

# ADAC Minutes

March 25, 2019

Milton Hall, Room 85, 1:00 – 3:00 PM

**Type of meeting:** Regular ADAC Meeting

**Facilitator:** Kathy Brook

**Notes:** Yvonne Mendoza

**Attending:** Kathy Brook, David Smith, Gladys De Necochea, Shelly Stovall, Joe Lakey, Cecilia Hernandez, Michael Schmelzle, Teresa Keller, Katherine Terpis, Jay Lillywhite, Norma Grijalva, Denise Esquibel, Kori Plank, Dacia Sedillo, Debbie Giron, Krystal Espinoza, Marissa Fowler, Tim Ketelaar, Mary Prentice, Susan Wood, Greg Fant, Mark Cal, Andrew Nwanne, Harry Sheski,

| Agenda Item:   | Attendee:           |
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| <b>Call to order: 1:00 PM</b>  | <b>Kathy Brook</b>  |
| <b>1. ADAC Approval of Minutes February 25, 2019 and March 11, 2019</b>  | <b>All</b>          |
| <ul style="list-style-type: none"> <li>Motion by M. Prentice to approve the <b>February 25, 2019</b> minutes, 2<sup>nd</sup> by T. Ketelaar, all in favor, motion passed.<br/>1 abstention</li> <li>Motion by M. Prentice to approve the <b>March 11, 2019</b> minutes, 2<sup>nd</sup> by J. Lakey all in favor, motion passed.<br/>1 abstention</li> </ul> <p>K. Brook stated that the recording of the ADAC meetings was being done in order to assist with the preparation of the minutes. This group is not an open meeting in the sense being subject to the Open Meeting Act.</p>  |                     |
| <b>2. Inactivation of concentrations, Plant and Environmental Sciences</b>   | <b>J. Lilywhite</b> |
| <p>Concentration inactivation for Agronomy, and Horticulture Majors. The student demand for the current concentrations is not high. Most students enrolled in Horticulture major complete a general horticulture option. Horticulture major options to be inactivated are:</p> <ul style="list-style-type: none"> <li>Ornamental Horticulture option (1 student enrolled)</li> <li>Landscape Design option (0 students)</li> <li>Horticulture Business (0 students)</li> <li>Crop Consulting (0 students)</li> </ul> <p>Agronomy major option to be inactivated is:</p> <ul style="list-style-type: none"> <li>Crop Consulting (0 students)</li> </ul> <p>No course will be eliminated, only concentrations, and options will be removed from the majors. The teach out plan for the couple of students in the concentrations will not be a problem since the courses continue to be taught.</p> <p><b>Motion</b> to approve the inactivation of concentrations for Agronomy and Horticulture Majors by S. Wood and 2<sup>nd</sup> by J. Lakey, all in favor, motion passed.</p> |                     |

Borderlands and Ethnic Studies is a proposed new graduate certificate.

There were questions about the course work, and the fact that there didn't seem to be a layout of the existing courses. D. Lara has listed the courses that are currently being used, but with the understanding that the plan would be to submit CAF's for new courses under the BEST prefix. Courses currently being used;

- CJ 532 has been piloted in which is a topic course, this would be with a subtitle. The course has been taught before and the idea would be to teach this in fall 2019 with the understanding that the program can't be transcribed until all approvals have been received. It would then go in the CAF system as BEST 510.
- ANTH 541, Decolonizing Methodologies in Native American Studies, will be cross listed with WS 555 Advanced Feminist Research Methodologies. The understanding is that depending on who is teaching the course one of those sets of topics will be emphasized, for the time being.
- ANTH 543, Indigenous Ways of Knowing, will be used until the new course, Critical Theories and Practices in Borderlands and Ethnic Studies, is approved.
- An elective course will be selected with the approval of the BEST Director. It's meant to be a course that is related to the whole program.
- Capstone course – currently will be the Special Topics, CJ 532, with a different subtitle. Once the CAF is submitted it will be BEST 513, Borderlands and Ethnic Studies Applied Capstone.

