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November 16, 2009

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Pamela Herman

**RE: STAFF OVERVIEW: HIGHER EDUCATION IMPLEMENTATION OF P-20 PROVISIONS IN LAW**

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In every interim since at least 2002, the Legislative Education Study Committee (LESC) has heard testimony and studied issues related to the development of a public preschool through postsecondary (P-20) education system in New Mexico that would improve student success by removing barriers at each level of the system. In 2009, the LESC included a report in its interim workplan on implementation by public higher education of P-20 provisions in law.

This report will provide an overview of the current status of implementation of the key provisions in state statute enacted since 2003 to align and articulate educational programs in the public schools and public postsecondary institutions, including requirements for:

- Higher Education Department (HED) collaboration with the Public Education Department (PED) to align high school curricula and end-of-course tests with placement tests used in higher education;
- HED development of a comprehensive statewide postsecondary articulation plan; and
- public postsecondary institutions reporting to public high schools about first-year student outcomes.

This report will not address P-20 provisions in law that have been reported separately to the LESC during the 2009 interim, including development and implementation of: dual credit programs; the Educator Accountability Reporting System; and the P-20 statewide longitudinal

data system, including use of the student unique identifier in higher education data systems. Nor will it address other, voluntary initiatives and activities in conjunction with local school districts that were reported to the LESC during the 2008 interim by individual postsecondary institutions.

## **HED Collaboration with PED to Align High School Curricula and End-of-course Tests with Placement Tests Used in Higher Education**

### ***Requirement in Statute***

In 2003, the LESC endorsed and the Legislature enacted a provision in the *Public School Code* requiring PED to collaborate with HED in aligning high school curricula and end-of-course tests with placement tests administered by two- and four-year public educational institutions in New Mexico.

### ***Implementation***

In response to the mandate to collaborate in high school-postsecondary alignment, HED (and its predecessor agency, the Commission on Higher Education, or CHE) and representatives of public postsecondary institutions have done the following:

- during 2004, higher education faculty members in mathematics and English reviewed the competencies in the national *Standards for Success* promulgated by the Association of American Universities and determined which should be taught in high school and which in college;
- also in 2004, PED and CHE, in collaboration with the New Mexico Association of Community Colleges (NMACC), provided the LESC with a written report summarizing their work to align standards in mathematics, reading, and language arts at the high school and postsecondary level with national standards;
- in the 2005 interim, HED and PED created the Joint Alignment Task Force to recommend a plan for achieving the mandate of alignment, with a June 2006 deadline to report its recommendations to the LESC;
  - the task force was chaired by representatives of HED and PED and included members of the LESC, representatives of a majority of state public postsecondary institutions and three public school districts, and representatives from NMACC, the Council of University Presidents, the National Education Association-New Mexico, the New Mexico Coalition of School Administrators, and the Office of Education Accountability (OEA);
  - to support its work, the secretaries requested that the OEA conduct a study of public high school graduates needing remediation in higher education, the results of which (first reported in spring 2006 and annually thereafter) consistently have shown that approximately 49 percent of students who enter a state public postsecondary institution directly after graduating from a New Mexico high school required one or more remedial classes in mathematics or literacy skills;

- in 2007, HED staff developed a statewide inventory of placement tests and “cut scores” that showed little consistency among two- and four-year institutions of higher education;
- in 2007 and 2008, HED staff and institutional faculty participated on the state Leadership and Working Teams for the American Diploma Project to revise state high school standards in language arts and mathematics so that they align with rigorous expectations of college and the workplace, a task that was completed in late 2008;
- in 2008 and 2009, HED staff participated on the state Leadership and Working Teams for the College and Career-Ready Policy Institute (CCRPI) to design an action plan to implement sound educational policies that ensure that every student graduates from high school ready for college and productive careers. The CCRPI state plan, due to be complete on December 15, 2009, will be judged by whether the state has set clear goals for system and student achievement; define valid and reliable accountability measures using a comprehensive statewide longitudinal data system; and describe differentiated supports and interventions for underperforming schools and districts and underserved students; and
- more recently, in September 2009, HED states that its Developmental Education Task Force released a report entitled *Developmental Education in New Mexico 2009* that describes current issues in postsecondary remedial education in the state and reports survey results from 25 public postsecondary institutions regarding implementation of evidence-based best practices in developmental education. The report makes recommendations for improving remedial education at the postsecondary level and outlines the following next steps for continued work:
  - on-campus interviews to understand how best practices are successfully adopted and what impact they have;
  - establishing performance measures and benchmarks for remedial programs among institutional research offices;
  - aligning postsecondary remedial curricula before considering setting statewide standard placement test cut scores;
  - studying the potential impact of standard cut scores on students; and
  - developing a P-20 College Readiness Policy, including such placement issues as curriculum alignment, placement assessments, and standard cut scores.

