Instruction _____	Date <u>11-17-09</u>
Office of the Registrar—Catalog <u>Elizabeth A. Stanton</u>	Date <u>12/23/09</u>
Director of relevant Library _____	Date _____
FS Graduate Committee (graduate courses) <u>Chad S. J.</u>	Date <u>2/4/10</u>
FS Undergraduate Committee (undergraduate courses) _____	Date _____
FS Curriculum Committee <u>Kathy...</u>	Date <u>3-2-10</u>
Assoc. Provost for Academic Affairs <u>Wyman...</u>	Date <u>3/10/10</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

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FORM C - DEGREE/PROGRAM CHANGE

CIP CODE

Date: 11/16/09

Sue Queen, P.T., Ph.D.
(Name of individual initiating curricular change form)

Director/Assoc. Prof. 272-5451
(Title, position, telephone number)

squeen@salud.unm.edu
(Email address)

Orthopaedics/Physical Therapy
(Department/Division/Program/Branch)

Mark Appropriate Program:

Undergraduate Degree Program []

Graduate Degree Program [X]
(For existing degree only)

Mark appropriate category:

Table with columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree Type (DPT), Major, Minor, Concentration, Certificate, Emphasis, Department, Subject Code.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

Reason(s) for Request (attach additional sheets if necessary).

We're deleted PT 655 (ICR) entirely because there are 4 other courses in which the content from this course will be covered. This deletion will not change the degree requirements of 120 credits. That credit was added to another course (PT 544) that required more time. We actually added 2 CR to PT 544 but reduced PT 632 by 1 Credit so the degree requirements remain at 120 credits for the DPT degree.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes ___ No [X]

If yes, have you resolved these issues with department/branch involved? (attach statement)

Proposed Effective Term: Summer 2012
Term Year

Required Signatures:

Department Chair Sue Queen (Signature authority) Date 11.19.09
College Curriculum Committee Date
College or School Faculty (if necessary) Date
College or School Dean/Dean of Instruction Date 11-24-09
Office of the Registrar-Catalog Elizabeth A. Barton Date 12/23/09
Director of relevant Library Date
FS Graduate Committee (graduate courses) Date 2/4/10
FS Undergraduate Committee (undergraduate courses) Date
FS Curriculum Committee Date 3-7-10
Assoc. Provost for Academic Affairs Wayne M. By Date 3/9/10
Faculty Senate Date
Board of Regents Date

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- ROUTING (All Four Collated Sets)
1. Department Chairperson
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4. College or School Dean/Dean of Instruction
5. Office of the Registrar-Catalog
6. Director of relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate
12. Board of Regents (new degree only)

Assigned by Associate Provost for Academic Affairs

* Plan for curricular process to take at least 12 months.

This form is for Doctorate of Physical Therapy
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 553-554 in 2009/2010 Catalog

NOV 12 2009

FORM C - DEGREE/PROGRAM CHANGE

CIP CODE

Date: 11/3/09

Kristine Tollestrup

(Name of individual initiating curricular change form)

Director, MPH Program

(Title, position, telephone number)

vbecker@salud.unm.edu

(Email address)

F&CM / MPH Program

(Department/Division/Program/Branch)

Mark Appropriate Program:

Undergraduate Degree Program

Graduate Degree Program

(For existing degree only)

Assigned by Associate Provost for Academic Affairs

ROUTING (All Four Collated Sets)

- 1. Department Chairperson
2. College Curriculum Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of the Registrar—Catalog
6. Director of relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate
12. Board of Regents (new degree only)

* Plan for curricular process to take at least 12 months.

This form is for MPH Program Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s)

Mark appropriate category:

Table with columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree Type (MPH), Major, Minor, Concentration, Certificate, Emphasis, Department, Subject Code.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

see attached.

Reason(s) for Request (attach additional sheets if necessary).

Proposal Writing Workshop is not required for core courses. This course is optional for students writing professional paper or thesis; therefore, not considered a core course and should move to general electives.

Attach statements to address Budgetary and Faculty Load Implications and Long-range planning.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No [checked]

If yes, have you resolved these issues with department/branch involved? (attach statement)

Proposed Effective Term: Term Year

Required Signatures:

Department Chair [Signature] Date 11/3/09
College Curriculum Committee
College or School Faculty (if necessary)
College or School Dean/Dean of Instruction [Signature] Date 11-11-09
Office of the Registrar—Catalog [Signature] Date 12/23/09
Director of relevant Library
FS Graduate Committee (graduate courses) [Signature] Date 2/4/10
FS Undergraduate Committee (undergraduate courses)
FS Curriculum Committee [Signature] Date 3-7-10
Assoc. Provost for Academic Affairs [Signature] Date 3/9/10
Faculty Senate
Board of Regents

Entered Banner

Entered Catalog

For Registrar's Office ONLY

Copies Mailed

Form C: MPH Program

Faculty and budgetary load implications:

There are no budgetary or faculty load implications to this requested change.

Nathaniel Cobb, M.D., Harvard Medical School
 David Broudy, Ph.D., University of New Mexico
 David Espey, M.D., Wake Forest University, North Carolina
 Cheryl Ferguson, M.P.H., University of New Mexico
 Floyd Frost, Ph.D., University of Washington
 Lyndon Haviland, Ph.D., Harvard Medical School
 Gena Love, M.P.H., University of New Mexico, Instructor
 Frankie Perry, M.A., University of Michigan, Nursing,
 Nazareth College
 Cliff Reese, J.D., Franklin Pierce Law Center, Concord, NH
 Thomas Scharmen, M.P.H., University of New Mexico
 Janet Yagoda-Shagam, Ph.D., University of New Mexico,
 M.S., University of Arizona
 Jim Schwar, Ph.D., Gerontology, University of Kentucky
 Corinne Shefner-Rogers, Ph.D., Johns Hopkins
 Malcolm Siegel, Ph.D., Harvard Medical School
 Victor Strasburger, M.D., Harvard Medical School
 Cathleen Willging, Ph.D., Rutgers University, M.P.H.,
 University of New Mexico

Minimum Requirements for Admission

- B.S., B.A. or equivalent from an accredited U.S. institution or a recognized international institution.
 - GPA must be at least 3.0.
1. All students must have
 - Recent (5 years) GRE scores: preferred verbal & quantitative scores of 500 each and analytical writing of 4 and above, or
 - MCATS: preferred score of 10 and N in writing, or
 - GMATs: preferred score of 500 and above.
 - Use Institution Code 4845 and departmental Code 0616 to indicate where your scores should be sent.
 2. M.D.s & Ph.D.s are exempt from submitting the above test scores.
 3. Foreign students must take the TOEFL examination and score at least a 560.
 4. Students are required to have two years of experience in the public health field. Experience could be in community development, research, health education, health science, health promotion or other health-related work. Experience can be paid or voluntary. Call our office if you are unsure if your experience satisfies this requirement.
 5. If you are applying as a foreign student you must check with the office of International Admissions, University of New Mexico, Student Services Center, Room 140, Albuquerque, NM 87131-5267. Feel free to contact International Admissions for further information regarding your application at (505) 277-5829.

Students are admitted for the Fall Semester only. Applications are due in the Office of Admissions by February 1 of each year. Screening of completed applications will begin February 1. Applications received by that date will be given first consideration for admission and financial assistance. Applications received or completed after that date but before the university deadline for the fall semester will be considered on a space available basis only.

The application process is a self-managed process whereby each applicant is expected to compile all the information required. Complete detailed instructions are included in the application packets.

Send these materials to the Admissions Office:

1. The Application/Residency form
 - a. An Application Form
 - b. A Residency Form
2. An Application Fee of \$50.00
3. Two official transcripts from each academic institution you have attended.

Send these materials to the Masters in Public Health:

4. Letter of Intent
5. Resume: include public health experience, can be paid or voluntary.
6. A minimum of 3 Letters of Recommendation.

Incomplete packets will be returned by the Office of Graduate Studies without processing.

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Masters in Public Health Program
 The University of New Mexico
 Family Practice Building, Room 165
 MSC09 5060
 1 University of New Mexico
 Albuquerque, NM 87131-0001
 Phone (505) 272-4173
 FAX (505) 272-4494

Degree Requirements for the Masters in Public Health

1. The following four core courses must be taken:

PH 501	Principles of Public Health	(3) (F)
PH 502	Epidemiologic Methods I	(3) (F)
PH 506	Environmental/Occupational Health	(3) (Sp)
STAT 538	Biostatistical Methods I	(3) (F)
2. Choice of one out of two health systems courses:

PH 507	Health Care Systems	(3) (Sp)
PH 510	Public Health and Health Care Management	(3) (Sp)
3. Choice of one out of these two courses:

PH 505	Social and Cultural Theories and Models: Community Interventions	(3) (F)
PH 552	Public Health Program Planning	(3) (F)
4. Additional required courses:

PH 508	Theory and Practice Seminar I (Mandatory in 1st semester, CR/NC.)	(1) (F)
PH 509	Theory and Practice Seminar II (Mandatory in 2nd semester, CR/NC.)	(1) (Sp)
PH 511	Writing for Public Health Professionals (CR/NC)	(1-2) (F)
PH 512	Proposal Writing Workshop (Mandatory for Professional Paper or Thesis Students only, CR/NC.)	(1) (F)
PH 513	Public Health Seminar	(1) (F)
PH 598	Public Health Practicum	(1) (F)
5. Choice of one of three culminating experience options:

PH 596	Professional Paper	(1) (F)
-or-		
PH 597	Public Health Integrative Experience	(1) (F)
-or-		
PH 599	Master's Thesis	(1) (F)

Joint Degrees:

- M.P.H./M.S.N.
- M.P.H./M.D.

Concentrations:

- Epidemiology
- Community Health

27 credits will be taken from the core curriculum.

Electives—The balance of credits toward the 42 credit requirement can be taken in the Masters in Public Health Program or throughout the University in departments such as Health Education, Public Administration, Communication & Journalism, Anthropology, Community and Regional Planning, Law and others, under the supervision of an M.P.H. advisor. Students taking courses in other departments must do so in consultation with their faculty advisor and with approval by the M.P.H. Program Director.

interpret epidemiologic data for the solution of public health problems. The concentration will prepare students for employment as a master's level epidemiologist or research scientist in various settings such as the New Mexico State Department of Health, The University of New Mexico School of Medicine, and other public health research and service organizations. Questions about the Epidemiology Concentration can be directed to any of the three core epidemiology faculty: Drs. Alexis Handal, Andy Rowland, and Kristine Tollestrup.

Requirements:

In addition to the PH core curriculum (which includes STAT 538—*Biostatistical Methods I* and PH 502—*Epidemiologic Methods I*) the Epidemiology concentration requires:

1. Completion of **15 credits** in graduate-level courses in epidemiology and biostatistics as outlined below and
2. Completion of a field experience (PH 598—*Public Health Practicum*) emphasizing epidemiologic practice in an applied public health setting;
3. Demonstration of competencies in epidemiology through the culminating experience.

In addition, for students concentrating in epidemiology, the chair of their culminating experience committee should be a core epidemiology faculty member, or an epidemiologist or biostatistician agreed upon by the Epidemiology Curriculum Committee.

Required Courses (9 credits)

- PH 520 Epidemiologic Methods II 3
- PH 534 Epidemiology Data Analysis 3
- STAT 539 Biostatistical Methods II 3

Elective Courses (6 credits)

- PH 522 Seminar in Epidemiology 1
- PH 527 Chronic Disease Epidemiology 2
- PH 528 Infectious Disease Epidemiology 2
- PH 530 Environmental and Occupational Epidemiology 2
- PH 531 Perinatal Epidemiology 2
- PH 532 Cancer Epidemiology 2
- STAT 574 Biostatistical Methods: Survival Analysis and Logistic Regression 3

Likely to be offered at least once every two years.

Additional elective epidemiology courses may be developed.

Masters in Public Health Courses Core (PH)

501. Principles of Public Health. (3)

Concepts of public health related to determinants of health; cultural, social and political concepts of disease; disease prevention; health promotion, including individual behavior change and community based intervention; health policy. (Fall)

Restriction: enrolled in M.P.H. degree program.

502. Epidemiologic Methods I. (3)

Provides an overview of the methods of epidemiologic research. Designed to provide students with the capability of understanding epidemiologic measures of disease occurrence, interpreting the findings of epidemiologic studies and integrating the results of epidemiologic research into public health practice. (Fall)

Prerequisite: B or better in MATH 121 or STAT 145.

STAT 538. Biostatistical Methods I—Statistical Summaries and Inference. (3)

Covers basic statistical methods including statistical summaries and inference. Methods of summarizing data include graphical displays and numerical summaries. Statistical inference includes hypothesis testing and confidence intervals. Methods for continuous and categorical data are studied.

Prerequisite: B or better in MATH 121. (Fall)

505. Social and Cultural Theories and Models:

Community Interventions. [Cultural, Social and Behavioral Theory and Health.] (3)

In-depth investigation of behavioral, social and cultural theory's application to public health problem definition,

prevention and intervention programs. Problem etiology and change strategy theories are investigated through application to specific public health problems among culturally distinct and marginalized groups in New Mexico. (Spring)

506. Environmental/Occupational Health. (3)

Applies the public health perspective to environmental and occupational disease. Students will learn to apply the ecologic principles of agent, host and environment to diseases associated with exposures to the physical environment and chemical contaminants.

Prerequisite: 501. (Spring)

507. Health Care Systems. (3)

Provides an overview of how health care is delivered in the United States. A wide variety of delivery and payment methods are examined. In addition, the U.S. health care delivery systems will be compared to Native American, U.S. Mexican Border, Canadian and Cuban systems. Core option for students admitted any year; required for students year 2000 and later. (Spring)

508. Theory and Practice Seminar I. (1)

Teaches students the core public health principles of assessment. Restricted to MPH students only. **Offered on CR/NC basis only.** (Fall)

Restriction: enrolled in M.P.H. degree program.

509. Theory and Practice Seminar II. (1)

Teaches students the core public health principles of assurance and policy. Restricted to MPH students only. **Offered on CR/NC basis only.** (Spring)

Restriction: enrolled in M.P.H. degree program.

510. Public Health and Health Care Management. (3)

This course will examine the history and organization of the U.S. Healthcare System and will focus on the core functions in public health healthcare management. The role and elements of professionalism and ethics will be integrated throughout the course. (every other Spring)

511. Writing for Public Health Professionals. (1-2)

Intensive writing course for public health professionals and graduate students. Course will promote understanding of multiple modes of writing; improves revising and editing strategies; and provides experience in synthesizing and integrating research into literature reviews and articles for public health journals. **Offered on CR/NC basis only.** (Fall)

Restriction: enrolled in M.P.H. degree program.

512. Public Health Proposal Writing Workshop. (1)

Prepares students to write their professional paper, thesis or completing another MPH culminating experience. Participants must be ready to write either their professional paper proposal or drafts of their professional paper. **Offered on CR/NC basis only.**

Restriction: enrolled in M.P.H. degree program.

513. Public Health Seminar. (0-1 to a maximum of 3). Δ

A graduate seminar and journal club focusing on a wide range of PH topics. Speakers present original research. Journal club guides students to critically assess literature. Two semesters required for credit.

Prerequisite: 502 or permission.

552. Public Health Program Planning. (3)

An exploration of rational health planning methods. Methods will be applied in the development of a health program plan within a social context where public health planning actually occurs. Involves the development of a realistic program plan addressing a health-related problem and writing a proposal for funding. (every other Fall)

560. Special Topics in Public Health. (1-3, no limit) Δ

596. Professional Paper. (1-3 to a maximum of 3) Δ
The professional paper allows the student to engage in analyzing or solving a real public health problem. (Summer, Spring, Fall)

532. Cancer Epidemiology. (2)

Covers basic concepts and methods in cancer research. Specific topics for discussion include cancer surveillance, measures of disease occurrence, descriptive epidemiology of cancer, casual mechanisms, etiologic factors, screening issues, cancer prevention and control, and intervention studies. Prerequisite: successful completion of both 502 and Biostat I. An understanding of research methodology and biology will be assumed. (Offered on demand)
Prerequisite: 502 and (STAT 527 or 538).

STAT 574. Biostatistical Methods: Survival Analysis and Logistic Regression. (3)

A detailed overview of methods commonly used to analyze medical and epidemiological data. Topics include the Kaplan-Meier estimate of the survivor function, models for censored survival data, the Cox proportional hazards model, methods for categorical response data including logistic regression and probit analysis, generalized linear models.
Prerequisite: 528 or 540.

Other General Electives**521. Web-Based Introduction to Epidemiology. (1-3 to a maximum of 3) Δ**

Designed for students pursuing an Public Health certificate. Provides students with basic epidemiologic background and methods to analyze and interpret disease occurrence in populations. Emphasizes community assessment, surveillance, problem solving, health promotion, and disease prevention.

530. Pro-Seminar in Health Policy. (1 to a maximum of 10) Δ

(also offered as POLS 530.) An interdisciplinary introduction to the study of health policy and health disparities under the auspices of the Robert Wood Johnson Center for Health Policy at the University of New Mexico. Restriction: permission of instructor.

533. Public Health Research Methods. (2-3)

Gives students an understanding of the principles and skills of doing social science research, using qualitative and quantitative approaches, in public health settings.
Prerequisite: 502 and (STAT 527 or 538).

557. International Health. (2)

This class applies economic, sociologic and anthropologic perspectives to health care problems across national and international groups. Strategies for analyzing needs in a cultural context are stressed.

559. The History of Public Health. (3)

A survey of public health issues from the ancient world to the modern world including plague, syphilis, smallpox and AIDS. Addresses interrelation of history, philosophy, economics and disease.

560. Special Topics in Public Health. (1-3, no limit) Δ**561. Maternal Child Health Issues. (3)**

This course provides an overview of Maternal and Child Health in context of principles and practices of public health. Students will explore historical trends and contemporary MCH issues in U.S. and New Mexico.

562. Women's Health Issues. (2-3)

This course will provide an overview of Women's Health issues in the context of principles and practices of public health and to develop critical understanding of contemporary Women's Health issues in the United States and New Mexico.

563. Social Medicine in Latin America. (2)

Reviews critically several topics in Latin American social medicine; the history of social medicine; national and international groups working in social medicine; health policy analysis; occupational and environmental health; social class and health outcomes; gender issues; social epidemiology-content and methods and educational reform.

565. Public Health: Law Policy and Ethics. (3)

This course will deal with the role of law in public health, history of American public health, history of law concerning public health, ethics of modern epidemiology, early research, public health and public accountability, and issues in public health.

569. American Indian Health Issues. (2)

Descriptive overview of health-related topics and issues of American Indian and Alaska Native people. Provides an understanding of the most important, health-related challenges these communities face. Topics include: population, Indian tribes, major health conditions, the Federal Trust relationship, Indian Health Service and self-determination.

570. Tuberculosis Control. (2)

Will cover the basics of tuberculosis and its management. Develop an understanding of the principles of TB control as executed in the U.S. and in other countries, developed and less developed ones.

573. Introduction to Public Health Planning and Evaluation. (1-2)

Basics of public health planning and evaluation. Overview of the concepts of prevention, risk/needs assessment, health promotion theory and models, intervention development including prioritizing, objectives and strategies and evaluation. The course will be partially problem-based so students have an opportunity to apply the concepts.

574. Community Health Improvement Strategies. (1)

Designed to assist public health professionals in identifying and avoiding system features that result in program implementation failure. It applies the methods of systems thinking and continuous quality improvement to program implementation at the state and community level.

575. Public Health Leadership on Facilitation. (1-2)

Facilitation skills for public health settings such as coalitions, working in teams and community meetings. Explores methods, role of facilitator, assumptions behind different styles, setting priorities and action planning. Variable credit to meet professional and graduate student needs. For 1 credit, a 5 page problem analysis; for 2 credits, additional 10 page literature review.

576. Public Health Leadership in Cross Cultural Communication and Conflict. (1-2)

Explores the legacy of historical trauma and colonization on population health among diverse populations. Divided into practice sessions to enhance participants' capacity for communication and problem solving in intercultural public health situations. Variable credit to meet professional and graduate student needs. For 1 credit, a 5 page problem analysis; for 2 credits, additional 10 page literature review.

577. Public Health Leadership in Policy and Advocacy. (1-2)

Problem solving on health policy issues and practical experience with health bills in legislature. Involves a one-day field trip to the New Mexico legislature, in addition to guest speakers. Small group work on media advocacy skills, interacting with policy-makers and presenting testimony. Variable credit to meet professional and graduate student needs. For 1 credit, a 5 page problem analysis; for 2 credits, additional 10 page literature review.

578. Environmental Health Policy. (2)

Examines policy processes affecting environmental health. Explores theories of power and powerlessness and how social constructions are used in policy debates. Case studies illustrate how interest groups access and affect the political agenda.

579. New Mexico Border Health. (2)

Provides an overview of history of U.S./Mexican Border. In particular, the course focuses on current relevant public health problems, policies and health care delivery to address this issue. For example, this course will also examine how the North American Free Trade Agreement has impacted public and environmental health. Immigration Policy and effects of the Maquiladora Industry will also be examined.

