

NEW MEXICO HIGHER EDUCATION DEPARTMENT

MICHELLE LUJAN GRISHAM
GOVERNOR



KATE M. O'NEILL, ED.D.
CABINET SECRETARY

NMCAC meeting November 21-22, 2019 Decision Summary

NON-AGENDA items discussed:

- A. *February 27-28, 2020 NMCAC meeting moved to February 26-27 so those interested may attend the 2020 NMHEAR Conference which begins February 27.*
- B. *Any request for Common Course Numbering Course Descriptions, Student Learning Outcomes, or any other Curriculum matters that are unique to certain institutions will be voted online by those institution's representatives. See item 1 below.*
- C. *A number of committee members are concerned about the lack of participation of institutions particularly during subcommittee pre-meeting reviews. HED has taken the feedback and will examine approaches to increasing the participation of subcommittee voting.*

1. **UNM request to change Course Description and Learning Outcomes** (*An online vote will be conducted with the 3 institutions that offer the course*)

ARTE 2214. Art in Elementary and Special Classrooms (Offered at CNM, SJC, and UNM)

Current Course Description

Art in Elementary and Special Classrooms Course is designed to introduce elementary education majors to the teaching of visual art. Students will study art, art history; childhood art developmental stages and will write a research paper on an artist and prepare an art lesson plan inspired by that artist. Students will create art projects using various materials and methods and learn about the integration of the arts into other core subjects.

Proposed Course Description

Understand, practice, and apply theories about artistic content, art creation, children's artistic growth, and arts integration recommended for teaching art to pre K- grade 8 students.

Current Student Learning Outcomes

1. Understand the importance of art in education.
2. Recognize and implement the elements of art and the principles of design in their own art work.
3. Understand the artistic cognitive, affective, motor, and sensorial development of children.
4. Prepare and present an integrated art lesson.
5. Understand the scope of art history and utilize examples in lesson plan.
6. Learn effective teaching techniques in handling art materials, classroom management, and classroom procedures.
7. Develop personal creative growth teaching art by reflecting on the readings in their journals.

8. Learn how to relate the visual arts to music, drama, dance, language arts, math, social studies, and science.

Proposed Student Learning Outcome(s)

1. Understand and be able to apply the content of art history, art studio, aesthetics, and art criticism in their future school teaching by being able to:
 - a) Engage their students in conversations about artworks done by culturally diverse artists by: describing what they see and feel; analyzing the creative processes, design qualities, techniques, and materials used; interpreting meanings from art; and associating the meanings found in art with experiences in their own lives.
 - b) Use the Elements and Principles of Design to describe characteristics of art.
 - i. Elements of Design: Line, Shape, Color, Texture, Size, Value, Form, and Space
 - ii. Principles of Design: Repetition, Variety, Balance, Emphasis, Contrast, Pattern, Rhythm, Harmony, and Unity (See section 2.)
 - c) Demonstrate their ability to promote creative thinking, critical thinking, and self-expression in their future classrooms by writing lesson plans showing how they will include those thought processes in their future classrooms.
2. Participate in studio art experiences and create art to develop their own artistic skills, artistic thought processes, creative artmaking abilities, and reflective discussion capabilities.

Students will demonstrate their ability to:

 - a) Explore a variety of artistic media to demonstrate their artistic process and personal artistic expression. Create 2-d artforms (i.e. drawing, painting, printmaking, and collage, etc.) and 3-d artforms (i.e. ceramics, sculpture, etc.).
 - b) Participate in art critiques using a variety of interpretive strategies such as Feldman's Model of Art Criticism, Visual Thinking Strategies, Artsmap, Compass, Entry Point, etc.
 - c) Maintain a portfolio of studio art works accompanied by reflections on some of their artwork.
 - d) Participate in an exhibit of their work that exemplifies educational concepts learned during this course and personal reflection.
3. Understand and apply knowledge of children's artistic development, teaching for diversity and inclusivity, and art content knowledge by writing developmentally appropriate art education experiences for students in grades K-8.

The student will be able to:

 - a) Demonstrate knowledge of children's artistic and social development as well as teaching art to exceptional children as defined by authorities in the field.
 - b) Examine and identify appropriate classroom practices.
 - c) Write developmentally appropriate and inclusive lesson plans for PreK-8 students designed to: 1) encourage learners to discuss artistic qualities and themes in artworks created by culturally diverse artists; 2) learn artistic skills; 3) move through their own artistic processes; 4) create original artworks that are relevant in their lives; and 5) reflect on the qualities in their artworks with other students.
 - d) Identify technologies and resources where teachers can find artistic images, ideas, and art materials.
4. Integrate visual art with other curriculum areas by seeking connections and parallels between and among the visual arts and other areas of the curriculum.

