

# NEW MEXICO HIGHER EDUCATION DEPARTMENT



NMCAC March 25, 2021 Meeting via MS Teams:

## Decision Summary

**1. Roll Call (Quorum met)**

**2. Upcoming NMCAC Dates for Spring 2021**

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

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

**3. 52 requests to add to the General Education Curriculum**

Application ID	HEI	Course Prefix	Course Number	Course Name	Area	Decision and Comments
521	ENMU-Ruidoso	BIOL	2110	Principles of Biology: Cellular and Molecular Biology	Science	Approved
1031	ENMU-Ruidoso	PSYC	1110	Introduction to Psychology	Social & Behavioral Sciences	Approved
1035	ENMU-Ruidoso	PSYC	2110	Social Psychology	Social & Behavioral Sciences	Approved
1152	ENMU-Ruidoso	ECON	2120	Principles of Microeconomics	Social & Behavioral Sciences	Approved
1202	ENMU-Ruidoso	PSYC	2120	Developmental Psychology	Social & Behavioral Sciences	Approved
1320	CCC	HIST	1160	Western Civilization II	Humanities	Approved

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1325	LCC	SPAN	1110	Spanish I	Humanities	<b>Approved</b>
1357	MCC	CHEM	1216	General Chemistry	Science	<p><b>Revise and Resubmit</b> - All narratives do not specifically address all the components and examples are weak. Quantitative Reasoning does not indicate what students will be doing, but does discuss what they will be asked to use. It would be good to indicate the ways in which students will be showing their mastery of quantitative reasoning.</p> <p>--The Quantitative Reasoning narrative should address the component skills specifically. --The Personal &amp; Social Responsibility narrative should add a verb so that it doesn't state that students will "develop . . . intercultural differences." --The Assessment is for a lab, not for the actual class. It would be good to see an assessment for the class itself.</p> <p>I feel the narratives are too brief and general to convey a complete sense of what the students are doing to gain these skills.</p>
1370	UNM Main	GEOG	2115	Information Design for Science and Society	Communications	<b>Approved</b>
1371	UNM Main	FCST	2130	Marriage and Family Relationships	Social & Behavioral Sciences	<b>Approved</b>
1372	NMMI	MUSC	1140	Music Appreciation: World Music	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - Need more information about "how" the students will learn the component skills. Communication states what students are introduced to and what they will become acquainted with, but does not indicate that they will master the component communication skills. There is not mention of genre and medium awareness, strategies for understanding and evaluation messages, or evaluation and production of arguments. Critical thinking - the narrative discusses course content but does not address the component critical thinking skills. Problem setting, evidence acquisition, evidence evaluation, and reasoning/conclusion are not indicated in this area. Personal and Social Responsibility comes closer to meeting the essential skills. It is possible that this review is more well thought out than the narratives written in this proposal. The narrative does not address the component skills. The narratives don't address the component skills, and the</p>

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						<p>assessment is predominantly recall. Narratives are too brief and general to provide an understanding of the activities required of the students.</p> <p>More narrative on how these skills will be learned in the classroom would be recommended</p>
1373	MCC	ENGL	1110	Composition I	Communications	<p><b>Revise and Resubmit</b> - there is little consideration of component skills in each narrative Competencies are only minimally supported-- Does not address how the students will develop the component skills. Only addresses how the students will be assessed.</p> <p>There needs to be more detail showing/describing how students learn the component skills that are part of each essential skill and then how they demonstrate that learning. A suggestion would be to base the organization of the narratives on the list of component skills given with each essential skill in the application--and to include more specific examples of assignments.</p>
1374	LCC	CHEM	1215	General Chemistry 1	Science	<p><b>Revise and Resubmit</b> - Unclear about essential skills. Are institutional learning outcomes in excess of the allowed percentage beyond the CCN learning outcomes?</p> <p>Narrative for Personal &amp; Social Responsibility needs to be aligned with components of the rubric. Personal responsibility of turning assignments in on time doesn't fit well with the rubric. Narrative for critical thinking and quantitative reasoning needs clarification. Remove student learning objectives and add content that describes what the students do to develop the essential skills and how performance will be assessed. Narrative should be unique for each essential skill. The narratives primarily discuss discipline-specific content</p>

