

# NEW MEXICO HIGHER EDUCATION DEPARTMENT



## NMCAC October 1-2, 2020 Meeting via GoToMeeting

### Decision Summary

1. Roll Call (**Roll taken and committee quorum met**)
2. HED and Survey Monkey Apply Updates (**Mark provided various updates including updates regarding, Survey Monkey Apply replacement, HED leadership, possible Gen Ed extension, and ABQ office closure**)
3. Upcoming NMCAC Dates for Fall 2020 (**HED will provided proposed spring dates for 2021 at November Meeting**)  
 Nov 5-6, 2020 (Submission Deadline Oct 5, 2020)  
 Dec 3-4, 2020 (Submission Deadline Nov 2, 2020)
4. 15 requests to add to the General Education Curriculum

Application Number	HEI	Common Course Prefix	Common Course Number	Common Course Name	Area	Decision and Comments
1177	ENMU-Ruidoso	ENGL	2210	Professional and Technical Communication	Communications	Approved
1178	ENMU-Ruidoso	THEA	1210	Acting for Non-majors	Creative & Fine Arts	Approved
1219	WNMU	ALAS (Unique, in approval process)	1825	Financial Literacy & Entrepreneurship	Other	<p><b>Not Approved for Gen ED – Committee identified course as a first year experience course.</b></p> <p>.The critical thinking narrative was very general and not specifically linked to the material covered by the course. The sample assignment addressed WNMU "big questions," but I couldn't determine how it connected to the subject matter/area of the course from the way it was presented. The personal &amp; social responsibility narrative was a bit more specific than the preceding one,</p>

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						<p>but, again, it would have been helpful for more information about how students will tackle thinking about social responsibility though specific material/units/assessments.</p> <p>I am concerned that this is really a general education class--it seems more programmatic to me.</p> <p>The narrative did not adequately explain how the students would acquire the skills for critical thinking.</p> <p>Mixed about adding unique courses to the core though this seems connected with other ALAS courses at their campus, just a some other schools have specific programs and core. Certainly financial literacy and the scientific method are critical standards that should be learned in undergraduate education. I think as an option in Student Choice this makes sense.</p> <p>Is this course appropriate for general education; is it broad enough in scope?</p> <p>Course appears to be a hybrid between a personal development course, in which case it leans toward the spirit of FYEX/Freshman Experience courses and those are not, by agreement of this committee, eligible for gen ed for the state transferable coursework. There is an element of small business planning referenced. Not sure if the essential skills match very well, and am striving to discover how this content approaches what truth, justice, humanness, and the "good life: big questions might be in this context.</p>

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						The critical thinking narrative indicated that critical thinking is definitely an important element of the class; a stronger focus on the component skills would have made this section stronger. Then, the quantitative reasoning narrative seemed actually to address communication and info literacy skills more than quantitative reasoning skills. This made the course sound like a rich and useful course. However, it would be good here too to focus more on the component skills that comprise the quantitative reasoning skill, connecting the component skills more specifically to the activities and assessments that occur in the class.
1222	NMHU	ARTH	2110	Art History 1	Creative & Fine Arts	<b>No vote – Course already Gen Ed approved.</b>
1223	NMHU	ARTS	1710	Introduction to Printmaking 1	Creative & Fine Arts	<b>Revise and Resubmit</b> - Communication narrative doesn't meet the components. Critical Thinking and Personal/Social narratives don't explain exactly how the

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						<p>skills are assessed.</p> <p>The narrative for communication describes what students will be encouraged to do, and also what the visual language of art is. The narrative also discusses what the instructor will do with communication. The narrative does not describe how students will be mastering the components of communication in this course. The critical thinking narrative focuses on critique and assessment of art, but not the components of critical thinking required for the general education curriculum. The personal and social responsibility asks the reader to believe that the designation of the college as an HSI leads the course to meet the components without any description of the way in which the course intentionally integrates content.</p> <p>Critical thinking component skills are a little weak, but then I, myself, wonder how appropriate some of these component skills are for the C&amp;FA skill.</p> <p>Narratives are identical to those in Application 1229.</p> <p>I felt the narratives were too vague to provide a clear idea of the students' specific activities that would lead to improved essential skills.</p> <p>The learning outcomes specifically talk about printmaking. The narratives focused on theory. If I didn't read the learning outcomes prior to the narratives, I would not have been able to identify what artistic discipline was being taught.</p>

