



NMCAC November 18, 2021 Meeting

Decision Summary

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

2. Upcoming NMCAC Dates (**Committee voted in favor of a virtual meeting on February 17, 2022**)

Proposed for Spring 2022

- February 17, 2022 1pm to 5pm (entirely virtual) or February 23, 2022 1pm to 5pm (Wednesday afternoon prior to NMHEAR – meeting would be hybrid for those wanting attend in-person or virtually) - Submission Deadline - January 24, 2022
- April 28, 2022 - Submission Deadline – March 28, 2022

3. 32 requests to add to the General Education Curriculum

| Application ID | Submitting HEI | Course Prefix | Course Number | NM CCN Title | Content Area | Decision and Comments |
|----------------|----------------|---------------|---------------|----------------------------|----------------------|--|
| 379 | UNM-MAIN | AMST | 1150 | Introduction to SW Studies | Humanities | Approved |
| 473 | NMMI | ARTS | 1310 | Introduction to Ceramics | Creative & Fine Arts | Revise and Resubmit - The narratives should describe how students learn to exercise the component skills, not how the instructor evaluates student work. The assessment should be an assignment used in the class, not a list of assignments that students will complete. |

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| | | | | | | <p>Communication: Narrative provides a description of the course, but not the communication skills students will be gaining in the course. It then goes on to provide methods of evaluating messages that are not communication related – attendance, performance on objective/subjective contents, completions, producing quality artwork, mature attitude...</p> <p>Evaluation and Production of arguments is then re-imagined as self-evaluation, personal development, creativity, etc. These are not components in the communication essential skill, nor is completion of a required component of a course the measure of mastery of an essential skill.</p> <p>Critical Thinking: In the Critical Thinking Narrative evidence evaluation is not as written in the essential skills rubrics, but includes observational responsibility based on ceramics techniques and creating artwork. This is not the traditional method of evidence evaluation, but could serve as an interesting method of evaluation and conclusion for fine arts classes.</p> <p>I could not get a sense of activities that would gain component skills. For Communication, the genre and medium awareness focused on the five techniques and mediums used in ceramics, rather than oral, written, and digital mediums. I also couldn't identify activities that would enhance</p> |



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| | | | | | | student's personal and social responsibility component skills. |
| 477 | UNM-MAIN | DANC | 1170 | Hip Hop I | Creative & Fine Arts | Approved |
| 478 | UNM-MAIN | ARTS | 1220 | Arts Practices I | Creative & Fine Arts | Approved |
| 479 | UNM-MAIN | ARTS | 1230 | Arts Practices II | Creative & Fine Arts | Revise and Resubmit - Communication and Critical Thinking narratives are too general and do not specifically address the component skills. The Communication narrative doesn't address all of the component skills. The Critical Thinking narrative focuses on a single assignment rather than the class as a whole. Critical Thinking: The narrative clearly addresses problem setting and evidence acquisition. There is no discussion of evidence evaluation or reasoning/conclusion in this narrative and what students will be doing in the course to meet these component skills. |
| 480 | UNM-MAIN | ARTS | 1810 | Jewelry & Small Scale Metal Construction I | Creative & Fine Arts | Approved |
| 481 | UNM-MAIN | THEA | 1220 | Beginning Acting | Creative & Fine Arts | Approved |
| 482 | UNM-MAIN | DANC | 1130 | Ballet I | Creative & Fine Arts | Revise and Resubmit - All three areas do not properly explain how the component skills are being met. I felt the narratives for Communication and Personal & Social Responsibility focused too much on explanation of moves and techniques and |



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| | | | | | | <p>justification for gaining awareness of ballet. Other than mention of class discussions, quizzes, and other written assignments, I did not get a sense of student activities that lead to gaining essential skills.</p> <p>Communication: narrative discusses physical communication or that students sometimes have discussions in the course, but not that the class is designed to ensure that students will communicate in multiple genres and mediums. The narrative does not indicate that students will be using strategies for understanding messages other than critiques of performances which is arguably not a method of evaluating a message, nor evaluation or production of arguments.</p> <p>Critical Thinking: The narrative states that students will use critical thinking skills, but does not indicate how these skills are intentionally integrated into the course content. There is a description of quizzes where students are asked to describe or explain (lower level skills of Blooms) but not that students will be asked to set a problem, acquire and evaluate evidence and come to a conclusion.</p> |
| 483 | UNM-MAIN | DANC | 1140 | Flamenco I | Creative & Fine Arts | <p>Revise and Resubmit - The narrative needs a closer connection to the essential skill under "Communication".</p> <p>The assessment doesn't address the essential skill.</p> |