## **HED Development of a Comprehensive Statewide Postsecondary Articulation Plan**

### ***Requirements in Statute***

The *Post-secondary Education Articulation Act*, as amended in 2005, requires HED to establish a comprehensive statewide postsecondary articulation plan and to report annually to the LESC, the Legislative Finance Committee (LFC) and the Governor on its implementation. The statute requires that HED:

- establish a comprehensive statewide plan to provide for the articulation of lower-division postsecondary educational programs and to facilitate the transfer of students between institutions, including the following:

- a common course naming and numbering system for substantially equivalent lower-division courses;
  - lower-division transfer modules of approximately 64 semester hours accepted for transfer at all institutions and meeting requirements for lower-division requirements for associate and baccalaureate degree programs;
  - a common general education core component of not less than 35 semester hours within the transfer modules that transfers as a block and counts as required lower-division coursework toward a degree; and
  - a complaint procedure for transfer students who fail to receive credit for courses contained in a transfer module taken at another institution, that must be published in each institution's catalog or otherwise provided to every transfer student; and
- provide a report, prior to December 31 of each year, to the LESC, the LFC, and the Governor, concerning the status of articulation programs and the transfer of students between public postsecondary institutions. The report must include an analysis of the following information, on a statewide and individual institutional basis:
    - the number of students transferring between campuses;
    - the number of credits being requested and accepted for transfer;
    - institutions denying transfer of credits and reasons for denial;
    - the progress of transfer students at receiving institutions;
    - the average number of credit hours earned by graduating transfer students compared to the average number of credit hours earned by graduates who originated at the institution;
    - a summary of student complaints regarding articulation;
    - outcomes with regard to such factors as transfer rates, persistence rates after transfer, and graduation rates; and
    - identification of each institution against which a meritorious complaint has been filed, summarizing the recommendations of the department regarding those complaints.

### ***Implementation***

HED reports it has made the following progress in fulfilling its statutory mandate under the *Post-secondary Education Articulation Act*:

- approved five transfer modules and the general education core, recently updated on the HED website, including lower-division course requirements for:
  - the general education core<sup>1</sup>;
  - business education;
  - criminal justice;
  - early childhood education;
  - general engineering; and
  - teacher preparation (see Attachment 1);

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<sup>1</sup> The website also hosts the General Education Core Course Matrix, a listing of course names and numbers of courses at each public postsecondary institution that have been established as substantially equivalent to a course in the common course name and numbering system in the approved general education core.

- on November 13, 2009, reconvened the HED Articulation Task Force with representatives from public postsecondary institutions and the department, after a hiatus of approximately a year, to establish:
  - procedures to ensure accuracy and equivalence among all courses in the general education core;
  - a timeline for submission of new courses for inclusion in the general education core;
  - procedures to ensure the accuracy of transfer modules listed on HED's website; and
  - suggestions for disciplines that may be appropriate for development of additional transfer modules;
- also on November 13, 2009, met with HED's General Education Assessment Task Force to review general education assessment reports submitted by institutions. To strengthen articulation efforts and provide evidence of equivalence of student learning from one institution to the next, each institution has developed or is developing its own assessment to measure student achievement of outcomes that have been mutually agreed upon in a common statewide rubric; and
- began collecting data from HED's internal unit record system to prepare the annual Articulation and Transfer Report to be submitted to the LESC, the LFC, and the Governor by mid-December 2009.

## **Public Postsecondary Institutions Reporting to Public High Schools about First-year Student Outcomes**

### *Requirements in Statute*

In 2009, the LESC endorsed legislation that was enacted to make information available to public high schools and postsecondary educational institutions to improve instruction, student preparation, and advisement, by requiring that:

- a public postsecondary institution, upon request from a high school or school district superintendent, shall provide a report of first-year outcomes of students who enroll in the institution within three years of graduating from the high school, leaving the high school without enrolling in another one, or earning a general educational development (GED) certificate;
- HED, in consultation with PED, representatives of public high schools and public postsecondary institutions, shall prescribe the form of the reports, which shall:
  - include no personally identifiable information; and
  - show:
    - advanced placement (AP) by subject;
    - total credits earned;
    - grade point averages;
    - retention from fall to spring semester of the first year of college; and
    - frequency and patterns of remedial or development courses being taken; and
- finally, HED shall be provided with copies of the report.