Resources: D. Lara and N. Natividad, will teach the core of the Borderlands and Ethnic Studies Graduate Certificate and no additional faculty is required. Support of the College of Arts & Sciences with preparation of curriculum, and ongoing there will be some support with advising students in the program. Also, The Graduate Dean has committed to a graduate assistantship. The plan is to start program in Fall 2019, and the program will be online in Fall 2020.

The Las Cruces Public Schools, which employs 3,900 teachers, and serves over 20,000 K-12 students passed an "Ethnic Studies Resolution" in May 2017. Since 2017 there has been conversation between NMSU liaisons and LCPS administrators about how-to best train LCPS teachers to develop and teach the new/proposed curriculum. Other students are able to enroll in the program; however, the initial purpose is to train the LCPS teachers to figure out how they're going to implement this in their school curriculum.

Motion by J. Lakey to approve the proposed Borderlands and Ethnic Studies Graduate Certificate, 2<sup>nd</sup> by S. Wood, further discussion, concerns;

D. Esquibel stated she had some concerns that the certificate still needs to go to NM Council of Graduate Schools and we don't know when the next meeting will take place. Then it needs to go up to HED for approval. There is the possibility that students starting in fall 2019 would not get a certificate.

J. Lakey stated that the other program offered in New Mexico is UNM's Chicana and Chicano Studies. UNM has provided a letter of support. Technically, we are not starting the certificate program in Fall of 2019.

G. Fant stated that the understanding was there was not going to be any recruitment of students or advertisement until we get through this piece. The only thing we would be doing is allow the cross listing with the courses, until everything is done in the fall. The students can start recognizing that the certificate would come in the next catalog year. They're not recruiting anybody to be in any course under the pretense of the certificate, until the certificate is approved. J. Lakey stated that he would follow up and make sure that's the understanding.

All in favor, motion approved, 1 abstention

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| <b>4. HLC Criteria Teams</b>   | <b>S. Stovall</b>                  |
| <p>A proposal for HLC criteria Teams. This is for information purposes and feedback on putting together criteria teams for our next HLC review. Our assurance argument is due in Fall 2021 but there is no site visit.</p> <p>We will be calling the teams “Criteria Teams” and not writing teams -- not that they won’t be doing any writing, but the focus will be on compiling materials/evidence for the assurance argument. This is a draft proposal and we welcome any and all feedback, questions and comments. Once feedback is received, it will then be taken to the Chancellor and President for approval.</p> <p>T. Ketelaar asked how this next self-study will be different from the more elaborate process we just went through. Shelly stated that it’s actually the same. What has changed is we are on an open pathway, which means that within the next 10 years we will have an institutional project that the institution identifies and proposes and then HLC will have to approve. Last time the improvement initiative was our writing initiative. The project won’t happen until after this assurance review.</p>   |                                    |
| <b>5. College of Education Certificates</b>  | <b>G. De Necochea/C. Hernandez</b> |
| <ul style="list-style-type: none"> <li>• Special Education Alternative Licensure-</li> <li>• Secondary Education Alternative Licensure-</li> <li>• Elementary Education Alternative Licensure-</li> <li>• Early Childhood Education Alternative Licensure-</li> </ul> <p>First reading for all certificates and same model used for all certificates below. The first three programs have been in existence since 2003. They were small programs, and based on the interest in the programs, we would have them available for the students that had finished with an undergraduate degree or a master’s degree and wanted to go teach in the public schools. The programs were not advertised. The programs have been approved by the Program of Practices and Standards Committee (PPSC) with the State Public Education department. They been approved until now, and what we’re running into is that we have a larger number of students that are wanting to get certified to teach in the public schools through this process and what was happening is we were losing credit because they are only required to take a certain number of courses through the state, which doesn’t constitute a masters’ degree. These are all at the master’s level, so it that makes it a bit different than some of the other programs across the state. The courses are part of our traditional program, so there are no courses added to the three programs (Elementary, Secondary and Special Education). The proposal for the certificate makes it more official and allow for better tracking.</p> <p>The Early Childhood Education Alternative Licensure Certificate is new and will follow the same pattern as the three (Elementary, Secondary and Special Education) in requirements as far as admission, observation and the number of hours in education. Working on proposal for the PED for re-approval. The Early Childhood certificate is not offered at the master’s level in any other institution.</p> |                                    |
| <b>6. Masters degree in Education Plus Licensure for Early Childhood Education</b>   | <b>G. De Necochea/C. Hernandez</b> |
| <p>This is a new program for a Masters’ plus Licensure. Students would obtain their masters while they get licensed to teach at the early childhood level. Currently we have a masters in early childhood, however it does not lead to licensure, and there are specific pathways that the state requires in order to license our teachers.</p> <p>We do not license people. We offer courses towards licensure that are approved by the state, and the state issues the license.</p> <p>D. Esquibel stated that it’s not a new major or a new degree; it’s a concentration that should be added, and that the licensure should be added to the Master of Arts in Education, right? C. Hernandez stated that Dr. Bagwell would be able to answer that.</p>   |                                    |

