



NMCAC February 17, 2022 Meeting via MS Teams:

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**Decision Summary**

1. Roll Call **(Role taken and quorum was met. Several new members joined the group and introductions were made.)**
2. Upcoming NMCAC Dates **(Fall 2022 Dates will be proposed at 4/28/22 meeting)**
  - April 28, 2022 - Submission Deadline – March 28, 2022
3. Advanced Placement Discussion **(Suzanne McGurk presented proposal for new AP exams for NM to adopt. Presentation was followed with Q&A. Committee members will share information with appropriate Deans and Chairs for feedback. April meeting may have a potential vote on adoptions of these proposed AP exams.)**
  - a. See: [https://hed.state.nm.us/resources-for-schools/public\\_schools/nm\\_advanced\\_placement\\_policy](https://hed.state.nm.us/resources-for-schools/public_schools/nm_advanced_placement_policy) for a review of our current AP policy
  - b. The College Board is proposing two new AP exams, one on African American Studies and one on Pre-Calculus, and they would like us to consider adding these exams to our approved AP list. See the attachments for a summary of their exams and the course description and SLOs for our equivalent courses.
  - c. Suzanne McGurk, Senior Director, Higher Education Policy and Community College Engagement, from the College Board will be online to facilitate the discussion.
  - d. We'll discuss these courses at this meeting, with a potential vote at our April meeting.
  - e. And while we're on the topic of AP, it would be good to also discuss the AP Seminar and AP Research courses, several states have course equivalencies for these courses and we may want to consider adding them as well.
4. And, finally, I'd like to start a discussion about credit and transferability for a student who gets a 3 or better on an AP exam, and would earn course



**credit, but who then enrolls at a state institution that doesn't offer that course. It seems to me that the student should still get that credit, especially for courses that are General Education.14 requests to add to the General Education Curriculum**

Application ID	Submitting HEI	Course Prefix	Course Number	Course Title	Content Area	Comments
671	ENMU-RO	COMM	2150	Communication for Teachers	Communications	<b>Approved</b>
683	MCC	MATH	1430	Applications of Calculus I	Mathematics	<b>Approved</b>
684	NNMC	ENGR	1101	Computer Science for All	Science	<b>Approved</b>
685	NNMC	ENGR	1121	Introduction to Mathematics for Engineering Applications I	Mathematics	<b>Approved</b>
686	MCC	HIST	2145	American Military	Social & Behavioral Sciences	<p><b>Revise and Resubmit</b> - "Personal &amp; Social Responsibility area not addressed well.</p> <p>Needs explain how this course address following. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds" I feel there was detail lacking that would explain how the students will, over the term, practice and gain the essential skills. There was reference to a research paper and quizzes, and to self-reflection in review of film and book and reading quizzes, but not much detail of the students' activities.</p> <p>Information specific to the component skills is lacking in all the narratives. There's no course listed in the application form??</p>

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						The Critical Thinking narrative doesn't address Problem Setting. The Personal and Social Responsibility narrative only addresses ethics. The quiz included in the Assessment questions lack explicit connections to the essential skills (the book review portion of the assessment is more closely aligned with the essential skills).
690	NMMI	ARTS	1310	Introduction to Ceramics	Creative & Fine Arts	<b>Revise and Resubmit</b> - The activities described when the essential skills might be assessed over the course of the class sound interesting, but I at least am not sure that they align to the specific areas covered in the narratives. More explanation or detail on how these things 'fit' to assess the essential skills might be of use to clarify There seem to be few revisions made to the narrative submitted in November, and similar issues still exist in this version: namely, component areas are not clearly explained in terms of how students will engage these specific skills within the course and it is not indicated how student engagement will be assessed. For example, "evaluating messages" seems to focus on the instructor's evaluation of the student rather than the student's evaluation of a "message." It is unclear

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						how or where students will produce arguments. The specific ways that students will engage with and demonstrate skills in critical thinking and personal and social responsibility are also unclear. Finally, the assessment included seems to still be a list of general potential activities rather than a specific assignment that clearly relates to a component skill.
694	NMJC	ENGL	2585	Horror Fiction	Humanities	<b>Approved</b>
695	NMJC	ENGL	2580	Science Fiction	Humanities	<p><b>Revise and Resubmit</b> - There were references to "students analyze" and "students discuss or engage in dialogue", but I feel there was not enough detailed explanation of structured, and assessed activities that will lead students to gain the essential skills.</p> <p>I thought the discussion of component skills was a little vague... I like that their CAO is Dr. McCool, though....</p> <p>"Critical Thinking: Narrative discusses what the instructor will provide, demonstrate, or guide students through. Does not discuss how students will delineate a problem, gather and evaluate evidence or develop a conclusion.</p>

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						Information and Digital Literacy: Narrative discusses the value of the research paper and what instructors will do in relation to the lessons on writing a research paper, but doesn't share how students will demonstrate the ability to show mastery of authority and value of information. "
697	NMMI	ENGL	2640	British Literature II	Humanities	<b>Approved</b>
700	NMMI	COMM	1140	Introduction to Media Writing	Communications	<b>Approved</b>
701	NMJC	SPAN	2515	Contemporary Latino Film	Humanities	<p><b>Revise and Resubmit</b> - Critical thinking not explained about evidence acquisition; evidence evaluation.</p> <p>I may have been fine with Critical Thinking, but the other essential skills contained phrasing like "explore dilemmas and issues" and students being provided "critical observations tools", but the explanation seemed to be to justify the role of films in this pursuit. Also, there were references to "students learn", but not how.</p> <p>The narrative does not address any of the components of Information and Digital Literacy.</p>
702	NMJC	ENGL	2380	Introduction to Short Fiction	Humanities	<b>Approved</b>

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703	NMMI	COMM	2170	Intercultural Communication	Social & Behavioral Sciences	<b>Approved</b>
704	NMMI	COMM	2120	Interpersonal Communication	Social & Behavioral Sciences	<p><b>Revise and Resubmit</b> - I feel the narrative was too abstract to clearly describe the activities of the students that would lead to their gaining the component skills. Also, why is this classified in the Social &amp; Behavioral Sciences area, and not Communications?</p> <p>"No, Never This is the type of course the committee said we would never approved as it is a personal development type of course. Genre and Medium Awareness – says students will communicate using tailor-made strategies, but never discusses what the students will be doing. Strategies for Understanding and Evaluating Messages – Students will apply strategies to the specific features of their interpersonal interactions, including reading (both literally and figuratively) for main points... students will be reading figuratively? Another example, they will also learn to sympathetically imagine the perspectives of other stakeholders... how does one measure this ability? Evaluation and Production of Arguments – Students will learn to evaluate the</p>

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						<p>credibility of sources employed in their own arguments and those of others... This is a copy of the statement in the category, and not a description of what will happen in the course.</p> <p>Problem Setting – students will critically analyze their interpersonal communications...</p> <p>Evidence Acquisition – none in the narrative, just a description of optimizing existing relationships</p> <p>Evidence Evaluation –copy of component skill with and added relevance to their specific relationships...</p> <p>Reasoning/Conclusion – about relationships</p> <p>Civic Discourse – narrative discusses interactive origins of their own personalities. "</p>

**5. HED updates (Mark informed committee members of passage of SB140 – Opportunity Scholarship)**