APH
512
proposal
writing
workshop

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Colleen Sheinberg **Email:*** colleens@unm.edu **Date:*** 11-11-08
Phone Number:* 505 277-8401 Initiator's Rank / Title* Temp Parttime Faculty: [redacted]
[redacted] Music
Faculty Contact* Colleen Sheinberg Administrative Contact* Colleen Sheinberg
Department* Music
Division **Program**
Branch

Proposed effective term:

Semester Fall ▼ Year 2009 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Music Minor
Catalog Page Number 482 Select Category Minor ▼ Degree Type undergraduate
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

See attached file. [redacted]

[Music Minor-Catalog text.doc](#)

This Change affects other departmental program/branch campuses

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

Form B' s are being submitted to create two new courses in Music: MUS 142 Rock Music Appreciation and MUS 375 The Beatles' Musical Revolution. These courses are similar in content and level to the courses currently available to students pursuing the music minor, and therefore will offer greater choice in the degree plan.

Statements to address budgetary and Faculty Load Implications and Long-range planning
There are no budgetary, faculty load or long-rang planning implications.

* (enter text below or upload a doc/pdf file)

NOV 12 2009

FORM C - DEGREE/PROGRAM CHANGE

CIP CODE

Date: 11/3/09

Kristine Tollestrup

(Name of individual initiating curricular change form)

Director, MPH Program

(Title, position, telephone number)

vbecker@salud.unm.edu

(Email address)

F&CM / MPH Program

(Department/Division/Program/Branch)

Mark Appropriate Program:

Undergraduate Degree Program

Graduate Degree Program

(For existing degree only)

Assigned by Associate Provost for Academic Affairs

ROUTING (All Four Collated Sets)

- 1. Department Chairperson
2. College Curriculum Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of the Registrar—Catalog
6. Director of relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curriculum Committee
10. Assoc. Provost for Academic Affairs
11. Faculty Senate
12. Board of Regents (new degree only)

* Plan for curricular process to take at least 12 months.

This form is for MPH Program Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s)

Mark appropriate category:

Table with columns: NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Degree Type (MPH), Major, Minor, Concentration, Certificate, Emphasis, Department, Subject Code.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

see attached.

Reason(s) for Request (attach additional sheets if necessary).

Proposal Writing Workshop is not required for core courses. This course is optional for students writing professional paper or thesis; therefore, not considered a core course and should move to general electives.

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Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No [checked]

If yes, have you resolved these issues with department/branch involved? (attach statement)

Proposed Effective Term: Term Year

Required Signatures:

Department Chair [Signature] Date 11/3/09
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Faculty Senate
Board of Regents

Entered Banner

Entered Catalog

For Registrar's Office ONLY

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Form C: MPH Program

Faculty and budgetary load implications:

There are no budgetary or faculty load implications to this requested change.

Nathaniel Cobb, M.D., Harvard Medical School
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 Cheryl Ferguson, M.P.H., University of New Mexico
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 Frankie Perry, M.A., University of Michigan, Nursing,
 Nazareth College
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 The University of New Mexico
 Family Practice Building, Room 165
 MSC09 5060
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 Albuquerque, NM 87131-0001
 Phone (505) 272-4173
 FAX (505) 272-4494

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- PH 527 Chronic Disease Epidemiology 2
- PH 528 Infectious Disease Epidemiology 2
- PH 530 Environmental and Occupational Epidemiology 2
- PH 531 Perinatal Epidemiology 2
- PH 532 Cancer Epidemiology 2
- STAT 574 Biostatistical Methods: Survival Analysis and Logistic Regression 3

Likely to be offered at least once every two years.

Additional elective epidemiology courses may be developed.

**Masters in Public Health Courses
Core (PH)**

501. Principles of Public Health. (3)

Concepts of public health related to determinants of health; cultural, social and political concepts of disease; disease prevention; health promotion, including individual behavior change and community based intervention; health policy. (Fall)

Restriction: enrolled in M.P.H. degree program.

502. Epidemiologic Methods I. (3)

Provides an overview of the methods of epidemiologic research. Designed to provide students with the capability of understanding epidemiologic measures of disease occurrence, interpreting the findings of epidemiologic studies and integrating the results of epidemiologic research into public health practice. (Fall)

Prerequisite: B or better in MATH 121 or STAT 145.

STAT 538. Biostatistical Methods I—Statistical Summaries and Inference. (3)

Covers basic statistical methods including statistical summaries and inference. Methods of summarizing data include graphical displays and numerical summaries. Statistical inference includes hypothesis testing and confidence intervals. Methods for continuous and categorical data are studied.

Prerequisite: B or better in MATH 121. (Fall)

**505. Social and Cultural Theories and Models:
Community Interventions. (3)**

[Cultural, Social and Behavioral Theory and Health.] (3)

In-depth investigation of behavioral, social and cultural theory's application to public health problem definition,

prevention and intervention programs. Problem etiology and change strategy theories are investigated through application to specific public health problems among culturally distinct and marginalized groups in New Mexico. (Spring)

506. Environmental/Occupational Health. (3)

Applies the public health perspective to environmental and occupational disease. Students will learn to apply the ecologic principles of agent, host and environment to diseases associated with exposures to the physical environment and chemical contaminants.

Prerequisite: 501. (Spring)

507. Health Care Systems. (3)

Provides an overview of how health care is delivered in the United States. A wide variety of delivery and payment methods are examined. In addition, the U.S. health care delivery systems will be compared to Native American, U.S. Mexican Border, Canadian and Cuban systems. Core option for students admitted any year; required for students year 2000 and later. (Spring)

508. Theory and Practice Seminar I. (1)

Teaches students the core public health principles of assessment. Restricted to MPH students only. **Offered on CR/NC basis only.** (Fall)

Restriction: enrolled in M.P.H. degree program.

509. Theory and Practice Seminar II. (1)

Teaches students the core public health principles of assurance and policy. Restricted to MPH students only. **Offered on CR/NC basis only.** (Spring)

Restriction: enrolled in M.P.H. degree program.

510. Public Health and Health Care Management. (3)

This course will examine the history and organization of the U.S. Healthcare System and will focus on the core functions in public health healthcare management. The role and elements of professionalism and ethics will be integrated throughout the course. (every other Spring)

511. Writing for Public Health Professionals. (1-2)

Intensive writing course for public health professionals and graduate students. Course will promote understanding of multiple modes of writing; improves revising and editing strategies; and provides experience in synthesizing and integrating research into literature reviews and articles for public health journals. **Offered on CR/NC basis only.** (Fall)

Restriction: enrolled in M.P.H. degree program.

512. Public Health Proposal Writing Workshop. (1)

Prepares students to write their professional paper, thesis or completing another MPH culminating experience. Participants must be ready to write either their professional paper proposal or drafts of their professional paper. **Offered on CR/NC basis only.**

Restriction: enrolled in M.P.H. degree program.

513. Public Health Seminar. (0-1 to a maximum of 3). Δ

A graduate seminar and journal club focusing on a wide range of PH topics. Speakers present original research. Journal club guides students to critically assess literature. Two semesters required for credit.

Prerequisite: 502 or permission.

552. Public Health Program Planning. (3)

An exploration of rational health planning methods. Methods will be applied in the development of a health program plan within a social context where public health planning actually occurs. Involves the development of a realistic program plan addressing a health-related problem and writing a proposal for funding. (every other Fall)

560. Special Topics in Public Health. (1-3, no limit) Δ

596. Professional Paper. (1-3 to a maximum of 3) Δ
The professional paper allows the student to engage in analyzing or solving a real public health problem. (Summer, Spring, Fall)

532. Cancer Epidemiology. (2)

Covers basic concepts and methods in cancer research. Specific topics for discussion include cancer surveillance, measures of disease occurrence, descriptive epidemiology of cancer, casual mechanisms, etiologic factors, screening issues, cancer prevention and control, and intervention studies. Prerequisite: successful completion of both 502 and Biostat I. An understanding of research methodology and biology will be assumed. (Offered on demand)
Prerequisite: 502 and (STAT 527 or 538).

STAT 574. Biostatistical Methods: Survival Analysis and Logistic Regression. (3)

A detailed overview of methods commonly used to analyze medical and epidemiological data. Topics include the Kaplan-Meier estimate of the survivor function, models for censored survival data, the Cox proportional hazards model, methods for categorical response data including logistic regression and probit analysis, generalized linear models.
Prerequisite: 528 or 540.

Other General Electives**521. Web-Based Introduction to Epidemiology. (1-3 to a maximum of 3) Δ**

Designed for students pursuing an Public Health certificate. Provides students with basic epidemiologic background and methods to analyze and interpret disease occurrence in populations. Emphasizes community assessment, surveillance, problem solving, health promotion, and disease prevention.

530. Pro-Seminar in Health Policy. (1 to a maximum of 10) Δ

(also offered as POLS 530.) An interdisciplinary introduction to the study of health policy and health disparities under the auspices of the Robert Wood Johnson Center for Health Policy at the University of New Mexico. Restriction: permission of instructor.

533. Public Health Research Methods. (2-3)

Gives students an understanding of the principles and skills of doing social science research, using qualitative and quantitative approaches, in public health settings.
Prerequisite: 502 and (STAT 527 or 538).

557. International Health. (2)

This class applies economic, sociologic and anthropologic perspectives to health care problems across national and international groups. Strategies for analyzing needs in a cultural context are stressed.

559. The History of Public Health. (3)

A survey of public health issues from the ancient world to the modern world including plague, syphilis, smallpox and AIDS. Addresses interrelation of history, philosophy, economics and disease.

560. Special Topics in Public Health. (1-3, no limit) Δ**561. Maternal Child Health Issues. (3)**

This course provides an overview of Maternal and Child Health in context of principles and practices of public health. Students will explore historical trends and contemporary MCH issues in U.S. and New Mexico.

562. Women's Health Issues. (2-3)

This course will provide an overview of Women's Health issues in the context of principles and practices of public health and to develop critical understanding of contemporary Women's Health issues in the United States and New Mexico.

563. Social Medicine in Latin America. (2)

Reviews critically several topics in Latin American social medicine; the history of social medicine; national and international groups working in social medicine; health policy analysis; occupational and environmental health; social class and health outcomes; gender issues; social epidemiology-content and methods and educational reform.

565. Public Health: Law Policy and Ethics. (3)

This course will deal with the role of law in public health, history of American public health, history of law concerning public health, ethics of modern epidemiology, early research, public health and public accountability, and issues in public health.

569. American Indian Health Issues. (2)

Descriptive overview of health-related topics and issues of American Indian and Alaska Native people. Provides an understanding of the most important, health-related challenges these communities face. Topics include: population, Indian tribes, major health conditions, the Federal Trust relationship, Indian Health Service and self-determination.

570. Tuberculosis Control. (2)

Will cover the basics of tuberculosis and its management. Develop an understanding of the principles of TB control as executed in the U.S. and in other countries, developed and less developed ones.

573. Introduction to Public Health Planning and Evaluation. (1-2)

Basics of public health planning and evaluation. Overview of the concepts of prevention, risk/needs assessment, health promotion theory and models, intervention development including prioritizing, objectives and strategies and evaluation. The course will be partially problem-based so students have an opportunity to apply the concepts.

574. Community Health Improvement Strategies. (1)

Designed to assist public health professionals in identifying and avoiding system features that result in program implementation failure. It applies the methods of systems thinking and continuous quality improvement to program implementation at the state and community level.

575. Public Health Leadership on Facilitation. (1-2)

Facilitation skills for public health settings such as coalitions, working in teams and community meetings. Explores methods, role of facilitator, assumptions behind different styles, setting priorities and action planning. Variable credit to meet professional and graduate student needs. For 1 credit, a 5 page problem analysis; for 2 credits, additional 10 page literature review.

576. Public Health Leadership in Cross Cultural Communication and Conflict. (1-2)

Explores the legacy of historical trauma and colonization on population health among diverse populations. Divided into practice sessions to enhance participants' capacity for communication and problem solving in intercultural public health situations. Variable credit to meet professional and graduate student needs. For 1 credit, a 5 page problem analysis; for 2 credits, additional 10 page literature review.

577. Public Health Leadership in Policy and Advocacy. (1-2)

Problem solving on health policy issues and practical experience with health bills in legislature. Involves a one-day field trip to the New Mexico legislature, in addition to guest speakers. Small group work on media advocacy skills, interacting with policy-makers and presenting testimony. Variable credit to meet professional and graduate student needs. For 1 credit, a 5 page problem analysis; for 2 credits, additional 10 page literature review.

578. Environmental Health Policy. (2)

Examines policy processes affecting environmental health. Explores theories of power and powerlessness and how social constructions are used in policy debates. Case studies illustrate how interest groups access and affect the political agenda.

579. New Mexico Border Health. (2)

Provides an overview of history of U.S./Mexican Border. In particular, the course focuses on current relevant public health problems, policies and health care delivery to address this issue. For example, this course will also examine how the North American Free Trade Agreement has impacted public and environmental health. Immigration Policy and effects of the Maquiladora Industry will also be examined.

APH
512
proposal
writing
workshop

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Nancy Beth Treviso

Email:* ntreviso@unm.edu

Date:* 02-25-09

Phone Number:* 505 277-9133

Initiator's Rank / Title* Dept Administrator 2: Art & Art History

Faculty Contact* Joyce M. Szabo

Administrative Contact* Nancy Treviso

Department* Art and Art History

Division College of Fine Arts

Program BAFA-Bachelor of Arts in Fine Arts-Art History

Branch Main

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * BAFA-Bachelor of Arts in Fine Arts-Art History

Catalog Page Number 459 Select Category Degree ▼ Degree Type BAFA

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

2. Major in art history: a. . . also required are three courses chosen from 315, 321, 322, 330, 340, 352, 431, and either 261 or 262; and one course chosen from 251, 303, 343, 402, 406, 411, 412, 415, and 432.

REGISTRAR'S NOTE: PER INITIATOR, LAST SENTENCE UNDER 2.a. REMAINS.

This Change affects other departmental program/branch campuses

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

The reason for this request is to delete courses no longer listed in the catalog and to expand both western and non-western course choices.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

No budgetary or faculty load implications.

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: September 29, 2009

Deborah Helitzer, Sc.D.
(Name of individual initiating Graduate Degree or Graduate Certificate)

Asst. Dean for Research Education, 272-1887
(Title, position, telephone number)

Helitzer@salud.unm.edu ; bsgp@salud.unm.edu
(Email address)

Biomedical Sciences
(Department/Division/Program)

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Spring Year 2010

Required Signatures:

Department Chair <u>Deborah Helitzer</u>	Date <u>9/29/09</u>
College Curricula Committee <u>Deborah Helitzer</u>	Date <u>9/29/09</u>
College or School Dean <u>[Signature]</u>	Date <u>9/29/09</u>
Dean of Library Services <u>[Signature]</u>	Date <u>10/12/09</u>
Office of the Registrar—Catalog <u>Elizabeth A. Braxton</u>	Date <u>12/07/09</u>
FS Graduate Committee <u>[Signature]</u>	Date <u>2/9/10</u>
Dean of Graduate Studies _____	Date _____
FS Curricula Committee <u>[Signature]</u>	Date <u>3-7-10</u>
Office of the Provost <u>[Signature]</u>	Date <u>3/9/10</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

Additional Approvals for Degrees:

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

PROPOSAL

Certificate Program in Clinical and Translational Science (CTS)

Need for the Program

The Certificate Program in Clinical and Translational Science (CTS) is designed to meet the needs of a variety of learners who are seeking exposure to clinical and translational research competencies but who are not interested in or ready for a master's program. The CTS Certificate Program, along with the Master of Science in Biomedical Sciences, Clinical Research concentration (MS-BIOM-CR), is an educational component of the UNM HSC Clinical and Translational Science Center (CTSC). The CTSC is a Health Sciences Center initiative to integrate and expand the reach of biomedical research from the laboratory to clinical and medical practice: promoting a bench to bedside to community effort to improve health and prevent disease. Increasingly, pressing global health problems have led educators to accelerate the training of clinical, basic science, and translational researchers. Therefore, this program will provide students the basic tools necessary to translate scientific discovery into actionable solutions.

Approval by the University of New Mexico

This proposal was approved in its preliminary form by the MS-BIOM-CR Steering Committee, and the Office of Graduate Studies on February 5, 2009. We now ask that the Faculty Senate, Office of the Provost, and Board of Regents approve this formal proposal and the other sections of Form D.

Academic Purpose and Objectives

The primary objective of the proposed CTS Certificate program is to introduce and expose students who already have earned or currently pursuing a graduate degree in a basic science, public health, medical, clinical, engineering or social science discipline to clinical and translational research competencies. Its purpose is to provide students with the basic foundational principles and knowledge of clinical and translational science in 12 domains: biomedical informatics, bioethics, biostatistics, research methods, epidemiology, measurement, patient outcomes research, cultural competence, research in health care systems, study implementation and management, emerging technology and grantsmanship. Essentially, the program is designed to engage students from diverse backgrounds who seek to reduce the health disparities facing their communities. Furthermore, this program will provide students the tools to translate scientific discovery into solutions that can be implemented in community and clinical settings.

The Curriculum

All existing coursework is already taught by the established MS-BIOM-CR program and degreed faculty.

Required Courses (14 credits); descriptions are included in the body of this proposal:

- a. There will be no new courses added for the CTS Certificate Program; required courses from the MS-BIOM-CR program that is already in place constitute the certificate courses. The program is a year-round program and the courses build on each other continuously. Therefore, students must enroll in the entire certificate program and complete the course work in the order that the courses are offered. Course work begins on July 1 each year and ends at the end of June the following year. The courses are offered in 8-week blocks and a sample schedule is located in appendix A-1. The average enrollment for the MS-BIOM-CR courses is currently 3-5 students. Each course is designed to support up to 15 students and we anticipate this capacity being adequate to support both programs.
- b. Course overview:

Course	Title	Credits
BIOM 556	Research Design in Clinical and Translational Research Course Director: Elizabeth Tigges, PhD Contributing Faculty/Instructors: Peter Guarnero, RN, PhD	1
BIOM 557	Measurement in Clinical and Translational Research Course Director: Teddy Warner, PhD Contributing Faculty/Instructors: Andrew Sussman, PhD	1
BIOM 558	Study Implementation in Clinical and Translational Research Course Director: Mark Schuyler, MD Contributing Faculty/Instructors: Jeffrey Norenberg, PharmD, David Schade, MD, Teddy Warner, PhD, Sally Davis, PhD, Pope Moseley, MD	1
BIOM 559	Biostatistics in Clinical and Translational Research Course Director: Sang-Joon Lee, PhD and Huining Kang, PhD Contributing Faculty/Instructors: Ed Bedrick, PhD, Ron Schrader, PhD	3
BIOM 560	Current and Emerging Technologies in Clinical and Translational Research Course Director: Bill Shuttleworth, PhD Contributing Faculty/Instructors: David Schade, MD, Deirdre Hill, PhD, Scott Ness, PhD, Nora Perrone-Bizzozero, PhD, Rebecca Lee, PhD	1
BIOM 561	Patient Outcomes in Clinical and Translational Research Course Director: Dennis Raisch, PhD Contributing Faculty/Instructors: N/A	1

BIOM 562	Epidemiology in Clinical and Translational Research Course Director: Marianne Berwick, PhD Contributing Faculty/Instructors: Charles Wiggins, PhD, Richard Hoffman, MD, Huining Kang, PhD, Melissa Gonzales, PhD, Sangjoon Lee, PhD	1
BIOM 563	Conducting Clinical and Translational Research within Health Care Systems Course Director: David Sklar, MD Contributing Faculty/Instructors: Glen Murata, MD, Cameron Crandall, MD, PhD, Douglas Binder, MD, John Russell, MD	1
BIOM 564	Biomedical Informatics in Clinical and Translational Research Course Director: Phillip Kroth, MD Contributing Faculty/Instructors: Jonathan Eldredge, PhD, Ingrid Hendrix, Holly Phillips	1
BIOM 565	Cultural Competence in Clinical and Translational Research Course Director: Roberto Gomez, MD Contributing Faculty/Instructors: Gayle Dine'Chacon, MD, Valerie Romero-Leggott, MD, Pam DeVoe, PhD	1
BIOM 566	Grantsmanship in Clinical and Translational Research Course Director: Rebecca Rogers, MD Contributing Faculty/Instructors: Scott Ness, PhD	1
BIOM 567	Biomedical Ethics in Clinical and Translational Research Course Director: Mark Holdsworth, PhD Contributing Faculty/Instructors: Brian Hjelle, MD, William Gannon, PhD	1

Justification of need for the Certificate in Clinical and Translational Science

Relationship to other programs.

This program does not overlap any existing program within UNM or in the state of New Mexico. The CTS Certificate will complement the existing MS-BIOM-CR program by involving a greater diversity of learners who may later choose the option to continue in the program to obtain the Master's degree. Similar to the MS-BIOMED-CR, the certificate program is another required element of our application to the NIH for a Clinical and Translational Science Center. There are four other clinical research training programs in the region, three of which are in Texas (see list below). Only two of these four offer a certificate program: the University of Colorado and the Baylor College of Medicine. Thus, the proposed program will fill a local and regional void, providing students with a unique resource and attracting top quality applicants to our graduate and post-doctoral training programs.

