

NEW MEXICO HIGHER EDUCATION DEPARTMENT



NMCAC February 18, 2021 Meeting

Decision Summary

1. Roll Call (Roll Taken and Quorum met)

2. Upcoming NMCAC Dates for Spring 2021

March 25, 2021 (Submission Deadline: Feb 22, 2021)

April 29, 2021 (Submission Deadline: March 29, 2021)

May 27, 2021 (Submission Deadline May 10, 2021)

3. 30 requests to add to the General Education Curriculum

Application ID	HEI	Course Prefix	Course Number	Course Name	Area	Comments
1236	NNMC	HIST	1120	United States History II	Humanities	Approved
1259	UNM	CLST	2120	Roman Civilization	Humanities	Approved
1291	UNM	INTS	1101	Introduction to International Studies	Humanities	Approved
1299	UNM	ASTR	1115L	Introduction to Astronomy Lab	Science	Approved
1327	UNM	OILS (proposed)	101	Introduction to Information Studies	Communications	Approved (See Common Course Numbering Decision below concerning course prefix)
1329	CCC	MATH	1512	Calculus I	Mathematics	Approved
1330	WNMU	ALAS (Unique, in approval process)	1825	Applied Liberal Arts and Sciences - Business	Flex	Approved

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1331	ENMU-Ruidoso	ARTH	1110	Art Appreciation	Creative & Fine Arts	Approved
1335	CCC	MATH	1522	Calculus II	Mathematics	Approved
1336	CCC	MATH	2531	Calculus III	Mathematics	<p>(Revise and Resubmit) In the communication narrative, it was a little unclear to me how the students were engaging in the components of the rubric. It may be partly my limited knowledge of Calculus, but it was not always clear how the activities related to genre awareness or evaluation and production of arguments.</p> <p>The assessment was taken from a Calculus II exam.</p> <p>The narratives and sample assessment are all weak in documenting how students will learn and demonstrate the required component skills. For example, problem solving in itself doesn't constitute decision making, the evaluation and production of arguments, or reasoning to a conclusion. I understand that these skills may look quite different in a mathematics context than in, say, a social science or humanities course. So the connections need to be made more explicit for students also.</p>
1337	SJC	COSC	125	Business Microcomputer Applications	Flex	<p>(Revise and Resubmit) Strategies for Understanding and Evaluating Messages - there is not a narrative that includes reading for main points, or applying a stakeholder/theoretical lens, or evaluating the messages in a rhetorical situation. The narrative is focused on using the software applications and hands-on use of programs. Evaluation and Production of Arguments is not included in the narrative. This should include finding relevant sources and the ability to cite them in a major citation style. Critical Thinking: This narrative again focuses on the use of software applications. The narrative does not include the ways a student will delineate a major problem/question appropriate to the context of the course.</p> <p>There is some discussion of data, but not the way in which students will use evidence acquisition to gather information to address the problem/question identified. The evidence should then be evaluated for bias, reliability, relevance to the problem/situation. Finally, there should be a solution based on the evidence gathered and evaluated. Quantitative Reasoning: Excel will help students with communication and analysis of quantitative information. It is not clear that there will be application of quantitative models to apply to real world models.</p>