## *Implementation*

HED states that, to implement the requirement that it develop a form for the reports, the department is pursuing the following timeline:

- staff met on June 18, 2009, with a statewide group of representatives of public postsecondary institutional research offices to discuss the format for the “postsecondary feedback report,” and shared a template from the State of Kentucky as a possible model (see Attachment 2);
- staff has continued informal discussions with members of this group concerning the issues of data limitations and the report format;
- the department intends to hold discussions with K-12 representatives to ensure the reports are useful to high schools and districts;
- the revised report format will be circulated for review; and
- the department expects to have a final report format ready by mid-December 2009.

HED also reports that:

- collecting and reporting ACT and AP test scores and placement is not currently formalized and more work must be done to develop systems to gather that data from the private assessment companies; and
- because the feedback report will be among the first generation of reports eventually produced by the P-20 statewide longitudinal data system, named “New Mexico Achieving Collaborative Heights In Education Via eSystems” (NM ACHIEVeS), the format developed now will be temporary pending implementation of the new system.

# ATTACHMENT 1

## New Mexico Higher Education Transfer Modules

During the 2005 New Mexico Legislative session, Senate Bill 161, consistent with requirements of state law (Chapter 224 of the Laws of New Mexico, 1995 as amended) was signed into law to further enhance and facilitate the articulation of general education courses among New Mexico's colleges and universities. In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution. Students who have decided on a major and/or an institution at which to complete their studies should consult with an academic advisor at that particular institution to determine the most appropriate course selections. Students enrolling for the first-year of study at a New Mexico college or university and considering possible transfer into a certificate and/or degree program at another institution are encouraged to take the courses approved for transfer during their freshman and sophomore year of study.

### General Education Core Transfer Module

This transfer module is intended to serve as a guide for students interested in transferring from a two year institution to a four year institution in New Mexico.

#### A. Lower Division General Education Common Transfer Curriculum

Area I: Communications	9 semester hours
(a) College Level English Composition	3- 4 hrs.
(b) College Level Writing	3 hrs.
(c) Public Speaking	3 hrs.
Area II: Mathematics	3 semester hours
(a) College Algebra (or higher)	3 hrs.
(b) Liberal Arts Mathematics	3 hrs.
(c) Statistics	3 hrs.
Area III: Laboratory Science	8 semester hours *
(a) Astronomy	4-8 hrs.
(b) Biology	4-8 hrs.
(c) Chemistry	4-8 hrs.
(d) Geology	4-8 hrs.
(e) Physics	4-8 hrs.
Area IV: Social/Behavioral Sciences	6-9 semester hours
(a) Economics (Macro or Microeconomics)	3 hrs.
(b) Introductory Political Science	3 hrs.
(c) Introductory Psychology	3 hrs.
(d) Introductory Sociology	3 hrs.
(e) Introductory Anthropology	3 hrs.

<b>Area V: Humanities and Fine Arts</b>	<b>6-9 semester hours</b>
(a) Introductory History Survey	3 hrs.
(b) Introductory Philosophy	3 hrs/
(c) Introductory Course in History, Theory, or Aesthetics of the Arts or Literature	3 hrs.
	<b>Total: 35 Hours</b>

- See the General Education Common Core Competencies, page 3.

### **Program Transfer Modules**

Consistent with the requirements of Statute 21-1B-4, the Higher Education Department and state higher education institutions have developed several discipline modules that consist of an agreed-upon number of hours and courses, including the general education core, of approximately sixty-four hours applicable to a specific discipline. The courses listed in each discipline matrix including the general education core are transferable and shall count toward fulfilling degree requirements at four-year institutions in New Mexico.

#### **Business Administration Module**

This transfer module is intended to serve as a guide for students interested in transferring from a two year to a four year institution to obtain a degree in Business Administration.

#### **Criminal Justice Module**

This transfer module is intended to serve as a guide for students interested in transferring from a two year to a four year institution to obtain a degree in Criminal Justice or Criminal Justice Studies

#### **Early Childhood Education Module**

This transfer module is intended to serve as a guide for students interested in transferring from a two year to a four year institution to obtain a degree in Early Childhood Education.

#### **General Engineering Module**

This transfer module is intended to serve as a guide for students interested in transferring from a two year to a four year institution to obtain a degree in the discipline of engineering.

#### **Teacher Education Module**

This transfer module is intended to serve as a guide for students interested in transferring from a two year to a four year institution to obtain a degree in Elementary, Secondary or Special Education.