1. Baylor College of Medicine
Clinical Scientist Training Program
Houston, TX

2. University of Colorado Health Sciences Center at Denver
Clinical Sciences Training Program
Denver, CO
3. University of Texas Health Science Center at Houston
Master's Degree Program in Clinical Research in the
Center for Clinical Research and Evidence-Based Medicine
Houston, TX
4. University of Texas Health Science Center at San Antonio
Master's Degree in Clinical Investigation
San Antonio, TX

Special Features making UNM-SOM an appropriate place to initiate this program.

In 2005, the UNM HSC reorganized its research efforts into Signature Programs in order to transform the environment for clinical/translational research and create a meaningful and effective academic home for clinical translational research at the institution. A major goal of this reorganization and creation of Signature Programs is to address important health problems affecting the state of New Mexico and to outline an idealized and complete translational agenda (bench to bedside to community/practice) for each area of such strength. The six "Signature Research Programs" are in (A) Brain and Behavior Illnesses, (B) Cancer, (C) Cardiovascular and Metabolic Disease, (D) Infectious Diseases and Immunity (E) Environmental Health Sciences, and (F) Child Health Research. In addition to established research components, each Signature Program possesses a strong emphasis on training the next generation of clinical/translational researchers, which this program is designed to fulfill. Essentially, research training provided in the CTS Certificate Program provides learners with the skills to translate basic science discoveries into clinical practice and health policy, thereby supporting UNM's goals to make New Mexico communities healthier.

Opportunities for multidisciplinary participation and advanced degrees.

The CTS Certificate Program is open to graduate students in the Biomedical Sciences, the College of Nursing, the College of Pharmacy and the School of Engineering Program in Biomedical Engineering. It is also open to applicants who already have a graduate degree in a basic science, public health, medical, clinical, engineering or social science discipline (MD, PhD, MS, PharmD, ScD and MPH) and learners within post-doctoral training programs at UNM. The program is primarily designed to meet the needs of a variety of learners who are seeking exposure to clinical and translational research competencies. However, the program is also intended to act as a pipeline for students who develop a greater interest in translational research and want to increase their competency level in specific domains of study, to seamlessly transition into the MS-BIOM-CR program.

Resource Requirements

No new physical or financial resources are required to sustain the proposed program for the foreseeable future. In addition, we do not see a need to reallocate faculty responsibilities since the CTS Certificate students can be absorbed into existing course

schedules. The existing Biomedical Research and Education Program Office, which oversees student progress, will provide the requisite administrative support.

Projected Enrollment

Based on the marketing and promotion of the MS-BIOM-CR program and numerous inquiries from interested students we anticipate an average of 9-12 students entering the CTS Certificate program each year. Interest has been expressed by graduate students in Biomedical Sciences, professional students in the MD curriculum, medical residents, clinical fellows, post-doctoral fellows, and junior faculty. Potentially, we could receive more interest in a given year than we are equipped to accommodate. Based on the one year curriculum we anticipate all students completing the program within a one-year time frame. The prospective pool of interested students is often here for at least five years. Therefore, they would have ample opportunity to participate in the CTS Certificate program at some point in their training if they are unable to attend when they first apply.

PROGRAM PROPOSAL

PROPOSAL

Certificate Program in Clinical and Translational Science (CTS)

I. Introduction

We propose a Graduate Certificate Program in Clinical and Translational Science (CTS Certificate) that is based on our Master of Science in Biomedical Sciences: Clinical Research concentration (MS-BIOM-CR), which is an innovative modular translational research training program grounded in adult learning theory with 12 domains of competency. The New Program Preliminary Review Outline has been approved by the MS-BIOM-CR Steering Committee, the Office of Graduate Studies, and Dr. Wynn Goering of the Provosts Office on February 5, 2009. The CTS Certificate will be offered to graduate students, medical students, post-doctoral fellows, medical residents and clinical fellows, and faculty. This rich diversity of participants will provide an outstanding environment for collegial interaction and collaborative learning.

The CTS Certificate Program will provide strong foundations in investigational techniques through problem-centered and seminar-like learning experiences. A flexible curriculum, using multiple modalities, has been developed to allow individuals to build competence in clinical research. Small classes and mentored research constitutes the main educational approach to the MS-BIOM-CR program. A principal goal of the proposed Certificate program is to borrow from the innovatively structured first year of the MS-BIOM-CR program. This curriculum provides a foundational understanding of basic, clinical, and translational research that fosters the professional development of highly qualified young researchers, thereby increasing the number of well-trained new investigators transitioning into successful careers.

II. Program Description and Purpose

A. Primary and secondary purposes of the proposed program and external reviewer reports.

The primary purpose of the proposed CTS Certificate program is to meet the current and future need for clinical and translational researchers. Increasingly, pressing global health problems have led educators to accelerate the training of clinical, basic science, and translational researchers. The secondary purpose of the program is to meet the needs of a variety of learners who are seeking exposure to clinical and translational research competencies but who are not interested in or ready for a master's program.

The CTS Certificate will introduce and expose students who have already earned or are currently pursuing a graduate degree in a basic science, public health, medical, clinical, engineering or social science discipline to clinical and translational research competencies. The program is designed to provide students with the basic foundational principles and knowledge of clinical and translational science in 12 domains: biomedical informatics (BIOM 564), bioethics (BIOM 567), biostatistics (BIOM 559), research

methods (BIOM 556), epidemiology (BIOM 562), measurement (BIOM 557), patient outcomes research (BIOM 561), cultural competency (BIOM 565), research in health care systems (BIOM 563), study implementation and management (BIOM 558), emerging technology (BIOM 560) and grantsmanship (BIOM 566). Essentially, this program will provide students the basic tools necessary to translate scientific discovery into actionable solutions. Furthermore, the program is designed to engage students from diverse backgrounds who seek to reduce the health disparities facing their communities.

B. Consistency with the role and scope of UNM as set forth in its mission statement.

The proposed CTS Certificate program, along with the MS-BIOM-CR Program, is tailored to meet several of the UNM HSC mission statements (http://hospitals.unm.edu/about/mis_vis_val.shtml). Students in the CTS Certificate program will combine their prior experience and training with the development of competency in clinical and translational research. First, by integrating and expanding the reach of biomedical research from the laboratory to clinical and medical practice—promoting a bench to bedside to community effort—the program helps to satisfy the HSC’s mission statement of “*Providing Leadership in Innovative, Collaborative Education.*”. Additionally, it is consistent with the HSC’s mission statement, “*Advances the frontier of science through research critical to the future of health care,*” by providing learners with the skills necessary to translate basic science discoveries into clinical practice and health policy. Of particular importance is the development of clinical investigators who have appropriate sensitivity to New Mexico’s diverse cultures and who are skilled in the development of community driven research agendas. Finally, these investigators will be equipped to work with New Mexico’s high technology community to bring breakthroughs in diagnostics and treatment to the clinic. Through this process, these learners will be better equipped to compete for peer-reviewed funding and to expand the boundaries of medical knowledge by developing, testing, and implementing innovative new diagnostic and therapeutic strategies for a wide variety of diseases that affect the people of New Mexico. This, in effect, helps to satisfy two other UNM HSC mission statements: “*Delivering health care services that are at the forefront of science*” and “*Facilitating partnerships with public and private biomedical and health enterprises.*” Ultimately, this program will enable UNM to create an academic home environment to develop the discipline of clinical and translational science, increase the efficiency and speed of clinical research, and train the next generation of clinical and translational scientists.

C. What is the institution’s priority for the proposed program?

In direct support of the Clinical and Translational Science Center (CTSC) at the University of New Mexico Health Science Center (UNM HSC), the HSC’s highest priority (as stated by Paul Roth, MD, Executive Vice President) the purpose of the CTS Certificate Program is to help meet a goal of forming a transformative, novel, and integrative academic spring board for students interested in Clinical and Translational

Science. The CTS is also a required element for the HSC application to the NIH for a CTSC, and our institution must demonstrate our capacity to develop educational infrastructure in order to be competitive for receipt of this funding. With the infrastructure and consolidated resources of the MS-BIOM-CR program already in place, this program will: 1) recruit, train and advance competitive, inter-disciplinary investigators, 2) create an incubator for innovative research and information technologies, 3) synergize multi- and inter-disciplinary clinical and translational research and researchers to catalyze the application of new knowledge and techniques to clinical practice at the front lines of patient care; and 4) potentially expand existing partnerships between UNM HSC researchers, practicing clinicians, and communities to speed development of research valued by those communities. The Biomedical Research Education Program (BREP) has a strong commitment to this endeavor and has built significant resources into this proposal to insure its success.

D. Curriculum for proposed program

The CTS Certificate Program will require the completion of 14 credits. There will be no new courses added for the CTS Certificate Program; they will all come from the current MS-BIOM-CR program. Additional sections of each course may need to be created if the demand for the certificate becomes too great. At this time these courses are only offered once per year, so this may affect students who are enrolled in other UNM programs. Please see the attached Sample Schedule of Courses.

D1. Summary of skills and competencies developed through this program.

The entire program is based on the attainment of competencies. In the CTS Certificate Program, with the exception of biostatistics (BIOMED 559), the courses will address “level 1” competencies, or the basic language and understanding of the particular domain, in the 12 domains considered essential for clinical and translational research, which are: Bioinformatics, Biostatistics, Bioethics, Research Design, Epidemiology, Measurement in Clinical and Translational Research, Patient Outcomes Research, Cultural Competency in Clinical and Translational Research, Research in Health Care Systems, Study Implementation and Management, Current and Emerging Technology in Clinical and Translational Research, and Grantsmanship in Clinical and Translational Research. For biostatistics, the learners will attain levels 1 and 2 competencies for a total of 3 credits), which include specific data analysis skills. Please see the attached Table of Competencies.

D2. Summary of required and elective credits. (Course descriptions follow)

Type of Activity	Required Courses Representing all categories	Required Credits (14 total)
Course	BIOM 564	1
Course	BIOM 567	1
Course	BIOM 559	3

Course	BIOM 556	1
Course	BIOM 562	1
Course	BIOM 557	1
Course	BIOM 565	1
Course	BIOM 561	1
Course	BIOM 558	1
Course	BIOM 563	1
Course	BIOM 560	1
Course	BIOM 566	1

D3. Course descriptions

BIOM 556 Research Design in Clinical and Translational Research

This course will introduce the variety of study designs that are used to conduct clinical and translational research, including qualitative, observational, experimental, quasi experimental, non-experimental and mixed methods designs.

BIOM 557 Measurement in Clinical and Translational Research

This course will cover qualitative and quantitative instrument design, construction, theory, and implementation; qualitative data analysis and interpretation; assessment of measurement reliability, validity, accuracy, precision, specificity and sensitivity.

BIOM 558 Study Implementation for Clinical and Translational Research

This course trains researchers in the management of clinical and translational research studies, including organizational processes to implement and conduct a funded research study, with emphasis on financial, personnel, and business management and compliance issues.

BIOM 559 Biostatistics in Clinical and Translational Research

This course is a basic overview of the basic principles and methods of biostatistics designed specifically for clinical and translational research scientists. Computer software is used to analyze clinical and translational data sets.

BIOM 560 Current and Emerging Technologies in Clinical and Translational Research

This course covers key biomedical research technologies currently in use for studies at the cellular and molecular, clinical and community levels, concentrating on the advantages and disadvantages of technologies for application to specific translational research studies.

BIOM 561 Patient Outcomes in Clinical and Translational Research

This course is an overview of health care economics and patient outcomes research, including public policy issues associated with the rising cost of health care, patient-reported outcomes, clinical outcomes, economic outcomes, and evaluation of patient outcomes research.

BIOM 562 Epidemiology in Clinical and Translational Research

This course introduces the student to epidemiology, the study of the causes, distribution and control of disease in populations. A methodology to identify risk factors for disease and to determine optimal treatment approaches.

BIOM 563 Conducting Clinical and Translational Research in Healthcare Systems

This course covers the dimensions of a variety of health care systems and settings and discusses potential areas for investigation; challenging learners to consider the opportunities where research can contribute to system improvements.

BIOM 564 Biomedical Informatics in Clinical and Translational Research

This course covers IT tools and biomedical informatics strategies to optimize collection, storage, retrieval, and intra-/inter-institutional sharing of quantitative and qualitative data in support of clinical and translational research.

BIOM 565 Cultural Competency in Clinical and Translational Research

This course covers the impact of culture including values, tradition, history and institutions, sources of health care disparities, how culture influences the way patients respond to medical services, prevention and physician delivery of services.

BIOM 566 Grantsmanship in Clinical and Translational Research

This course covers grant preparation focused on writing and submitting a competitive research or fellowship application that meets prevailing guidelines, addresses an important hypothesis-driven research question and is responsive to critical feedback and review.

BIOM 567 Biomedical Ethics and Regulatory Compliance in Clinical and Translational Research

This course covers history and development of biomedical ethics in theory and practice within healthcare, tenets of autonomy, beneficence, non-maleficence and justice as they pertain to human clinical research and the development of health care public policy.

BIOM 568 Seminar in Clinical and Translational Research

This seminar includes integration and synthesis of concepts integral to clinical and translational research, providing problem-based and cross-cutting case studies for analysis/discussion, networking opportunities and a platform to demonstrate competencies.

II. Justification for the Program**A. Need**

The CTS Certificate Program is designed to meet the needs of a variety of learners who are seeking exposure to clinical and translational research competencies but who are not interested in or ready for a master's program. This program, along with the MS-BIOM-CR Program, is an educational component of the UNM HSC Clinical and translational Science Center (CTSC). The CTSC is a Health Sciences Center initiative

to integrate and expand the reach of biomedical research from the laboratory to clinical and medical practice: promoting a bench to bedside to community effort. Increasingly, pressing global health problems have led educators to accelerate the training of clinical, basic science, and translational researchers. Therefore, this program will provide students the basic tools necessary to translate scientific discovery into actionable solutions.

B. Duplication

This CTS Certificate Program would be unique to both the state of New Mexico and southwest region. There are four other clinical research training programs in the region, three of which are in Texas. Only two of these four offer a certificate program: the University of Colorado and the Baylor College of Medicine. Thus, the proposed program will fill a local and regional void, providing students with a unique resource and attracting top quality applicants to our graduate and post-doctoral training programs.

1. Baylor College of Medicine
<http://www.bcm.edu/cstp/>
Clinical Scientist Training Program
Houston, TX
2. University of Colorado Health Sciences Center at Denver
<http://www.uchsc.edu/dehsr/programs.html>
Clinical Sciences Training Program
Denver, CO

C. Clientele and Projected Enrollment

1. Clientele

C1.a. Student population.

The CTS Certificate Program proposes to train a new generation of clinical and translational investigators, recruited from UNM graduate students in the Biomedical Sciences Graduate Program, the College of Nursing programs, the College of Pharmacy programs, and the School of Engineering Program in Biomedical Engineering. Additionally, medical students, junior faculty, post-doctoral and clinical fellows at UNM will be recruited.

C1.b. Qualifications for entry into the certificate program.

The CTS Certificate Program is open to students seeking a graduate degree in a basic science, public health, medical, clinical, engineering or social science discipline (MD, PhD, MS, PharmD, ScD and MPH). Individuals who have already completed graduate training in these areas and are receiving additional training at UNM (i.e. post-doctoral and clinical fellows) or are currently employed at UNM as junior faculty will be eligible to participate. We anticipate attracting highly motivated and qualified students into the CTS Certificate Program. Admission standards will include competitive standardized tests scores (i.e. MCAT, GRE) and strong academic records. Additionally, preference will be given to applicants who exhibit ability to effect multi-modal communication with fellow learners, colleagues, instructors and other members of the health care and research communities. Finally, the one year program schedule is

intensive, so regular attendance is required. In other words, students are expected to arrange their personal vacations and professional obligations to avoid routine interruption of in-class participation.

C1.c. Equitable representation of students. We expect that all students who are interested in clinical and translational research will apply. There are no specific demographic characteristics that are pre-requisite, or inclusion or exclusion criteria, other than their good standing at UNM as a graduate student, fellow, or junior faculty.

2. Projected enrollment.

We anticipate 9-12 students per year. This projection is based on the interest that has been expressed by graduate students and faculty. The Certificate Program requires only half the time commitment of the MS-BIOMED-CR and doesn't require the rigor of a research thesis. Since it is open to a wider applicant pool than the MS-BIOM-CR program, which includes UNM graduate students, we feel this estimate is appropriate. Lastly, we intend to cap the enrollment for both programs at 15 students per year and will give priority to MS-BIOM-CR applicants.

D. Institutional Readiness for the Program

We do not anticipate that any additional resources will be needed for this program since it will leverage the core curriculum of the MS-BIOM-CR program that is already in place.

1. Teaching faculty.

All existing coursework is already being taught by established and degreed faculty of the MS-BIOM-CR program. The program is free-standing but includes senior faculty from many units across the entire university, including the Colleges/Schools of Medicine, Nursing, Pharmacy, as well as outside collaborators from the VA Hospital and the MIND Institute. The only responsibility of each participating unit is to provide release time for their faculty to teach in the program. Due to the heightened priority at the Health Sciences Center to establish a Clinical and Translational Center there has been wide spread support to develop and contribute to this program across the institution. Each course has one Instructor of Record (IOR), and additional instructors and lecturers depending on the course. Please see the attached List of Teaching Faculty.

2. Library and other academic support resources. A web-based collaborative portal using Microsoft SharePoint has been developed to facilitate the delivery of the CTS Certificate Program. The portal will be managed by BREP staff members with the support of staff from the Health Sciences Library and Informatics Center (HSLIC).

3. Physical facilities. These are adequate. Since the courses are capped at 15 students, there are a variety of meeting rooms available at the HSC that will accommodate class meetings.

4. Equipment and technological resources.

Each student is required to have a laptop computer with wireless capabilities. The student will be required to purchase a license to the data analysis and statistical

software, STATA, through ITS at the discounted price which is currently \$155/copy. This statistical software is used for all courses and students will receive training to use it in several workshops and courses. Textbooks are required for most courses, for a potential total of \$800 (if all textbooks are bought at full price). Used copies of textbooks will be available from former students. Tuition remission will be available to all UNM faculty and staff, and other students will only be responsible for regular tuition. The standard fees will apply for all library and ITS services. Student Learning Support is also available for HSC students, and is free of charge.

5. Operating resources. None are required in addition to faculty and staff already in place.

6. External facilities. None will be needed.

E. Projected Cost of the Program

1. New costs for program start-up. As stated in the previous section, no new faculty, library resources, or additional facilities or equipment will be needed to begin the program or sustain it during the first five years.

2. State support. None will be needed.

3. Other support. The Biomedical Research Education Program (BREP) will absorb the operating costs for the CTS Certificate Program. We anticipate the required costs to be minimal since the program will mirror the existing MS-BIOM-CR program. However, additional funds are currently budgeted in pending grant applications (CTSA, HHMI, and others) to provide for staff and operational support of all programs housed under BREP.

F. Quality of the Program

The quality of the proposed program is ensured by the high standards that have gone into the design and implementation of the MS-BIOM-CR program and its associated courses. We anticipate attracting highly motivated and qualified graduate and medical students into the CTS Certificate Program. Admission standards include competitive standardized tests scores (i.e. MCAT, GRE) and strong academic records. Additionally, preference is given to applicants that exhibit ability to effect multi-modal communication with fellow learners, colleagues, instructors and other members of the health care and research communities. Accreditation is not required for the proposed CTS Certificate Program.

G. Assessment of Operations and Impact

1. Program operations, progress of students, and program completion rates.

With the administrative support of the Biomedical Research and Education Program (BREP) office staff, program operations, progress of students, and program completion rates are monitored by the MS-BIOM-CR Program Director. Due to the relatively small

size of the program this is done on an ongoing basis and involves frequent communications with students, mentors, and faculty. The CTS Certificate program will be under the oversight of the MS-BIOM-CR steering committee (SC) consisting of 15 faculty members; the SC membership is primarily representative of the 12 participating domains of study; members of the Student Progress sub-committee track the academic progress of all students in the program on an annual basis. Students must be in good standing in their degree program to be eligible for the Certificate Program.

2. Evaluations.

At the completion of every course, instructors prepare written feedback in the form of a "Student Evaluation" on each student that measure their level of professionalism, responsibility, ethical behavior, cultural sensitivity, competency, and overall performance. This information is then collated and provided back to each student during an annual student progress review. Additionally, students are required to complete a "Course Evaluation" after each course to offer feedback regarding how they are learning, how they are progressing, and how we can make improvements for their future development. Students will complete a Clinical Research Appraisal Inventory (CRAI) at the beginning and end of their matriculation into the certificate program, to help them assess their confidence in undertaking the competencies addressed in the program. We expect their self-efficacy to improve over the year. The Certificate Program will also fall under the auspices of President Schmidley's College Assessment Review Committee (CARC). As such, the program has developed learning outcomes and assessment measures for students enrolled in the program. Once the certificate program is approved, those measures will be reconsidered to ensure that they continue to meet the spirit and needs of the CARC processes.