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						<p>It is not recommended that this be a G course, as it is based on computer applications, not on the essential skills or academic skills suitable in one of the general education areas. It should not be used in place of a general education area course. I'm not opposed to this being part of the Gen Ed curriculum. I think I'd like to hear a little discussion of how it fits before making a decision.</p> <p>Quantitative Reasoning narrative only addresses Excel; it should also address Word and PowerPoint.</p> <p>Communication- reasonable design to evaluate change overtime. Critical thinking- the beginning part of this section seemed somewhat vague but I thought ended well enough with more specificity. Quantitative reason- good enough assignment details on how students will learn skill.</p>
1338	SJC	ARTH	1115	Orientation in Art	Creative & Fine Arts	Approved
1339	SJC	ARTS	1210	Color Theory 1	Creative & Fine Arts	<p>(Revise and Resubmit) Unclear how essential skills will be assessed. No real sense of essential skills in narratives.</p> <p>Very interesting course with detailed descriptions of the activities. I'm not sure that the communication rubric includes activities that engage the students in "evaluation and production of arguments."</p> <p>The narratives describe technical aspects of color theory but don't make substantive connection to the essential skill components. Will the students even be aware that they are learning about evidence evaluation and reasoning to a conclusion, or about intercultural reasoning. The connections need to be made explicit to students, and there must be opportunities for the students to demonstrate those skills measurably. The rubric for the assignment is very helpful.</p>
1340	SJC	ARTS	1211	Color Theory 2	Creative & Fine Arts	<p>(Revise and Resubmit) Communications and Critical Thinking need substantial proofreading. In Personal and Social Responsibility, having multiple cultures represented in a class doesn't necessarily lead to intercultural competence--this narrative needs more substantial information on how</p>

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						<p>intercultural competence is achieved through the study of Color Theory 2. Especially in the first two skills, there were too many statements of "as students learn", "will allow student to communicate", or "will be challenged to think creatively" to convey a clear sense of regular student activities.</p> <p>Communication- seems a little vague- in particular what the students will do to evaluate and reasoning/conclusion. Critical thinking-the skills seem incomplete. Did not see evaluation in the narrative. Personal responsibility/social- do not see how students will learn inter-culture awareness and competence naturally just because they are ethnically diverse and share the same space.</p> <p>It seems like there is a great opportunity in this class to engage students in learning and reflecting on how ceramics are and have been used by regional and global communities, including local Native American communities, to express identity and community values.</p>
1341	SJC	ARTS	1320	Ceramics 1	Creative & Fine Arts	Approved
1342	SJC	ARTS	2310	Ceramics 2	Creative & Fine Arts	<p>(Revise and Resubmit) Again, no sense of what essential skills are or how they will be assessed.</p> <p>I was confused by the reference to upper and lower division courses. The critical thinking rubric did not directly address all components of the rubric.</p> <p>The critiquing activities are especially helpful in developing essential skills.</p>
1344	SJC	MUSC	1130	Music Appreciation: Western Music	Creative & Fine Arts	<p>(Revise and Resubmit) Critical Thinking: The narrative does not include any of the four required essential skills; problem setting, evidence acquisition, evidence evaluation, reasoning/conclusion. A multiple choice quiz/exam is not a good example of integrating critical thinking into the curriculum. The discussion of component skills under communication and Critical thinking is a little underdeveloped.</p> <p>Communication and Critical Thinking need to be explicitly tied</p>

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						<p>to the component skills. Personal and Social Responsibility is minimally addressed.</p> <p>There were too many end result outcomes that the students must exhibit - "Students will communicate", "Students will analyze", "Students will recognize and articulate", but not enough activities described to gain those outcomes. The activities mentioned were simply "the use of the text, listening examples, video excerpts, and study guides".</p> <p>Not sure I see the evaluative aspects of communication in the narrative. Critical thinking section seemed good enough. Some of the narrative in this section might fit better in communication skill section. Personal social responsibility-seemed somewhat comprehensive, the author described some aspects of culture, but did not use the term culture itself. Personal responsibility was addressed in a vague context.</p>
1345	SJC	MUSC	1210	Fundamentals of Music for Non-Majors	Creative & Fine Arts	Approved
1346	SJC	MUSC	1415	Introduction to Music	Creative & Fine Arts	<p>(Revise and Resubmit) Again, no sense of what essential skills are or how they will be assessed.</p> <p>Narratives need to explain in more detail how the activities engage the students in the components of the rubrics.</p> <p>The narratives don't effectively document how students will learn and demonstrate many of the component skills. The critical thinking narrative is mostly just a description of course objectives. The connection to civic engagement under Personal and Social Responsibility is also weak. Will students even be aware that they are learning skills such as evidence evaluation, reasoning to a conclusion, or civic engagement? If not, then the course doesn't adequately address those skills.</p>
1347	SJC	MUSC	2150	Roots of American Popular Music	Creative & Fine Arts	<p>(Revise and Resubmit) All narratives do not specifically address how skills are being assessed.</p> <p>Communication - all of the verbiage from the essential skills are used without explaining what students will be doing in the course. "Students will communicate effectively in several genres and mediums..." What will those be? "Students use a wide range of strategies for understanding and evaluating</p>

