



**NMCAC November 16, 2023 Meeting**

**1:00 PM to 5:00 PM (if needed)**

**via MS Teams:**

## Microsoft Teams meeting

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Meeting ID: 270 667 185 886

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### 1. Roll Call

- a. Quorum was reached

### 2. Upcoming NMCAC Dates

- a. We discussed the following dates for the spring 2024 meetings, we need a vote to confirm these dates.
  - i. February 28, 2024, Submission Deadline: January 31, 2024 – this meeting will be **in person**, at a location in Albuquerque yet to be determined. This a Wednesday, the day before the NMHEAR Annual Conference. (The alternative would be February 22 as a Teams meeting.)
  - ii. May 2, 2024, Submission Deadline April 4, 2024 – this will be a **Teams** meeting.

### 3. Advanced Placement – Guests: Melissa DeLaurentis, PED, and Suzanne McGurk, College Board

- a. We had a broad discussion at our last meeting of AP Equivalencies. Today I hope we can vote on the following:
  - i. AP Precalculus
    1. Score of 3, credit for MATH 1240, Pre-Calculus
    2. Score of 4 or 5, credit for MATH 1250, Trigonometry & Pre-Calculus
  - ii. AP Seminar
    1. Score of 3 or better
      - a. We discussed several alternatives, such as COMM 1130, Public Speaking, or ENGL 1120, Composition II, but neither alternative seems ideal.
      - b. How about designating a new HNRS course specifically for AP Seminar, maybe something like HNRS 1980, AP Seminar, and define this as a Flex General Education course? We already have 32 approved HNRS courses in the General Education approved list, and this would ensure college credit, and recognize that the student’s choices of topic could encompass a broad range of areas.
  - iii. AP Research
    1. Score of 3 or better
      - a. Like with AP Seminar, create a new course, HNRS 2980, AP Research, also defined as a Flex General Education course?
  - iv. AP African American Studies, approved last year as AFST 1110, Introduction to Africana Studies



b. Other AP issues

- i. The College Board is preparing a new AP course in Spanish Literature, if/when that is available, we might consider SPAN 2280, Introduction to Hispanic Literature, as the course equivalent.
- ii. Are there other AP issues that we should address next spring?

**4. HED Updates**

**5. Request for Topics at the Next Meeting**

**6. Update to GenEd decisions for the last meeting**

- a. I indicated that GEOL 2130L would not be added to the approved list because GEOL 2130 wasn't included. After further discussion with WNMU we clarified that their application had been intended to apply to both the lecture and the lab, so the approved list will be updated to include both GEOL 2130 and GEOL 2130L for WNMU as General Education. This update was completed.

**7. 20 new Requests to add to the General Education Curriculum**

- a. Due to my being late in getting out the information for reviews, we only had 5 votes from two of the subcommittees, nevertheless, I think we can work through the remaining items fairly quickly.
- b. 6 received more than six votes and received a majority vote from their subcommittee – I've included the vote total and all comments from the committee members, we can open discussion of any of these applications as we work through them, if the full committee so decides.
- c. 4 only had five reviewers, but they were all "Yes", we can go over these fairly quickly, but I suggest that you all may want to just approve these since a sixth reviewer is very likely to also have approved.
- d. 4 of the items are on hold due to issues raised by the Common Course Numbering System "Numbering Committee" (applications 1609, 1610, 1611, and 1612) – these were still reviewed by their committee, none of these received any "Yes" votes, so we don't have to spend much time on these, but we can provide additional comments back to NMMI should they choose to resubmit these down the road.
- e. That leaves 6 that still need our review, discussion, and vote today:

App ID	Yes/Maybe/No Status	Institution	Prefix	Course Number	Course Suffix	Course Title	Content Area	Review Comments
1476	4/1/0 <b>Approved</b> (this was already a GenEd course, this approval changed the Content Area from IV to I)	NMMI	COMM	2170		Intercultural Communication	I-Communication	<b>Maybe</b> – Rubric provided is general. Grades based on student's completion of tasks rather than student's understanding of content.
1575	3/1/2 <b>Revise and Resubmit</b>	NMMI	FDMA	1110		Film History	V-Humanities	<b>No</b> – Recommend resubmission for fine arts area VI for gen ed. More consistent with other HEI in NM <b>Maybe</b> – No rubric provided, although assignment requirements