3. External Review by education experts.

The CTS will be part of the educational components of the Clinical and Translational Science Centers. The national consortium of CTSA awardees have developed several subcommittees, including one for Educational Programs. Our CTS will be among those programs that are included under the aegis of this subcommittee, and therefore the outcomes of our students will be compared to those of other similar programs.

H. Administrative Responsibility for the Program and Institutional Commitment

1. Governance structure of the program.

The CTS Certificate Program will be under the governance of the Office of Research in the School of Medicine, led by Senior Associate Dean, Richard Larson. Dr. Deborah Helitzer, as a Dean's appointee in the Office of Research, is currently Assistant Dean of Research Education for the UNM HSC and responsible for the leadership of the MS-BIOM-CR Program and oversight of the CTS Certificate Program. In addition, there is a MS-BIOM-CR Steering Committee constituted by at least one faculty member from each participating department (domain) of study. Curriculum changes are initially reviewed and approved by the Steering Committee. The preliminary proposal for this certificate program was approved by the MS-BIOM-CR Steering Committee, the SOM

Senior Associate Dean, the Office of Graduate Studies, and Dr. Wynn Goering of the Provosts Office on February 5, 2009.

2. Administrative Support.

Administrative support for the CTS Certificate Program will be provided by the Biomedical Research and Education Program (BREP) office. The office is under the purview of Sr. Associate Dean, Dr. Richard Larson and the Assistant Dean for Research Education, Dr. Deborah Helitzer. The team consists of a Program Manager, one Program Coordinator, two Academic Advisors, one Administrative Assistant III, and two student employees. The BREP staff is responsible for admissions, student progress, faculty steering committee and program director support, course scheduling and teaching support. Based on the results of extramural funding (HHMI, CTSA, others), additional staff may be added in the near future.

Appendix Materials A1-A5

- A1) Sample Schedule of Classes**
- A2) Table of Competencies**
- A3) List of Teaching Faculty**
- A4) Sample Course Evaluation Form**
- A5) Sample Instructor Evaluation of Student Form**

A1) Sample Schedule of Classes

MS-BIOM-CR 2009-2010 Academic Year Schedule (Level 1 Required Courses)

Summer 2009							
Start Date (Week of)	End Date	Course	Number	CRN	Day	Time	Room
Orientation							
6/24	6/24	Orientation Day 1	N/A	N/A	W	1:00-5:00	Domenici Center 3010
6/26	6/26	Orientation Day 2	N/A	N/A	F	1:00-5:00	MRF Conf Room
6/29	6/29	STATA Workshop	N/A	N/A	M	1:00-4:00	Domenici Center B112
7/13	7/13	STATA Workshop	N/A	N/A	M	1:00-4:00	Domenici 3010
Block One							
6/29	8/21	Biomedical Informatics	BIOM 564	17285	T	3:00-5:00	Domenici B102
6/29	8/21	Biostatistics Level 1	BIOM 559	17287	W,F	3:00-4:00	Domenici B102
7/27	8/21	Biomedical Ethics	BIOM 567	18570	W,F	4:00-6:00	Domenici B102
8/24	8/28	Fall Break					
See Seminar Schedule for Dates		Seminar	BIOM 568	Register Spring	See Seminar Schedule for Times/Locations		

Fall 2009							
Start Date (Week of)	End Date	Course	Number		Day	Time	Room
Block Two							
8/31	10/23	Research Design	BIOM 556	33060	M	3:00-5:00	Domenici B112
8/31	10/23	Biostatistics Level 2	BIOM 559	33070	T,R	4:00-5:00	Domenici B112
Block Three							
10/26	12/18	Biostatistics Level 2	BIOM 559	33070	T,R	4:00-5:00	Domenici B112
10/26	12/18	Epidemiology	BIOM 562	28386	T,R	3:00-4:00	Domenici B112
10/26	12/18	Measurement	BIOM 557	28385	W*	3:00-5:00	Domenici B112
11/25	11/27	Thanksgiving Break *(BIOM 557: Measurement will meet on Monday, November 23 for this week)					
See Seminar Schedule for Dates		Seminar	BIOM 568	Register Spring	See Seminar Schedule for Times/Locations		
12/21	1/2	Winter Break					

Spring 2010							
Start Date (Week of)	End Date	Course	Number		Day	Time	Room
Block Four							
1/4	2/26	Patient Outcomes	BIOM 561		M	3:00-5:00	

1/4	2/26	Cultural Competency	BIOM 565		W	3:00-5:00		
Block Five								
3/1	4/23	Healthcare Systems	BIOM 563		R	3:00-5:00		
3/1	4/23	Grantsmanship	BIOM 566		F	3:00-5:00		
4/26	4/30	Spring Break						
Block Six								
5/3	6/25	Study Management	BIOM 558		M	3:00-5:00		
5/3	6/25	C&E Technology	BIOM 560		T	3:00-5:00		
See Seminar Schedule for Dates		Seminar	BIOM 568	Register Spring	See Seminar Schedule for Times/Locations			

A2) Table of Competencies

	DOMAINS	Le
D1	Research Design for Clinical Translational Research	
D1-C1	Given a research topic the learner will demonstrate ability to gather background scientific information to support the importance of the problem(s).	
1.1.1	Level I: The learner will demonstrate the ability to use medical informatics systems to access the available evidence in human health related to a specific research topic.	I
D1-C2	The learner will be able apply the appropriate research design to answer a given research question or hypothesis, including issues related to study design, sampling methods and frame, study populations, study locations and recruitment.	
1.2.1	Level I: The learner will be able to discuss the different theoretical foundations of qualitative, observational, experimental, quasi experimental, non experimental and mixed methods research designs and why each design is more appropriate to answer a particular research question.	I
D1-C3	Given a research topic and the background information gathered, the learner will develop a qualitative, quantitative or mixed methods research plan for a three year study.	
1.3.1	Level I: The learner will recall the key elements of a qualitative, quantitative or mixed methods research plan; (including specific aims, hypotheses, background, preliminary studies and methods appropriate for the research topic of interest).	I
D1-C4	The learner will demonstrate the ability to use Preliminary Data to support the hypotheses and specific aims for the research plan for the topic of interest.	
1.4.1	Level I: The learner will recall how the preliminary data is integrated into the research plan, so that the preliminary data logically supports the research constructs that lead to the hypotheses and specific aims.	I
D1-C5	The learner will demonstrate the ability to link the problem(s) statement, significance and methods to the hypotheses and specific aims.	
1.5.1	Level I: The learner will recall how to logically connect the problem statement, significant and methods to the hypotheses and specific aims.	I
D1-C6	The learner will demonstrate the ability to design experiments that use the proposed methods to convincingly prove or disprove the hypotheses for quantitative/mixed methods approaches or address the research questions for qualitative studies.	
1.6.1	Level I: The learner will recall experimental designs and interpretation of potential results that will test and address the hypotheses, research questions and specific aims.	I
D1-C7	The learner will demonstrate working ability to critically analyze qualitative, quantitative or mixed methods experiments to determine their weaknesses and limitations.	
1.7.1	Level I: The learner recall research design principles and threats to validity or trustworthiness for qualitative, quantitative or mixed methods that are possible weakness in the proposed experiments.	I
D1-C8	The learner will demonstrate the ability to devise alternative methods that are not subject to the same weaknesses and limitations as the proposed methods.	
1.8.1	Level I: The learner will recall how to devise alternative methods that will address the Specific Aims through critically analyzes of their advantages and disadvantages and description of his or her interpretation of the results.	I
D1-C9	The learner will demonstrate the ability to determine and appropriate sample size to answer the hypotheses and address the specific aims for qualitative, quantitative or mixed methods through performance power analyses to determine minimal numbers of experiments/subjects or qualitative strategies associated with sample size.	

1.9.1	Level I: The learner will recall how to determine adequate sample size for quantitative methods by performing power analysis and qualitative methods through the appropriate strategies and explicate the limitations of these approached.	I
D2	Instrumentation Construction & Measurement Development	
D2-C1	The learner will be able to understand and articulate major approaches and concepts used to design and evaluate QUALITATIVE measurements.	
2.1.1	Level I: Describe the principles and approaches used with qualitative methods, the different types of study designs that are used in qualitative research, the types of research questions that can be answered with qualitative methods; and the reasons why qualitative approaches to data collection, analysis and interpretation are useful.	I
D2-C2	The learner will be able to develop instruments to gather qualitative data.	
2.2.1	Level I: Describe the components and essential elements of qualitative instruments such as focus group guides, in-depth interview guides, structured observation guides, cognitive interview guides, or ethnographic case studies.	I
D2-C3	The learner will be able to develop data management and analysis approaches for qualitative data.	
2.3.1	Level I: Describe the process of managing and processing qualitative data for a study.	I
D2-C4	The learner will be able to understand and articulate major approaches and concepts in evaluating QUANTITATIVE measurements based on classical measurement theory.	
2.4.1	Level I: Describe classical measurement theory, types of and approaches for establishing reliability and validity of quantitative measures, and item analyses of multiple indicator quantitative measures.	I
2.4.2	Level I: Describe how to evaluate existing measures of patient-reported outcomes and other quantitative measures, including how to determine constructs and how to create a nomenclological chart to describe the components of measures.	I
2.4.3	Level I: Describe the components of studies of the reliability of quantitative measures using classical measurement theory to estimate internal consistency, split forms, and retest reliability, including intraclass correlations.	I
2.4.4	Level I: Describe the components of methods sections describing the use of quantitative measures in scientific manuscripts and grant proposals.	I
D2-C5	The learner will be able to design new measures of patient-reported outcomes and other-reported quantitative measures.	
D2-C6	The learner will be able to design, implement, and evaluate studies to assess quantitative measures.	
D2-C7	The learner will be able to critically evaluate scientific articles describing the development and testing of QUANTITATIVE measurements (utility, application, reliability, and validity) and the use and reporting of QUALITATIVE measures.	
2.7.1	Level I: Review scientific articles and provide critiques of the development and testing of quantitative measures (utility, application, reliability and validity).	I
2.7.2	Level I: Review scientific articles and provide critiques of the use and reporting of qualitative measures.	I
D2-C8	The learner will be able to compose reports of the use and evaluation of QUANTITATIVE and QUALITATIVE measures in scientific manuscripts and grant proposals, and evaluate such reports in published articles.	
2.8.1	Level I: Describe the components of methods sections describing the use of qualitative measures in scientific manuscripts and grant proposals.	I
2.8.2	Level I: Describe the components of methods sections describing the use of quantitative measures in scientific manuscripts and grant proposals.	I
D3	Study Implementation and Research Project Management	
D3-C1	Given a study protocol and an overall budget typical of a training grant, the learner will develop a working budget for a three year study.	

3.1.1	Level I: The learner will articulate components of a grant budget, including organizational chart, personnel, supplies, equipment, patient care expenses, and indirect costs.	I
D3-C2	The learner will demonstrate an ability to hire ancillary personnel for a study team satisfying the principles of Equal Opportunity Employment and standard Human Resources benchmarks.	
3.2.1	Level I: The learner will attend "Interviewing and Selection Skills (3 hours)" as offered by UNM EOD (Employee Organizational Development), described below under Resources.	I
D3-C3	Given a study protocol, the learner will develop the components of a comprehensive Manual of Operations detailing the standards of procedure for the study.	
3.3.1	Level I: The learner will articulate the components of a study Manual of Operations.	I
D3-C4	The learner will demonstrate team leadership skills by managing a research team effectively and efficiently.	
3.4.1	Level I: The learner will articulate the precepts of "small project management" as they pertain to his or her research study using the following text: "Introduction to Project Management in Health Research: A Guide for New Researchers (Paperback, 1996)" by Tim Usherwood.	I
D3-C5	The learner will demonstrate an understanding of the regulatory requirements necessary for IND or IDE application through the Food and Drug Administration.	
3.5.1	Level I: The learner will demonstrate a working knowledge of the relevant FDA web page to find information regarding how and when to apply for IND/IDE approval.	I
D3-C6	The learner will demonstrate working ability with an institutional accounting system (such as Banner) for the purposes of maintaining responsible financial management of their study.	
3.6.1	Level I: The learner will complete the course "Banner Essentials for Managers (3 hours)" as offered by UNM EOD (Employee Organizational Development).	I
D3-C7	The learner will demonstrate the principles of effective performance review of employees.	
3.7.1	Level I: The learner will be able to articulate the principles of effective performance review according to UNM policies and procedures after participating in the "Performance Review (3 hours)" workshop held by UNM EOD (Employee Organizational Development).	I
D3-C8	The learner will demonstrate understanding quality improvement principles as they apply to clinical research.	
3.8.1	Level I: The learner will be able to articulate the principles of Continuous Quality Improvement (CQI).	I
D3-C9	Learners will demonstrate facility with each if several existing resources in the NIH Commons, FDA, and CRISP web-based databases.	
3.9.1	Level I: The learner will articulate the purpose of each of several federally-supported web pages relevant to clinical/translational research, including, but not limited to, the NIH, NIH Commons, FDA, and CRISP websites.	I
D3-C10	Learners will demonstrate effective team leadership and communication skills.	
3.10.1	Level I: The learner will successfully complete the "Understanding Communication Styles (3 hours)" workshop sponsored by UNM EOD (Employee Organizational Development) and will provide documentation certifying this completion.	I
D3-C11	Learners will be able to apply to NIH using the electronic submission process.	
3.11.1	Level I: The learner will be able to articulate the purpose and function of the NIH eraCommons website.	I
D4	Biostatistics, Data Analysis and Interpretation	
4.1.1	Level I: Master a statistics package well enough to be able import a database, and do simple manipulations.	I
4.1.2	Level I: Produce and thoroughly understand the interpretation of simple numerical summaries of variables: proportions, means, medians, standard deviations, and quartiles.	I
4.1.3	Level I: Produce and interpret simple graphical summaries of variables: bar graphs, mosaic plots, histograms, dot plots, box plots, scatter plots.	I

4.1.4	Level I: Articulate the meaning of the relative frequency interpretation of probability and its connection to a histogram, as well as the ideas of conditional probability.	I
4.1.5	Level I: Articulate the types of data that might be modeled by a binary variable, or might be modeled by a continuous variable, or neither; and articulate a population model for such data in simple cases.	I
4.1.6	Level I: Articulate when a histogram of data might be represented by a normal distribution, articulate the probability meaning of tail areas of the normal distribution, and be able to compute such probabilities using software.	I
4.1.7	Level I: Articulate and understand that output from Monte Carlo simulation provided by the instructor illustrates the sampling distributions for sample proportions and means are approximate normal distributions for large sample sizes, and be able to perform simple calculations using the approximating normal sampling distributions.	I
4.1.8	Level I: Articulate an understanding of confidence intervals and hypothesis tests for a population proportion, and be able to produce them for large sample situations.	I
4.1.9	Level I: Articulate an understanding of confidence intervals and hypothesis tests for a population mean, and be able to produce them for large sample situations. Learner will be able to articulate the conditions where it is appropriate to t-statistics to produce confidence intervals and hypothesis tests for a population mean, and be able to produce them.	I
4.1.10	Level I: Interpret appropriate graphics associated with confidence intervals and hypothesis tests for population proportions and means, and be able to produce them.	I
4.1.11	Level I: Articulate an understanding of large sample Z-tests and confidence intervals for difference between two population proportions, and be able to produce them.	I
4.1.12	Level I: Articulate an understanding of the large sample and t- confidence intervals and hypothesis tests for differences between two population means, be able to relate t-tests to parallel arm Clinical Trial designs, and be able to produce them.	I
4.1.13	Level I: Articulate when a t-test may not be appropriate, to understand the basis for a Wilcoxon Rank Sum test, to interpret the results of such a nonparametric test, and be able to produce such a test.	I
4.1.14	Level I: Articulate an understanding of binary paired data, an understanding of McNemar's test for such data, and an understanding of why Fisher's Exact test is not applicable and be able to produce and interpret such a test.	I
4.1.15	Level I: Articulate an understanding of the paired t-test for the appropriate data, and of why the two sample t-test is not appropriate for such data. Learner will be able to produce and interpret such a test. Learner will be able to articulate an understanding of when the Wilcoxon signed rank test should be used instead of the paired t-test and be able to relate the paired t-tests to a one group Clinical Trial cross-over design.	I
4.1.16	Level I: Interpret appropriate graphics associated with the two sample confidence intervals and hypothesis tests for population proportions and means, and be able to produce them and be able to construct and interpret diagnostic graphics in order to validate the procedures to be used.	I
4.1.17	Level I: Articulate an understanding of the relationship between power and sample size for the one sample hypothesis test of a population mean, and be able to produce either power or sample size for such a test using software and be able to articulate an understanding of a power analysis in this context.	I
4.1.18	Level I: Articulate an understanding of the relationship between power and sample size for the comparison of two binomial proportions, and be able to produce either power or sample sizes using software and be able to articulate an understanding of a power analysis in this context.	I
4.1.19	Level I: Examine preliminary data computer output and/or papers assigned by the instructor to find proportions or means and standard deviations relevant to the hypothesis to be tested and be able to use this information to produce and write coherently about a power analysis.	I
4.1.20	Level I: Articulate an understanding of the population model, the ANOVA table, the hypothesis being tested, and the standard F-test; and be able to interpret the ANOVA table and F-test from computer output provided by the instructor. Learner will be able to articulate the assumptions of the one-way ANOVA.	I

4.1.21	Level I: Articulate an understanding of multiple comparisons of means problem and interpret multiple comparison computer output provided by the instructor.	I
4.1.22	Level I: Articulate an understanding of the Kruskal-Wallis test and when it should be used.	I
4.1.23	Level I: Articulate an understanding of the population model for correlation, and to calculate and interpret Pearson r and Spearman rho using software, and assess which may be most appropriate with specific data.	I
4.1.24	Level I: Articulate an understanding of the population model for simple linear regression, the least squares method, regression parameter estimates, the ANOVA table, RMSE value and R-squared and be able to produce and interpret such an analysis.	I
4.1.25	Level I: Identify non-linearity or other violation of assumptions for linear regression that might require the data to be transformed.	I
4.1.26	Level I: Understand the idea of outliers, identify them in data, and articulate possible remedies.	I
4.1.27	Level I: Can describe the underlying framework of: multiple linear regression; 2-way ANOVA and the use of ANOVA in a 2x2 Clinical Trial design; interaction; Repeated Measures (RM) ANOVA and its use in a Clinical Trial design with 2 groups and 2 time periods; interaction plots; analysis of covariance (ANCOVA); adjustment by covariates; and survival analysis.	I
D5	Current & Emerging Technologies	
D5-C1	Genomics and Proteomics: Learners will demonstrate understanding of basic methods and instrumentation utilized in genomics and proteomics research, as well as the instrumentation and facilities available for this research within the Keck KUGR genomics and the UNM Proteomics Facilities. Methodologies include gene array analysis (e.g., affymetrix and custom gene arrays) and proteomics using MALDITOF analysis.	
5.1.1	Level I: Learner will attend 2 introductory lectures and 2 instrumentation demonstrations; (4 hours) that are currently part of BioMed 522.	I
D5-C2	Fluorescence techniques in cellular and subcellular analyses Learners will demonstrate understanding of technologies involved in flow cytometry (including high throughput screening) and advanced technologies in fluorescence imaging of cellular and subcellular targets.	
5.2.1	Level I: Learner will attend 2 introductory lectures (Fluorescence microscopy, Flow Cytometry), and 2 instrumentation demonstrations in Biomed 522.	I
D5-C3	Nanotechnology: Learners will demonstrate an understanding of the nature of nanomaterials and their application to biomedical research.	
5.3.1	Level I: Learner will attend two introductory lectures provided by the UNM IGERT nanotechnology seminar series (2 hours), covering the 1) synthesis and nature of nanomaterials, and 2) biomedical applications.	I
D5-C4	Non-Invasive Functional Imaging: Learners will demonstrate understanding of the range of non-invasive imaging modalities that are now available for clinical research. These include, but are not restricted to, functional MRI, MRS and MEG approaches.	
5.4.1	Level I: Learner will attend an introductory lecture that provides an overview of MRI, MRS and MEG imaging at the MIND institute. A second hour will be devoted to a tour of imaging facilities at the MIND institute to observe and tour of nuclear medicine facility.	I
D5-C5	Technologies in Clinical Lab Assays: Learners will demonstrate awareness of technologies available for a range of laboratory assays used for the assessment of specimens obtained from clinical research projects. The technologies covered in this competency will include Radioimmunoassay, GC Mass Spec. chemiluminescence assays, ELISA and rapid screening approaches.	
5.5.1	Level I: Learner will attend two introductory lectures (with integrated video demonstrations) covering the principles of clinical quantitative clinical lab assays and technologies available to translational researchers within the UNM HSC (2 hours).	I
D5-C6	Technologies in Enzyme Assays: Learners will demonstrate awareness of technologies available for assessment of enzyme activity in clinical samples. Technologies will include chemiluminescence assays, and approaches for rapid screening with plate readers.	

