

# NEW MEXICO HIGHER EDUCATION DEPARTMENT



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## NMCAC Meeting via GoToWebinar April 23-24, 2020 Agenda

1. Roll Call
2. Upcoming NMCAC Dates for Summer 2020  
June 25-26, 2020 (Submission Deadline May 25, 2020)  
July 30-31, 2020 (Submission Deadline June 29, 2020)
3. NMCAC – Common Course Numbering
4. 41 requests to add to the General Education Curriculum

Application ID #	HEI	Course Prefix	Course #	Course Name	Area	Comments
1003	SJC	ANTH	1135	Introduction to Biological Anthropology	Science	
1008	SJC	ENGL	2340	Introduction to Creative Nonfiction Writing	Creative & Fine Arts	Not generally in the general education curriculum in other schools and in this area. But not opposed to it though perhaps consider in both communication and Creative Arts for students interested in one or the other. English majors may want this class too.
1019	UNM	RUSS	2120	Russian IV	Other	

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1022	SJC	ENGL	2330	Introduction to Poetry Writing	Creative & Fine Arts	
1026	ENMU Roswell	SPAN	1110	Spanish I	Humanities	<p>Critical Thinking - Narrative does not show a problem setting, evidence acquisition, evidence evaluation, or a conclusion. While the narrative says students will "use critical reasoning" determine answers, this does not meet the standard of the component skill of critical thinking.</p> <p>Information and Digital Literacy - the narrative clearly shows information structures. However, three of four areas must be met and there is not authority and value of information, digital literacy, or research as inquiry in the narrative.</p> <p>Narrative does not seem to directly address critical thinking.</p> <p>The Critical Thinking narrative could be stronger, and the assessment doesn't address the three components very strongly.</p> <p>While it was clear how some component skills were assessed, it was not clear how others were</p>
1027	UNM	NAVA	1120	Navajo II	Other	
1030	ENMU Roswell	SPAN	1120	Spanish II	Humanities	
1034	SFCC	ECON	2120	Microeconomic Principles	Social & Behavioral Sciences	
1036	ENMU	ARTH	1110	Art Appreciation	Creative & Fine Arts	<p>Narrative does not focus directly on how skills are practiced.</p> <p>Not enough information in skills narratives. Assessment also weak.</p>

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						<p>The Communication and Personal/Social Responsibility narratives could address the component skills more explicitly. The Communication narrative should specifically address Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</p> <p>The narratives are a little too brief and don't clearly explain how the students are engaged in all the components of the rubrics.</p> <p>The narratives don't adequately describe how students will demonstrate the various component skills. They describe students doing things like exploring or discussing concepts/skills rather than demonstrating the skills.</p>
1038	ENMU Roswell	HIST	1150	Western Civilization I	Humanities	
1049	ENMU	ARTH	2110	History of Art I	Creative & Fine Arts	<p>Communication - the narrative meets many of the area, but it is difficult to see how students will use Chicago style citations while writing a personal reflection.</p> <p>Critical Thinking - No problem setting for the evidence acquisition (researching history of piece), evidence evaluation is of other student's evidence, and lacking reasoning/conclusion.</p>

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						<p>I could not get a clear sense of the students' activities that lead up to their research paper and contextual essay. How are skills being developed throughout the course. Also, the group discussions didn't provide much on the structure and assessment of that key activity.</p> <p>Narratives do not clearly state how each component skills will be assessed.</p> <p>The Personal and Social Responsibility narrative could be stronger, and the Critical Thinking narrative lacks the problem setting component.</p> <p>While the application shows the essential skills are being taught and assessed, it is unclear to me that Art History belongs to creative and fine arts rather than humanities-- something the committee should address at some point.</p>
1050	ENMU	ARTH	2120	History of Art II	Creative & Fine Arts	
1053	ENMU	ARTS	1310	Introduction to Ceramics	Creative & Fine Arts	
1056	ENMU	THEA	1130	Introduction to Film	Creative & Fine Arts	
1059	ENMU	POLS	1120	American National Government	Social & Behavioral Sciences	
1062	ENMU	PSYC	2140	Child Psychology	Social & Behavioral Sciences	This is a different course than PSYC 2120? Is PSYC 1110 a pre-requisite? If so, they would need to take that course as the general education core course.
1065	ENMU	ECON	2120	Microeconomic Principles	Social & Behavioral Sciences	
1068	ENMU	ENGL	2610	American Literature I	Humanities	
1072	ENMU	ENGL	2630	British Literature I	Humanities	
1076	ENMU	SPAN	2110	Spanish III	Humanities	Explains how the skills will be

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						<p>assessed on the final project, but does not explain how the students will obtain the skills.</p> <p>Given students only need to take a 3 credit hour course in humanities, I would like to see languages in the flexible area so they take a humanities course as well. But I also understand keeping languages in core and not following UNM procedures. I am in favor of adding to the core, just not sure where the proper category is.</p>
1080	ENMU	SPAN	2220	Spanish for Heritage Learners IV	Humanities	Explains how the skills will be assessed on the final project, but does not explain how the students will obtain the skills.
1083	ENMU	FREN	1120	French II	Humanities	Explains how the skills will be assessed on the final project, but does not explain how the students will obtain the skills.
1086	ENMU	SIGN	1110	American Sign Language I	Humanities	same concern about humanities category those this class should be core. Which the state had not excluded language category as core
1089	ENMU	GREK	1120	Greek II	Humanities	
1092	ENMU	BIOL	1650	Wildlife Biology	Science	
1095	ENMU	BIOL	1110L	General Biology Laboratory	Science	
1098	ENMU	CHEM	1110	Chemistry in our Community	Science	Not clear on how the students will develop critical thinking skill.
1100	ENMU	CHEM	1215	General Chemistry for STEM Majors	Science	Critical thinking narrative doesn't meet all the component skills.