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						<p>messages." What are some of those? Critical Thinking - The narrative is a summary of the essential skills. It does not state or describe any of what students will learn in the course. "Students gather an appropriate scope and depth of evidence sufficient to address a problem/question in context" Personal and Social Responsibility - Again, the words are used but nothing from this course is described. "Students evaluate personal and social justice issues as they relate to specific contexts and compare and contrast multiple solutions across social and cultural relationships."</p> <p>The component skills under "Communication" are underdeveloped.</p> <p>In the narratives for Communication and Critical Thinking, please explain how the component skills will be addressed. Also, 200-level classes should have a different assessment from 100-level classes in the same department. Narratives were too cursory to give a sense of student activities.</p> <p>Communication skills-really limited narrative for this section...lacking specificity. Critical thinking- How will they learn these skills?</p>
1354	MCC	PSYC	1110	Intro to Psychology	Social & Behavioral Sciences	<p>(Revise and Resubmit) The narratives were general and somewhat perfunctory. It would have been helpful to read more precise descriptions of how students would have the opportunity to learn specific component skills. The interpretation of Personal and Social Responsibility was extremely narrow. (The number of errors and lack of focus in the sample assignment seemed concerning; what learning objective and outcomes is the sample assignment calibrated to address?).</p> <p>Did not address the component skills.</p> <p>Do they mean this is PSYC 1110? If so, yes.</p> <p>More focus on how the components of each essential skill are integrated into the class curriculum and then a focus on describing what activities students do to develop the essential skills throughout the course would make the narratives stronger</p>

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						and help show that the essential skills are explicitly taught and specifically assessed.
1355	MCC	CHEM	1216	General Chemistry	Science	<p>(Revise and Resubmit) Narratives need specific examples from course to illustrate how essential skills will be assessed.</p> <p>The narratives are a little brief. Also, it is unclear how Personal and Social Responsibility will be assessed.</p> <p>The narratives don't clearly document how students will learn or be able to demonstrate essential skill components. The critical thinking narrative, for example, seems to conflate course content (molecular bonding and bond types, etc.) with critical thinking. How will the students apply reasoning skills to arrive at a conclusion? The third narrative states that "Students are asked to ethically reason", but not description is provided to demonstrate how they will do that. Likewise for intercultural reasoning.</p>
1356	MCC	CHEM	1215	Chemistry I for STEM Majors	Science	<p>(Revise and Resubmit) Component skills under "Quantitative Reasoning" are underdeveloped.</p> <p>I think a class of the magnitude of CHEM for STEM majors deserves more detailed narratives.</p> <p>Critical thinking-specific examples would be good here to illustrate how students will learn the construct. Quantitative reasoning- thought this was detailed well enough. Not sure how students are going to develop intercultural reasoning from the narrative provided..</p>
1359	NMSU	HNRS	1135G and 1135L	Introduction to Biological Anthropology and Lab	Science	Approved
1360	NMSU	ENGL	2210M	Professional and Technical Communication	Communications	Approved
1362	SJC	COSC	116	Spreadsheets	Flex	(Revise and Resubmit) This is a course specifically designed to teach excel, and not a course that should be considered for a general education designation. The narratives do not meet the essential skills requirements and are focused on a singular skill, and should not be used to replace a general education requirement in any other area.