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								<p>demonstrate evaluation aligns with SLOs.</p> <p><b>No</b> – "There are too many institutional student learning outcomes that go beyond the 20% that can be added and still be a part of the CCN system. Critical Thinking: This is a narrative that discusses the purpose of the course, and what students will be exposed to (stories and film). There is no information about how students will develop the skills to delineate a problem, acquire evidence by gathering information/data to address the problem, evaluate the evidence for credibility, and develop a conclusion. Writing a film critique seems to indicate students can say what they like or dislike, but not the critical thinking essential skills as needed in a general education course. Personal and Social Responsibility: Intercultural reasoning – viewing films is superficial as stated in the narrative and does not indicate students have mastered this component skills. This narrative does not show mastery of two component skills in personal and social responsibility. Information and Digital Literacy: Students use a link to view a film and submit to Canvas. This narrative says that students will be investigating credible sources, and assessing their validity but does not describe how they will be doing so or in what context. Further, there is mention that students will be using the LMS and Zoom. This does not equate to mastering the essential skill of Information and Digital Literacy. "</p>
1580	9/0/0 <b>Approved</b>	MCC	ENGL	2610		American Literature I	V- Humanities	
1586	9/0/0 <b>Approved</b>	UNM-Main	ARTS	1143		Introduction to Art & Ecology	VI-Creative & Fine Arts	
1587	7/2/0 <b>Approved</b>	UNM-Main	ARTS	1840		Sculpture I	VI-Creative & Fine Arts	<b>Maybe</b> – This course will provide a strong foundation in sculpture, but is



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								it too specialized to qualify as a "general education" course? <b>Maybe</b> – In the Critical Thinking narrative, a stronger explanation of Problem Setting would help. In the Personal & Social Responsibility narrative, intercultural reasoning and competence needs to be directly tied to the curriculum and not to the diversity of the students in the class. Though it's not required, a rubric would be helpful in clarifying the Assessment.
1589	6/3/0 <b>Approved</b>	UNM-Main	ARTS	1510		Introduction to Electronic Art	VI-Creative & Fine Arts	<b>Maybe</b> – For the Communication component, I didn't see much information provided on how students would produce arguments, though every other element was well described. <b>Maybe</b> – I am not quite sure how the assessment example matches with an essential skill. <b>Maybe</b> – It is not yet apparent how this course satisfies the communication goal related to "Production of Arguments." It is not clear that the skills these students would develop actually lead to strategies that might apply to critical thinking.
1609	0/2/4 <b>No</b> – the committee did not approve Yearbook as a General Education Course	NMMI	ENGL	1323		Yearbook I	VI-Creative & Fine Arts	<b>No</b> – I mostly had a problem with Communication skills. I didn't detect much explanation of students' activities that would enhance those skills, beyond photography. <b>No</b> – I suggest this course be recast as a digital media or photography course if considering as a general education course. The end result of these courses could produce a yearbook but as presented it looks like a high school elective. <b>Maybe</b> – Assignment/Rubric does not align with learning outcomes identified. <b>Maybe</b> – So, in response to Mark's email... Yes, I would probably be ok with this, though I agree that FDMA would be a better prefix. This really is more of a project-based digital design/production course, and it seems as if students get a lot more



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								<p>skills that just doing yearbook. (I actually think "Yearbook" as a title kind of undersells the class, but maybe they know their audience better)</p> <p><b>No</b> – "This is not a course that should be considered for a general education course. It is specific to the creation of a yearbook, and is not a course that all students will need to take, nor would it easily transfer to another college. Communication: The narrative for communication covers some of the component skills in this area, but doesn't show how students will evaluate and produce arguments; this section of the communication narrative aligns more closely with personal and social responsibility as it is more about team work and deadlines.</p> <p>Critical Thinking: The problem setting described in this narrative refers to past problem solving that students had to do with mistakes made or improper time management, not critical thinking problem solving when students state a question/problem that will be solved with evidence, evaluation, and conclusion. This does not support critical thinking that would be supported in a general education course.</p> <p>Personal and Social Responsibility: Intercultural reasoning – this narrative describes different events attended and attempts to define the culture of the event with intercultural reasoning and competence. This is not the component skill described in personal and social responsibility.</p> <p>This narrative does not show mastery of two component skills in personal and social responsibility.</p> <p>Assessment: The assessment is entirely skills based and does not measure any of the general education essential skills. "</p>
1610	0/2/4 <b>No</b> – the committee did not approve Yearbook as a	NMMI	ENGL	1333		Yearbook II	VI-Creative & Fine Arts	<p><b>No</b> – I had the same problem with this class as with Yearbook I. Communications listed all the skills that would be gained, but not a clear</p>



