

NEW MEXICO HIGHER EDUCATION DEPARTMENT

MICHELLE LUJAN GRISHAM
GOVERNOR



KATE M. O'NEILL, ED.D.
CABINET SECRETARY

NMCAC meeting October 3-4, 2019 Decision Summary

1. **Request to change the AP Policy:** *Decision: NMCAC voted to adopt AP change to map AP Computer Science Exam/Computer Principles from "Algorithms and Data Structures" to "Introduction to Computer Science".*

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AP Policy Change Request Form

Name of Institution	New Mexico State University
Contact Person Name and Email	Enrico Pontelli, epontell@nmsu.edu
Proposed Change	Change the Advanced Placement Policy to map AP Computer Science Exam/Computer Science Principles from "Algorithms and Data Structures" to "Introduction to Computer Science"
Explanation	The CS Principles curriculum has been designed by College Board to provide a broad overview of the field of computer science, with exercises that expose students to the foundations of computational thinking, understanding of the internet, and appreciation for the impact of computing on society. This is the typical material covered in an Introduction to Computer Science course (e.g., CS 111 at NMSU, CSE 107 at NMT). The curriculum does not lead students to the technical and theoretical depth that is typically expected in the Algorithms and Data Structures course (a Sophomore/Junior level course).

CAO Signature

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Date

Handwritten date 8/23/19 in red ink.

2. Request to change the name of Women's Studies to Gender Studies Offered at CNM, NMHU, all NMSU, all UNM, WNMU

Vote: 2 yes, 2 no

No input from UNM.

GNDR will remain Women's Studies.



Department of Interdisciplinary Studies & Gender and Sexualities Studies

College of Arts and Sciences
New Mexico State University
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Date: August 16, 2019

Title: Course Prefix Change from WS to GNDR

Sponsors: Manal Hamzeh, Interim Department Head
Department of Interdisciplinary & Gender & Sexuality Studies
College of Arts & Sciences
Mexico State University

Description: The Department of Interdisciplinary & Gender & Sexuality Studies proposes to change course prefix of Gender & Sexuality Studies from WS to GNDR.

Our faculty enthusiastically supports this prefix change as a consequence of their unanimous (total of 6) vote to change the academic unit and degree's name from "Women's Studies" to "Gender and Sexuality Studies" back in April 2016.

The name change is a reflection of national trends and contemporary status in the field/discipline. Women's Studies is a field that has undergone substantial transformations in research and teaching since its earliest days in the 1970s. Gender and Sexuality Studies reflects this evolution, which represents a wider and more complex body of knowledge in the field of inquiry it names. The change of name was a move beyond the traditional and narrower scope implied by "Women's Studies" to more accurately describe our curriculum.

Justification: The GNDR prefix:

1. Will reflect:
 - a. The name-change of the program after almost two years of the official approval in October 2017.
 - b. The degree name and the content and focus of Gender and Sexuality Studies courses since SP 2018.
2. Is necessary to the enrollment levels of students seeking the online BA degree in Gender and Sexuality Studies which is part of the new NMSU-Online degree program.

Manal Hamzeh

Manal Hamzeh/منال حمزة

Professor

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3. Request to change Course Description and Learning Outcomes

ARTE 2214. Art in Elementary and Special Classrooms (Offered at CNM, SJC, and UNM) **Current Course Description**

Decision: *No Input from UNM or SJC. The ARTE 2214 course description and learning outcomes will remain the same.*

Art in Elementary and Special Classrooms Course is designed to introduce elementary education majors to the teaching of visual art. Students will study art, art history; childhood art developmental stages and will write a research paper on an artist and prepare an art lesson plan inspired by that artist. Students will create art projects using various materials and methods and learn about the integration of the arts into other core subjects.

Proposed Course Description

Understand, practice, and apply theories about artistic content, art creation, children's artistic growth, and arts integration recommended for teaching art to pre K- grade 8 students.

