

NMCAC November 16, 2023 Meeting 1:00 PM to 5:00 PM (if needed)

via MS Teams:

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



A	Vac/Marria /Na			Carriag	6		Combons	
App ID	Yes/Maybe/No Status	Institution	Prefix	Course Number	Course Suffix	Course Title	Content Area	Review Comments
								demonstrate evaluation aligns with SLOs. No — "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. "
1580	9/0/0 Approved	MCC	ENGL	2610		American Literature I	V- Humanities	
1586	9/0/0 Approved	UNM-Main	ARTS	1143		Introduction to Art & Ecology	VI-Creative & Fine Arts	
1587	7/2/0 Approved	UNM-Main	ARTS	1840		Sculpture I	VI-Creative & Fine Arts	Maybe – This course will provide a strong foundation in sculpture, but is



Арр	Yes/Maybe/No			Course	Course		Content	
ID	Status	Institution	Prefix	Number	Suffix	Course Title	Area	Review Comments
								it too specialized to qualify as a
								"general education" course?
								Maybe – 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.
								Maybe – For the Communication
								component, I didn't see much
								information provided on how students
								would produce arguments, though every other element was well
								described.
								Maybe – I am not quite sure how the
								assessment example matches with an
								essential skill.
								Maybe – 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
	C /2 /0					lata di cati a a ta	M Canadian	would develop actually lead to
1589	6/3/0 Approved	UNM-Main	ARTS	1510		Introduction to Electronic Art	VI-Creative & Fine Arts	strategies that might apply to critical
1369	Approved	UNIVI-IVIAIII	ANIS	1310		Electronic Art	& FINE ALLS	thinking. No – I mostly had a problem with
								Communication skills. I didn't detect
								much explanation of students'
								activities that would enhance those
								skills, beyond photography.
								No – 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.
								Maybe – Assignment/Rubric does not
								align with learning outcomes
	0/2/4							identified.
	No – the							Maybe – So, in response to Mark's
	committee did							email Yes, I would probably be ok
	not approve							with this, though I agree that FDMA
	Yearbook as a							would be a better prefix. This really is
	General						\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	more of a project-based digital
1600	Education	NINANAI	ENC	1222		Voorboeld	VI-Creative	design/production course, and it
1609	Course	NMMI	ENGL	1323		Yearbook I	& Fine Arts	seems as if students get a lot more



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Арр	Yes/Maybe/No			Course	Course		Content	
ID	Status	Institution	Prefix	Number	Suffix	Course Title	Area	Review Comments
								skills that just doing yearbook. (I
								actually think "Yearbook" as a title
								kind of undersells the class, but maybe
								they know their audience better)
								No – "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.
								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.
								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. This narrative does not show mastery
								of two component skills in personal and social responsibility.
								Assessment: The assessment is
								entirely skills based and does not
								measure any of the general education
								essential skills. "
	0/2/4							
	No – the							No – I had the same problem with this
	committee did							class as with Yearbook I.
	not approve						VI-Creative	Communications listed all the skills
1610	Yearbook as a	NMMI	ENGL	1333		Yearbook II	& Fine Arts	that would be gained, but not a clear



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Арр	Yes/Maybe/No			Course	Course		Content	
ID	Status	Institution	Prefix	Number	Suffix	Course Title	Area	Review Comments
	General							indication of the activities in the class
	Education							that would enhance those skills.
	Course							No – 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.
								Maybe – Assignment/Rubric does not
								align with learning outcomes.
								Maybe – Same as Yearbook 1. Yes,
								with the right prefix, I would approve
								this
								No – "This course is not appropriate
								for the general education curriculum,
								and should not be approved.
								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. 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.
								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:
								This narrative is identical to the
								Yearbook I narrative, with the change
								of calling the course Yearbook II.
								Therefore, the comments are the
L								same.