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						and don't adequately address how the essential skills will be learned or demonstrated by the students.. Skills narratives do not describe learning activities; they tend to repeat the SLO's. The sample assessment is appropriate. More direct connection needed to what students are doing to practice the skills.
1375	MCC	ENGL	2380	Introduction to Short Fiction	Humanities	<b>Approved</b>
1376	NMT	SPAN	1110	Spanish I	Humanities	<b>Approved</b>
1377	NMT	SPAN	1120	Spanish II	Humanities	<b>Approved</b>
1378	NNMC	BIOL	2210	Human Anatomy and Physiology I	Science	<b>Approved</b>
1379	NNMC	BIOL	2210L	Human Anatomy and Physiology I Lab	Science	<b>Approved</b>
1380	NNMC	ENVS	2130	Critical Thinking in Science	Flex	<b>Approved</b>
1381	MCC	ARTS	1610	Drawing I	Creative & Fine Arts	<b>Revise and Resubmit</b> - Communication narrative does not tell "how" the students will be assessed. The critical thinking narrative is an exact copy of the communication narrative. Personal/Social narrative does not explain "how" the students will be assessed.  All three narratives are a copy and paste of the first one. The personal and social responsibility adds that Mesalands is an HSI with students from all over the world. Being an HSI with a diverse students population does not meet the personal & social responsibility essential skill alone, nor does having students in an open environment in the classroom and "being encouraged to express themselves openly" without intentional integration into the course content. The narratives do not focus on the essential skills, but are more focused on the course content and the visual imagery of the drawing I course.  --The narratives for Communication and Critical Thinking are identical (word for word). --Neither the narrative for Communication nor for Critical Thinking address the component skills. --The Assessment does not test for the essential skills.  I think Communication and Critical Thinking were identical narratives. I feel there should be a different focus for the different skills.
1382	NMT	SOSC	1110	Introduction to Science and	Social &	<b>Approved</b>

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				Technology Studies	Behavioral Sciences	
1383	MCC	ARTH	2140	Art of the American Southwest	Creative & Fine Arts	<b>Approved</b>
1384	MCC	ARTS	2310	Ceramics II	Creative & Fine Arts	<b>Approved</b>
1385	MCC	ARTS	1320	Ceramics I	Creative & Fine Arts	<b>Approved</b>
1386	NMHU	MATH	1130	Survey of Mathematics	Mathematics	<b>Approved</b>
1387	NMMI	MUSC	1061	Concert Choir I	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - Narratives do not give examples of how students will be assessed.  Communication - the narrative does not show that students will master the components of communication. There is one area, genre and medium awareness that is somewhat addressed. Critical Thinking - not addressed at all Personal &amp; Social Responsibility - while the narrative states that musical performances are for the betterment of self and society, it is unclear how students will be learning this component skill. It does not seem that choral music is a good fit for a general education course, as it is a skills based course, and the committee should not be considered approving it as general education course.  The narrative does not address component skills.  --Narratives are the same as application 1390. --The Assessment is identical to application 1390; it may not adequately test for the essential skills.  I feel the narratives were too brief and vague to describe the required activities of the students.</p> <p>I thought this section in general lacked specificity on "how" students will learn these skills. Examples of how they will learn these constructs would be beneficial.</p>
1388	NMMI	MUSC	2061	Concert Choir II	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - it would have been helpful to have a clearer description of how students would learn component skills</p> <p>Explain what students are going to do to develop the essential skills and how you will assess their learning.</p>

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						<p>A one credit hour general education core class??</p> <p>More focus on how students learn and then demonstrate essential skills would make the narratives more effective; this might be effected by organizing descriptions around specific component skills of each essential skill and then offering specific examples of quizzes or exams or papers students take that provide students with opportunities to learn and demonstrate the general-education essential skills.</p>
1389	NMMI	MUSC	1131	Vocal Ensemble I	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - Narratives need to develop in a substantive way how the essential skills will be assessed in the course.</p> <p>Narratives are very brief and do not explain how the component skills are are addressed in a thorough way. Narrative is not sufficient in describing how the course addresses the components of the essential skills. The narratives don't clearly describe how students will learn or demonstrate the essential skill components. More details is needed on all three narratives. The sample assessment isn't clearly connected to the essential skills. There are opportunities to describe more fully the skills narratives; each is scant. The sample rubric, however, is detailed and appropriate for assessment the course's SLO's. Not enough detail in the narratives to determine what students are doing to practice each skill. A specific assignment would be helpful as a map to how skills are being practiced and reinforced.</p> <p>Ethical reasoning?</p>
1390	NMMI	MUSC	2131	Vocal Ensemble II	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - Narratives do not explain how assessment will be done.</p> <p>Nearly identical to 01387 Choral Music Communication - the narrative does not show that students will master the components of communication. This narrative does attempt to address evaluation and interpreting the messages in music. Critical Thinking - components not addressed Personal &amp; Social Responsibility - while the narrative states</p>