This is the first reading of the Masters degree in Education Plus Licensure for Early Childhood Education.

In meeting with HED regarding undergraduate degrees' and in preparing the process, the state has updated the state forms. When we created the forms we are using, we tried to do a all in one deal. There's been a lot of changes, so any units working on forms that are being considered to be submitted to HED, please contact Greg before submitting the forms.

**6. DACC Program Changes**

**S. Wood**

The DACC Program changes do not need to go through ADAC.

4.81-B, No curriculum changes have to come to ADAC regarding applied associate degrees, and certificates.

**8. Report from Quality Metric Task Force**

**J. Lakey**

The task force has addressed several issues:

- Identify resources available for quality online teaching.
  - OCIP, and Teaching Academy
- Identify strengths and any gaps and resources
  - Policy requiring quality metric for online courses
  - Process to certify courses
  - No process to certify instructors.
  - Tech support after 5:00 pm
- Offer recommendations on how we can improve.
  - Each College is to develop a four-dimensional matrix to address needs
  - Score sheet

J. Lakey, suggested that everyone take a look at the outlined report and if anyone has any question to let him know. T. Ketelaar stated that the task force should look at long term investment and consider additional tech support, training support.

The report will be submitted to the Provost.

**Proposed spring 2020 schedule deadlines**

**D. Sedillo**

Proposed dates for spring 2020. Proof 1 to colleges by April 1, 2019, due back to student records by May 1, 2019.

J. Lackey stated that maybe we should push back the May 1<sup>st</sup> to end of May, until after the end of the spring semester. Dacia stated that she would consider May 31<sup>st</sup> as the due date for submitting proof 1 to student records. Proof 2 to Colleges June 17, 2019. There were comments about pushing the date back to mid-June or July. Dacia stated that she would work on maybe July 20<sup>th</sup> to get proof 2 to colleges.

**Common course numbering and CAF submission cycle**

**K. Plank**

With the common course numbering beginning over the summer, we will need to take a look at the CAF system. Right now, it is not up to par with what were going to have to submit to the state. We currently do not have a place in CAF's to put student learning outcomes. And we will have to submit changes for 100 and 200 level courses to the state. We currently request syllabi for only new courses but we are going to have to request them for title changes, or description changes as well, and we will need to submit that documentation to the state if they are 100 and 200 level courses. We are also looking into an administrative review tab, for when we start doing the 100, and 200 level course changes. Kori will be submitting them for common course numbering, and will need to be able to easily pull them from the CAF system. We will then have to redo the entire numbering structure, because the CAF system is built based on 3 digits and then G in 4<sup>th</sup> location, after the 3<sup>rd</sup> digit, and L, H, in the 5<sup>th</sup> location. We now have to change the 5<sup>th</sup> location to letters and 1-4<sup>th</sup> locations to numbers.