**New Mexico Higher Education  
General Education Common Core Competencies**

**Area I: Communications**

- Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view.
- Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- Use effective rhetorical strategies to persuade, inform, and engage.
- Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- Integrate research correctly and ethically from credible sources to support the primary purpose of communication.
- Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**Area II: Mathematics**

- Display, analyze, and interpret data.
- Demonstrate knowledge of problem solving strategies.
- Construct valid mathematical explanations.
- Display an understanding of the development of mathematics.
- Demonstrate an appreciation for the extent, application, and beauty of mathematics

**Area III: Laboratory Sciences**

- Describe the process of scientific inquiry.
- Solve problems scientifically.
- Communicate scientific information.
- Apply quantitative analysis to scientific problems
- Apply scientific thinking to real world problems.

**Area IV: Social and Behavioral Sciences**

- Identify, describe, and explain human behaviors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.
- Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- Describe ongoing reciprocal interactions among self, society, and the environment.
- Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**Areas V: Humanities and Fine Arts**

- Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).
- Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, social, cultural, religious, intellectual).
- Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- Draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.

## Business Administration Transfer Module

This transfer module is intended as a guide for students interested in transferring from a two year n to a four year institution to obtain a degree in Business Administration. The module is made up of an agreed upon number of hours and courses. Equivalent courses within this module are identified with common course numbers as an easy reference point to guarantee transfer. Students should consult a similar list at their home institution for the common course equivalent offered at that institution.

<b>A. Lower Division General Education Common Transfer Curriculum</b>		<b>35 hrs.</b>
<b>Area I: Communications</b>		<b>9 semester hours</b>
(a) College Level English Composition		3- 4 hrs.
(b) College Level Writing (a second course building on the above)		3 hrs.
(c) Public Speaking (oral communication)		3 hrs.
<b>Area II: Mathematics</b>		<b>3 semester hours</b>
(a) College Algebra (or higher level)		3 hrs.
(b) Calculus		3 hrs.
(c) Other College-Level Mathematics		3 hrs.
<b>Area III: Laboratory Science</b>		<b>8 semester hours</b>
(a) General Biology, with laboratory		4-8 hrs.
(b) General Chemistry, with laboratory		4-8 hrs.
(c) General Physics, with laboratory		4-8 hrs.
(d) Geology/Earth Science, with laboratory		4-8 hrs.
(e) Astronomy, with laboratory		4-8 hrs.
<b>Area IV: Social/Behavioral Sciences</b>		<b>6-9 semester hours</b>
(a) Economics (Macro or Microeconomics)		3 hrs.
(b) Introductory Political Science		3 hrs.
(c) Introductory Psychology		3 hrs.
(d) Introductory Sociology		3 hrs.
(e) Introductory Anthropology		3 hrs.
<b>Area V: Humanities and Fine Arts</b>		<b>6-9 semester hours</b>
(a) Introductory History Survey		3 hrs.
(b) Philosophy		3 hrs/
(c) Introductory Course in History, Theory, or Aesthetics of the Arts or Literature		3 hrs.
<b>B. Business Administration Courses</b>		<b>39 hrs.</b>
Management Accounting	(ACCT 2123)	3 hrs.
Management Accounting	(ACCT 2113)	3 hrs.
Financial Accounting I	(ACCT 2133)	3 hrs.
Introduction to Computerized Information Systems	(BCIS 1113)	3 hrs.
Legal Environment of Business	(BLAW 2113)	3 hrs.
Business Law II	(BLAW 2123)	3 hrs.
Business in a Global Society	(BUSA 1113)	3 hrs.
Principles of Macroeconomics	(ECON 2113)	3 hrs.
Principles of Microeconomics	(ECON 2123)	3 hrs.
Financial Analysis and Markets	(BFIN 2113)	3 hrs.
Principles of Marketing	(MKTG 2113)	3 hrs.
Introduction to Management	(MGMT 2113)	3 hrs.
Statistics for Business and Behavioral Sciences	(MATH 2113)	3 hrs.
<b>TOTAL = 74 Credit Hours</b>		

### Criminal Justice Transfer Module

This transfer module is intended as a guide for students interested in transferring from a two year institution to a four year institution to obtain a degree in criminal justice or criminal justice studies. It is not intended to cover degrees in criminology. Students interested in employment with a particular criminal justice agency should check with that agency to determine its specific educational requirements.