Current Student Learning Outcomes

1. Understand the importance of art in education.
2. Recognize and implement the elements of art and the principles of design in their own art work.
3. Understand the artistic cognitive, affective, motor, and sensorial development of children.
4. Prepare and present an integrated art lesson.
5. Understand the scope of art history and utilize examples in lesson plan.
6. Learn effective teaching techniques in handling art materials, classroom management, and classroom procedures.
7. Develop personal creative growth teaching art by reflecting on the readings in their journals.
8. Learn how to relate the visual arts to music, drama, dance, language arts, math, social studies, and science.

Proposed Student Learning Outcome(s)

1. Understand and be able to apply the content of art history, art studio, aesthetics, and art criticism in their future school teaching by being able to:
 - a) Engage their students in conversations about artworks done by culturally diverse artists by: describing what they see and feel; analyzing the creative processes, design qualities, techniques, and materials used; interpreting meanings from art; and associating the meanings found in art with experiences in their own lives.
 - b) Use the Elements and Principles of Design to describe characteristics of art.
 - i. Elements of Design: Line, Shape, Color, Texture, Size, Value, Form, and Space
 - ii. Principles of Design: Repetition, Variety, Balance, Emphasis, Contrast, Pattern, Rhythm, Harmony, and Unity (See section 2.)
 - c) Demonstrate their ability to promote creative thinking, critical thinking, and self-expression in their future classrooms by writing lesson plans showing how they will include those thought processes in their future classrooms.

2. Participate in studio art experiences and create art to develop their own artistic skills, artistic thought processes, creative artmaking abilities, and reflective discussion capabilities. Students will demonstrate their ability to:
 - a) Explore a variety of artistic media to demonstrate their artistic process and personal artistic expression. Create 2-d artforms (i.e. drawing, painting, printmaking, and collage, etc.) and 3-d artforms (i.e. ceramics, sculpture, etc.).
 - b) Participate in art critiques using a variety of interpretive strategies such as Feldman's Model of Art Criticism, Visual Thinking Strategies, Artsmap, Compass, Entry Point, etc.
 - c) Maintain a portfolio of studio art works accompanied by reflections on some of their artwork.
 - d) Participate in an exhibit of their work that exemplifies educational concepts learned during this course and personal reflection.
3. Understand and apply knowledge of children's artistic development, teaching for diversity and inclusivity, and art content knowledge by writing developmentally appropriate art education experiences for students in grades K-8. The student will be able to:
 - a) Demonstrate knowledge of children's artistic and social development as well as teaching art to exceptional children as defined by authorities in the field.
 - b) Examine and identify appropriate classroom practices.
 - c) Write developmentally appropriate and inclusive lesson plans for PreK-8 students designed to: 1) encourage learners to discuss artistic qualities and themes in artworks created by culturally diverse artists; 2) learn artistic skills; 3) move through their own artistic processes; 4) create original artworks that are relevant in their lives; and 5) reflect on the qualities in their artworks with other students.
 - d) Identify technologies and resources where teachers can find artistic images, ideas, and art materials.
4. Integrate visual art with other curriculum areas by seeking connections and parallels between and among the visual arts and other areas of the curriculum. These future teachers will be able to:
 - a) Develop teaching practices consistent with enduring ideas and essential questions (Stewart and Walker, 2005) that integrate art with other content areas and show how they can be connected (ie. The use of stories in art and language arts; cultural meanings found in art and social studies; the perception of visual qualities in art and science; or, proportion in the human face found in math and art).
 - b) Identify and discuss connections between the elements and principles of design in art and other content areas (e.g. shapes and patterns in math; texture, repetitions and proportion in science; and rhythm in music).
 - c) Include content from other content areas in curriculum written for this class.

4. Draft of Personal and Social Responsibility for HED Website.

Decision: NMCAC voted to adopt the following Draft of Personal and Social Responsibility for the HED website as:

Intercultural reasoning and Intercultural competence Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.
Sustainability and the natural human worlds Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.
Ethical reasoning Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.
Collaboration skills, teamwork, and value systems Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")
Civic discourse, civic knowledge and engagement – local and global. Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

5. Question for the Committee: Can HEIs make substitutions for NMCAC approved general education courses and under what circumstances that would be appropriate?