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	General Education Course							<p>indication of the activities in the class that would enhance those skills.</p> <p><b>No</b> – I suggest this course be recast as a digital media or photography course if considering as a general education course. The end result of these courses could produce a yearbook but as presented it looks like a high school elective.</p> <p><b>Maybe</b> – Assignment/Rubric does not align with learning outcomes.</p> <p><b>Maybe</b> – Same as Yearbook 1. Yes, with the right prefix, I would approve this</p> <p><b>No</b> – "This course is not appropriate for the general education curriculum, and should not be approved.</p> <p>Communication: The narrative for this area is similar to Yearbook I but adds correcting grammatical errors and designing spreads. Additionally, there is a mentoring component added for Yearbook II that doesn't address any of the component skills of communication.</p> <p>This narrative does not support student mastery of the area of communication. Critical Thinking: The narrative for Yearbook II is nearly identical to Yearbook I, the difference is the addition of Yearbook II to the wording instead of Yearbook I. Therefore, the comments made previously are the same.</p> <p>The problem setting described in this narrative refers to past problem solving that students had to do with mistakes made or improper time management, not critical thinking problem solving when students state a question/problem that will be solved with evidence, evaluation, and conclusion. This does not support critical thinking that would be appropriate in a general education course. Personal and Social Responsibility:</p> <p>This narrative is identical to the Yearbook I narrative, with the change of calling the course Yearbook II. Therefore, the comments are the same.</p>



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								<p>Intercultural reasoning – this narrative describes different events attended and attempts to define the culture of the event with intercultural reasoning and competence. This is not the component skill described in personal and social responsibility.</p> <p>This narrative does not show mastery of two component skills in personal and social responsibility. The assessment is entirely skills based and does not measure any of the general education essential skills. "</p>
1611	0/2/4 <b>No</b> – the committee did not approve Yearbook as a General Education Course	NMMI	ENGL	1343		Yearbook III	VI-Creative & Fine Arts	<p><b>No</b> – See Yearbook I and II.</p> <p><b>No</b> – I suggest this course be recast as a digital media or photography course if considering as a general education course. The end result of these courses could produce a yearbook but as presented it looks like a high school elective.</p> <p><b>Maybe</b> – Assignment/Rubric do not align with learning outcomes identified.</p> <p><b>Maybe</b> – I would approve, with the right prefix</p> <p><b>No</b> – "This course is not recommended for approval in the general education curriculum.</p> <p>Communication: The narrative for this area is similar to Yearbook I and II but adds the component of overseeing the students from Yearbook I and II, and mention of positions of leadership. The correcting grammatical errors and completing spreads is still included from Yearbook II. Additionally, there is a mentoring component added for Yearbook II that doesn't address any of the component skills of communication.</p> <p>This narrative does not support student mastery of the area of communication, and instead of being prepared to take Yearbook III, they will be prepared for Yearbook IV.</p> <p>Critical Thinking: The narrative for Yearbook III is nearly identical to Yearbook I and II, the difference is the addition of Yearbook III to the wording instead of Yearbook I and II, and describing the problems as those that</p>



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								<p>were caused by the Yearbook I and II students, needing to be solved by the Yearbook III students. Therefore, the comments made previously are the same.</p> <p>The problem setting described in this narrative refers to past problem solving that students had to do with mistakes made or improper time management, not critical thinking problem solving when students state a question/problem that will be solved with evidence, evaluation, and conclusion. There is some difference in that students learned to give credit to others who took photos that the yearbook used.</p> <p>This does not support critical thinking that would be appropriate in a general education course.</p> <p>Personal and Social Responsibility: This narrative is identical to the Yearbook I narrative, with the change of calling the course Yearbook II. Therefore, the comments are the same.</p> <p>Intercultural reasoning – this narrative describes different events attended and attempts to define the culture of the event with intercultural reasoning and competence. This is not the component skill described in personal and social responsibility.</p> <p>This narrative does not show mastery of two component skills in personal and social responsibility.</p> <p>The assessment is entirely skills based, and the same as Yearbook I and II and does not measure any of the general education essential skills. "</p>
1612	0/2/4 <b>No</b> – the committee did not approve Yearbook as a General Education Course	NMMI	ENGL	1353		Yearbook IV	VI-Creative & Fine Arts	<p><b>No</b> – See Yearbook I and II.</p> <p><b>No</b> – I suggest this course be recast as a digital media or photography course if considering as a general education course. The end result of these courses could produce a yearbook but as presented it looks like a high school elective.</p> <p><b>Maybe</b> – Assignment/Rubric do not align with learning outcomes identified.</p> <p><b>Maybe</b> – Ditto</p>