5.6.1	Level I: Learner will attend an introductory lecture (with integrated video demonstrations) covering the principles of clinical enzyme assays available, and technologies available to translational researchers within the UNM HSC (1 hour).	I
D6	Patient Outcomes Research	
D6-C1	The learner will demonstrate the ability to incorporate economic and health-related quality of life measures into clinical trial designs, analyses, and publications.	
6.1.1	Level I: The learner will be able to describe basic concepts surrounding clinical, economic, and humanistic outcomes associated with health treatments.	I
D6-C2	The learner will demonstrate the ability to select among disease-specific and general health-related quality of life instruments used to measure humanistic outcomes during clinical trials.	
6.2.1	Level I: The learner will be able to compare and contrast the different instruments which assess quality of life.	I
D6-C3	The learner will demonstrate the ability to compare and contrast different methodologies for economic analyses of drugs/disease treatment and management (cost-effectiveness, cost benefit, cost utility) of clinical trials.	
6.3.1	Level I: The learner will be able to compare and contrast the different methodologies of economic analyses.	I
D6-C4	The learner will demonstrate the ability to perform decision analysis and analyze health economic models.	
6.4.1	Level I: The learner will be able to compare and contrast the methodologies used for decision analysis of health treatment alternatives.	I
D7	Epidemiology	
D7-C1	The learner will describe theories of disease causation and criteria for causal inference that inform epidemiologic research.	
7.1.1	Level I: The learner will be able to articulate Hill's causal criteria and more recent additions.	I
D7-C2	The learner will describe the strengths, limitations, and issues pertinent to the proper application and execution of epidemiologic study designs.	
7.2.1a	Level I (a): The student will be able to identify the major concepts of experimental and observational design [including ecologic, cross sectional, case-control, cohort, and randomized controlled trials] and accurately describe each study design, carefully comparing and contrasting the strengths/limitations of each.	I
7.2.1b	Level I (b): The student will be able to describe the appropriate selection of controls for a selected group of cases.	I
D7-C3	The learner will demonstrate understanding of appropriate primary and secondary methods of data collection for measuring individual- and population-level exposures and health-related conditions in epidemiologic studies.	
7.3.1	Level I: The learner will describe primary and secondary methods of data collection in epidemiologic studies, carefully differentiating the strengths and limitations of each.	I
D7-C4	The learner will generate and interpret descriptive statistics and graphics for summarizing and displaying epidemiologic data.	
7.4.1	Level I: The learner will construct appropriate data tables and graphs using experimental data from secondary sources, and will present the results to a group.	I
7.4.1/2	Level I/II: The learner will be given a data set, will choose the appropriate analysis method, and will calculate and present simple statistics from their data.	I/II
D7-C5	The learner will analyze and interpret epidemiologic data using basic statistical tests, measures of disease occurrence and association, and statistical models such as logistic and linear regression.	
7.5.1	Level I: The student will be able to describe the uses of epidemiologic measures of association.	I
7.5.1/2a	Level I/II (a): The student will develop and discuss components of an appropriate analysis, given a particular study design and data set.	I/II

7.5.1/2b	Level I/II (b): In a series of exercises, the student will be able to calculate measures of disease frequency.	I/II
D7-C6	The learner will understand the uses of measures of sensitivity, specificity, and positive and negative predictive value in diagnostic and screening tests.	
7.6.1	Level I: The student will read Chapters 2 and 3 in "Clinical Epidemiology" by Noel Weiss.	I
7.6.2a	Level II (a): The student will be able to calculate the characteristics of a test from supplied data.	II
7.6.2b	Level II (b): The student will be able to describe the concepts of validity and reliability as used to assess test performance	II
D7-C7	Use computer programs to manage, analyze, and present epidemiologic data.	
7.7.1	Level I: The learner will be able to access and navigate through a statistical computer software program(s).	I
D7-C8	Explain and assess the roles of bias, confounding, and effect modification when conducting and interpreting epidemiologic studies.	
7.8.1/2a	Level I/II (a): The learner will describe common threats to the validity and generalizability of epidemiologic studies.	I/II
7.8.1/2b	Level I/II (b): The student will be able to identify lead time bias and length bias in a screening study.	I/II
D8	Research within the Health Care System	
D8-C1	The learner will demonstrate understanding of the corporate components of a health delivery system, the role each component plays, and the financing of health care delivery.	
8.1.1	Level I: The learner will be able to articulate components of a health system, including outpatient, inpatient, behavioral health, pharmacy, long-term care, ancillary services, both public and private in nature.	I
D8-C2	The learner will demonstrate understanding of the responsibilities and pressures placed on providers in health systems among privacy concerns, clinical performance, patient needs and available resources across all components as delineated in Competency 1.	
8.2.1	Level I: The learner will be able to describe the role of providers as practice owners, at-risk employees, and medical directors and how each role's objectives may differ in terms of compensation and operations.	I
D8-C3	The learner will demonstrate understanding of how patients (individual consumers) interface with delivery systems and their care across all components as delineated in Competency 1	
8.3.1	Level I: The learner will be able to articulate how patients are affected by operational and fiscal processes of patient intake, care and discharge.	I
D8-C4	The learner will demonstrate understanding of patient care documentation, medical records, and general information technology, including electronic health records in health systems and potential for management of individual and population health.	
8.4.1	Level I: The learner will articulate the process points in a health system when information is collected and what type of information is collected.	I
D8-C5	The learner will demonstrate understanding of health plan operations, data and issues including financial arrangements between health plans and health systems.	
8.5.1	Level I: The learner will participate in a one-day rotation with an integrated delivery system to learn about health plan operations including administrative goals and quality programs.	I
D8-C6	The learner will participate in a negotiation tutorial to understand the roles of individual consumers, businesses, legislators health plans, clinical providers, hospitals, outpatient clinics, pharmaceutical companies and pharmacies, and other components of the health system.	
8.6.1	Level I: Review vignettes of health systems in various communities.	I

D8-C7	The learner will identify a health policy issue in their own community or in the state, design an intervention to meet an unmet community or public health need, participate in city, county, state or federal health policy intervention (examples: testifying at a health and human services committee, presenting data at a legislative hearing, providing testimony in support of a specific law or ordinance, drafting legislation).	
8.7.1	Level I: The learner will assess the current health assets in a local community, summarize those assets, and identify one or more gaps in health care programs, services, or facilities.	I
D9	Data Management & Biomedical Informatics	
	A. Informatics Searching, Organization, and Communication Competencies	
D9-C-A1	Evidence-Based Searching of the Literature	
A1.1	Level I: Identify and describe at least two (2) major bibliographic databases relevant to one's field; Perform the following search functions in a bibliographic database (as appropriate for that database): utilize a controlled vocabulary (for example, MeSH) and apply subheadings.	I
D9-C-A2	Critical Question Development	
A2.1	Level I: Given a specific area of potential research, formulate an answerable information-seeking question; translate an answerable information-seeking question into an appropriate search strategy; evaluate a website according to the major criteria established by the "Guidelines for Medical and Health Information Sites on the Internet" published in <i>JAMA</i> March 22/29, 2000 (pp 1600-6).	I
D9-C-A3	Citation Management Tools	
A3.1	Level I: Use a variety of software for organizing and presenting information such as word processing, spreadsheet, and file management systems; Identify by name, access, and use, available print and/or electronic information resources (journals, databases, books, etc.) relevant to a given research topic; utilize Interlibrary Loan services to obtain information not locally available.	I
D9-C-A4	Scholarly Communication	
A4.1	Level I: Communicate information coherently through a presentation, a poster session, or with software such as PowerPoint; describe the impact of current, basic copyright law, intellectual property law, and open access on the use and dissemination of information.	I
	B. Competencies in General Biomedical Informatics:	
D9-C-B1	Data Management and standards	
B1.1	Level I: Define Biomedical Informatics (BMI) and all of its sub-domains, database, data warehouse, ontology, taxonomy, common data representation/exchange standards, and the importance of using these to optimize the management of research and clinical data.	I
D9-C-B2	Clinical informatics	
B2.1	Level I: Describe the various types of data that constitute an electronic health record and define a computerized decision support system.	I
D9-C-B3	Informatics in other domains	
B3.1	Level I: Define the sub-domains of BMI including Cheminformatics, Bioinformatics, Pharmacoinformatics, Public Health Informatics, as well as the related fields of telehealth, biomedical imaging, and medical simulation.	I
	C. Competencies in Basic Information Technology:	
D9-C-C	Technology Concepts	
C1.1	Level I: Define the basic components of today's Internet, software, and hardware technologies, and describe the basic functionality of electronic privacy and security.	I
D9-C-	System Design	

C2		
C2.1	Level I: Define the role of IT experts in all stages of the research design process, the role of specifications in system design, and the basic principles of user interface design.	I
D10	Cultural Competency in Clinical and Translational Research	
D10-C1	The learner will be able to apply their understanding of the relationship between minority populations and health status.	
10.1.1	Level I: The learner will define health disparities in New Mexico minority, rural, and US-Mexico border communities.	I
D10-C2	The learner will understand the cultural landscape and history of the populations of New Mexico.	
10.2.1	Level I: The learner will define and describe the Native American populations which constitute 10% of New Mexico's population, including their history and status as sovereign nations.	I
D10-C3	The learner will understand the relationship of explanatory models across the cultural divide.	
10.3.1	Level I: The learner will define explanatory models in terms of health care.	I
D10-C4	The learner will understand the essentials of productive cross cultural communication.	
10.4.1	Level I: The learner will define the parameters of good communication when speaking with individuals having a communication style different from their own.	I
D10-C5	The learner will analyze and communicate understanding of how research bias has excluded minority populations, or damaged minority populations.	
10.5.1	Level I: The learner will acknowledge the history of research directed at minority populations, including the Tuskegee study, and the under representation of women and minorities in cardiovascular and other research studies.	I
D10-C6	The learner will understand community involvement and partnership in Clinical research design and implementation.	
10.6.1	Level I: The learner will define community based participatory research.	I
D11	Grantsmanship	
D11-C1	Student will be able to identify appropriate funding sources and meet guidelines; set-up timelines, and manage support team to write a research or fellowship grant.	
11.1.1	Level I: <ul style="list-style-type: none"> • Identify and select appropriate grant type and funding agency based on level of training and research area. • For NIH grants, identify appropriate institute and study sections suited to fund and review work • Download instructions and complete intramural and extramural forms required for grant submission • Determine budget requirements • Determine what training requirements are applicable, e.g. human subjects, animal use, biosafety, etc. • Set-up and complete an outline of required elements for complete grant, e.g. letters of support, mentor statement, collaborators' letters, preliminary data, • Set-up a timeline for submission that takes into consideration time required to obtain or complete required documents, acquire preliminary data, secure and respond to intramural review and critical feedback. • Identify resources and support team who will help you complete the grant, e.g. support staff, offices and mentor 	I
D11-C2	Student will be able to envision, organize and produce a research plan that is hypothesis driven, predicated on preliminary data and doable.	

11.2.1	<p>Level I:</p> <ul style="list-style-type: none"> • Develop a scientific hypothesis that is founded on available data and published literature. • Draft three Specific Aims designed to test the hypothesis. • Plan and develop a background and significance section that provides the rationale for the stated hypothesis (2-3 pp). • Orally defend hypothesis and specific aims of the project to a group and critically reflect on feedback to finalize Specific Aims. • Recognize what constitutes preliminary data and construct a plan for obtaining and presenting these data. 	I
D11-C3	Student will be able to evaluate sample grant proposals; differentiate what distinguishes an outstanding proposal from one which will not be funded; and integrate feedback from collaborators, mentors and reviewers into a revised proposal.	
11.3.1	<p>Level I:</p> <ul style="list-style-type: none"> • Rank “good” and “bad” proposals based on current NIH review criteria including (significance of biological or clinical problem; quality of preliminary data; development of testable hypotheses; presentation, feasibility and innovation of research plan; qualifications of investigator; suitability of mentor and collaborators; environment and resources; inclusion of appropriate supporting materials e.g., human subjects, animal welfare, etc.; suitability of budget and personnel support) • Summarize the strengths and weaknesses of the proposal in writing • Serve on a mock review panel involving oral discussion of each proposal 	I
D12	Biomedical Ethics & Compliance	
D12-C1	Discuss the obligations intrinsic to the ethical conduct of scientific research as a member of a profession.	
12.1.1a	Level I: Discuss the obligations intrinsic to the ethical conduct of scientific research as a member of a profession.	I
12.1.1b	Level I: Define and differentiate research from quality improvement initiatives.	I
12.1.1c	Level I: Discuss the origin and theory that led to the promulgation of the concept of intellectual property and patent law in terms of perceived societal benefit and benefit to individual investigators, patent licensees and other stakeholders.	I
12.1.1d	Level I: Discuss the ways that collaborating investigators can avoid potential pitfalls and conflicts about data ownership, authorships, and control of material products that emerge from a collaborative relationship.	I
12.1.1e	Level I: Describe appropriate ways that one can handle the discovery that a colleague or collaborator is engaging in scientific misconduct, such as fraud, misrepresentation of laboratory results, or other deceptive practices.	I
12.1.1f	Level I: Explain the rules under which one can decide who should be an author of a publication, and the proper order of authors on a particular publication.	I
12.1.1g	Level I: Describe examples of conflicts of interest and conflicts of effort in the biomedical research environment.	I
12.1.1h	Level I: Identify the consequences to the individual investigator and to the institution for violation of institutional or governmental regulations.	I
D12-C2	Apply the Belmont principles, the Declaration of Helsinki, the Code of Federal regulations and the Guide for use of Animals in Research when evaluating research study designs for ethical violations.	
12.2.1a	Level I (a): Demonstrate knowledge of the history of ethical/compliance violations in human subjects research.	I
12.2.1b	Level I (b): Discuss the meaning of autonomy, beneficence and justice in the context of human subjects research.	I
D12-C3	Describe the purpose for and activities of institutional review committees (HRRC, IACUC, COI, HUS).	

12.3.1a	Level I (a): The student will be able to distinguish among committees and explain the research oversight domain for each.	I
12.3.1b	Level I (b): The student will be able to identify the legal obligations of and federal oversight for each review committee.	I
12.3.1c	Level I (c): The student will be able to distinguish between federal, state and institutional policies related to institutional review committees.	I
D12-C4	Function in the capacity of an HRRC or IACUC member in applying federal regulations concerning human subject or animal research, respectively.	
12.4.1a	Level I (a): Define minimal risk and apply risk/benefit analysis to determine if a research project is acceptable for adults and children.	I
12.4.1b	Level I (b): Discuss the rules and regulations concerning animal research.	I
12.4.1c	Level I (c): Discuss what constitutes an adequate literature review in the preparation of a human or animal research protocol.	I
12.4.1d	Level I (d): Summarize the situations where waiver or alteration of informed consent may be permissible.	I
D12-C5	Articulate the multiple dilemmas in clinical research from the perspective of the clinician and the patient.	
12.5.1	Level I: List, define and describe 5 dilemmas a research clinician may encounter in patient trials.	I
D12-C6	Summarize contemporary problems with informed consent in clinical research.	
12.6.1a	Level I (a): Identify how a researcher would confirm that a subject understands the proposed research project and is truly providing informed consent.	I
12.6.1b	Level I (b): Summarize the contemporary problems with maintaining confidentiality, especially with regards to computerized databases.	I
D12-C7	Describe ethical issues in applying federal research regulations to contemporary clinical research (e.g. tissue banking, stem cell research, transgenic animal research).	
12.7.1	Level I: List and define five ethical issues that may be encountered while applying federal research regulations to clinical research.	I
D12-C8	Discuss the development of effective research partnerships with the community (e.g. school systems, tribes).	
12.8.1	Level I: Define aspects to consider when developing an effective research partnership with a given community.	I

A3) List of Teaching Faculty

BIOM 556	Research Design in Clinical and Translational Research Instructor of Record: Elizabeth Tigges, PhD Contributing Faculty/Instructors: Peter Guarnero, RN, PhD
BIOM 557	Measurement in Clinical and Translational Research Instructor of Record: Teddy Warner, PhD Contributing Faculty/Instructors: Andrew Sussman
BIOM 558	Study Implementation in Clinical and Translational Research Instructor of Record: Mark Schuyler, MD Contributing Faculty/Instructors: Jeffrey Norenberg, PharmD, David Schade, MD, Teddy Warner, PhD, Sally Davis, PhD, Pope Moseley, MD
BIOM 559	Biostatistics in Clinical and Translational Research Instructor of Record: Sang-Joon Lee, PhD and Huining Kang, PhD Contributing Faculty/Instructors: Ed Bedrick, PhD, Ron Schrader, PhD
BIOM 560	Current and Emerging Technologies in Clinical and Translational Research Instructor of Record: Bill Shuttleworth, PhD Contributing Faculty/Instructors: David Schade, MD, Deirdre Hill, PhD, Scott Ness, PhD, Nora Perrone-Bizzozero, PhD, Rebecca Lee, PhD
BIOM 561	Patient Outcomes in Clinical and Translational Research Instructor of Record: Dennis Raisch, MD, PhD Contributing Faculty/Instructors: N/A
BIOM 562	Epidemiology in Clinical and Translational Research Instructor of Record: Marianne Berwick, MD, PhD Contributing Faculty/Instructors: Charles Wiggins, PhD, Richard Hoffman, MD, Huining Kang, PhD, Melissa Gonzales, PhD, Sangjoon Lee, PhD
BIOM 563	Conducting Clinical and Translational Research within Health Care Systems Instructor of Record: David Sklar, MD Contributing Faculty/Instructors: Glen Murata, MD, Cameron Crandall, MD, PhD, Douglas Binder, MD, John Russell, MD
BIOM 564	Biomedical Informatics in Clinical and Translational Research Instructor of Record: Phillip Kroth, MD Contributing Faculty/Instructors: Jonathan Eldredge, PhD, Ingrid Hendrix, Holly Phillips, Randall Stewart
BIOM 565	Cultural Competency in Clinical and Translational Research Instructor of Record: Roberto Gomez, MD Contributing Faculty/Instructors: Gayle Dine'Chacon, MD, Valerie Romero-Leggott, MD, Pam DeVoe
BIOM 566	Grantsmanship in Clinical and Translational Research

	Instructor of Record: Rebecca Rogers, MD; Contributing Faculty/Instructors: Scott Ness, PhD
BIOM 567	Biomedical Ethics in Clinical and Translational Research Instructor of Record: Mark Holdsworth, PhD Contributing Faculty/Instructors: Brian Hjelle, MD, William Gannon, PhD
BIOM 568	Seminar in Clinical and Translational Research Instructor of Record: Cindy Mendelson, PhD

A4) Sample Course Evaluation Form

Biomedical Research Education Program MSCR Graduate Program Teacher/Course Evaluation

Course Name:

Start Date:

Level:

End Date:

Instructor(s):

Please highlight the response that best fits your perception of the question topic.

1. The course **goals and objectives** were clearly stated.
 - a. strongly agree
 - b. agree
 - c. uncertain
 - d. disagree
 - e. strongly disagree

2. How useful are the **in-class activities** in helping you learn?
 - a. almost always useful
 - b. mostly useful
 - c. sometimes useful
 - d. rarely useful
 - e. almost never useful
 - f. not applicable (distance education)

3. How useful are **the outside assignments** (homework, projects, etc.) in helping you learn?
 - a. almost always useful
 - b. mostly useful
 - c. sometimes useful
 - d. rarely useful
 - e. almost never useful

4. How useful are the **on line course activities** and/or materials (e.g. course web site) in helping you learn?
 - a. almost always useful
 - b. mostly useful

- c. rarely useful
- d. almost never useful
- e. not applicable

5. How much do you believe **you have learned** in this course?

- a. much more than usual
- b. more than usual
- c. about as much as usual
- d. less than usual
- e. much less than usual

6. What is your **overall rating of this course**?

- a. one of the best
- b. better than usual
- c. about the same
- d. worse than usual
- e. one of the worst

7. Overall, the **difficulty level** of this course has been?

- a. among the most difficult
- b. more difficult than usual
- c. about the same as usual
- d. easier than usual
- e. among the easiest

8. Overall, the **workload of the course** has been?

- a. among the heaviest
- b. heavier than usual
- c. about the same as usual
- d. lighter than usual
- e. among the lightest

9. What is your **overall rating of this instructor's teaching effectiveness**?

- a. almost always effective
- b. usually effective
- c. sometimes effective
- d. rarely effective
- e. almost never effective

10. How does this **instructor compare with others** you have had?

- a. among the most effective
- b. more effective than usual

- c. about as effective as usual
- d. less effective than usual
- e. among the least effective

11. My **interest level in this class before I signed up** for it can best be described as

- a. very interested
- b. somewhat interested
- c. neither interested not disinterested, neutral
- d. somewhat disinterested
- e. very disinterested

12. As a result of taking this course, **my interest level in this subject matter** can best be described as

- a. greatly increased
- b. somewhat increased
- c. about the same
- d. somewhat decreased
- e. greatly decreased

13. My **educational background prepared me** with the skills and information I need to achieve success in this course.

- a. almost always
- b. usually
- c. sometimes
- d. rarely
- e. never

14. Including attending class, and any course related work, about how many **hours per week** do you spend on this course on average?

