

NEW MEXICO HIGHER EDUCATION DEPARTMENT



Decision Summary NMCAC June 24, 2021

1. Roll Call (**Quorum not met**)
2. Upcoming NMCAC Dates for Fall 2021
 October 7, 2021 (Submission Deadline September 6, 2021)
 November 18, 2021 (Submission Deadline: October 18, 2021)
3. 19 requests to add to the General Education Curriculum (**ENMU opted to revise and resubmit all applications that were not approved by subcommittee. NMMI representative was not in attendance so all applications not approved by subcommittee are to be revised and resubmitted based on committee rules.**)

Application #	HEI	Course Prefix	Course Number	Course Title	Area	Comments
294	NMMI	COMM	1150	Introduction to Mass Communication	Humanities	<p>Revise and Resubmit - Narratives need more detail, for example when students evaluate sources how do they accomplish this? via a rubric?</p> <p>The assessment document did not sufficiently demonstrate how learning of the course content would be assessed.</p> <p>Very little exposition about how students learn essential skills</p>

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						<p>The essential skills need more explanation in how they will be met.</p> <p>The narratives are on the right track but too brief. They need to explain the activities the students will engage in beyond "investigate" and "discuss." The assessment is not an assignment that demonstrates how students engage in the essential skills.</p> <p>Narrative does not provide detail of what students will be doing to practice the skills.</p>
332	MCC	ENGL	1110	Composition I	Communications	Approved
333	CCC	ANSC	1120C	Introduction to Animal Science Lecture and Lab	Science	Approved
334	UNM-MAIN	COMP	2225 (PROPOSED)	Health, Illness, and Culture	Communications	Approved
337	UNM-MAIN	ARCH	2151 (PROPOSED FOR CCN)	Design Thinking	Creative & Fine Arts	Approved
338	NMMI	ENGL	1310	Introduction to Journalism	Humanities	<p>Revise and Resubmit The narratives need more specific details of what students do to learn each component skill and then how the component skills are formally assessed. Then, a sample assignment needs to be included with the application that explicitly asks students to demonstrate components of at least one essential skill. (The uploaded assessment was more a brief description of what happens in the class re. assessment.) If going for a humanities course, it might be helpful to include outcomes related to the history and influence of journalism or consider making it a communications class since the outcomes seem to align a bit more with the component skills that make up that essential skill.</p> <p>narratives provide little detail about how students will learn skills; narratives seemed perfunctory</p>

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						Course does not appear to either introduce or assess the requisite essential skills expected in any detail. If the assessment is accurate, it may not even be offered in future? If so, why approve as general education if not to be offered? Further, it would seem to be more easily aligned to the communications area, Area I, than Humanities.
						Revise and Resubmit Assessment document did not sufficiently demonstrate how student learning would be measured. The narratives were a little brief and the "assessment" was a report on assessment activity and not an assignment that demonstrates integration of essential skills into the course assignments.
341	NMMI	FDMA	1525	Introduction to Filmmaking	Creative & Fine Arts	The Critical Thinking skills explanation is not strong.
343	UNM-MAIN	HIST	1150	Western Civilization I	Humanities	Approved
346	SJC	GRMN	1120	German II	Humanities	Approved
347	SJC	SIGN	1110	American Sign Language	Humanities	Approved
348	NMMI	ENGL	2630	British Literature I	Communications	Revise and Resubmit Although activities like quizzes, a journal, and essays are mentioned, I feel so much of the narratives tended to justify the importance of the course that I felt distracted from student activities.

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						<p>The narratives are a beautiful description of the course and British Literature. It was a stretch to see how the students would be mastering the component skills in critical thinking and communication, but it seems they will.</p> <p>Information and Digital Literacy: The narrative is a good summary of how digital literacy could be used in literature. It does not describe how students will be meeting the component skills.</p> <p>The assessment provided does not show how students will be assessed in the essential skills, nor does it provide more insight into the areas that were weak in the narratives.</p>
349	UNM-MAIN	AFST	1110	Introduction to Africana Studies	Humanities	Approved
350	CCC	AGRO	1110C	Introduction to Plant Science Lecture and Lab	Science	Approved
352	NMT	HIST	375	Ancient and Medieval Foundation of Modern Science and Technology	Humanities	Approved
353	NMT	CHEM	1215	General Chemistry I for STEM Majors	Science	Approved
354	NMT	CHEM	1225	General Chemistry II for STEM Majors	Science	Approved
357	ENMU	MUSC	2430	Mixed Chorus	Creative & Fine Arts	<p>Revise and Resubmit After reading it a few times, especially the critical thinking area, the impression I got seemed to discuss more about what the director was doing less about how the students would learn these skills. I think more detail on specifically how the students will learn these skills might be more compelling.</p>

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						<p>While the jazz ensemble may have been approved, it is not my opinion that the assessment nor the narratives show alignment with the general education essential skills and the ensemble course is not a course that should be a part of the general education curriculum.</p> <p>Communication: In a choral ensemble, the director is responsible for the genre choices, and students are not responsible for these choices or learning these skills without the interpretation of the director. While understanding and evaluating messages is implied in the reading of musical scores, there is not a similarity to evaluation from theoretical lenses or evaluating for main points.</p> <p>Critical Thinking: Problem solving is again addressed by the director of the group, and not by students as is necessary in meeting the general education essential skills requirements. The director will choose the level of technical skill for the music, rehearsal time, and individual rehearsal time that must be allocated with no problem solving needed by the students. Rehearsal of musical pieces is not evidence of evidence acquisition, unless individual students are listening to rehearsal recordings and analyzing the group for errors, and then addressing the issues. This is not addressed in the narrative.</p> <p>Neither part of the assessment allows students to describe or demonstrate what they have learned in the class.</p>
361	ENMU	MUSC	2730	Large Ensemble	Creative & Fine Arts	<p>Revise and Resubmit I thought the committee was not in favor of ensemble classes being core</p>

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						<p>I would like to see an assessment that asks students to demonstrate the skills (for example, argumentation as part of communication) more explicitly. The self-assessment rubric is brilliant, but measures only students' sense of their progress versus assessing their ability to demonstrate the component skills. Otherwise, it seems like a good class for developing critical thinking and genre and medium awareness among other things.</p> <p>I think this is a "yes," but the instructor focuses on identification of musical genre instead of on the student's ability to develop the capacity to communicate via relevant genres. Similar confusions occur in other areas of the narratives.</p>
362	ENMU	MUSC	2720	Chamber Singers/Swanee Singers	Creative & Fine Arts	Approved

4. NMCAC Next Steps

5. HED Updates