These future teachers will be able to:

- a) Develop teaching practices consistent with enduring ideas and essential questions (Stewart and Walker, 2005) that integrate art with other content areas and show how they can be connected (ie.

2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100

Phone: 505-476-8400 Fax: 505-476-8454

www.hed.state.nm.us

The use of stories in art and language arts; cultural meanings found in art and social studies; the perception of visual qualities in art and science; or, proportion in the human face found in math and art).

- b) Identify and discuss connections between the elements and principles of design in art and other content areas (e.g. shapes and patterns in math; texture, repetitions and proportion in science; and rhythm in music).
- c) Include content from other content areas in curriculum written for this class.

2. Request to change Course Description (*Committee voted to adopt proposed course description HLED 1120 American Red Cross First Aid & CPR/AED*)

HLED 1120. American Red Cross First Aid & CPR/AED (Offered at CCC, Dine, ENMU, ENMU Roswell, NNMC, SFCC, SIPI, UNM, WNMU, and CNM)

Current Course Description

Introduces students to the fundamentals, techniques and practices of standard First Aid, Safety and CPR/AED. Upon successful completion of the course, students will become eligible for ARC certification.

Proposed Course Description

Introduces students to the fundamentals, techniques and practices of standard First Aid, Safety and CPR/AED. Upon successful completion of the course, students will become eligible for ARC or AHA certification.

3. UNM Request to change Student Learning Outcomes (*UNM to confirm that they want to change current SLOs to Propose SLOs*)

GEOG 1160. Home Planet: Land, Water, Life (Offered at UNM)

Current Student Learning Outcomes

1. Identify primary atmospheric, geologic, hydrological, and biological patterns of the earth's surface. For example, in no particular order, you will have an understanding of what clouds are and why they occur; why Earth isn't nearly as hot as its planetary neighbor Venus; why there are volcanoes and earthquakes and what produces them; what causes wind and ocean currents; how we know that Earth's magnetic poles migrate and even reverse from time to time; what's happening right now to glaciers around the world; why there are seasons; what the equator is and why latitude (distance from the equator) is so important; what causes violent storms such as tornadoes and hurricanes; why the German Army in World War I had to aim its giant gun away from Paris in order to hit it; how we know what's in the center of the Earth; and much, much more.
2. Identify the primary physical processes that produce spatial variation on the earth's surface. You will understand why different areas of the Earth are hot or cold, rainy or dry, subject to violent storms or quietly predictable throughout the year; why giant redwoods grow in Northern California and not along the Rio Grande; how water, that common substance, is actually pretty amazing and creates much of the landscape we see around us; why some coastlines have beaches and others have towering cliffs; and why earthquakes in some areas are so much worse than in others.
3. Understand maps and globes. You will have a basic understanding of map projections, how a map can tell us about the slope of the ground, why no map is accurate in every way, and why every map is inaccurate in some way.
4. Shock, amaze, and delight your friends and families with information such as the following:
 - That fluffy cloud you see floating in the sky above Albuquerque during an August afternoon: did you know that it weighs a million tons? (That's the equivalent of 200,000 elephants!) Or that a one-square-foot column of air extending from Earth's surface at sea level to the top of the atmosphere would weigh more than a ton? Why aren't we getting squashed under all this weight?

- The very ground underneath us is moving. As we sit in class, North and South America are “drifting” away from Europe and Africa. (If you’re planning to row across the Atlantic Ocean, you may want to do it soon.) As a matter of fact, all of the continents are moving in relation to each other.
- You can find fossils of sea creatures on the very top of Sandia Crest (at an elevation of more than 10,000 feet above sea level). Did they somehow crawl up there?
- The center of the Earth may be hotter than the surface of the sun. What’s that all about? Let’s hope our air conditioning keeps working.

Proposed Student Learning Outcome(s)

1. Identify the basic atmospheric, geological, hydrological, and biological processes that shape Earth’s landscapes.
2. Explain physical geographic variation across the Earth’s surface over time.
3. Identify and analyze the current and historical physical processes responsible for shaping specific landscapes.
4. Use spatial identification systems and geographic technology to locate specific physical features on Earth’s surface.