- a. 0-3
- b. 4-6
- c. 7-9
- d. 10-12
- e. 13-15
- f. 16-18
- g. 19-21
- h. 22 or more

15. Of the hours you spent attending class and any course-related work, **how many do you consider were valuable** to your education

- a. 0-3
- b. 4-6
- c. 7-9
- d. 10-12
- e. 13-15
- f. 16-18
- g. 19-21
- h. 22 or more

16. This course helped me **develop a greater sense of professional responsibility.**

- a. Strongly Agree
- b. Somewhat Agree
- c. Neither Agree or Disagree
- d. Somewhat Disagree
- e. Strongly Disagree

17. This course helped me **develop competence in the forms of thinking and communicating** (both oral and in writing) appropriate to the discipline.

- a. Strongly Agree
- b. Somewhat Agree
- c. Neither Agree or Disagree
- d. Somewhat Disagree
- e. Strongly Disagree

18. In this course I felt I was **actively engaged in learning**.

- a. Strongly Agree
- b. Somewhat Agree
- c. Neither Agree or Disagree
- d. Somewhat Disagree
- e. Strongly Disagree

19. **Resources** (library, computer, assigned readings, and textbooks) **were adequate** to support my learning.

- a. Strongly Agree
- b. Somewhat Agree
- c. Neither Agree or Disagree
- d. Somewhat Disagree
- e. Strongly Disagree

20. The **assessment items formed an important part of the total learning experiences** in this course.

- a. Strongly Agree
- b. Somewhat Agree
- c. Neither Agree or Disagree
- d. Somewhat Disagree
- e. Strongly Disagree

21. I found that the **teaching methods used in this course were effective** in helping me learn.

- a. Strongly Agree
- b. Somewhat Agree
- c. Neither Agree or Disagree
- d. Somewhat Disagree
- e. Strongly Disagree

Please answer the following questions with brief sentences or bullet lists to help us better understand your impressions of the course and to help us improve the course for future students.

22. What did you especially like about this course?

23. What suggestions would you make to improve this course?

24. Please comment on how well this course contributes to and builds upon other MSCR courses. How well does this course support the overall CTSC program goals and objectives?

A5) Sample Instructor Evaluation of Student Form

**Biomedical Research Education Program
MSCR Graduate Program
Student Evaluation Form**

Course Name:

Instructor:

Student:

Grade Received:

Instructions: The Instructor of Record (IOR) from each domain should complete a form for each student in and each level (1-4) that they have completed in that domain.

Highlight the best answer and explain

<p>1. What level of professional behavior did this student demonstrate? Please provide a rationale for your response.</p>	<p>Very high Adequate Inadequate</p>
<p>2. What level of responsibility did this student demonstrate? Please provide a rationale for your response.</p>	<p>Very high Adequate Inadequate</p>
<p>3. What level of ethical behavior did this student demonstrate? Please provide a rationale for your response.</p>	<p>Very high Adequate Inadequate</p>
<p>4. What level of cultural competence did this student demonstrate? Please provide a rationale for your response.</p>	<p>Very high Adequate Inadequate</p>
<p>5. For the level of competency covered in this course, please rate the student's performance related to the learning objectives. Please provide a rationale for your response.</p>	<p>Exceeded Expected Objectives Met Expected Objectives Did Not Meet Expected Objectives</p>
<p>6. Please rate the overall performance of the student. Please provide a rationale for your response.</p>	<p>Very high Adequate Inadequate</p>

CATALOG DESCRIPTION

CATALOG DESCRIPTION

Certificate Program in Clinical and Translational Science (CTS)

The Certificate Program in Clinical and Translational Science (CTS) is designed to meet the needs of a variety of learners who are seeking exposure to clinical and translational research competencies but who are not interested in or ready for a master's program. The CTS Certificate Program, along with the Master of Science in Biomedical Sciences, Clinical Research concentration (MS-BIOM-CR), is an educational component of the UNM HSC Clinical and translational Science Center (CTSC). The CTSC is a Health Sciences Center initiative to integrate and expand the reach of biomedical research from the laboratory to clinical and medical practice: promoting a bench to bedside to community effort. Increasingly, pressing global health problems have led educators to accelerate the training of clinical, basic science, and translational researchers. Therefore, this program will provide students the basic tools necessary to translate scientific discovery into actionable solutions.

Qualifications

The CTS Certificate Program is open to students seeking a graduate degree in a basic science, public health, medical, clinical, engineering or social science discipline (MD, PhD, MS, PharmD, ScD and MPH). Individuals that have already completed graduate training in these areas and are receiving additional training at UNM (i.e. post-doctoral and clinical fellows) or are currently employed at UNM as junior faculty are eligible to participate. Admission standards include competitive standardized tests scores (i.e. MCAT, GRE) and strong academic records. Additionally, preference will be given to applicants that exhibit ability to effect multi-modal communication with fellow learners, colleagues, instructors and other members of the health care and research communities. Finally, the one year program schedule is intensive, so regular attendance and in-class participation is required.

Curriculum

The entire program is based on the attainment of competencies. In the CTS Certificate Program, with the exception of biostatistics (BIOM 559), the courses will address "level 1" competencies, or the basic language and understanding of the particular domain, in the 12 domains considered essential for clinical and translational research, which are:

- BIOM 556: Research Design
- BIOM 557: Measurement
- BIOM 558: Study Implementation and Project management
- BIOM 559: Biostatistics
- BIOM 560: Current and Emerging technologies
- BIOM 561: Patient Outcomes Research
- BIOM 562: Epidemiology
- BIOM 563: Conducting Research within Healthcare Systems

- BIOM 564: Biomedical Informatics
- BIOM 565: Cultural Competence
- BIOM 566: Grantsmanship
- BIOM 567: Ethics and Regulatory Compliance

For biostatistics, the learners will attain levels 1 and 2 competencies, which include specific data analysis skills. For degree-seeking students, the 14 credit hours required for the Certificate may be included in or may be in addition to the credit hours required for their graduate degrees, depending on the other requirements. Students should work with their advisors to determine the specific requirements for the certificate and the primary degree they are working towards.

Admissions Requirements

The program begins in July each year and the application deadline is early April. Prospective students can access application materials from the Biomedical Research Education Program or download the required forms from the BREP home page: <http://hsc.unm.edu/som/research/brep/> . Application materials include a Personal Statement, Letters of Recommendation and additional supporting information. Prospective students can also contact the BREP office at 272-1887 or email brep@salud.unm.edu .

GRADUATE PROGRAM PROJECTED COSTS

Graduate Program Projected Costs

1. New costs for program start-up.

As stated in the program proposal, no new faculty, library resources, or additional facilities or equipment will be needed to begin the program or sustain it during the first five years.

2. State support.

None will be needed.

3. Other support.

The Biomedical Research Education Program (BREP) will absorb the operating costs for the CTS Certificate Program. We anticipate the required costs to be minimal since the program will mirror the existing MS-BIOM-CR program. However, additional funds are currently budgeted in pending grant applications (CTSA, HHMI, and others) to provide for staff and operational support of all programs housed under BREP.

LIBRARY IMPACT STATEMENT

MEMORANDUM

To: Deborah Helitzer, Sc. D.

Cc: Ignacio Ortiz

From: Brian Bunnett, Director of Library and Education Services ^{BB}

Date: October 7, 2009

Re: Library Impact Statement, Form D, New Course Request for the Certificate Program in Clinical And Translational Science (CTS)

This memorandum addresses the impact on the Health Sciences Library and Informatics Center (HSLIC) of the proposed Certificate Program in Clinical and Translational Science (CTS).

In order to properly support the CTS Certificate Program, as well as the Masters of Science in Clinical Research (MSCR) Program, HSLIC will need to increase its holdings of research journals in the pertinent subject areas. Recent campus-wide budget cuts resulted in the cancelation of numerous research journals. Funding support of \$5500 would enable HSLIC to purchase five research journals (average cost per title = \$1100) thereby enabling it to better provide the resources needed by students and faculty in the CTS Certificate Program.

HSLIC faculty will teach the Biomedical Informatics course (BIOM 564) that is part of Block One of the program. This course is taught by four HSLIC faculty members (Phil Kroth MD, Jonathan Eldredge PhD, Holly Phillips MLS, and Ingrid Hendrix MLS). The addition of new CTS students to this course will mean that these instructors will spend more time grading papers and reviewing assignments. If, because of the influx of new students, a second section of the course is needed, then this will require that they spend considerably more time in scheduling and class management.

EFFECTS ON EXISTING PROGRAMS

EFFECTS ON EXISTING PROGRAMS

The proposed Clinical and Translational Science (CTS) Certificate program will introduce and expose students who have already earned or are currently pursuing a graduate degree in a basic science, public health, medical, clinical, engineering or social science discipline to clinical and translational research competencies. All courses are already in place and being taught in the MS-BIOM-CR program, which provides strong foundations in investigational techniques through problem-centered and seminar-like learning experiences.

The new program is designed to meet the current and future need for clinical and translational researchers. Increasingly, pressing global health problems have led educators to accelerate the training of clinical, basic science, and translational researchers. The secondary purpose of the program is to meet the needs of a variety of learners who are seeking exposure to clinical and translational research competencies but who are not interested in or ready for a master's program. The students who are expected to complete the program will be graduate students, medical students, post-doctoral fellows, medical residents and clinical fellows, and faculty.

The MS-BIOM-CR program has admitted 3-5 new students per year for the past three years and currently has a total of 10 students in the program. But, we anticipate an additional 9-12 students per year will apply to this related certificate program based on the interest that has been expressed by other University of New Mexico graduate students and faculty. Additionally, the certificate program requires only half the time commitment of the MS-BIOMED-CR and doesn't entail the rigor of a research thesis. This transcripted certificate merely encompasses 14 credit hours of coursework to be completed in one year.

In sum, the new certificate program will dramatically enhance the training afforded to students and fellows in Clinical and Translational Science and successful completion is expected to dramatically enhance job competitiveness. Furthermore, this program will most certainly lead to transformational change within the institution as additional faculty and students gain translational research skills, and as they learn to work in multidisciplinary teams. Ultimately, this will lead to new and innovative biomedical discoveries that will benefit the health of all New Mexicans.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Laverne Ann Chischilly **Email:*** lachisch@unm.edu **Date:*** 11-04-08
Phone Number:* 505 863-7597 Initiator's Rank / Title* Lecturer III: Gallup
Faculty Contact* LaVerne Chischilly Administrative Contact* Deane Johnson
Department* HCHS
Division **Program** Physical Education
Branch Gallup

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program CIP Code
Name of New or Existing Program * AA Degree in Physical Education and Recreation
Catalog Page Number Select Category Degree Type
Select Action

Exact Title and Requirements as they should appear in the catalog.

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

Revise the Associate of Arts Degree in Physical Education and Recreation (PER) to the proposed AA Degree in
Physical Education
[side by side new and old PE.doc](#)

This Change affects other departmental program/branch campuses

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

Attached
[justification for revision in PE.doc](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning

*(enter text below or upload a doc/pdf file)

attached
[Budget.long range implication for PE Degree.doc](#)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Colleen Sheinberg **Email:*** colleens@unm.edu **Date:*** 11-11-08
Phone Number:* 505 277-8401 Initiator's Rank / Title* Temp Parttime Faculty: [redacted]
[redacted] Music
Faculty Contact* Colleen Sheinberg Administrative Contact* Colleen Sheinberg
Department* Music
Division **Program**
Branch

Proposed effective term:

Semester Fall ▼ Year 2009 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Music Minor
Catalog Page Number 482 Select Category Minor ▼ Degree Type undergraduate
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

See attached file. [redacted]

[Music Minor-Catalog text.doc](#)

This Change affects other departmental program/branch campuses

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

Form B' s are being submitted to create two new courses in Music: MUS 142 Rock Music Appreciation and MUS 375 The Beatles' Musical Revolution. These courses are similar in content and level to the courses currently available to students pursuing the music minor, and therefore will offer greater choice in the degree plan. [redacted]

Statements to address budgetary and Faculty Load Implications and Long-range planning
[redacted] There are no budgetary, faculty load or long-rang planning implications.

* (enter text below or upload a doc/pdf file)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Nancy Beth Treviso

Email:* ntreviso@unm.edu **Date:*** 02-25-09

Phone Number:* 505 277-9133

Initiator's Rank / Title* Dept Administrator 2: Art & Art History

Faculty Contact* Joyce M. Szabo

Administrative Contact* Nancy Treviso

Department* Art and Art History

Division College of Fine Arts

Program BFA-Bachelor of Fine Arts in Art Studio

Branch Main

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * BFA-Bachelor of Fine Arts in Art Studio

Catalog Page Number 456 Select Category Degree ▼ Degree Type BFA

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

2. Major in art: b. . . . Also required are three courses chosen from 130, 157, 168, 187, and 213; and one course chosen from 205, 207, and 274.

This Change affects other departmental program/branch campuses

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

The reason for this request is to include 207 with 205 and 274 which all have the same prerequisites; and to improve the wording to make it easier to understand.

Statements to address budgetary and Faculty Load Implications and Long-range planning

*(enter text below or upload a doc/pdf file)

No budgetary or faculty load implications.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Cindy Chavez

Phone Number:* 505 925-8706

Email:* c2chavez@unm.edu

Date:* 05-21-09

Initiator's Rank / Title* Chairperson: Valencia County
Branch

Faculty Contact* Miriam Chavez

Administrative Contact* Debra Venable

Department* Science

Division A & S

Branch Valencia

Program

Proposed effective term:

Semester Summer ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * AS Pre-Engineering

Catalog Page Number Select Category Major ▼ Degree Type AS

Select Action New ▼

Exact Title and Requirements as they should appear in the catalog.

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

[ASSOCIATE OF SCIENCE IN PRE.doc](#)

This Change affects other departmental program/branch campuses

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

To meet local industry needs.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

Most of the courses are already being offered and will be taught by existing faculty. We may seek funding through the Carl Perkins grant to hire a full time instructor to teach the Engineering courses.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Yvonne Martinez-Ingram

Email:* ymartin@unm.edu

Date:* 07-31-09

Phone Number:* 505 277-6353

Initiator's Rank / Title* Dept Administrator 1: Linguistics
Department

Faculty Contact* Sherman Wilcox

Administrative Contact* Yvonne Martinez-Ingram

Department* Linguistics

Division

Program Signed Language

Branch Main Campus

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * BA Linguistics- Concentration Signed Language Studies

Catalog Page Number 240 Select Category Concentration ▼ Degree Type BA

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

The B.A. major in Linguistics with a concentration in Signed Language Studies requires 33 hours (24 required, 9 in approved electives) and four semesters of American Sign Language: SIGN 201, 210, 211, 310, or the equivalent. Required courses are SIGN 305, 352, 355 and LING 322, 331 or 359, 367, 412, 425 or 429. Electives must be approved by the Signed Language Studies advisor.

This Change affects other departmental program/branch campuses

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

These changes bring the Signed Language Studies concentration in harmony with the proposed changes to the BA in Linguistics, namely the reduction of the total number of hours from 36 to 33 by reducing the number of elective hours from 12 to 9. All of the language BA programs at UNM require no more than 30 hours plus four semesters of a second language or equivalent (Classical Languages, French, German, Russian, Spanish, Portuguese). The current Linguistics BA program thus requires 6 hours more than the most comparable BA degrees in the College. A reduction of 3 hours of electives, resulting in a 33 hour degree program, would make the Linguistics program more comparable to the language degrees, while allowing for a sufficient number of elective courses.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

These revisions will have no budgetary or faculty load effects. These revisions are part of a comprehensive review of Linguistics programs in order to increase enrollment and improve progression through the program. Reviewed and approved by the Department faculty.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Tonya Lashun Bryant

Email:* tbryant@unm.edu

Date:* 08-04-09

Phone Number:* 505 277-5009

Initiator's Rank / Title* Coord,Program Advisement: Psychology

Department

Faculty Contact* Jane Ellen Smith

Administrative Contact* Tonya Bryant

Department* Psychology

Division Arts & Sciences

Program Undergraduate

Branch Main Campus

Proposed effective term:

Semester **Fall** Year **2010**

Course Information

Select Appropriate Program Undergraduate Degree Program CIP Code

Name of New or Existing Program * BA/BS Psych - Basics in Addiction Counseling Concentration

Catalog Page Number 275 Select Category Concentration Degree Type BA or BS

Select Action New

Exact Title and Requirements as they should appear in the catalog.

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

Attached document addresses requirements, reason for request, and faculty load and budgetary implications.

[BAC.doc](#)

[catalog version for BAC.doc](#)

This Change affects other departmental program/branch campuses

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

See the above attachment.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

Mark; Per your request, I am willing to include the following statement: There will be no increase in the Psychology Department's PTI budget request to the College as a result of adding these courses. Jane Ellen Smith

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jennifer George

Phone Number:* 505 277-1534

Email:* jgeorge2@unm.edu

Date:* 09-14-09

Initiator's Rank / Title* Dept Administrator 2: Anthropology
Department

Faculty Contact* Les Field

Administrative Contact* Jennifer George

Department* Anthropology

Division

Program Peace Studies

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * PCST (Peace Studies) Subject Code - ABQ

Catalog Page Number 256 Select Category Subject Code ▼ Degree Type

Select Action New ▼

Exact Title and Requirements as they should appear in the catalog.

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

No existing designation for Peace Studies on main campus

This Change affects other departmental program/branch campuses

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

The PCST designation is in use at branch campuses and we are requesting the ability to use the PCST designation on main campus to create courses under such designation.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

The PCST designation will allow the Peace Studies program to offer courses through the program which will be reflected as Peace Studies classes on student transcripts. Currently, there is some confusion in advisement as to the fulfillment of requirements for the Peace Studies minor. This change will allow more clarity in the advising process.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jennifer George

Email:* jgeorge2@unm.edu

Date:* 09-16-09

Phone Number:* 505 277-1534

Initiator's Rank / Title* Dept Administrator 2: Anthropology

Department

Faculty Contact* Suzanne Oakdale

Administrative Contact* Jennifer George

Department* Anthropology

Division

Program

Branch

Proposed effective term:

Semester **Fall** ▼ Year **2010** ▼

Course Information

Select Appropriate Program **Graduate Degree Program** ▼ CIP Code

Name of New or Existing Program * **MA/MS Anthro- Concentration Ethnology/Linguistic Anthro**

Catalog Page Number **143** Select Category **Concentration** ▼ Degree Type **MA/MS**

Select Action **Revision** ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Ethnology Linguistics MA CHANGE.doc](#)

This Change affects other departmental program/branch campuses

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

NAME CHANGE TO PROGRAM::The Ethnology/Linguistics subfield changed its name several years ago-this request reflects the change to Ethnology. 2)We have not used a reading list in many years. Revised wording reflects current practice. 3)Our subfield has decided to make the Master s degree more of a stand on its own degree, not only a stepping stone en route to a Ph.D.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

No budgetary or faculty load implications

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jennifer George

Phone Number:* 505 277-1534

Email:* jgeorge2@unm.edu **Date:*** 09-16-09

Initiator's Rank / Title* Dept Administrator 2: Anthropology
Department

Faculty Contact* Les Field

Administrative Contact* Jennifer George

Department* Anthropology

Division

Program Peace Studies

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * Peace and Justice Studies Certificate Program

Catalog Page Number 257 Select Category Certificate ▼ Degree Type

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

This Change affects other departmental program/branch campuses

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

We are requesting PCST 102 Intro to Peace Studies and PCST 400 Peace Studies Internship designation through Form Bs. This request is to add those requirements to the Peace and Justice Studies Certificate Program. (pg 257)

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

None

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jennifer George

Phone Number:* 505 277-1534

Email:* jgeorge2@unm.edu

Date:* 09-16-09

Initiator's Rank / Title* Dept Administrator 2: Anthropology
Department

Faculty Contact* Les Field

Administrative Contact* Jennifer George

Department* Anthropology

Division

Program Peace Studies

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * Peace Studies Minor

Catalog Page Number 257 Select Category Minor ▼ Degree Type BA

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

This Change affects other departmental program/branch campuses

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

We are requesting PCST 102 Intro to Peace Studies and PCST 400 Peace Studies Internship through Form Bs and are now requesting that it be added to the Peace Studies Minor requirement in the catalog (page 257)

Statements to address budgetary and Faculty Load Implications and Long-range planning

None * (enter text below or upload a doc/pdf file)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Elizabeth Hutchison

Email:* ehutch@unm.edu **Date:*** 09-18-09

Phone Number:* 505 277-2266

Initiator's Rank / Title* Associate Professor: History

Department

Faculty Contact* Elizabeth Hutchison

Administrative Contact* Yolanda Martinez

Department* History

Division Arts & Sciences

Program Ph.D. in History

Branch Main

Proposed effective term:

Semester Fall ▼ Year 2007 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code

Name of New or Existing Program * Ph.D. in History Concentrations

Catalog Page Number 217 Select Category Concentration ▼ Degree Type Ph.D.