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						The diverse natural environment demands intercultural engagement- but how is it taught, learned, measured? Perhaps it needs to be more explicit...It seemed that these constructs were relying heavily on the natural social environment of the classroom for learning. Is there an aspect of an assignment that stimulates learning in this area(Cultural engagement)?
1224	NMHU	ARTS	1840	Sculpture 1	Creative & Fine Arts	<b>Approved</b>
1225	NMHU	ARTS	1630	Painting 1	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - The narratives need to focus on the components of the rubric and directly address these skills.</p> <p>Assessment documentation does not meet the criteria of a sample assessment.</p> <p>For the most part, the narratives don't adequately describe how students will demonstrate the various essential skill components. Of the three narratives, I thought the critical thinking one was best, with "critiques" aligning well with the skill. For the communication skill, I am not clear how students demonstrate either "understanding and evaluating messages" or "evaluation and production of arguments." The course should be excellent at developing students' collaboration skills, but the Personal and Social Responsibility narrative only vaguely addresses any additional component of that still. Finally, it is not clear how the attached assignment is used to evaluate student competency in any of the essential skill components.</p>
1226	NMHU	ARTH	2120	Art History 2	Creative & Fine Arts	<b>No Vote – Course already Gen Ed Approved.</b>
1227	NMHU	ARTS	1240	Design 1	Creative & Fine Arts	<b>Approved</b>
1228	NMHU	ARTS	1320	Ceramics 1	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - Narratives are repetitive and need to focus directly on the components of the rubric.</p> <p>Assessment documentation does not meet the criteria of a sample assessment.</p>

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						<p>The narratives focus almost exclusively on course content and don't address how students will learn and demonstrate essential skills and their components.</p> <p>More narrative needed on how students practice the skills. What are they doing?</p> <p>Although the narratives address skills, they could more explicitly address the component skills as listed under each essential skill on the application. The communication and critical thinking narratives are the same, but could be differentiated if they addressed the component skills for each of those areas.</p>
1229	NMHU	ART	1810	Introduction to Jewelry and Small Metals	Creative & Fine Arts	<p><b>Revise and Resubmit</b> - The narratives don't speak to the component skills in any of the areas. Sample assessment is lacking.</p> <p>Communication narrative is much like 01226 in which students are encouraged to learn, or the instructor is tasked with communicating, but there is on description of how the students will be mastering the components of communication. The narrative may actually be a copy of the other narrative. This critical thinking narrative is also a virtual copy of the narrative in 01226 which critique and assessment is described instead of the components of critical thinking. The personal and social responsibility is also a copy of 01226 that did not meet this essential skill.</p> <p>Critical thinking component skills a little weak.</p> <p>Narratives are identical to those in Application 1223.</p> <p>I felt the narratives were too vague to provide a clear idea of the students' specific activities that would lead to improved essential skills.</p> <p>Narratives are exactly the same as the Printmaking class.</p>

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						Jewelry fabrication- social personal responsibility. Is the intercultural piece to be learned naturally thru interaction of a diverse group? The instruction needed to be more explicit and deliberate in this area- it seemed like learning this was a little arbitrary or was going to happen naturally somehow.
1230	NMHU	ARTS	1610	Drawing 1	Creative & Fine Arts	<b>Approved</b>
1232	SJC	MATH	1230	Trigonometry	Mathematics	<b>Approved</b>
1237	NMMI	HIST	1110	U. S. History I	Humanities	<b>Approved</b>
1238	NMMI	HIST	1120	U. S. History II	Humanities	<b>Approved</b>

5. **39 Common Course Numbering Request Request (All CCN request were tabled. Committee did not act as it wants to consider changing the processes in terms of the information and explanation in the applications, specifically related to unique courses. Committee would like more rationale as why the course is unique as well as documenting other institutions who offer similar courses. Further conversation will probably be needed among NMCAC and the numbering committee for best approach,)**

App ID	Instituion	Requested Action	CCN Prefix	CCN Course Number	CCN Course Suffix	Existing Prefix2	Existing Course Number3	Existing Course Suffix4	Course Title	Notes
0975	CNM	Add Unique Course	BUSA	2170		BA	2157		Quality Management	
1198	NMHU	Add Unique Course	BIOL	1400		BIOL	1400		Conservation Biology for a Changing World	needs NMCAC approval, doesn't have any conflicts
1208	CNM	Add Unique Course	HUMN	1105		HUMN	1105		Being Human: An Introduction to the Humanities	
1161	CNM	Add Unique Course	BCIS	1211		CIS	1150		MS Outlook	