App	Yes/Maybe/No			Course	Course		Content	
ID	Status	Institution	Prefix	Number	Suffix	Course Title	Area	Review Comments
								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. "
								No – See Yearbook I and II.
								No – 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.
								Maybe – Assignment/Rubric do not align with learning outcomes
								identified.
								Maybe – I would approve, with the right prefix
								No – "This course is not recommended
								for approval in the general education curriculum.
								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. This narrative does not support
								student mastery of the area of
	0/2/4							communication, and instead of being prepared to take Yearbook III, they will
	No – the							be prepared for Yearbook IV.
	committee did							Critical Thinking: The narrative for
	not approve Yearbook as a							Yearbook III is nearly identical to Yearbook I and II, the difference is the
	General							addition of Yearbook III to the wording
1611	Education Course	NMMI	ENGL	1343		Yearbook III	VI-Creative & Fine Arts	instead of Yearbook I and II, and describing the problems as those that
1011	Course	IAIAIIAII	EINGL	1545		Tearbook III	& FILLE ALLS	The restribility the problems as those that



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App	Yes/Maybe/No	to attend on	Dur Cu	Course	Course	Course Title	Content	Burling Comments
ID	Status	Institution	Prefix	Number	Suffix	Course Title	Area	Review Comments 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.
								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.
								This does not support critical thinking
								that would be appropriate in a general education course.
								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.
								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 the same as Yearbook I and II and
								does not measure any of the general
								education essential skills. "
1								No – See Yearbook I and II.
								No – I suggest this course be recast as
								a digital media or photography course
	0/2/4							if considering as a general education course. The end result of these
	No – the							courses could produce a yearbook but
	committee did							as presented it looks like a high school
	not approve							elective.
	Yearbook as a							Maybe – Assignment/Rubric do not
	General							align with learning outcomes
	Education			10-5			VI-Creative	identified.
1612	Course	NMMI	ENGL	1353	j	Yearbook IV	& Fine Arts	Maybe – Ditto



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approval into the general educat curriculum. Communication: The narrative for area is similar to Yearbook, II, II, and III students become editors of the yearbook, IV. Pearbook IV. Vearbook IV. Students become editors of the yearbook, So may have some experience with genre and medit awareness, but this not appare from the narratives. There is an indication that the students are responsible for overseeing and mentoring the other students in course in a leadership componen. The component skills are not described as being met by the activities in this course. Critical Thinking: The narrative for Yearbook II, II, and III, In this narrative for Yearbook II, II, and III, In this narrative for the students of the problems were created by the Yearbook I, II, and III, In this narrative for the students are deadling of another group of students causing the problem) at Yearbook IV, II, and III is the students and the solution of another group of students causing the problem) and Yearbook IV, Students had to solv problem. The narratives for these courses are written based on pre experiences in courses, and not curriculum of the course that is to continue in the future. The problem setting described in narrative refers to past problem of the students and to do we mistakes made or improper time management, not critical thinkin problem solving when students a question/problem that will be so with evidence, evaluation, and conclusion. There is some different in that students learned to give control in the students and conclusion. There is some different in that students learned to give control in the students and conclusion. There is some different in that students and conclusion. There is some different in the students and conclusion. There is some different in the students and conclusion. There is some different in the students and conclusion. There is some different in the students and conclusion. There is some different in the students and conclusion. There is some different in the students and conclusion. There is some di	Institution Name		T	T				1		
No.—This course is not supported area is similar to Yearbook J, II, and III. In this narrative for Yearbook I, II, and III. In this narrative for Yearbook I, II, and III. In this narrative for Yearbook I, II, and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. III. and III. In this narrative for Yearbook IV. IV. and III. In this narrative for Yearbook IV. IV. and III. In this narrative for Yearbook IV. IV. and III. In this narrative for Yearbook IV. IV. and III. In this narrative for Yearbook IV. IV. and III. In this narrative for Yearbook IV. IV. and III. In this narrative for these one year year year year year year year yea	Institution Name	Ann	Ves/Maybe/No			Course	Course		Content	
No — "This course is not supporte approval into the general educat curriculum. Communication: The narrative for area is similar to Vearbook, II, and but adds the caveat that student must have taken all three course take Yearbook, IV, Yearbook IV, Yearbook IV, Yearbook, V, Yearbook, V, Yearbook, V, Yearbook, V, Yearbook, V, Yearbook, So may have some experience with genre and medit awareness, but this is not appare from the narratives. There is an indication that the students are responsible for overseeing and mentoring the other students in course in a leadership componen The component skills are not described as being met by the activities in this course. Critical Thinking: The narrative for Yearbook II, II, and III. In this narry the problems were created by the problems were created by the yearbook, II, II, and III. In this narry the Addition of another group of students causing the problem) and Yearbook IV, Students had to solv problem. The narratives for these courses are written based on pre experiences in courses, and not course, and not course, and not course, and not course that is to continue in the future. The problem setting described in narrative refers to past problem solving that students had to do we mistakes made or improper time management, not critical thinkin problem solving when students a question/problem that will be so with evidence, evaluation, and conclusion. There is some differe in that students learned to give to the solving her to the solving here to the solving that students and conclusion. There is some differe in that students learned to give the solving here to the	No—"This course is not supported for approval into the general education curriculum. Communication: 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 ont apparent from the narratives. There is an indication that the students are responsible for overseign 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. Critical Thinking: The narrative for Yearbook III is nearly identical to Yearbook II, 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, II shad the problem had the Yearbook IV, II shad III students (simply the addition of another group of students causing the problem) and the Yearbook IV, II shad III students (simply the addition of another group of students causing the problem) and the Yearbook IV, II shad III students (simply the addition of another group of students causing the problem) and the Curriculum of the course that is to continue in the future. The problems tetting 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 and 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. This does not support critical thinking that would be appropriate in a general		-	Institution	Drofiv			Course Title		Review Comments
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Personal and Social Responsibilit	Personal and Social Responsibility:									Personal and Social Responsibility:
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	Yearbook I, II, and III narrative, with									the change of calling the course
Voorboot: III and III										
		L								the change of calling the course