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								<p><b>No</b> – "This course is not supported for approval into the general education curriculum.</p> <p><b>Communication:</b> The narrative for this area is similar to Yearbook I, II, and III but adds the caveat that students must have taken all three courses to take Yearbook IV. Yearbook IV students become editors of the yearbook, so may have some experience with genre and medium awareness, but this is not apparent from the narratives. There is an indication that the students are responsible for overseeing and mentoring the other students in the course in a leadership component. The component skills are not described as being met by the activities in this course.</p> <p><b>Critical Thinking:</b> The narrative for Yearbook III is nearly identical to Yearbook I, II, and III. In this narrative, the problems were created by the Yearbook I, II, and III students (simply the addition of another group of students causing the problem) and the Yearbook IV students had to solve a problem. The narratives for these courses are written based on previous experiences in courses, and not the curriculum of the course that is to continue in the future.</p> <p>The problem setting described in this narrative refers to past problem solving that students had to do with mistakes made or improper time management, not critical thinking problem solving when students state a question/problem that will be solved with evidence, evaluation, and conclusion. There is some difference in that students learned to give credit to others who took photos that the yearbook used.</p> <p>This does not support critical thinking that would be appropriate in a general education course.</p> <p><b>Personal and Social Responsibility:</b> This narrative is identical to the Yearbook I, II, and III narrative, with the change of calling the course</p>



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								Yearbook IV with some mentorship added. Therefore, the comments are the same. Intercultural reasoning – this narrative describes different events attended and attempts to define the culture of the event with intercultural reasoning and competence. This is not the component skill described in personal and social responsibility. This narrative does not show mastery of two component skills in personal and social responsibility The assessment is entirely skills based and does not measure any of the general education essential skills. "
1614	0/2/3 <b>No</b> – the committee did not approve MKTG as a GenEd course	SIPI	MKTG	2110		Principles of Marketing	I-Communication	<b>No</b> – Seems to need more information on what students are actually doing to practice the skills. <b>No</b> – Assessment not attached <b>Maybe</b> – Was there an assessment attached? I was unable to see one. <b>Maybe</b> – I'm not sure this should be a Communications course. The narratives are well written but in Communication it is not clear that students are engaged in the production of arguments. Also, I could not access an assessment. <b>No</b> – The syllabus has not been submitted, resulting in a lack of access to student learning outcomes and assessment details.
1615	5/0/0 <b>Approved</b>	SIPI	NAVA	1110		Navajo I	V-Humanities	
1616	4/1/0 <b>Approved</b>	SIPI	SPAN	1110		Spanish I	V-Humanities	
1617	5/0/0 <b>Approved</b>	SIPI	SPAN	1120		Spanish II	V-Humanities	
1618	5/0/0 <b>No</b> – the committee did not approve MGMT as a GenEd course	SIPI	MGMT	2110		Principles of Management	IV-Social & Behavioral Science	
1619	5/0/0 <b>Approved</b>	SIPI	BUSA	1110		Introduction to Business	IV-Social & Behavioral Science	



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1620	3/0/2 <b>Revise and Resubmit</b> – the committee would reconsider if submitted as Humanities	SIPI	ENGL	2510		Analysis of Literature	I-Communication	<b>No</b> – This is a higher level class with a pre-req and should likely not be considered for Gen Ed <i>{note from HED, this class is GenEd at CNM and SFCC}</i>
1621	4/0/1 <b>Revise and Resubmit</b> – the committee would reconsider if submitted as Humanities	SIPI	ENGL	2685		Twentieth Century Literature	I-Communication	
1624	7/1/2 <b>Approved</b>	ENMU-RO	AXED	1120		Intro to Agricultural Communications	I-Communication	<b>No</b> – Elements of this course are clearly more of an introduction to the field, rather than an Area I comm requirement.
1650	5/2/2 <b>Approved</b>	NNMC	ENGR	1101	L	Computer Science for All Laboratory	III-Science	<b>Maybe</b> – I am not certain which essential skill the example is accessing. <b>Yes</b> – Yes, since "this application is to add the corequisite lab course." <b>No</b> – Little explanation of how students will demonstrate skills. <b>No</b> – Unclear as to where the theory course is? Has this already been approved? Need clarification on that course before I am comfortable approving.