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						<p>Like the other Computer sci course, I think I need to hear a little more about how this fits into the curriculum....</p> <p>The Quantitative Reasoning narrative needs proofreading to make it easier to read and understand.</p> <p>It seems that adopting BCIS 1110 might encapsulate most if not all of this course?</p>
1363	SJC	COSC	137	Energy Industry Microcomputers	Flex	<p>(Revise and Resubmit) This seems like a useful course for students. It doesn't seem to offer students the opportunity to enhance critical thinking; it seems to focus on learning functionality of some platforms.</p> <p>This class feels so basic that unless the state has a computer literacy requirement, I do not see how this suffices to the level of general education core. The title makes it sound higher level than the SLOs. I do feel strongly that these are necessary skills to be successful in college and should warrant college credit, but as general education core, that is where my issue lies. This content seems too specific for general education.</p> <p>The SLO better fit a BCIS intro course on Microsoft, which has a CCNS. How is this course specific to the Energy Industry as written? They would apply to any industry, thus it seems more appropriate to number as CCNS in the BCIS area where other software application classes are housed. Narratives, too, focus on tasks, not on the development of the essential skills.</p> <p>It is not always clear how students will demonstrate developing/achieving competence in the component skills that comprise the essential skills. A suggestion would be to offer examples of activities students do to develop the essential skills that show more specifically/concretely how the activities help develop the essential skills. In the critical thinking narrative, for example, instead of just saying that students "practice critical reasoning and draw logical conclusions based on data," consider stating specifically what kind of data students are typically examining, how they are asked to analyze it (e.g., what factors they are asked to look at, how the data lends itself to that analysis, and/or what kind of logical conclusions are</p>

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						probable within the framework of the type of data studied). Or, in describing the technical report, if there is a kind of reasoning required of them (e.g., using cause-effect reasoning to help solve a problem or make a recommendation) then it would be helpful to describe it in more detail so we can visualize how critical thinking is explicitly a part of what students are learning and thus a part of what is assessed.
1364	ENMU-Ruidoso	ENGL	2610	American Literature I	Humanities	Approved
1365	ENMU-Ruidoso	ENGL	2620	American Literature II	Humanities	Approved
1366	ENMU-Ruidoso	ENGL	2630	British Literature I	Humanities	Approved

4. 1 Common Course Numbering Request (Decision: After discussion the committee rejected the OILS prefix and voted in favor of IADL (Information and Digital Literacy) prefix, which Dr. Cheek indicated would be acceptable for UNM)

UNM is requesting a new Common Course Numbering SUBJECT and Prefix. The SUBJECT would be: Organization, Information, and Learning Sciences. The Prefix would be, OILS. They offer a BS in Instructional Technology and Training as well as a MA, PhD, and EdSpc.

Initially there would be only one course with this Prefix, OILS 1110, Introduction to Information Studies (currently OILS 101 in the UNM Catalog). This would be a unique course. Currently they have only two other Lower Division OILS courses, most of their courses are at the Upper Division and Graduate levels.

The Course Description and SLOs would be:

Description:

What is information? Introduction to systems of information in society and culture. Topics include: history of information, libraries, information disruptions, social media and movements, classification of knowledge, and information ethics.

SLOs:

1. Students will be able to articulate a practical definition of information in order to use it intentionally and effectively.

2. Students will be able to identify and use relevant and authoritative information formats appropriate to their information needs.
3. Students will be able to discuss how organizing systems work in order to retrieve and manage information stored in them.
4. Students will be able to engage in the iterative research process to create an information product.
5. Students will be able to make informed decisions about the information they use and share online.

Because this would be a new SUBJECT in the CCN Matrix, the NMCAC should discuss and approve the addition of this SUBJECT and course.

5. **Updated Approved General Education List (under new model) – Mark demonstrated new Approved List and showed other reports and Gen Ed progress which would be sent out to NMCAC members following updates from this meeting.**
6. **Other HED Updates**