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| | | | | | | Self-reflective assessment of technique, etc. does not align with stated goals of assessment of essential skills as outlined in the narrative. Recommend R&R |
| 484 | UNM-MAIN | DANC | 1150 | Modern Dance I | Creative & Fine Arts | <p>Revise and Resubmit - I wasn't sure how the "production of arguments" was being integrated into the course. Also, it wasn't clear how personal and social responsibility will be assessed. The assignment from the course was not detailed and did not provide much insight. Adding a rubric might help.</p> <p>I get the sense that this is more of a technical course? The sample assessment doesn't demonstrate any connection to essential skills. It is unclear about how this class is being evaluated. What assessment tools are being used.</p> |
| 485 | UNM-MAIN | ARTS | 1610 | Drawing I | Creative & Fine Arts | Approved |
| 512 | SFCC | ENGL | 1410 | Introduction to Literature | Humanities | Approved |
| 513 | SFCC | HIST | 1130 | World History 1 | Humanities | Approved |



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| 514 | SFCC | HIST | 1140 | World History II | Humanities | Approved |
| 515 | NMMI | MUSC | 1503 | Fundamentals of Bagpipes | Creative & Fine Arts | Revise and Resubmit - The critical thinking narrative didn't explain how students would learn component skills in relation to their development of instrument/performance technique The narratives need to discuss activities and how these engage students in learning the essential skills through the objectives. The assessment doesn't describe what students would be required to do to demonstrate the essential skills. |
| 517 | NMMI | CHIN | 1110 | Mandarin Chinese I | Flex | Approved |
| 521 | NMMI | CHIN | 1120 | Mandarin Chinese II | Flex | Approved |
| 522 | NMMI | CHIN | 1130 | Mandarin Chinese I Intensive | Flex | Approved |
| 532 | NMMI | CHIN | 2110 | Mandarin Chinese III | Flex | Approved |
| 552 | NMMI | CHIN | 2120 | Mandarin Chinese III | Flex | Approved |
| 553 | NMMI | CHIN | 1140 | Mandarin Chinese II Intensive | Flex | Approved |
| 573 | CNM | DGST | 1120 | Introduction to Digital Humanities | Humanities | Approved |
| 574 | CNM | ARCH | 1120 | Introduction to Architecture | Humanities | Approved |
| 575 | CNM | AIML | 1010 | Introduction to Artificial Intelligence | Flex | Approved |



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| 576 | CNM | HIST | 2240 | History of Vietnam | Humanities | Approved |
| 577 | SJC | PHIL | 2120 | Biomedical Ethics | Humanities | Approved |
| 578 | SJC | NATV | 1150 | Introduction to Native American Studies | Humanities | Approved |
| 579 | SFCC | PHIL | 2110 | Introduction to Ethics | Humanities | Approved |
| 580 | NMMI | PHIL | 2125 | Comparative World Religions | Humanities | Approved |
| 581 | NMMI | HUMN | 2130 | World Mythology | Humanities | Approved |
| 583 | NMMI | COMM | 2170 | Intercultural Communication | Flex | <p>Revise and Resubmit The narratives were a little brief and could explain more directly how the course activities involve the students in the specific essential skills.</p> <p>Should this course be under "Communications" instead of "Other?"</p> <p>Minimal explanation that barely touches the skills needed.</p> <p>Narratives need more detailed descriptions of what students are doing to practice the skills.</p> <p>Should the category of "communication" be selected not "other."</p> <p>More description is needed of what the students will actually do to develop skills framed up for the course.</p> <p>The essential skill explanations are telling us what the students will gain, but there is not a narrative of how the students will attain these skills in relation to the courses curriculum.</p> |



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| | | | | | | The narratives didn't directly address many of the component essential skills. |
| 585 | NMMI | COMM | 2120 | Interpersonal Communications | Flex | <p>Revise and Resubmit The narratives do not adequately address the component skills. The assessment lacks objective means for determining student competence in the essential skills.</p> <p>There is not enough information in the narrative to adequately determine if the components are being met.</p> <p>This was a very minimal attempt to explain student activities to gain essential skills, and it fell very short. In addition, the form identified this course as COMM 2170, which is not the common number for Interpersonal Communication, COMM 2120.</p> <p>Communication: narrative only addresses understanding and evaluating messages. Does not include any information about genre and medium awareness, or evaluation and production of arguments.</p> <p>Critical Thinking: the narrative discusses interpersonal relationships but does not address the components of critical thinking (problem setting, evidence acquisition, evidence evaluation, and reasoning/conclusion).</p> <p>Personal and Social Responsibility: Addresses the idea of students expanding their collaboration and teamwork skills, but has no information about the ways this will happen in the course.</p> |

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| | | | | | | It is disappointment that the narratives in this application are shorter and less informative than the comments I have made for the review. |

4. Advanced Placement – Course Equivalents (i.e. AP Computer Science Score of 4) **(Committee voted to change Advanced Placement equivalency language for Computer Science allowing credit for both Computer Science I and Object Oriented Programming with a score of 4 or 5.)**
5. HED updates