Decision: Item has been tabled and NMCAC will provide written feedback to HED for further discussion.

6. Change name of the common course "Survey of Physics" to "Physics You Need for Life"

Decision: NMCAC voted to reject changing the name of the common course "Survey of Physics" to "Physics You Need for Life". Common course will remain "Survey of Physics".

7. General Education Course Decisions

App #	HEI	Course	Area		Decision
368	NMMI	HIST 1130. World History I	Other		Approved
380	NMMI	MATH 1215. Intermediate Algebra	Mathematics	NMCAC will not accept Intermediate Algebra as Gen Ed course.	Denied
527	LCC	PSYC 1110. Introduction to Psychology	Social & Behavioral Sciences		Approved
537	NMMI	ECON 2120. Microeconomic Principles	Social & Behavioral Sciences		Approved
542	NMHU	HIST 1110. United States History I	Humanities	<p>Critical thinking - only what will be taught, not any mention of what students will be doing. No problem setting, evidence acquisition, evaluation.</p> <p>Personal and Social Responsibility - the "professor will connect the past with the present." However the goal is to have students master the essential skills. Discussions and out of class reviews to encourage collaboration and participation in class activities does not meet this essential skills.</p> <p>Information and Digital Literacy - focuses on teaching, not what students will be doing. Class discussion does not meet the essential skill without focusing on the component skills in this area. The learning management system itself isn't the focus of digital literacy.</p> <p>C.T - Not clear how class discussion will be assessed; providing the invitation is too vague to describe what students do to present their opinions; and study session is too vague.</p> <p>P&SR - Class discussion and reviews are too vague to show students do to acquire those skills, and how assessed.</p>	Revise & Resubmit

				Each area lacks details on covering the competencies. Narrative for critical thinking does not address the component skills. It is not clear from the narrative how personal and social responsibility skills will be assessed. Narrative for information and digital literacy does not clearly show which component skills will be taught and assessed.	
543	NMHU	HIST 1120. United States History II	Humanities	Critical Thinking - Did not address all component skills Personal & Social Responsibility - Does not show how the skills will be assessed.	Revise & Resubmit
544	NMHU	HIST 1165. The Western World	Humanities	<p>Narratives need to focus on skills and discuss them more completely.</p> <p>Narratives should focus on how students will be assessed in the course, not on what students will do in the course.</p> <p>The discussion of critical thinking talks about opinion when the emphasis should be on logical argument.</p> <p>Personal and social responsibility: it would be helpful to have more explanation of the class discussions -- what are the topics of these discussions.</p> <p>Information literacy: There is explanation of what will happen in class lectures but more is needed on what students will do. It is said that students will assess documents but there is not much to indicate how they will do that. The assessment helps in providing an example.</p> <p>The narratives for each component did not specifically identify how students will meet these</p>	Revise & Resubmit

				<p>components and how they would be assessed.</p> <p>Would like to see more detailed information about specific assignments and an example of a rubric uploaded.</p>	
545	NMHU	POLS 1120. American National Government	Social & Behavioral Sciences	<p>Communication - students will be responding to discussion posts, but it is unclear that there will be any other genres of communication. While there is an attempt to show understanding & evaluating messages, there are only content areas stated in the narrative, and nothing to show that students will be evaluating messages for the component skills.</p> <p>Critical Thinking - complete</p> <p>Personal and Social Responsibility - complete</p> <p>Narratives are not hitting all the competencies. Also the assignment attached does not seem to be reasonable for an American Government Course.</p> <p>The attached assessment does not relate to the course.</p> <p>The narrative for personal and social responsibility shows that students practice "civic discourse, civic knowledge and engagement," but what other component skill is addressed in the course?</p> <p>The narrative for communication does not address the component skills directly.</p>	Revise & Resubmit
573	NMMI	HIST 1140. World History II	Other	<p>Narrative is not task-specific. The language and examples feel repetitive throughout the narratives. In multiple places it states that</p>	Revise & Resubmit