Арр	Yes/Maybe/No			Course	Course		Content	
ID	Status	Institution	Prefix	Number	Suffix	Course Title	Area	Review Comments
								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. "
								No – Seems to need more information
								on what students are actually doing to
								practice the skills.
								No – Assessment not attached
								Maybe – Was there an assessment attached? I was unable to see one.
								Maybe – 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
	0/2/3							production of arguments. Also, I could
	No – the							not access an assessment.
	committee did							No – The syllabus has not been
	not approve						I-	submitted, resulting in a lack of access
	MKTG as a					Principles of	Communicat	to student learning outcomes and
1614	GenEd course	SIPI	MKTG	2110		Marketing	ion	assessment details.
	5/0/0						V-	
1615	Approved	SIPI	NAVA	1110		Navajo I	Humanities	
	4/1/0						V-	
1616	Approved	SIPI	SPAN	1110		Spanish I	Humanities	
	5/0/0						V-	
1617	Approved	SIPI	SPAN	1120		Spanish II	Humanities	
	5/0/0							
	No – the							
	committee did							
	not approve						IV-Social &	
	MGMT as a					Principles of	Behavioral	
1618	GenEd course	SIPI	MGMT	2110		Management	Science	
							DV C: 10	
	E/0/0					Introduction to	IV-Social &	
1619	5/0/0 Approved	SIPI	BUSA	1110		Introduction to Business	Behavioral Science	
1019	Approved	JIFI	DUSA	1110		DUSITIESS	Science	



App ID	Yes/Maybe/No Status	Institution	Prefix	Course Number	Course Suffix	Course Title	Content Area	Review Comments
1620	3/0/2 Revise and Resubmit – the committee would reconsider if submitted as Humanities	SIPI	ENGL	2510		Analysis of Literature	I- Communicat ion	No – 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 Revise and Resubmit – the committee would reconsider if submitted as Humanities	SIPI	ENGL	2685		Twentieth Century Literature	I- Communicat ion	
1624	7/1/2 Approved	ENMU-RO	AXED	1120		Intro to Agricultural Communicatio ns	I- Communicat	No – Elements of this course are clearly more of an introduction to the field, rather than an Area I comm requirement.
	5/2/2					Computer Science for All		Maybe – I am not certain which essential skill the example is accessing. Yes – Yes, since "this application is to add the corequisite lab course." No – Little explanation of how students will demonstrate skills. No – Unclear as to where the theory course is? Has this already been approved? Need clarification on that course before I am comfortable
1650	Approved	NNMC	ENGR	1101	L	Laboratory	III-Science	approving.