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						<p>that musical performances are for the betterment of self and society, it is unclear how students will be learning this component skill. It does not seem that vocal music ensemble is not a good fit for a general education course, as it is a skills based course, and the committee should not be considered approving it as general education course.</p> <p>Narrative does not address component skills.</p> <p>--Narratives are the same as application 1387. --The Assessment is identical to application 1387; it may not adequately test for the essential skills.</p> <p>I feel the narratives were too brief and vague to describe the required activities of the students.</p> <p>I think there needs to be more detail in how they learn these things. For example, "Students learn the value of of musical performance in society"- how is this learning fostered in the course?</p>
1391	NMMI	ENGL	2210	Professional and Technical Writing	Communications	<b>Approved</b>
1392	MCC	MATH	1220	College Algebra	Mathematics	<b>Approved</b>
1393	MCC	MATH	1130	Survey of Mathematics	Mathematics	<b>Approved</b>
1394	CCC	HIST	1150	Western Civilization I	Humanities	<b>Approved</b>
1395	MCC	ENGL	1410	Introduction to Literature	Humanities	<b>Approved</b>
1396	NMMI	MUSC	2130	Jazz Ensemble	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - Narratives do not explain how the components will be assessed.</p> <p>Communication - discusses musical genres, but not how students will communicate using genre and medium awareness. Intentional integration of the essential skills is important rather than using the course content to try to meet the skills. Critical thinking - does not meet the component skills in critical thinking essential skill. Problem Setting, Evidence Acquisition, Evidence Evaluation, Reasoning/Conclusion. While the skills , evaluation, ability to quantify musical information, and evaluation of a musical performance are discussed they are not equivalent to components of critical thinking. The skills based music class, like jazz band may not be a good fit for a general education course.</p> <p>The narrative could address component skills better</p>

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						<p>--The Communication narrative doesn't address the component skills. --The Assessment is identical to the Rubric; we need to see an Assessment that tests for the essential skills.</p> <p>There were too many sentences beginning with "Students develop" or "Students learn", without an adequate explanation of "how" they will achieve that. Also, using complete sentences will enhance the reading of the narratives.</p> <p>Some really vague narrative in many sections(especially the last)- it seems like it needs to b tied into the course with more specificity.</p>
1397	ENMU-Ruidoso	BIOL	2610	Principles of Biology: Biodiversity, Ecology, and Evolution	Science	<b>Approved</b>
1398	MCC	ENGL	2550	Introduction to Southwest Literature	Humanities	<b>Approved</b>
1399	MCC	ENGL	2210	Professional and Technical Composition	Communications	<b>Approved</b>
1400	ENMU-Ruidoso	ENGL	2640	British Literature II	Humanities	<b>Approved</b>
1401	ENMU-Ruidoso	SPAN	1110	Spanish I	Humanities	<b>Approved</b>
1402	NMT	MATH	1510	Calculus I	Mathematics	<b>Approved</b>
1403	NMT	MATH	1520	Calculus II	Mathematics	<b>Approved</b>
1404	MCC	MATH	1350	Introduction to Statistics	Mathematics	<b>Approved</b>
1405	NMT	HIST	1160	Western Civilization II	Humanities	<b>Approved</b>
1406	ENMU-Ruidoso	PSYC	2140	Child Psychology	Social & Behavioral Sciences	<b>Approved</b>
1410	NMMI	MUSC	2730	Marching Band	Creative & Fine Arts	<b>Revise and Resubmit</b> - Unclear how essential skills will be assessed, perhaps because the use of the imperative mood throughout does not allow for a full expansion/explanation of how assessment takes place in the course..

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						<p>The narratives are written with many fragmented sentences and thoughts. This makes the explanations unclear at times. For example "delineate challenges or questions" is a fragment and it is not clear what type of challenges they are delineating and how this relates to the components of the Critical Thinking Rubric.</p> <p>The narratives repeatedly state that students will demonstrate skill components, but it is unclear how. As one example, the PSR narrative states "Students will be able to express the range of personal, social, cultural, or social issues relating to personal and other' perspectives.", but I have no idea how they will do this. Is it part of an assignment? The sample assessment is almost unreadable. Connection to essential skills is unclear. Connections between the SLO's and skills narratives are unclear. So are linkages from the SLO's to the sample assessment.</p>
1412	NMMI	POLS	2120	International Relations	Social & Behavioral Sciences	<b>Approved</b>
1414	ENMU-Ruidoso	SPAN	1120	SPANISH II	Humanities	<b>Approved</b>
1416	UNM Main	PSYC	1110	Introduction to Psychology	Social & Behavioral Sciences	<b>Approved</b>
1417	CCC	MATH	2531	Calculus III	Mathematics	<b>Approved</b>
1419	CCC	BIOL	2410C	Principles of Biology: Genetics	Science	<b>Approved</b>
1420	ENMU-Ruidoso	PSYC	2130	Adolescent Psychology	Social & Behavioral Sciences	<b>Approved</b>

4. Unique Courses in the Common Course Matrix -- Discussion

5. HED Updates (Mark provided updates with regard to Secretary Rodriguez's confirmation and the Survey Monkey Apply Replacement Project)

6.