A. Lower Division General Education Common Transfer Curriculum	35 hrs
Area I: Communications	9 semester hours
(a) College Level English Composition	3- 4 hrs.
(b) College Level Writing (a second course building on the above)	3 hrs.
(c) Public Speaking (oral communication)	3 hrs.
Area II: Mathematics	3 semester hours
(a) College Algebra (or higher level)	3 hrs.
(b) Calculus	3 hrs.
(c) Other College-Level Mathematics	3 hrs.
Area III: Laboratory Science	8 semester hours *
(a) General Biology, with laboratory	4-8 hrs.
(b) General Chemistry, with laboratory	4-8 hrs.
(c) General Physics, with laboratory	4-8 hrs.
(d) Geology/Earth Science, with laboratory	4-8 hrs.
(e) Astronomy, with laboratory	4-8 hrs.
Area IV: Social/Behavioral Sciences	6-9 semester hours
(a) Economics (Macro or Microeconomics)	3 hrs.
(b) Introductory Political Science	3 hrs.
(c) Introductory Psychology	3 hrs.
(d) Introductory Sociology	3 hrs.
(e) Introductory Anthropology	3 hrs.
Area V: Humanities and Fine Arts	6-9 semester hours
(a) Introductory History Survey	3 hrs.
(b) Philosophy	3 hrs/
(c) Introductory Course in History, Theory, or Aesthetics of the Arts or Literature	3 hrs.
B. Criminal Justice Core (see attached matrix for specific courses)	9 hrs.
Introduction to Criminal Justice (CRJI 1113)	3 hrs.
Computer Literacy (BCIS 1113)	3 hrs.
Introduction to Criminal Justice (CRJI 1113)	3 hrs.
Statistics (MATH 2413)	3 hrs.
C. Other suggested coursework (see attached matrix for specific courses)	21 hrs.
It is suggested that students take courses in the following areas:	
Police and Society (CRJI 2053)	3 hrs.
Courts and the Criminal Justice System (CRJI 2503)	3 hrs.
Introduction to Corrections (CRJI 2303)	3 hrs.
Substantive Criminal Law (CRJI 2052)	3 hrs.
Juvenile Justice and Delinquency (CRJI 2603)	3 hrs.
Other Criminal Justice courses or courses in a second language	6 hrs.
<b>Total Credit Hours</b>	<b>65 hrs.</b>

\* College of the Southwest and the College of Santa Fe only require one science course. A second science course can be counted towards a degree at both institutions as general elective coursework.

While courses in the above areas are not required at all four-year institutions, courses taken in these areas will be applied towards a criminal justice degree at all four-year institutions.

See the Criminal Justice Matrix for specific and elective course requirements.

## Early Childhood Education Transfer Module

Equivalent courses within the Early Childhood Education module are identified with common course numbers as an easy reference point to guarantee transfer. Students wishing to transfer should consult a similar list at their home institution for the common course equivalent offered at that institution.

<b>Lower Division General Education Common Transfer Curriculum</b>		<b>35 Credit Hrs.</b>
<b>Area I: Communications</b>		<b>9 semester hours</b>
(a) College Level English Composition		3- 4 hrs.
(b) College Level Writing (a second course building on the above)		3 hrs.
(c) Public Speaking (oral communication)		3 hrs.
<b>Area II: Mathematics</b>		<b>3 semester hours</b>
(a) College Algebra (or higher level)		3 hrs.
(b) Calculus		3 hrs.
(c) Other College-Level Mathematics		3 hrs.
<b>Area III: Laboratory Science</b>		<b>8 semester hours *</b>
(a) General Biology, with laboratory		4-8 hrs.
(b) General Chemistry, with laboratory		4-8 hrs.
(c) General Physics, with laboratory		4-8 hrs.
(d) Geology/Earth Science, with laboratory		4-8 hrs.
(e) Astronomy, with laboratory		4-8 hrs.
<b>Area IV: Social/Behavioral Sciences</b>		<b>6-9 semester hours</b>
(a) Economics (Macro or Microeconomics)		3 hrs.
(b) Introductory Political Science		3 hrs.
(c) Introductory Psychology		3 hrs.
(d) Introductory Sociology		3 hrs.
(e) Introductory Anthropology		3 hrs.
<b>Area V: Humanities and Fine Arts</b>		<b>6-9 semester hours</b>
(a) Introductory History Survey		3 hrs.
(b) Philosophy		3 hrs/
(c) Introductory Course in History, Theory, or Aesthetics of the Arts or Literature		3 hrs.
<b>Early Childhood Education Courses</b>		<b>29 Credit Hrs.</b>
Child Growth and Development and Learning	<b>(ECED 1113)</b>	3 hrs.
Health, Safety and Nutrition	<b>(ECED 1122)</b>	2 hrs.
Family and Community Collaboration	<b>(ECED 1133)</b>	3 hrs.
Assessment of Children and Evaluation of Programs	<b>(ECED 1143)</b>	3 hrs.
Professionalism	<b>(ECED 2152)</b>	2 hrs.
Curriculum Development and Implementation I	<b>(ECED 2163)</b>	3 hrs.
Curriculum Development and Implementation I ( <i>Practicum for ECED 2163</i> )	<b>(ECED 2162)</b>	2 hrs.
Curriculum Development and Implementation II	<b>(ECED 2173)</b>	3 hrs.
Curriculum Development and Implementation II ( <i>Practicum for ECED 2173</i> )	<b>(ECED 2172)</b>	2 hrs.
Guiding Young Children	<b>(ECED 2183)</b>	3 hrs.
Introduction to Reading and Literacy	<b>(READ 2113)</b>	3 hrs.
<b>TOTAL – 64 Credit Hours</b>		