4. 68 Requests to add to the General Education Curriculum

App #	HEI	Course			Area	Decision
369	NMMI	PSYC	1110	Introduction to Psychology	Social & Behavioral Sciences	Approved
540	NNMC	ENGL	1410	Introduction to Literature	Humanities	Approved
625	NMMI	CJUS	1110	Introduction to Criminal Justice	Social & Behavioral Sciences	Revise & Resubmit - Some of the narratives (Communication, in particular) did not address all of the component skills.
675	SJC	MATH	1350	Introduction to Statistics	Mathematics	Approved
677	LLC	RELG	2115	World Religions	Humanities	Revise & Resubmit - Doesn't adequately address the critical thinking skills components "Personal and Social Responsibility - Covers only the area of Intercultural reasoning and Intercultural concept Information and Digital Literacy - covers only Authority and Value of Information" The skills for critical thinking and information and digital literacy seem to be covered, but the component skills are not addressed directly. Only one component skill under personal and social responsibility appears to be covered.

678	NMMI	POLS	2110	Comparative Politics	Social & Behavioral Sciences	Approved
679	NMMI	POLS	2120	International Relations	Social & Behavioral Sciences	Revise & Resubmit - Needs to focus on how students will be assessed, not on what will be taught and what students will learn
680	SJC	GEOL	1110	Physical Geology	Science	Approved
681	SFCC	HUMN	2110	Introduction to World Humanities II	Humanities	Approved
686	NMMI	CHIN	1110	Mandarin Chinese I	Humanities	<p>Revise & Resubmit - Needs to focus on how students will be assessed. Why are there so many institution specific SLO's?</p> <p>The narratives are not convincing. They do address the elements of the rubric but not always in ways that work. For example, I do not believe that showing mastery of information involves "reasoning and conclusion" and the Critical Thinking Rubric states. "There is too much use of ""students are informed..., "" ""students are exposed..., "" ""students are taught."" What do students do to acquire the essential skills?</p> <p>The reference to target culture seems odd." too much "students are taught" instead of students actually in narratives.</p>
687	ENMU - Ruidoso	ECON	2110	Principles of Macroeconomics	Social & Behavioral Sciences	<p>Revise & Resubmit - "Communication - it is unclear that this narrative shows that it meets the evaluation and production of arguments component skill. Critical thinking - describes multiple interactive problems, and textbook material to solve problems. Does not address evidence evaluation and reasoning/conclusion. Multi-attempt chapter quizzes may not be designed for evidence evaluation and reasoning/conclusion.</p>

						<p>"</p> <p>Critical thinking components are assumed in the narrative, rather than explained.</p> <p>Critical thinking is very vague.</p> <p>The narratives do not directly address the component skills. In personal and social responsibility, only ethical reasoning seems to be covered.</p>
691	CCC	POLS	1120	American National Government	Social & Behavioral Sciences	Approved
692	SFCC	BIOL	2210	Human Anatomy and Physiology	Science	Approved
694	NMMI	POLS	2160	State & Local Government	Social & Behavioral Sciences	Approved
695	SFCC	ARTS	1250	Design II	Creative & Fine Arts	Approved
697	NMSU	ARTH	1115	Orientation in Art	Creative & Fine Arts	Approved
698	NMSU	ARTS	1145	Visual Concepts	Creative & Fine Arts	Approved
699	NMSU	ARTH	2110	History of Art I	Creative & Fine Arts	Approved
700	NMSU	ARTH	2120	History of Art II	Creative & Fine Arts	Approved
701	ENMU - Roswell	ENGL	2610	American Literature I	Humanities	Approved
702	NMSU	HNRS	2116	Earth, Time, and Life	Science	Approved
703	NMSU	POLS	1130	Issues in American Politics	Social & Behavioral Sciences	<p>Revise & Resubmit - How will students be assessed in the course? The communication narrative needed to be more closely tied to the rubric.</p> <p>The narratives focus more on course content than on the essential skills. Most of the sample assessment focuses on statements about facts.</p>
704	NMSU	POLS	2120	International Relations	Social & Behavioral Sciences	<p>Revise & Resubmit -</p> <p>"Communication - students will ""become aware of"" but not what students will be doing. Does not address strategies for understanding and evaluating</p>