Acquisition of a new curriculum management system is pending budget approval. Do we need to decide whether we need to update the CAF System and allow 100 and 200 level courses be submitted in this next CAF cycle, or should we hold 100-200 non-vocational courses until we are able to get the new system?

With the 100, and 200 we will be rolling all the data into banner June 1<sup>st</sup>. We won't began putting them into the schedule until Spring 2021. What will be needed is changing all the catalog context with the new 100, and 200 level courses to what we have them approved as and then going in and having to re update based on whatever we submit if we allow changes during the CAF cycle.

Should we hold all non-vocational 100, and 200 level changes for one cycle, until we can hit the ground running with common course numbering?

The deadlines on the bottom of the memo were shifted for course curriculum. As we have received a lot more questions during registration specifically on the one time only changes, this way we can have everything approved and processed at lease for one-time only, and when the schedule publishes, then changes that advisors are utilizing to advise students are in effect for the schedule.

K. Brook stated that the October 4<sup>th</sup>, College approval deadline for CAF's was very tight to the October 14<sup>th</sup> University Curriculum Committee (UCC) meeting to approve CAF's deadline. In terms of getting the CAF's review by people in the colleges, other colleges. We use to allow 3 weeks for that.

Decision to be made by next meeting about holding all non-vocational 100 and 200 level changes, or do we update the CAF system to include the SLO piece to the CAF.

Kori will be sending out the PDF out of what the crosswalk will be.

### Roundtable

**J. Lakey** – Since 2012 the English Department has been trying to offer several graduate minors. These will be brought to ADAC within the next couple of meetings, maybe in May.

**M. Schmelzle** – Homeland Security has announced recently their intentions to raise the USCIS fee. This is the onetime fee that international students pay when we issue an I-20, and the fee needs to be paid before they go to the embassy for the VISA interview. Currently there is a \$200 charge that will be raised to \$350. There is an additional \$160 fee to schedule a VISA appointment with Department of State that may increase as well. Our international students have to pay \$500., before they get to the embassy to find out if they get a VISA. These changes will have an impact when we are trying to recruit international students to come here.

**J. Lilywhite** – College of Agricultural, Consumer and Environmental Sciences will be having an Open House on April 6, 2019 from 10 am to 2 pm, events will be taking place at Gerald Thomas Hall, Skeen Hall and Knox Hall. Public is invited.

**D. Esquibel** – A very successful Graduate School Orientation. 122 students attended and gave very positive feedback. Students commented that the session with the panelists was very informative. The Graduate School is looking forward to the Fall, more information will be sent to the departments on the next orientation.

**K. Plank** – Catalogs should be finalized in the next week or week and a half. Kori will send out a link to the preview site for departments to do one final spot check, headings, structure, and requirements are laid out correctly. Kameron has been working on the degree audits, so that when we publish in June all the degree audits and catalog will publish simultaneously with the new Gen Ed requirements.

**D. Sedillo** –The Fall 2019 schedule was published as of last Thursday. Modification forms can be submitted for changes, however at this point please do not submit classroom changes, or if there is no room assigned to the course. At this time of the process, room assignments are at the lowest priority. Maybe at the end of July rooms can be assigned. NMSUO- Undergraduate application now has the option for NMSUO campus, so there are new students (undergrad) being admitted. The Graduate School is still working on the option for NMSUO. A sweep of students has been done to move them to the NMSUO campus.

**M. Fowler (for J. Hodges)**- Students can now schedule their appointment with an advisor online. There is a new online feature on the CAASS website “Book an Appointment”; we had 50 students book an appointment during the weekend, and it seems to work well. Students will be receiving reminders through text and email, this will help with the no show rate. The announcement will be going out, and any encouragement from faculty and staff to try to get student to come in during Spring Break is appreciated.

**G. Fant** – Thanks to everyone working with us and responding to the NMSUO section set up. We have a select number of main campus programs that are moving in the summer, and everything else will move in the Spring. It will not be without its glitches and we will need to work through it. We will be in communication with you and program directors as we look at how the seats fill.

Meeting adjourn: 2:30