# General Engineering Transfer Module

Minimum of 66 credits total

(May form the basis for an AS in General Engineering degree offered by community colleges, branch campuses, or universities.)

The transfer module described here is designed to provide students at New Mexico's colleges and universities a set of courses that will articulate into the four-year engineering programs at the University of New Mexico, New Mexico State University, and New Mexico Tech. Because there are over ten different engineering disciplines (for example, electrical engineering, mechanical engineering, mining engineering, etc.) offered at the NM four-year universities, each with its own distinct freshman/sophomore curriculum, it is impossible to create a single transfer module that will articulate to all engineering programs. Even within the same discipline, each four-year school has a different curriculum during the first two years. For example, the electrical engineering curricula at UNM, NMSU, and Tech differ during the first two years. This underscores the importance of advising in ensuring that students enrolled at two-year institutions recognize what the requirements will be for the engineering program and university where they intend to enroll. With strong advising, students completing this module before transferring to UNM, NMSU, or NMTech will have the first two years of their engineering curriculum completed, assuming that the entire module is offered on the students' original campus.

This transfer module will also form the basis for an AS degree in general engineering, to be offered by interested colleges and universities. It is recognized that not every school in New Mexico will have the resources or student interest to offer all of the courses listed in this module, but it is hoped that resource sharing among the schools and distance delivery methods for these courses will overcome these problems.

The NM Engineering Articulation Task Force will meet at least annually to review this transfer module and to recommend any changes. The Task Force will also appoint sub-committees tasked with developing competencies for each of the lower division engineering courses listed in the engineering articulation plan: Intro to Engineering, Statics, Dynamics, Circuits I and II, Digital Design, Engineering Graphics, and Thermodynamics. The subcommittees will also make recommendations to the task force regarding syllabi and instructor qualifications for these courses.

Each of the engineering schools in New Mexico (UNM, NMSU, and NMTech) will post the transfer module on their web sites along with a description of how the module articulates into each of their engineering programs. This provides students at other NM colleges the opportunity to plan their academic programs to ensure maximum transferability of their courses to their destination university. Information on how the NM engineering module articulates to each engineering program in the state will also be provided to the NM HED for posting on their web site.

## General Engineering Transfer Module

### Engineering General Education Common Core (36 credits)

(This is similar to the NM General Education core, but specifies the math, science, and communications courses required by engineering programs in NM.)

Area I: Communications (9 credits)	
Written Communication	6
Technical Writing or Oral Communication <sup>1</sup>	3
Area II: Mathematics (4 credits)	
Calculus I (Trigonometry-based courses designed for students pursuing degrees in engineering, computer science, or physical sciences)	4
Area III: Natural Science (8 credits)	
General Chemistry I with lab (for engineering and science majors)	4
Engineering Physics I with lab (Calculus based)	4
Area IV: Social & Behavioral Sciences <sup>2</sup>	
Economics, Political Science, Psychology, Sociology, and Anthropology	6-12
Area V: Humanities & Fine Arts <sup>2</sup>	
History, Philosophy, Literature, Art, Music, Dance, Theater, Foreign Language, and Religion	6-12

### Program Specific Graduation Requirements (choose approximately 30 credits from this group in consultation with your academic advisor)

Mathematics	
Calculus II <sup>3</sup> (For engineering and science)	4
Calculus III <sup>3</sup> (For engineering and science)	3-4
Differential Equations <sup>3,4</sup>	3-4
Linear Algebra <sup>4</sup>	3
Probability and Statistics <sup>4</sup> (Designed for engineering and science majors)	3
Natural Science	
General Chemistry II with lab (For science and engineering majors)	4
Engineering Physics II with lab (Calculus based)	4
Engineering	
Introduction to Engineering	1-3
Statics	3
(+ lab)	1-2
Circuits I	3
(+ lab)	1-2
Circuits II	3
(+ lab)	1-2

Digital Design	3
(+ lab)	1-2
Dynamics	3
(+ lab)	1-2
Engineering Graphics <sup>5</sup>	3
Thermodynamics <sup>4</sup>	3
Computing (3 credits) <sup>6</sup>	
Introduction to computer programming using MATLAB	3
Introduction to computer programming using C	3

1 Although the NM General Education Core includes oral communication, the engineering core replaces this with the option of taking technical writing in place of oral communication. This is because accreditation requirements for engineering programs (accreditation is through ABET, the Accreditation Board for Engineering and Technology) mandate substantial oral communication content which is incorporated by most engineering programs into lab and design courses throughout the curriculum. The choice between oral communication and technical writing depends on which engineering program and university the student chooses to attend.