				<p>"students will learn" with broad examples and seemingly re-states what the student learning outcomes state.</p> <p>This should be in the humanities area of the NM General Education area. Otherwise no objection to core.</p>	
574	NMMI	HIST 1150. Development of Western Civilization I	Other	<p>Good assessment which could be used to discuss how students will be assessed for essential skills.</p> <p>There is a lot of discussion of what students will learn but the assessment example is very helpful and there are other examples of what students will do.</p> <p>This application has the class listed as other. Should it be humanities? We have already approved some under humanities, so this seems inconsistent to me. Would like to see more examples of assignments and classroom methodologies that support learning outcomes and skills.</p>	Revise & Resubmit
575	NMMI	HIST 1160. Development of Western Civilization II	Social & Behavioral Sciences		Approved
582	CCC	HUMN 2110. Introduction to World Humanities II	Humanities		Approved
583	CCC	ENGL 1410. Introduction to Literature	Humanities	<p>Narrative for Critical Thinking needed to focus on the skills.</p> <p>Narratives need to discuss how students will be assessed, not what they will learn.</p> <p>The Information and Digital Literacy narrative does not fully explain how three of the components are being addressed in assignments.</p> <p>Also, would like to see more detail on at least one assignment per narrative, not only broad examples and categories of assignments.</p> <p>The narratives could do a</p>	Revise & Resubmit

				better job of addressing the essential skills. There is sufficient reference to civil discourse -- but this isn't exactly the same as civic discourse. It seems like ethical reasoning or intercultural reasoning could be addressed in the Personal and Social Responsibility section and that critical thinking could be addressed more directly. While there is reference to digital tools and to research in the information and digital literacy section, the components are not directly addressed. vague on skills narratives	
585	LCC	ENGL 2610. American Literature I	Humanities		Approved
587	NMHU	THTR 1110. Introduction to Theatre	Creative & Fine Arts		Approved
588	CCC	DANC 1110. Dance Appreciation	Creative & Fine Arts		Approved
591	LCC	ENGL 2620. American Literature II	Humanities		Approved
593	LCC	PSYC 2120. Developmental Psychology	Social & Behavioral Sciences		Approved
595	WNMU	ECON 2110. Macroeconomics Principles	Social & Behavioral Sciences		Approved
596	WNMU	ECON 2120. Microeconomic Principles	Social & Behavioral Sciences		Approved
597	NMSU	ANTH 1137. Human Ancestors	Social & Behavioral Sciences		Approved
598	NMSU	ANTH 1140. Introduction to Cultural Anthropology	Social & Behavioral Sciences		Approved
599	NMSU	ANTH 1135 and 1135L. Introduction to Biological Anthropology and Introduction to Biological Anthropology Lab	Science		Approved
600	NMSU	ANTH 1115. Introduction to Anthropology	Social & Behavioral Sciences		Approved
601	NMSU	ANTH 1160. World Archeology	Social & Behavioral Sciences		Approved
602	NMSU	HIST 1160. Western Civilization II	Humanities		Approved
603	NMSU	HIST 2250. East Asia to 1600	Humanities		Approved
604	NMSU	HIST 2251. East Asia since 1600	Humanities		Approved
605	NMSU	HIST 2245. Islamic Civilizations to 1800	Humanities		Approved
606	NMSU	HIST 2246. Islamic Civilizations since 1800	Humanities		Approved
607	NMSU	MATH 1220. College Algebra	Mathematics		Approved
608	NMSU	MATH 1430. Applications of Calculus I	Mathematics		Approved
609	NMSU	MATH 1250. Trigonometry and Pre-calculus	Mathematics		Approved