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						<p>Critical Thinking - this narrative discusses the course content, and what students must do as far as activities. It does not show how students will master the component skills of critical thinking. There is no problem setting (aside from homework problems), evidence acquisition evidence evaluation, or reasoning conclusion.</p> <p>I felt all the narratives offered just the minimum description of student activities, but Quantitative Reasoning had too many references to "students will learn" without clear description of activities.</p> <p>The narratives don't address the required number of components. The assessment doesn't seem comprehensive, and I wondered how it would be used. It doesn't seem suitable for a final exam that would cover a semester's work.</p>
1101	ENMU	CHEM	1215L	General Chemistry for STEM Majors I Laboratory	Science	
1104	ENMU	CHEM	2310	Quantitative Analysis	Science	<p>Critical thinking area does not fully explain how students will acquire the skill.</p> <p>This course feels too advanced for general education core and quantitative analysis essential skills can be met in Area II</p>
1106	ENMU	GEOL	1120	Environmental Geology	Science	All narratives do not have the supporting information to effectively show they are meeting the essential components.

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						<p>Critical thinking - while narrative states this is an important skills, there is no explanation of how students will master the component skills in this course.</p> <p>Quantitative Reasoning - the narrative does not discuss communication/representation of quantitative information, analysis of quantitative arguments, or application of quantitative arguments. While there is a statement that students will apply quantitative techniques to solve problems related to scientific principles, there is a lack of description of the process by which students will demonstrate the component skills in the course.</p> <p>Personal and Social Responsibility - the narrative focuses on the goals of the class, not what students will be doing to meet the component skills. More explicit discussion/description of how component skills are introduced and assessed is needed.</p> <p>A suggestion: write the narratives using the component skills to structure each one. The questions on the example assignment do seem to be assessing the essential skills, though the quantitative reasoning portion focus most on solving problems numerically.</p> <p>Narratives contained too much justification for the class, but were too vague and general in addressing student activities.</p>

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						<p>Narratives do not explain, only mention that students will do some of the components.</p> <p>The Critical Thinking narrative doesn't address all the required components, and the other two narratives could be stronger.</p>
1107	ENMU	GEOG	1120L	Environmental Geology Laboratory	Science	Each skill explains one assignment. Not sure this shows acquisition of the skills.
1108	ENMU	GEOG	1110	Physical Geology	Science	<p>Component skills could be more completely / specifically spelled out in the narratives, citing specific assignments/activities in the course.</p> <p>More information needed on what specifically students will be doing to practice and develop the skills addressed. Narrative is too brief to really see what students are doing in this class as related to the GE skills.</p> <p>Narratives need to focus more on what the students do in the course to learn the essential skills.</p> <p>Skills narratives need development.</p> <p>The narratives are too vague in descriptions of how students will demonstrate essential skill components. For example, students are "given a topic to explore using essential critical thinking skills" does little to reveal what kinds of things students will do to demonstrate the skills.</p>
1109	ENMU	GEOG	1110L	Physical Geology Laboratory	Science	Critical Thinking - This is a good description of a lab in the course, and the key words are used, but it is not shown how students will show



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						<p>mastery of the component skills as described.</p> <p>I felt Quantitative Reasoning may have been adequate, but I feel the other two were too brief to fully explain activities of students.</p> <p>More explicit discussion/description of how component skills are introduced and assessed would make this application stronger. A suggestion for future reference: write the narratives using the component skills to structure each one.</p> <p>The focus in the narratives is on separate activities rather than on the class as a whole. The Personal and Social Responsibility narrative could be stronger, and the Critical Thinking narrative lacks the problem setting component.</p>
1110	ENMU	GEOL	1115	Earth Resources	Science	Acquisition of skills are not fully explained.
1114	ENMU	MUSC	1110	Music Appreciation: Jazz	Creative & Fine Arts	
1117	ENMU	MUSC	1140	Music Appreciation: World Music	Creative & Fine Arts	
1122	SJC	ENGL	1410	Introduction to Literature	Humanities	
1125	SJC	ENGL	2610	American Literature I	Humanities	
1130	MCC	MATH	1130	Survey of Mathematics	Mathematics	<p>Communication narrative does not meet all the component skills. Quantitative Reasoning is lacking</p>

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						<p>detail in explaining how students will demonstrate the skills.</p> <p>Communication - this narrative is about the type of work students are doing in the course. The intent is to add a communications component to the course, not try to fit the course content into communication terms.</p> <p>The narratives could be stronger and address the components more specifically.</p> <p>The narratives do not directly address the component skills, and while the assignment asks students to do calculations and apply them to their lives, it does not ask them to look at a mathematical model and apply it. Interest is an example of exponential growth but that aspect of the model is not explored in much depth. Revise and resubmit.</p>
1131	MCC	ARTH	1110	Art Appreciation	Creative & Fine Arts	