2 Students must complete at least 15 total credits from Area IV and V, with at least 6 credits from each area. Engineering degree programs at NM universities may require specific choices of courses from Areas IV and V, and/or specific numbers of credit hours from each area.

3 Required by all engineering programs in NM.

4 Transfers as lower division credit, if offered at a two-year campus.

5 Engineering BS programs may have specific requirements for AutoCAD, ProEngineer, or other software platforms for this course.

6 Choice between these two courses depends on intended major. Consult with advisor.

## Transfer Module for Teacher Education

Students who anticipate transferring to one of the New Mexico's public universities and majoring in education should follow this module of lower division courses. This module addresses the various teaching specialization areas offered at universities. Regardless of course equivalencies in transfer, students must complete the minimum number of upper division credit hours required at the receiving institution. Students who successfully complete this preparatory curriculum for teacher education are **strongly advised** to take the New Mexico Teacher Assessment (NMTA) of Basic Skills and General Knowledge before transferring to a university. Admission to most teacher education programs **requires** successful completion of the Basic Skills portion of the NMTA.

- Specialization 1\* - Elementary, Bilingual, and Special Education
- Specialization 2\* - Language Arts, Social Studies, and Foreign Language
- Specialization 3\* - Math, Science, and Physical Education

### I. General Education Common Core

**Area 1. Communications:** *Take the following courses within the statewide General Education Common Transfer Curriculum.* **9 hrs.**

- |                                       |         |
|---------------------------------------|---------|
| (a) College-Level English Composition | 3-4 hrs |
| (b) College-Level Writing             | 3 hrs.  |
| (c) Oral Communication                | 3 hrs.  |

**Area 2. Mathematics:** *Select 6 hrs. hrs. consistent with your specialization area.* **6 hrs.**

- |   |          |
|---|----------|
| (a) Math for Elementary Education I, II<br>*(Specialization 1)  | 6 hrs    |
| --or--  |          |
| (b) College Algebra or higher<br>*(Specializations 1,2,3)   | 3-6 hrs. |
| --or--  |          |
| (c) Survey, Appreciation, or Liberal Arts course in<br>Math (3 hrs.)<br><b>and</b> College Algebra or higher (3-4 hrs.)<br>*(Specializations 2,3) | 6-7 hrs. |

**Area 3. Laboratory Science:** *Select one course from each of three different areas:* **12 hrs.**  
***Life Science, Physical Sciences, Earth & Environmental Science.***

*Examples of typical courses include:*

- |                                 |        |
|---------------------------------|--------|
| (a) General Biology, with lab   | 4 hrs  |
| (b) General Chemistry, with lab | 4 hrs. |
| (c) General Physics, with lab   | 4 hrs. |
| (d) Astronomy, with lab         | 4 hrs. |
| (e) Geology, with lab           | 4 hrs. |

**Area 4. Social/Behavior Sciences: *Select from at least two different subject areas* **9 hrs.****

- (a) Introductory Anthropology 3 hrs
- (b) Economics (macroeconomics or microeconomics) 3 hrs.
- (c) Introductory or World/Regional Geography 3 hrs.
- (d) Introductory Political Science or American Gov't. 3 hrs.
- (e) Introductory Sociology 3 hrs.

**Area 5. Humanities and Fine Arts: **18 hrs.****

**History: 12 hrs. as follows:**

- (a) World History or Western Civilization 6 hrs
- (b) U.S. History (3 hrs. NM History recommended) 6 hrs.

**Philosophy: 3 hrs. optional** 3 hrs.  
Introductory Philosophy

**Fine Arts: 6 hrs. from the following:**

- (a) *Recommended:* Introductory courses in History, Theory, or Appreciation of Art, Music, Dance, or Theater 3-6 hrs.
- (b) Studio or applied course Art, Music, Dance, or Theatre. 0-3 hrs.

**II. Pre-Service Curriculum: Take up to 4 courses from the following **9 hrs.****

- (a) Introduction to Education 2-3 hrs
- (b) Educational Field Experience 1-3 hrs.
- (c) Psychology:
  - Introduction to Psychology 3 hrs.
  - Human Growth and Behavior [or] 3 hrs.
  - Educational Psychology 3 hrs.
- (d) Computer Literacy 3 hrs.