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

Concentrations: students select one concentration from each of the regional and thematic tracks listed above, completing four seminars in the regional concentration and two seminars in the thematic concentration; two of these six seminars must be research seminars. Only seminars numbered 666 through 693 apply to these requirements. If insufficient seminars are available, other courses may be substituted with departmental approval.

This Change affects other departmental program/branch campuses

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

The History Department made major revisions to the requirements for the Ph.D. in History in Fall 2007. The language inserted in that catalog, concerning the distribution of required courses by concentration, is onerous and confusing to students and faculty, and in December 2008 the faculty approved the proposed revision. The requested change does not change departmental requirements in any way; it merely simplifies the language that describes current requirements (post-2007), by focusing on the graduate hours required after the MA rather than the total 48 hours required for the PhD (many of which are often completed at another institution).

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

N/A.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 09-22-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* [John Oetzel@unm.edu](mailto:John.Oetzel@unm.edu) Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Graduate
Branch Main

Proposed effective term:

Semester **Fall** ▼ Year **2010** ▼

Course Information

Select Appropriate Program **Graduate Degree Program** ▼ CIP Code
Name of New or Existing Program * **Ph.D. in Communication**
Catalog Page Number **168** Select Category **Degree** ▼ Degree Type **PhD**
Select Action **Revision** ▼

Exact Title and Requirements as they should appear in the catalog.

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

[CJ PhD.doc](#)

This Change affects other departmental program/branch campuses

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

We are revising our graduate program to reflect the faculty's decision to have only three concentrations in the doctoral program and to make the program stronger. Please see attached documents.

[Graduate_Courses010-12\[1\].doc](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

The faculty decided which concentrations (intercultural, health and mass communication) best suited the department, the university, the city, and the state. This included what the faculty specialities are. Since we are deleting 14 courses and adding only 13, there will be no adverse affect on budget or faculty load. The current faculty will be teaching the new courses. The only Long-range planning implications would be the hire of a new faculty member if someone retired or if we received additional funding.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jean Marie Aragon

Email:* peaslee@unm.edu **Date:*** 09-25-09

Phone Number:* 505 277-4771

Initiator's Rank / Title* Admin Assistant 2: Foreign Languages &

Literatures

Faculty Contact* Stephen Bishop

Administrative Contact* Jean Aragon

Department* Foreign Languages & Literatures

Division

Program

Branch

Proposed effective term:

Semester Please Select ▼ Year 2005 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * BA Languages

Catalog Page Number 207 Select Category Major ▼ Degree Type Undergraduate

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

Option A 2. MLNG 101 or LING 292 (3 hours) Option B 2. MLNG 101 or LING 292 REGISTRAR'S NOTE: LING 292 is now 301. Number changed approved for current Catalog.

This Change affects other departmental program/branch campuses

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

We are substituting LING 101 with MLNG 101 because the content of MLNG 101 is more suitable to the Languages major -- it focuses on the foreign languages and cultures that are taught in our department, rather than the theoretical knowledge of Language in general.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

No known implications. Professor is already teaching MLNG 101.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 09-22-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences` **Program** Graduate
Branch Main

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code
Name of New or Existing Program * M.A. in Communication
Catalog Page Number 167 Select Category Degree ▼ Degree Type Masters
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[CJ Masters Description -2010.doc](#)

This Change affects other departmental program/branch campuses

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

We are updating and revising our graduate programs to reflect the areas of concentrations that we wish to emphasis. This will allow us to have a stronger and more current program.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

We are deleting 14 classes and adding 13. We have planned this program with the current faculty and budget in mind. There should be no major budgetary or faculty load implications. At this time, there will be no long-range planning implications unless we need to replace a professor. Please see attached schedule of classes and new requirements and deleted courses.

[Graduate Courses010-12\[1\].doc](#)

[Graduate Courses Changes 5-09\[1\].doc](#)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Pamela Niemeyer Olson **Email:*** pamo@unm.edu **Date:*** 09-30-09

Phone Number:* 505 277-5550 Initiator's Rank / Title* Associate Professor: Individual Family Comm Educ

Faculty Contact* Pamela N Olson Administrative Contact* Deborah Rifembary

Department* IFCE

Division

Program Family Studies

Branch

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * Minor in Human Development and Family Relations

Catalog Page Number 335 Select Category Minor ▼ Degree Type BS

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[HDFRchangesminor.doc](#)

This Change affects other departmental program/branch campuses

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

Adding the two additional core courses, FS 343 and FS 484, it brings this minor into alignment with the others majors and minors and better reflecting the program s philosophy.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

There are no budgetary and/or faculty load implications. The two core courses are now taught every semester and FS 484 in the summer, the additional students could be incorporated into existing sections.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Tonya Lashun Bryant

Email:* tbryant@unm.edu

Date:* 08-04-09

Phone Number:* 505 277-5009

Initiator's Rank / Title* Coord,Program Advisement: Psychology

Department

Faculty Contact* Jane Ellen Smith

Administrative Contact* Tonya Bryant

Department* Psychology

Division Arts & Sciences

Program Undergraduate

Branch Main Campus

Proposed effective term:

Semester **Fall** Year **2010**

Course Information

Select Appropriate Program Undergraduate Degree Program CIP Code

Name of New or Existing Program * BA/BS Psych - Basics in Addiction Counseling Concentration

Catalog Page Number **275** Select Category Concentration Degree Type BA or BS

Select Action **New**

Exact Title and Requirements as they should appear in the catalog.

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

Attached document addresses requirements, reason for request, and faculty load and budgetary implications.

[BAC.doc](#)

[catalog version for BAC.doc](#)

This Change affects other departmental program/branch campuses

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

See the above attachment.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

Mark; Per your request, I am willing to include the following statement: There will be no increase in the Psychology Department's PTI budget request to the College as a result of adding these courses. Jane Ellen Smith

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Pamela Niemeyer Olson **Email:*** pamo@unm.edu **Date:*** 09-30-09

Phone Number:* 505 277-5550 Initiator's Rank / Title* Associate Professor: Individual Family Comm Educ

Faculty Contact* Pamela N Olson Administrative Contact* Deborah Rifembary
Department* IFCE
Division IFCE Program Family Studies
Branch

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Human Services Minor
Catalog Page Number 336 Select Category Minor ▼ Degree Type Undergraduate
Select Action Deletion ▼

Exact Title and Requirements as they should appear in the catalog.

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

This Change affects other departmental program/branch campuses

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

A moratorium on admission has been in effect since the 2001-2003 UNM Catalog. Due to limited resources and direction of program it is believed it is time to delete this program.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

Courses in this program have not been offered for 5 years. There will be no budgetary or faculty load implications.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Pamela Niemeyer Olson **Email:*** pamo@unm.edu **Date:*** 09-30-09

Phone Number:* 505 277-5550 Initiator's Rank / Title* Associate Professor: Individual Family Comm Educ

Faculty Contact* Pamela N Olson

Administrative Contact* Deborah Rifembary

Department* IFCE

Division

Program Family Studies

Branch

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * BS Human Services

Catalog Page Number 336 Select Category Major ▼ Degree Type BS

Select Action Deletion ▼

Exact Title and Requirements as they should appear in the catalog.

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

This Change affects other departmental program/branch campuses

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

A moratorium on admission has been in effect since the 2001-2003 UNM Catalog. Due to limited resources and direction of program it is believed it is time to delete this program.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

Courses in this program have not been offered for 5 years. There will be no budgetary or faculty load implications.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Pamela Niemeyer Olson **Email:*** pamo@unm.edu **Date:*** 09-30-09
Phone Number:* 505 277-5550 Initiator's Rank / Title* Associate Professor: Individual Family Comm Educ
Faculty Contact* Pamela N Olson Administrative Contact* Deborah Rifenburg
Department* IFCE
Division **Program** Family Studies
Branch

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * B.S. Human Development and Family Relations
Catalog Page Number 335 Select Category Major ▼ Degree Type BS
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[HDFRchanges.doc](#)

This Change affects other departmental program/branch campuses

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

Many of our students come to the program with having already taken their core requirements. We want to be able to accept their earlier choices if they are in line with our program requirements and we believe these three other options (allowing students to choose the third core writing and speaking course, and accepting Biology 123, 124L and Nutrition 244) meet our requirements. By having the +300 psychology requirement, we are forcing students into a PSY minor. Students are required to take an additional 9 hours in ANTH, PSY and/or SOC.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

There are no budgetary and/or faculty load implications. There might be a decrease in +300 psych courses by 2-3 students each semester.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Debra Venable

Email:* dvenable@unm.edu **Date:*** 10-01-09

Phone Number:* 505 925-8606

Initiator's Rank / Title* Admin Assistant 3: Valencia County
Branch

Faculty Contact* Helen Walton

Administrative Contact* Debra Venable

Department* Nursing Program

Division Nursing Program

Program Nursing Program

Branch UNM-Valencia

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * ASN Nursing - Valencia

Catalog Page Number Select Category Degree ▼ Degree Type Associates

Select Action New ▼

Exact Title and Requirements as they should appear in the catalog.

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

[ADN course requirements-VA.doc](#)

[ASN Nursing - VA.doc](#)

[ASN VA course descriptions.doc](#)

This Change affects other departmental program/branch campuses

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

Nursing Program funded by a Department of Labor Grant as well as community need.

[Reason for Request of ADN Program.doc](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

In February of 2009 the University of New Mexico Valencia Campus received a three year grant from the Department of Labor for \$1,381,546.00. This grant will cover all cost associated with starting the Nursing Program to include hiring of additional faculty and staff. Equipment and supplies will also be purchased with grant monies. The community has shown a great interest in the Nursing Program and it is expected to continue to grow after the grant has ended (See Reason for Request)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Roxanne Littlefield **Email:*** rxlitfil@unm.edu **Date:*** 10-05-09
Phone Number:* 505 277-2711 Initiator's Rank / Title* Coord,Program Advisement: Physics & Astronomy
Faculty Contact* Kristin Umland Administrative Contact* Roxanne Littlefield
Department* Mathematics & Statistics
Division **Program**
Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * B.S. Mathematics -Math Education Concentration
Catalog Page Number 245 Select Category Concentration ▼ Degree Type BS
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

Concentration III (Math Education). The concentration in Math Education requires MATH 305, 306, 321 or 314, 322, 327**, 338, 401, STAT 345 and one of MATH 316, 375 or 412.

This Change affects other departmental program/branch campuses

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

By removing Math 308 from the curriculum, students will have more opportunity to take a greater variety of standard Math courses. Student's will be required to take advanced calculus (required by other Concentrations). Future teachers need an Applied Mathematics course which the current curriculum does not require. These changes bring the Math Education Concentration in line with our other Concentrations.

Statements to address budgetary and Faculty Load Implications and Long-range planning

No budgetary impact, all courses regularly offered by the Math Dept.

* (enter text below or upload a doc/pdf file)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Amanda Kay Wolfe

Email:* akwolfe@unm.edu

Date:* 10-07-09

Phone Number:* 505 277-7044

Initiator's Rank / Title* Assoc Dir, Program Development: LAII General

Admini

Faculty Contact* Kathryn McKnight, mcknight@unm.edu

Administrative Contact* Amanda Wolfe, akwolfe@unm.edu

Department* Latin American Studies

Division

Program

Branch

Proposed effective term:

Semester **Fall** ▼ Year **2010** ▼

Course Information

Select Appropriate Program **Graduate Degree Program** ▼ CIP Code

Name of New or Existing Program * **MA Latin American Studies -Concentration in Communication**

Catalog Page Number Select Category **Concentration** ▼ Degree Type

Select Action **New** ▼

Exact Title and Requirements as they should appear in the catalog.

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

See attached document for proposed concentration title/requirements for MALAS and dual degrees with MALAS/MBA, MALAS/JD, MALAS/MCRP, and MALAS/MALLSS.

[Supporting Form C Documentation for MALAS.doc](#)

This Change affects other departmental program/branch campuses

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

See attached document.

[MALAS Reason for Request.doc](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

See attached document. Please see additional attachment for statement from CJ chair regarding budgetary implications.

[MALAS General Impact Statement.doc](#)

[CJ Budget Affirmation.pdf](#)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Shoshana Handel

Phone Number:* 505 277-3056

Email:* shandel@unm.edu **Date:*** 10-14-09

Initiator's Rank / Title* Academic Advisor: Economics
Department

Faculty Contact* Melissa Binder

Administrative Contact* Shoshana Handel

Department* Economics

Division

Program

Branch

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program CIP Code

Name of New or Existing Program * BA Economics

Catalog Page Number Select Category Degree Type

Select Action

Exact Title and Requirements as they should appear in the catalog.

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

[formC.doc](#)

This Change affects other departmental program/branch campuses

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

The faculty decided to add this requirement as part of its assessment of student learning for the BA in Economics. A review of student registration information showed that one in five majors completed their degree without taking a 400-level course. We suspect that this significant minority of our majors is shying away from the rigor of these courses, which typically emphasize higher order skills in economics such as critical analysis and complex writing and data projects. Instruction at the 400-level typically covers most, if not all, of our Learning Goals and Student Learning Outcomes for the major. We believe that all of our majors will benefit by having this "capstone" experience. Since many of our 400-level offerings are under-subscribed, we expect that the requirement will not pose an extra burden on departmental resources, since places in these classes are already available.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

Please see attached document.

[formc2.doc](#)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Lee Schwarz Bollschweiler **Email:*** lee@unm.edu **Date:*** 10-14-09
Phone Number:* 505 661-4684 Initiator's Rank / Title* Lecturer: Los Alamos
Branch
Faculty Contact* Cindy Rooney Administrative Contact* Lee Bollschweiler
Department* Business
Division CS, Bus, IT, and Gen Studies **Program** AA in Pre-Business
Branch Los Alamos

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * AA in Pre-Business
Catalog Page Number 43 Select Category Degree ▼ Degree Type AA
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

Please see attached file for degree as it will appear in 2010 catalog.

[AA_pre-business.forcatalog.10.doc](#)

This Change affects other departmental program/branch campuses

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

Please see attached file for description of changes and justifications.

[AA_pre-business.CCdoc.10.doc](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

No impact on budget or faculty load. Minor re-wording of requirements to mirror Anderson BBA does not affect course offerings or cycle of courses.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Lee Schwarz Bollschweiler **Email:*** lee@unm.edu **Date:*** 10-14-09
Phone Number:* 505 661-4684 Initiator's Rank / Title* Lecturer: Los Alamos
Branch
Faculty Contact* Carol Furchner Administrative Contact* Lee Bollschweiler
Department* General Studies
Division CS, Bus, IT, and Gen Studies **Program** AA in Liberal Arts
Branch Los Alamos

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * AA in Liberal Arts
Catalog Page Number 42 Select Category Degree ▼ Degree Type AA
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

Please see attached file for degree as it will appear in 2010 catalog.

[AA Liberal Arts.forcatalog.10.doc](#)

This Change affects other departmental program/branch campuses

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

Please see attached file for justifications, explanation of changes, and approval forms from UNMLA CC.

[AALA approval 10-8-09.pdf](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

No impact on budget or faculty load. Minor changes to degree do not affect the courses that are taught.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Colleen Sheinberg

Email:* colleens@unm.edu

Date:* 10-19-09

Phone Number:* 505 277-8401

Initiator's Rank / Title* Temp Parttime Faculty:
Music

Faculty Contact* Colleen Sheinberg

Administrative Contact* Steven Block

Department* Music

Division

Program

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * Bachelor of Music Education, Instrumental Concentration

Catalog Page Number 479 Select Category Concentration ▼ Degree Type Undergraduate

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

See attached

[BME Instr-Catalog Text.pdf](#)

This Change affects other departmental program/branch campuses

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

See attached.

[BME Instr-Reasons.pdf](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning

*(enter text below or upload a doc/pdf file)

Current faculty will teach this new course as part of their load. There will be no impact on budget.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Tonya Lashun Bryant

Email:* tbryant@unm.edu

Date:* 10-29-09

Phone Number:* 505 277-5009

Initiator's Rank / Title*

Coord,Program Advisement: Psychology

Department

Faculty Contact* Jane Ellen Smith

Administrative Contact*

Tonya Bryant

Department* Psychology

Division Arts & Sciences

Program Undergraduate

Branch Main Campus

Proposed effective term:

Semester

Fall ▼

Year

2009 ▼

Course Information

Select Appropriate Program

Undergraduate Degree Program ▼

CIP Code

Name of New or Existing Program

* Bachelor of Science in Psychology

Catalog Page Number

276

Select Category

Degree ▼

Degree Type

BS

Select Action

Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

To obtain a B.S. in Psychology a student must complete a minor in, or distributed among (see distributed minor policy): Biology, Chemistry, Computer Science, Mathematics, Statistics, Physics or Anthropology (Evolutionary Concentration) and complete (i.e., a grade of C or better) 35 credit hours in Psychology

This Change affects other departmental program/branch campuses

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

The Department of Anthropology no longer has the Biological or Human Evolutionary Ecology Concentration. However, they have incorporated those courses into the Evolutionary Anthropology track for BS students. Psychology students pursuing a BS and opting to minor in anthropology must follow the course track for the Evolutionary Anthropology concentration.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

The above changes will not affect the budget or faculty load.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 10-30-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * BA Journalism and BA Mass Communication
Catalog Page Number 167 Select Category Major ▼ Degree Type B.A.
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

REGISTRAR'S NOTE: This form deletes the existing majors in Journalism and in Mass Comm, combines these two separate majors into a new Journalism and Mass Communication major, and also creates a new Multimedia Journalism concentration for the new major.

[Journalismcatalog11-3-09.doc](#)

This Change affects other departmental program/branch campuses

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

We are revising our journalism and mass communication majors to reflect in our industry. We are combining the journalism and mass communication majors back into one major. In addition, we are combining the separate print and broadcast concentrations into one new one, multimedia journalism. The department is trying to stay ahead of the discipline to best prepare students for careers in journalism, advertising and public relations.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

We are combining our journalism and mass communication majors into once major. Our discipline is changing dramatically at this time towards multimedia journalism so we are changing our curriculum to match this. We are down 2 sections if we compare Fall 09 with Fall 10 and Spring 09 with Spring 11. The budget impact is neutral. Faculty will have to teach the core and concentration courses and thus might not get to teach graduate or preferred electives as often. We will be teaching a few courses evry semester instead of once a year and faculty will need to teach these courses. We will be ahead of the trend in our discipline by making these changes.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Tonya Lashun Bryant

Email:* tbryant@unm.edu

Date:* 10-29-09

Phone Number:* 505 277-5009

Initiator's Rank / Title* Coord,Program Advisement: Psychology

Department

Faculty Contact* Jane Ellen Smith

Administrative Contact* Tonya Bryant

Department* Psychology

Division Arts & Sciences

Program Undergraduate

Branch Main Campus

Proposed effective term:

Semester **Fall** Year **2009**

Course Information

Select Appropriate Program Undergraduate Degree Program CIP Code

Name of New or Existing Program * Bachelor of Science in Psychology

Catalog Page Number **276** Select Category Major Degree Type **BS**

Select Action Revision

Exact Title and Requirements as they should appear in the catalog.

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

3. Four courses (12 credits) selected from our six 200- level core courses: PSY 220, 240, 260, 265, 271, and 280

This Change affects other departmental program/branch campuses

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

This is an error in the catalog. It currently states selected from our five 200-level core courses. It should state six, as there are six core courses to choose from.

Statements to address budgetary and Faculty Load Implications and Long-range planning

*(enter text below or upload a doc/pdf file)

None.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 11-02-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * BA Mass Communication
Catalog Page Number 167 Select Category Major ▼ Degree Type B.A.>
Select Action Deletion ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Journalismcatalog11-3-09.doc](#)

This Change affects other departmental program/branch campuses

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

We are combining the Journalism major and the Mass Communication major into one major--Journalism and Mass Communication. This enables us to combine print and broadcast concentrations into a multimedia journalism concentration and keep with the trend in the discipline. Our accreditation organization accepts this change.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

Since this deletion is really a combining of majors, there will be little budget consideration. We will be losing two sections. The faculty load will remain the same except they will have to teach more core courses and less of their graduate or preferred electives. This keeps our major and field updated to the most recent trends.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Christopher Sousa-Wynn **Email:*** sousawy@unm.edu **Date:*** 11-02-09

Phone Number:* 505 277-3517 Initiator's Rank / Title* Assistant Professor: Theatre and Dance

Faculty Contact* Christopher Sousa-Wynn Administrative Contact* Sarah Lentz
Department* Theatre and Dance

Division **Program**
Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Minor in Design for Performance
Catalog Page Number Select Category Minor ▼ Degree Type
Select Action New ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Minor in Design for Performance.doc](#)

This Change affects other departmental program/branch campuses

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

We have many students who are non-majors (BUS, IFDM, Media Arts) who take many of our design courses, enough for a minor in design. We would like to be able to offer those students a Minor in Design for Performance.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

All of the classes that are part of the minor program are currently being taught as part of the Major in Design for Performance, there should be no impact to budgets, Faculty Load or Long-range planning.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Stephen Burd

Email:* burd@unm.edu

Date:* 11-02-09

Phone Number:* 505 277-6418

Initiator's Rank / Title* Associate Professor: ASM Mrktng Info Decision

Sci

Faculty Contact* Stephen Burd

Administrative Contact* Roberta Murray

Department* ASM Marketing, Information, and Decision Sciences

**Division
Branch**

Program

Proposed effective term:

Semester **Fall** Year **2010**

Course Information

Select Appropriate Program **Graduate Degree Program** CIP Code

Name of New or Existing Program * **Masters of Business Administration - Marketing Concentration**

Catalog Page Number **90** Select Category **Concentration** Degree Type **MBA**

Select Action **Revision**

Exact Title and Requirements as they should appear in the catalog.