						<p>messages, or evaluation and production of arguments (research, citation, etc.).</p> <p>Critical Thinking - students will be ""expected to understand the significance of major problems"" but not how they will gain the knowledge or master course learning outcomes. Is there a problem the students will delineate? No reasoning/conclusion discussed in narrative.</p> <p>Personal & Social Responsibility - Students ""gain a broad foundation, and gain in-depth knowledge, gain knowledge"" How will they gain these things?</p> <p>"</p> <p>Does not address all the component skills for communication.</p> <p>Much of the narratives is in the "students will" genre, giving no actual narrative of how they will do those things.</p> <p>Phrases such as "students are expected to understand..." or "students gain knowledge..." are not sufficient unless followed by specific hows.</p>
705	NMSU	ECON	2110H	Macroeconomic Principles	Social & Behavioral Sciences	Approved
706	ENMU - Roswell	ENGL	2620	American Literature II	Humanities	Approved
707	ENMU - Roswell	ENGL	1320	Exploring Creative Writing	Creative & Fine Arts	Approved
708	NMSU	ECON	2120	Microeconomic Principles	Social & Behavioral Sciences	Approved
711	NMSU	ANTH	2140	Indigenous Peoples of North America	Social & Behavioral Sciences	Approved
712	NMSU	BIOL	1130	Introductory Anatomy and Physiology Lecture & Laboratory	Science	Approved

713	NMSU	SPMD	1310	Introduction to Kinesiology	Social & Behavioral Sciences	No. "The committee felt that this course was not a good fit in the social and behavioral sciences area as kinesiology is typically a physical science course in terms of content (exercise science). It was also discussed that this course was too specific to be a part of the general education core."
714	NMSU	THEA	1210	Acting for Non-Majors	Creative & Fine Arts	Approved
715	NMSU	ENGR	100	Introduction to Engineering	Other	Approved
716	NMSU	HON	210	The Present in the Past	Humanities	Approved
717	NMSU	HON	211	Democracies, Despots and Daily Life	Humanities	Approved
718	NMSU	HON and ENGL	231	Shakespeare on Film	Creative & Fine Arts	Approved
719	NMSU	HON	241	Celtic Literature	Humanities	Approved
720	NMSU	HON	272	Humanities and the 21st Century	Humanities	Revise & Resubmit - Brief narratives. How will students be assessed in the course? Like many of the other NMSU proposals, there is a sense that it is NMCAC's role to determine how assessment works in the course by interpreting the cutting and pasting of essential skills language and phrasing like "see the attached assignment." In Personal and Social Responsibility it was unclear what activities the students are doing to engage in the components of the rubric. These narratives are hard to follow, partly because it is not clear what the content of the course is. The assessment refers to exercises within chapters of a book -- this is not what I would call a sample assessment.
721	NMJC	BIOL	1101C	General Biology I for non-majors (pending)	Science	Approved
722	NMJC	HIST	123B	History of Lost Civilizations	Humanities	Approved

723	NNMC	ENGL	2660	World Literature II	Humanities	Approved
724	NNMC	ENGL	2650	World Literature I	Humanities	Approved
725	NNMC	ENGL	2310	Introduction to Creative Writing	Creative & Fine Arts	Approved
726	NNMC	ENGL	2420	Children's Literature	Humanities	Approved
727	NNMC	CCST	2110	Introduction to Chicana & Chicano Studies	Humanities	Revise & Resubmit - Not sure that the Digital Literacy narrative clearly explains how those skills will be developed. This course seems appropriate for general education, but the narratives (especially Information and Digital Literacy) do not show what students are going to do to develop the component skills. Too much focus on that the course covers and not enough focus on what students do to develop their skills.
729	CCC	ENGL	2560	Introduction to Native American Literature	Humanities	Revise & Resubmit - Critical Thinking area not met. Digital Literacy area not met. Not enough of what students do. None of the narratives met their area.
730	ENMU - Ruidoso	ECON	2120	Principles of Microeconomics	Social & Behavioral Sciences	Revise & Resubmit – Communication area only includes discussion. Refers to feelings rather than analysis.
731	ENMU - Ruidoso	ENGL	1110	Composition I	Communications	Approved
732	ENMU - Ruidoso	ENGL	1120	Composition II	Communications	Approved
733	SFCC	HUMN	1110	Introduction to World Humanities I	Humanities	Approved
734	CCC	ENGL	2360	Introduction to Poetry	Humanities	Revise & Resubmit Too much of the narrative content was justification for the study of poetry. Other than read poetry, Couldn't detect what students were to do except think about it, and a reference to writing about their interpretations.