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1163	CNM	Add Unique Course	HIST	1103		HIST	1103		Introduction to Historical Study	
1165	CNM	Add Unique Course	CHEM	1115		CHEM	1115		Chemistry in Art	
1166	CNM	Add Unique Course	CHEM	1115L		CHEM	1115L		Chemistry in Art Laboratory	
1053	UNM	Add Unique Course	MATH	1300					Statistical Literacy	
1144	UNM	Add Unique Course	DANC	2420		DANC	242		Music Essentials for Flamenco	
1145	UNM	Add Unique Course	DANC	2400		DANC	240		Music Essentials for Contemporary Dance	
1146	UNM	Add Unique Course	DANC	2120		DANC	212		Improvisation	
1147	UNM	Add Unique Course	DANC	2040		DANC	204		Stretching, Strengthening and Conditioning for the Performing Arts	changed the request for 2120 to 2040 to avoid conflict, change approved by UNM
1148	UNM	Add Unique Course	DANC	1170		DANC	170		Hip Hop I	
1152	UNM	Add Unique Course	DANC	2690		DANC	269		Flamenco II	
1204	UNM	Add Unique Course	MUSC	1260L		MUS	150L		Music Theory I Aural Lab	



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1205	UNM	Add Unique Course	MUSC	1260		MUS	150		Theory and Analysis I: Basic Harmony and Voice-Leading	
1206	UNM	Add Unique Course	MUSC	1265L		MUS	152L		Theory and Analysis II Aural Lab: Diatonicism	
1207	UNM	Add Unique Course	MUSC	1265		MUS	152		Theory and Analysis II: Diatonicism	
1209	UNM	Add Unique Course	MUSC	2320L		MUS	250L		Theory and Analysis III Aural Lab: Chromaticism	
1210	UNM	Add Unique Course	MUSC	2320		MUS	250		Theory and Analysis III: Chromaticism	
1212	UNM	Add Unique Course	MUSC	2325		MUS	252		Theory and Analysis IV: Enharmonicism and Post-Tonality	
1220	UNM	Add Unique Course	MUSC	2325L		MUS	252L		Theory and Analysis IV Aural Lab: Enharmonicism and Post-Tonality	
1221	UNM	Add Unique Course	MUSC	1260		MUS	116		Group Guitar I	
1222	UNM	Add Unique Course	MUSC	1265		MUS	117		Group Guitar II	
1223	UNM	Add Unique Course	MUSC	1215		MUS	124		Group Violin I	
1224	UNM	Add Unique Course	MUSC	1218		MUS	125		Group Violin II	

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1225	UNM	Add Unique Course	MUSC	2320		MUS	237		Jazz Improvisation I	
1226	UNM	Add Unique Course	MUSC	2315		MUS	236		Introduction to Improvisation	
1227	UNM	Add Unique Course	MUSC	1153		MUS	130		Music Fundamentals	
1228	UNM	Add Unique Course	MUSC	2100		MUS	214		Piano Proficiency	course number added by UNM
1229	UNM	Add Unique Course	MUSC	2735		MUS	239		Spirit Marching Band	
1230	UNM	Add Unique Course	THEA	2335		THEA	292		Rendering for Stage, Screen, and New Media	
1231	UNM	Add Unique Course	THEA	2345		THEA	231		Voice for Actor I	
1232	UNM	Add Unique Course	THEA	2350		THEA	232		Movement for the Stage	
1233	UNM	Add Unique Course	THEA	2325		THEA	296		Lighting Methods and Equipment	
1084	ENMU-RU	Add Unique Course	BUSA	2137		BUS	210		Employability Skills	
1104	ENMU-RU	Add Unique Course	COMM	2250		COMM	215		Newspaper Practicum	
1128	UNM	Add Unique Course	SPED	2210		SPCE	201		Education of the Exceptional Person	

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1272	UNM	Change Course Description	COMP	2224					Cultures, Texts, Worlds	

6. Continued Discussion and Reconsideration for General Education AAS only: : (NMCAC voted NOT to allow separate General Education courses for applied associate degrees only and remove the Gen ED for AAS only designation for these courses below. Course would need to undergo the certification process as General ED courses appropriate for all degree-seeking students)
- CNM MATH 1211 (CCN 1111) Problem Solving with Formulas, Measurement and Algebra (Approved for Gen ED AAS only 9/20-9/21/18)
  - CNM MATH 1212 (CCN 1112) Problem Solving Statistics and Probability (Approved for Gen ED AAS only 9/20-9/21/18)
  - CNM MATH 1213 (CCN 1113) Problem Solving with Geometry and Right Triangle Trigonometry (Approved for Gen ED AAS only 9/20-9/21/18)
  - CNM MATH 1214 (CCN 1114) Problem Solving with Consumer Mathematics (Approved for Gen ED AAS only 2/14-2/15/19)
  - SJC MATH 1170 Technical Math (Reviewed and Tabled from 2/26/20) NMCAC meeting)
7. Upper-division courses in skill sequenced fields and General Education (Quorum was lost but discussion resulted that a vote will take place during November meeting for a proposed memorialization that: “Students, in limited cases should be allowed to use upper division courses to fulfill general education courses at baccalaureate-granting institutions. Such courses could only be used to fulfill a general education requirement when a student demonstrated verified by faculty in the relevant field that the student has demonstrated proficiency beyond the beginning or intermediate level.”)