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

Marketing Management serves students interested in careers in product management, marketing research, advertising, logistics, supply chain management, sales, and customer relations. Requirements: MGMT 581 and 582 plus three additional marketing electives from *489, 523, 580, 583, 584, 586, and 588. Other courses may be substituted with prior consent of the Marketing concentration faculty advisor.

This Change affects other departmental program/branch campuses

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

The faculty wants to add Marketing Strategy (MGMT 582) as a required course in the concentration so that students have a broader perspective of how all the pieces of marketing "fit together". MGMT 580 will no longer be a required course, which keeps the concentration at 15 hours.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

No net change in number of graduate marketing concentration courses offered per academic year. Offerings of other courses will be reduced to compensate for the addition of MGMT 582.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Stephen Burd

Email:* burd@unm.edu

Date:* 11-02-09

Phone Number:* 505 277-6418

Initiator's Rank / Title* Associate Professor: ASM Mrkting Info Decision

Sci

Faculty Contact* Stephen Burd

Administrative Contact* Roberta Murray

Department* ASM Marketing, Information, and Decision Sciences

**Division
Branch**

Program

Proposed effective term:

Semester

Please Select ▼

Year

2005 ▼

Course Information

Select Appropriate Program

Graduate Degree Program ▼

CIP Code

Name of New or Existing Program

* Post-Masters Certificate in Management - Marketing Concentration

Catalog Page Number

93

Select Category

Certificate ▼

Degree Type

Select Action

Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

Replace the text below the heading "Marketing Management" with the following: Requirements: MGMT 581 and 582 plus three additional marketing electives from *489, 523, 580, 583, 584, 586, and 588. Other courses may be substituted with prior consent of the Marketing concentration faculty advisor.

This Change affects other departmental program/branch campuses

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

The faculty wants to add Marketing Strategy (MGMT 582) as a required course in the concentration so that students have a broader perspective of how all the pieces of marketing "fit together". MGMT 580 will no longer be a required course, which keeps the concentration at 15 hours.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

No net change in number of marketing concentration courses offered per academic year.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 11-02-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Journalism & Mass Communication Minor
Catalog Page Number 167 Select Category Minor ▼ Degree Type
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Minor Study Requirements 2009.doc](#)

This Change affects other departmental program/branch campuses

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

We have revised our majors and want the minor to match course numbers and changes.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

Our major is being changed and combined. There will be no impact on the budget, faculty load or long-range planning except for the major.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 11-03-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester **Fall** ▼ Year **2010** ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Broadcast Journalism Concentration
Catalog Page Number 167 Select Category Concentration ▼ Degree Type B.A.
Select Action Deletion ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Journalismcatalog11-3-09.doc](#)

This Change affects other departmental program/branch campuses

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

We are combining our print and broadcast concentrations into a multimedia concentration. Students may still take classes in broadcast but we have strengthened the overall program into a multimedia approach.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

There should be no significant budget or faculty load implications. We are adapting and adding and deleting classes but will end up with about the same number. The faculty will stay the same but may not teach as many graduate or preferred electives. We will be in the forefront of the discipline so this should spike students' interest. Long-range planning should only be changing which courses we are offering.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 11-03-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Bachelor of Arts in Journalism
Catalog Page Number 167 Select Category Degree ▼ Degree Type B.A.
Select Action Deletion ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Journalismcatalog11-3-09.doc](#)

This Change affects other departmental program/branch campuses

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

We are revamping our journalism and mass communication majors into one major (degree) of journalism and mass communication. This combining of majors would allow us to add greater emphasis on the history of media, research for media, basic writing/editing skills, and multimedia skills. This follows the current trend in our discipline as well as puts us in the forefront of the field.

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

Since we are combining two majors into one with three concentrations (instead of 2 majors with 2 concentrations each), the budget will not be adversely affected. The faculty load impact will also be neutral except that the faculty will need to teach more of the required courses and less graduate and preferred elective courses. Long-range planning will be aided in that we will only have three concentrations to plan.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Katharine Heatherington **Email:*** yarrow@unm.edu **Date:*** 11-03-09

Phone Number:* 505 277-6672

Initiator's Rank / Title* ACADEMIC ADVISOR: Art Art History

Faculty Contact* David Craven

Administrative Contact* Kat Heatherington

Department* Art & Art History

Division College of Fine Arts

Program

Branch Main

Proposed effective term:

Semester **Fall** ▼ Year **2010** ▼

Course Information

Select Appropriate Program **Graduate Degree Program** ▼ CIP Code

Name of New or Existing Program * **MA Art History Emphasis 19th and 20th Century Western Art History**

Catalog Page Number **462** Select Category **Emphasis** ▼ Degree Type **M.A.**

Select Action **Name Change** ▼

Exact Title and Requirements as they should appear in the catalog.

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

Modern American and European Art History

This Change affects other departmental program/branch campuses

Reason(s) for Request * (enter text below or upload a doc/pdf file)
name change reflects program content more accurately

Statements to address budgetary and Faculty Load Implications and Long-range planning
no budgetary or faculty load implications

* (enter text below or upload a doc/pdf file)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 11-03-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Multimedia Journalism Concentration
Catalog Page Number 167 Select Category Concentration ▼ Degree Type B.A.>
Select Action New ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Journalismcatalog11-3-09.doc](#)

This Change affects other departmental program/branch campuses

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

We are combining our print and broadcast concentrations into one concentration called Multimedia Journalism. This new concentration follows the newest trend in our discipline, that of being more multimedia than a single platform. In doing so, we have also changed the departmental core requirements and also combined the majors of journalism and mass communication into one major called Journalism and Mass Communication. We propose an advanced writing/editing course, two platform courses, and a capstone course in the concentration. The platform courses have options for students to go into depth on a particular area (e.g., broadcast, print, radio, magazine, etc.) while the other two courses provide an integrated experience.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

There will be no major budgetary or faculty load implications. We are replacing the same number of courses as we are deleting. The faculty might have to teach more required courses and fewer graduate courses or preferred electives. No new faculty would be required at this point. Long-range planning is affected because this would strengthen our major in journalism and make us more in tune with the newest trends in the field. Our accreditation organization accepts this new concentration as does our advisory board.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 11-03-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester **Fall** ▼ Year **2010** ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Digital Field Broadcast
Catalog Page Number 167 Select Category Concentration ▼ Degree Type B.A.
Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Journalismcatalog11-3-09.doc](#)

This Change affects other departmental program/branch campuses

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

We are combining our journalism and mass communication majors. We need to have this concentration conform with the new courses and requirements.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

This should not affect the budget or faculty load or long-range planning. While the changes to the majors and concentrations are significant, they are designed not to impact our already strained budget. The faculty will have to teach more required courses and not as many graduate courses or preferred electives. This should positively affect the students' interests and therefore long-range planning.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Mary Bibeau **Email:*** mlbibeau@unm.edu **Date:*** 11-03-09
Phone Number:* 505 277-1903 Initiator's Rank / Title* Academic Advisor: Communication & Journalism
Faculty Contact* John Oetzel Administrative Contact* Mary Lawton Bibeau
Department* Communication & Journalism
Division Arts & Sciences **Program** Undergraduate
Branch Main

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * Print Journalism Concentration
Catalog Page Number 167 Select Category Concentration ▼ Degree Type B.A.
Select Action Deletion ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Journalismcatalog11-3-09.doc](#)

This Change affects other departmental program/branch campuses

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

We are deleting the print journalism concentration because we will be combining it with the broadcast journalism concentration into a new concentration called multimedia journalism. There are less opportunities in print and broadcast at this time. Multimedia is the current trend in the field.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

There will be no significant changes to the budget or faculty load. Because this is basically a change of focus, the number of courses should be the same. With a better major, long-range planning should be easier because we will be in the forefront of our discipline. We are in accordance with our advisory board and our accreditation agency.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Katharine Heatherington **Email:*** yarrow@unm.edu **Date:*** 11-03-09
Phone Number:* 505 277-6672 Initiator's Rank / Title* ACADEMIC ADVISOR: Art Art History
Faculty Contact* David Craven Administrative Contact* Kat Heatherington
Department* Art & Art History
Division College of Fine Arts **Program**
Branch Main

Proposed effective term:

Semester **Fall** ▼ Year **2010** ▼

Course Information

Select Appropriate Program **Graduate Degree Program** ▼ CIP Code
Name of New or Existing Program * **MA Art History & Concentrations Arts of the Americas & Arts of the Modern World**
Catalog Page Number **462** Select Category **Degree** ▼ Degree Type **M.A.**
Select Action **Revision** ▼

Exact Title and Requirements as they should appear in the catalog.

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

M.A. Degree Requirements REGISTRAR'S NOTE: THIS FORM REVISES MAJOR REQUIREMENTS, AND CHANGES CONCENTRATION NAMES.

[ma curric for catalog.doc](#)

This Change affects other departmental program/branch campuses

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

Changes to M.A. coursework distribution requirements, and change of name in the catalog from "Art of the Americas" to "Arts of the Americas," and from "Art of the Modern World" to "Arts of the Modern World."

Statements to address budgetary and Faculty Load Implications and Long-range planning

*(enter text below or upload a doc/pdf file)

Changes utilize existing course offerings, and will not have budgetary or faculty course load implications.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Colleen Sheinberg

Email:* colleens@unm.edu

Date:* 11-04-09

Phone Number:* 505 277-8401

Initiator's Rank / Title* Temp Parttime Faculty:
Music

Faculty Contact* Colleen Sheinberg

Administrative Contact* Steven Block

Department* Music

Division

Program

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * Bachelor of Music Education, Vocal Concentration

Catalog Page Number 478 Select Category Concentration ▼ Degree Type Undergraduate

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

See attached. REGISTRAR'S NOTE: associated Forms A and B have been submitted.

[BME Voc-Form C-Cat Text.pdf](#)

This Change affects other departmental program/branch campuses

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

See attached.

[BME Voc-Reasons.pdf](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

Dr. Bruce Dalby will teach MUSE 195, and Dr. Regina Carlow will teach MUSE 347. Both will add the extra hour to their normal loads.

There will therefore be no impact on budget, faculty load or long-range planning. MUSE 363 is currently being taught by Prof. Eric Rombach under the MUS 363 course number; there will be no change in his load.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Colleen Sheinberg

Email:* colleens@unm.edu

Date:* 11-05-09

Phone Number:* 505 277-8401

Initiator's Rank / Title* Temp Parttime Faculty:
Music

Faculty Contact* Colleen Sheinberg

Administrative Contact* Steven Block

Department* Music

Division

Program

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code

Name of New or Existing Program * Master of Music, Concentration in Conducting

Catalog Page Number Select Category Concentration ▼ Degree Type Graduate

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

See attached. REGISTRAR'S NOTE: Forms B to create MUS 571 and MUS 572 have been submitted. Also Forms A to revise APMS 501, 502, and 591.

[MM Cond-Cat Text.pdf](#)

This Change affects other departmental program/branch campuses

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

See attached.
[MM Conducting-Reasons.pdf](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

The major changes in the program are to replace the one-on-one conducting lessons with seminars in conducting. The same faculty who currently teach conducting lessons will now be teaching the seminars. There should be no impact on faculty load, budget or long-range planning.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Amanda Kay Wolfe

Email:* akwolfe@unm.edu **Date:*** 11-05-09

Phone Number:* 505 277-7044

Initiator's Rank / Title* Associate Director for Program
Development

Faculty Contact* Kathryn McKnight

Administrative Contact* Amanda Wolfe

Department* Latin American Studies

Division

Program

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code

Name of New or Existing Program * Master's in Latin American Studies

Catalog Page Number 234 Select Category Degree ▼ Degree Type MA

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

See attached.

[MA Latin American Studies.doc](#)

This Change affects other departmental program/branch campuses

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

See attached.

[MA LAS reason.doc](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning

*(enter text below or upload a doc/pdf file)

See attached.

[MA LAS impact.doc](#)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jean Marie Aragon

Email:* peaslee@unm.edu **Date:*** 11-05-09

Phone Number:* 505 277-4771

Initiator's Rank / Title* Admin Assistant 2: Foreign Languages &

Literatures

Faculty Contact* Stephen Bishop

Administrative Contact* Jean Aragon

Department* Foreign Languages & Literatures

Division

Program

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * BA Languages

Catalog Page Number 207 Select Category Major ▼ Degree Type BA

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

As an update to Form C640: Option A 2. MLNG 101 or LING 301 (LING 292 no longer exists) 5. ...COMP 222 or 480 (but not both) (12 hours). Option B 2. MLNG 101 or LING 301 (LING 292 no longer exists) 3. ...COMP 222 or 480 (but not both) (12 hours).

This Change affects other departmental program/branch campuses

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

LING 292 was deleted by Linguistics. COMP 223 & 380 no longer exist.

Statements to address budgetary and Faculty Load Implications and Long-range planning

No known implications

*(enter text below or upload a doc/pdf file)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Lourdes McKenna

Email:* lourdes@unm.edu **Date:*** 11-06-09

Phone Number:* 505 277-3112

Initiator's Rank / Title* Dept Administrator 2: Computer
Science

Faculty Contact* George Luger

Administrative Contact* Lourdes McKenna

Department* Computer Science

Division

Program

Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code

Name of New or Existing Program * MS Computer Science

Catalog Page Number 424 Select Category Major ▼ Degree Type Graduate

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Master grade requirement.doc](#)

This Change affects other departmental program/branch campuses

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

Faculty agreement that there should be a minimum grade requirement on required courses.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

None noted as we are just adding wording of grade requirement.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: William Walters **Email:*** walters1@unm.edu **Date:*** 11-07-09
Phone Number:* 505 277-4332 Initiator's Rank / Title* Associate Professor: Theatre and Dance
Faculty Contact* Bill Walters Administrative Contact* Sarah Lentz
Department* Theatre and Dance
Division **Program**
Branch

Proposed effective term:

Semester Year

Course Information

Select Appropriate Program CIP Code
Name of New or Existing Program *
Catalog Page Number Select Category Degree Type
Select Action

Exact Title and Requirements as they should appear in the catalog.

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

REGISTRAR'S NOTE: This form is to revise the major and to delete existing concentrations.

[Bachelor of Arts in Theatre Fall 09\[1\].doc](#)

This Change affects other departmental program/branch campuses

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

The main function of these changes is to eliminate the dictated emphases (REGISTRAR'S NOTE: These are concentrations rather than emphases) within the degree. It is the unanimous feeling of the faculty that this will allow students, under careful advising, to self select their own areas of interest, to gain a more well rounded BA degree with theatre as its focal point and ultimately to be able to graduate in a more timely fashion.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

There should be no change or impact in these areas. This degree program reflects the interests and abilities of the current faculty. No new courses or degree programs have been added.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Christopher Sousa-Wynn **Email:*** sousawy@unm.edu **Date:*** 11-08-09

Phone Number:* 505 277-3517 Initiator's Rank / Title* Assistant Professor: Theatre and Dance

Faculty Contact* Christopher Sousa-Wynn Administrative Contact* Sarah Lentz

Department* Theatre and Dance

Division **Program**
Branch

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * Bachelor of Arts in Design for Performance (B.A.)

Catalog Page Number Select Category Major ▼ Degree Type

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[D4P F09.doc](#)

This Change affects other departmental program/branch campuses

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

The Bachelor of Arts in Design for Performance has not been completely revised since the program changed from a Bachelor of Fine Arts degree. This revision modifies the program to be a more rounded degree. ***This Form C contains an updated PDF file that fixes two errors found in previous Form C for Bachelor of Arts in Design for Performance.***

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

All of the courses are currently being offered in the degree program. There is no change to budgets, Faculty Load, and/or Long-range planning.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jennifer George

Email:* jgeorge2@unm.edu **Date:*** 11-09-09

Phone Number:* 505 277-1534

Initiator's Rank / Title* Dept Administrator 2: Anthropology
Department

Faculty Contact* Suzanne Oakdale

Administrative Contact* Jennifer George

Department* Anthropology

Division

Program

Branch

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code

Name of New or Existing Program * PhD Anthro Concentration Ethnology/Linguistic Anthro

Catalog Page Number 143 Select Category Concentration ▼ Degree Type PHD

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[Ethnology Linguistics PHD CHANGE.doc](#)

This Change affects other departmental program/branch campuses

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

NAME CHANGE TO PROGRAM: The Ethnology/Linguistics subfield changed its name several years ago-this request reflects the change to Ethnology. WE ARE REQUESTING THE NAME CHANGE FROM ETHNOLOGY/LINGUISTICS TO ETHNOLOGY

Statements to address budgetary and Faculty Load Implications and Long-range planning

*(enter text below or upload a doc/pdf file)

No budgetary or faculty load implications

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Jennifer George

Email:* jgeorge2@unm.edu

Date:* 11-10-09

Phone Number:* 505 277-1534

Initiator's Rank / Title* Dept Administrator 2: Anthropology
Department

Faculty Contact* Ann Ramenofsky

Administrative Contact* Jennifer George

Department* Anthropology

Division

Program

Branch

Proposed effective term:

Semester Spring ▼ Year 2010 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼ CIP Code

Name of New or Existing Program * MA/MS Anthropology-Public Archaeology Concentration

Catalog Page Number 143 Select Category Concentration ▼ Degree Type MA/MS

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog.

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

[PUBLIC ARCHY final.pdf](#)

This Change affects other departmental program/branch campuses

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

Some classes listed as part of the concentration no longer offered. Also added new classes to concentration. No change to number of credit hours needed to complete degree. ANTH 570 Cultural Resources has FORM B in process to create ANTH 593; ANTH 570 Lithic Analysis has FORM B in process to create ANTH 522. ANTH 521, ANTH 501 will be taught before sunseting.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

There are no new budgetary or faculty load implications

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Laverne Ann Chischilly **Email:*** lachisch@unm.edu **Date:*** 11-09-09
Phone Number:* 505 863-7597 Initiator's Rank / Title* Lecturer III: Gallup
Faculty Contact* LaVerne Chischilly Administrative Contact* Deane Johnson
Department* HCHS
Division **Program** AA School Health Promotion
Branch Gallup

Proposed effective term:

Semester Fall ▼ Year 2009 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * AA School Health Promotion
Catalog Page Number Select Category Degree ▼ Degree Type AS
Select Action Deletion ▼

Exact Title and Requirements as they should appear in the catalog.

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

NA - deleting the program

This Change affects other departmental program/branch campuses

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

For several years the School Health Promotion has had zero students enrollment. There has been no Full Time Faculty to promote the program in the past 3 years.

Statements to address budgetary and Faculty Load Implications and Long-range planning

None

* (enter text below or upload a doc/pdf file)

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Debra Venable

Email:* dvenable@unm.edu **Date:*** 11-30-09

Phone Number:* 505 925-8606

Initiator's Rank / Title* Admin Assistant 3: Valencia County
Branch

Faculty Contact* Helen Walton

Administrative Contact* Debra Venable

Department* Nursing Program

Division Nursing Program

Program Nursing Program

Branch UNM-Valencia

Proposed effective term:

Semester Fall ▼ Year 2010 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code
Name of New or Existing Program * NURS subject code for UNM Valencia
Catalog Page Number Select Category Subject Code ▼ Degree Type
Select Action New ▼

Exact Title and Requirements as they should appear in the catalog.

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

Requesting new subject code to support ASN Nursing program for UNM-Valencia Campus.

This Change affects other departmental program/branch campuses

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

Requesting a new Associate of Science in nursing and that code to offer the required courses.

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

None.

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Colleen Sheinberg

Email:* colleens@unm.edu

Date:* 12-21-09

Phone Number:* 505 277-8401

Initiator's Rank / Title* **Temp Parttime Faculty:**
Music

Faculty Contact* **Colleen Sheinberg**

Administrative Contact* **Steven Block**

Department* **Music**

Division

Program

Branch

Proposed effective term:

Semester **Fall** Year **2010**

Course Information

Select Appropriate Program **Undergraduate Degree Program** CIP Code

Name of New or Existing Program *** Music Education Minor**

Catalog Page Number **479** Select Category **Minor** Degree Type **Undergraduate**

Select Action **Revision**

Exact Title and Requirements as they should appear in the catalog.

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

See attached

[Mus Ed Minor-Cat Text.pdf](#)

This Change affects other departmental program/branch campuses

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

See attached

[Mus Ed Minor-Reasons.pdf](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning * (enter text below or upload a doc/pdf file)

All of the changes involve courses that are already being taught. There will be no impact on budget, faculty load or long-range planning.