						<p>"Personal & Social Responsibility doesn't directly address the component skills. Information & Digital Literacy is weak." This seems like an appropriate course for general education, but the narratives do not show what students will do to develop the essential skills and component skills, especially personal and social responsibility.</p>
735	CCC	ENGL	2640	British Literature II	Humanities	Approved
736	SFCC	ENGL	2210	Professional and Technical Communications	Communications	Approved
737	SFCC	ENGL	1210	Technical Communication	Communications	Approved
738	NMSU	ENGL	2130	Advanced Composition	Communications	Approved
739	NMSU	ENGL	318G	Advanced Technical and Professional Communication	Communications	Approved
740	SFCC	ENGL	1110	Composition I	Communications	Approved
741	CCC	ENGL	2630	British Literature I	Humanities	Approved
742	CCC	PSYC	2120	Developmental Psychology	Social & Behavioral Sciences	<p>Revise & Resubmit - "Communication narrative: aside from the paper, it is not clear how the communications are conducted. Are the discussions in class or are they written? Strategies for Understanding and Evaluation Messages? Evaluation and Production of Arguments? Critical thinking narrative: how are the students learning to acquire and evaluate evidence? There isn't enough explanation of what students do to develop the essential skills." Narratives need to be tied more closely to the components of the rubric. Narratives need to develop how students will be assessed and how</p>

						they will be assessed in specific detail.
743	CCC	PSYC	1110	Introduction to Psychology	Social & Behavioral Sciences	Approved
747	CCC	PSYC	2140	Child Psychology	Social & Behavioral Sciences	Revise & Resubmit – Same comments as Application 742
748	NMHU	HIST	1110	United States History	Humanities	Revise & Resubmit - Narratives are too brief to give a clear sense of how essential skills will be assessed. Personal and social responsibility: a number of the components of this skill are referenced in the narrative but without much explanation of how the student acquires the skill. The narratives are a little too brief and do not thoroughly explain how the activities cover the components of the rubrics.
751	NMHU	HIST	1120	United States History II	Humanities	Revise & Resubmit - "Critical thinking - these areas are not met. There is not narrative on problem setting, evidence acquisition, evidence evaluation or reasoning/conclusion. The narrative discussions historical reasoning and primary source documents, but not how students will use these to meet the component skills. Personal & Social Responsibility: Doesn't meet the component skills - does not address them in the narrative. ""The discipline of history teaches students..."" history doesn't teach students, but students do need to learn about personal and social responsibility. Not sure what the issues are covered in the ""oh man he's just going to colors have to do it today I was just excited no manager and I can do I think I can do little I can do myself I just think a lot of my truck.I just put stuff number quite sure I got to go through and see what I need to take you know get allegiance help form I

						<p>really like all of these cold Bluesville one Post tired take it the night before hundred to sleep did you put the kids hi Channel hard time going back following ways:""</p> <p>Information & Digital Literacy: Does not meet component skills Addresses only LMS, not any of the other skills. "</p> <p>"Does not directly address all the required components in all three areas.</p> <p>Also, five lines of gibberish in the Personal & Social Responsibility narrative."</p> <p>In Critical Thinking, I couldn't detect student activities, other than a reference to assignments providing practice, and exams, and their related study sessions. In Personal & Social Responsibility, I simply did not understand the random words that made up roughly the first half of the narrative. I am also not convinced that class discussions and study sessions provide the opportunity for consistent and structured practice of the skills. Narratives do not address what students will do to develop their skills for the required number of component skills for each essential skill.</p> <p>What is happening in personal and social responsibility?</p>
752	NMHU	HIST	1165	The Western World	Humanities	<p>Revise & Resubmit – Same comments as 752. At this level with this type of high status submission I would expect this to be proofread.</p>
753	NMHU	POLS	151	American National Government	Social & Behavioral Sciences	<p>Revise & Resubmit - Common Course Number information may be incomplete.</p> <p>"Critical thinking narrative is weak in that it does not address the components of the skill but to some degree this is accomplished in the communication narrative.</p>

						Students need to be asked to express their arguments about a topic rather than their feelings. The responsibility narrative focuses more on the content of the class than the development of the essential skill" Narratives need a clearer sense of what defines the essential skills and how students will be assessed for those skills in the course.
756	LCC	POLS	1120	American National Government	Social & Behavioral Sciences	Approved
757	LCC	POLS	2160	State and Local Government	Social & Behavioral Sciences	Approved
758	SIPI	ENGL	1110	Composition I	Communications	Approved
759	SIPI	ENGL	1120	Composition II	Communications	Approved