610	NMSU	MATH 1511. Calculus and Analytic Geometry I	Mathematics		Approved
611	NMSU	MATH 1521. Calculus and Analytic Geometry II	Mathematics		Approved
612	NMSU	MATH 1130. Survey of Mathematics	Mathematics		Approved
613	NMSU	MATH 2530. Calculus III	Mathematics		Approved
614	NMSU	HNRS 2115. Encounters with Art	Creative & Fine Arts		Approved
615	LCC	SOCI 1110. Introduction to Sociology	Social & Behavioral Sciences		Approved
616	LCC	POLS 1120. American National Government	Social & Behavioral Sciences	<p>a bit vague on skills Narratives are lacking specifics on individual assignments that could address how each component of each skill is being addressed. Narratives need to be fully developed to explain clearly how the content area essential skills will be assessed. Narratives seemed a little vague. They didn't address all required components of each essential skill. The narrative for critical thinking is relatively weak and the assessment did not provide much reassurance of how students are going to learn to think critically, rather than voice opinions, about the subject matter.</p>	Revise & Resubmit
617	LCC	POLS 2160. State and Local Government	Social & Behavioral Sciences	<p>Communication - Met (weak with evaluation and production of arguments)</p> <p>Critical Thinking - Maybe met? No problem setting, but the rest is met.</p> <p>Personal & Social Responsibility - Met Critical thinking narrative lacks direct correlation to the required components.</p>	Revise & Resubmit
621	NMSU	PHYS 1115C. Survey of Physics with Lab	Science		Approved
622	NMSU	PHYS 1125. The Physics of Music	Science		Approved
623	NMSU	FWCE 1110. Introduction to Natural Resources Management	Science		Approved
624	NMSU	CJUS 1110. Introduction to Criminal	Social & Behavioral	Communication - Met in	Revise &

		Justice	Sciences	<p>genre and medium awareness, but not sure of Understanding & Evaluating Messages or Evaluation & Production of Arguments. Much of the narrative focus on what the "students will be introduced to" and "are exposed to." Students will have in-class and online discussions, small group discussion, think-pair-share, write papers, provide research for points of view.</p> <p>Critical Thinking - Not met. The narrative again focuses on "presenting students with opportunities..." but not what students will be doing. No problem setting, evidence acquisition, evaluation or reasoning/conclusion.</p> <p>Personal & Social Responsibility - Not met - again the narrative focuses on what the course content is about, and not what students will be doing in this essential skill. I think this course should fall into the "other" category and not the social/behavioral sciences. It is a very specific course and not "general education".</p>	Resubmit
626	CCC	ARTS 1610. Drawing I	Creative & Fine Arts		Approved
628	CCC	ENGL 2630. British Literature I	Humanities	<p>The narratives would be stronger if they directly addressed the components of the essential skills. The discussion of personal and social responsibility seems to mainly involve intercultural reasoning and competence. It's not clear what the second component is. too many institution specific outcomes</p> <p>Would like to see more direct connection to specific skill components in each</p>	Revise & Resubmit

				narrative.	
629	CCC	ECON 2110. Macroeconomic Principles	Social & Behavioral Sciences		Approved
630	CCC	ECON 2120. Microeconomics Principles	Social & Behavioral Sciences		Approved
631	CCC	ENGL 2620. American Literature II	Humanities		Approved
632	CCC	ARTH 2110. History of Art I	Creative & Fine Arts		Approved
633	CCC	ARTH 2120. History of Art II	Creative & Fine Arts		Approved
635	SIPI	HIST 1175. History of Pre-Columbian America	Humanities		Approved
636	SIPI	PHIL 2110. Introduction to Ethics	Humanities		Approved
637	SIPI	HIST 1110. United States History I	Humanities		Approved
638	SIPI	HIST 1120. United States History II	Humanities		Approved
639	SIPI	HIST 1150. Western Civilization I	Humanities		Approved
640	SIPI	SOCI 2320. Contemporary Social Issues in Native American Societies	Social & Behavioral Sciences		Approved
641	SIPI	SOCI 2325. Introduction to Native American Studies	Social & Behavioral Sciences		Approved
642	SIPI	COMM 1130. Public Speaking	Communications		Approved
643	SIPI	BIOL 121/L. General Biology	Science		Approved
644	SIPI	ENGL 1110. Composition I	Communications	A disappointing lack of detail in the narratives. Narratives are vague and do not address the components of the essential skills. Assessment is not addressed Narratives for communication and information and digital literacy were too brief and did not address all the components of the rubrics. Not enough information in narratives to determine if specific skill components are being addressed. The discussion in the narratives and the sample assessment are very brief. Not sufficiently complete to allow a decision. Weak on skills narratives. Hardly any information provided to reviewers.	Revise & Resubmit
645	SIPI	ENGL 1120. Composition II	Communications	All narrative were completely inadequate as a description of what students are going to do to learn these skills, and how they will be assessed. Communication - Not met; might have met genre & medium awareness, but not	Revise & Resubmit

				<p>strategies for understanding & evaluating messages, or evaluation & production of arguments. Not enough of a narrative to evaluate.</p> <p>Critical Thinking - Problem or context (is stated, but is it appropriate to the context?), Evidence Acquisition, unclear with narrative that students must gather information to address problem or question. Evidence evaluation, may be met. No reasoning or conclusion.</p> <p>Information & Digital Literacy - Research from an online database and submitting online papers does not meet the essential skill.</p> <p>Narratives do attempt to get at component skills but are not thorough or carefully considered.</p> <p>Narratives do not address the component skills.</p> <p>Narratives do not properly address the competencies in each of the areas.</p>	
646	SIPI	BIOL 1140. Biology for Health Sciences	Science		Approved
647	SIPI	BIOL 2650. General Zoology	Science		Approved
648	SIPI	NATR 2110/L. General Ecology/Lab	Science		Approved
649	LCC	PHYS 1240. Algebra-based Physics II	Science		Approved
650	LCC	PHYS 1310. Calculus Physics I	Science		Approved
651	LCC	PHYS 1320. Calculus Physics II	Science	<p>It is not clear how personal and social responsibility will be assessed.</p> <p>Personal & Social Responsibility narrative does not adequately cover the components.</p> <p>These are not the CCN SLOs</p> <p>Critical Thinking - Not met? students will practice the scientific method? How will this help develop critical thinking skills? This is a similar issue with other course submissions with the</p>	Revise & Resubmit

				<p>narrative not explaining the application of the scientific method to the course content by students and how this will help with the mastery of the component skills.</p> <p>Quantitative Reasoning - Met</p> <p>Personal & Social Responsibility - Met</p>	
652	SIPI	SOCI 1110. Introduction to Sociology	Social & Behavioral Sciences		Approved
653	SIPI	PSYC 1110. Introduction to Psychology	Social & Behavioral Sciences		Approved
654	SIPI	POLS 1140. The Political World	Social & Behavioral Sciences		Approved
655	SIPI	POLS 1130. Issues in American Politics	Social & Behavioral Sciences		Approved
656	SIPI	MATH 1220. College Algebra	Mathematics		Approved
657	SIPI	ENGL 2610. American Literature I	Humanities		Approved
658	SIPI	ENGL 2560. Introduction to Native American Literature	Humanities		Approved
659	SIPI	NAVA 1110. Navajo I	Humanities		Approved
661	SIPI	SPAN 1110. Spanish I	Humanities		Approved
662	SIPI	SPAN 1120. Spanish II	Humanities		Approved
663	SIPI	MATH 1130. Survey of Mathematics	Mathematics		Approved
664	SIPI	MATH 1350. Introduction to Statistics	Mathematics		Approved
665	SIPI	ECON 2110. Macroeconomic Principles	Social & Behavioral Sciences		Approved
666	SIPI	ANTH 1115. Introduction to Anthropology	Social & Behavioral Sciences		Approved
667	SIPI	ANTH 1141. Cultures of the World	Social & Behavioral Sciences		Approved
668	SIPI	ECON 2120. Microeconomic Principles	Social & Behavioral Sciences		Approved
669	SIPI	ARTH 1120. Introduction to Art	Creative & Fine Arts		Approved
670	SIPI	ARTH 1130. Art Foundations	Creative & Fine Arts		Approved
671	SIPI	CHEM 1120/L. Introduction to Chemistry/Lab	Science		Approved
672	SIPI	CHEM 1215/L. General Chemistry I for STEM Majors	Science		Approved
673	SIPI	CHEM 1225/L. General Chemistry II for STEM Majors / Lab	Science		Approved
674	SIPI	ASTR 1115/L. Introduction to Astronomy / Lab	Science		Approved