**Total Module Semester Hours **63 hrs.****

\*\*\*\* The New Mexico Teacher Assessment tests of **Basic Skills** and **General Knowledge**, taken promptly upon completion of this module, are the best assessment of your mastery of this curriculum and your readiness to enter a professional teacher education program.

**Kentucky High School Feedback Report  
Class of 2004**

**Boone County High School  
Boone County Schools**

The Kentucky High School Feedback Report is collaboratively produced by Kentucky's Council on Postsecondary Education (CPE), the Kentucky Department of Education (KDE), and the Kentucky Higher Education Assistance Authority (KHEAA) with the assistance of ACT, Inc., and The College Board. Its purpose is to provide information about this school's 2004 class of high school seniors including the number who matriculated to a postsecondary institution in Kentucky and how well they performed compared to their peers from the district and the state as a whole.

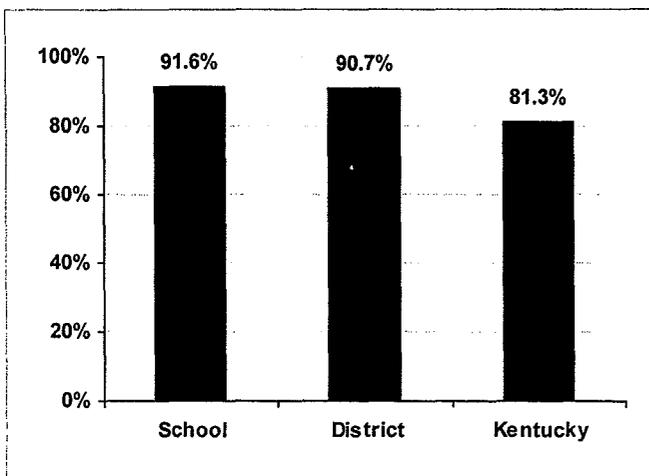
**A. Basic Information About the Class of 2004**

District numbers may include alternative high schools. Refer to the Technical Notes for explanation of blanks.

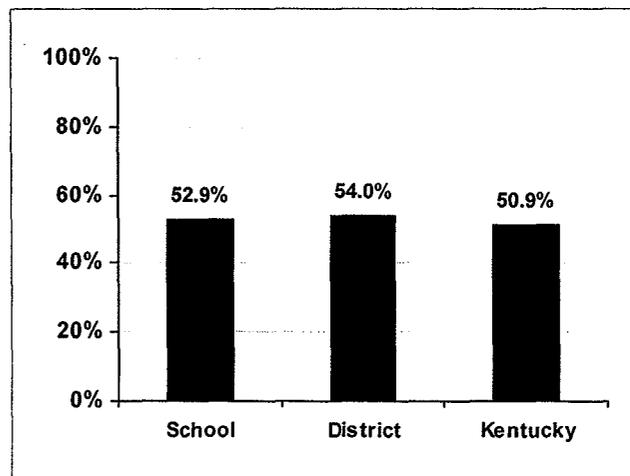
	School	District	Kentucky
1. Number of high school graduates:	293	804	41,328
2. Mean cumulative high school GPA:	2.86	2.88	2.81
3. Mean ACT scores for this class:			
English	19.9	20.4	20.0
Reading	21.4	21.9	21.4
Mathematics	20.2	20.9	19.9
Science	20.8	21.3	20.7
Composite	20.8	21.3	20.7
4. Number of Advanced Placement (AP) tests taken by members of this class:	89	343	7,848
5. Percentage of Advanced Placement (AP) tests with scores of 3 or higher (the minimum necessary to receive college credit):	44.9%	51.6%	46.2%
6. Mean Kentucky Educational Excellence Scholarship (KEES) award earned by members of this class:	\$1,098	\$1,110	\$1,054
7. High school graduation rate:	91.6%	90.7%	81.3%
8. In-state college-going rate:	52.9%	54.0%	50.9%

Important School Statistics	
High school graduation rate:	91.6%
In-state college going rate:	52.9%
Percentage with developmental needs in one or more subjects:	39.6%
Percentage with developmental needs in English:	28.1%
Percentage with developmental needs in mathematics:	25.9%
Six-year (bachelor's degree) postsecondary graduation rate for the class of 2000:	49.4%
Three-year (associate's degree at KCTCS) postsecondary graduation rate for the class of 2003:	22.2%

**High School Graduation Rate**



**In-State College-Going Rate**



# Kentucky High School Feedback Report Class of 2004

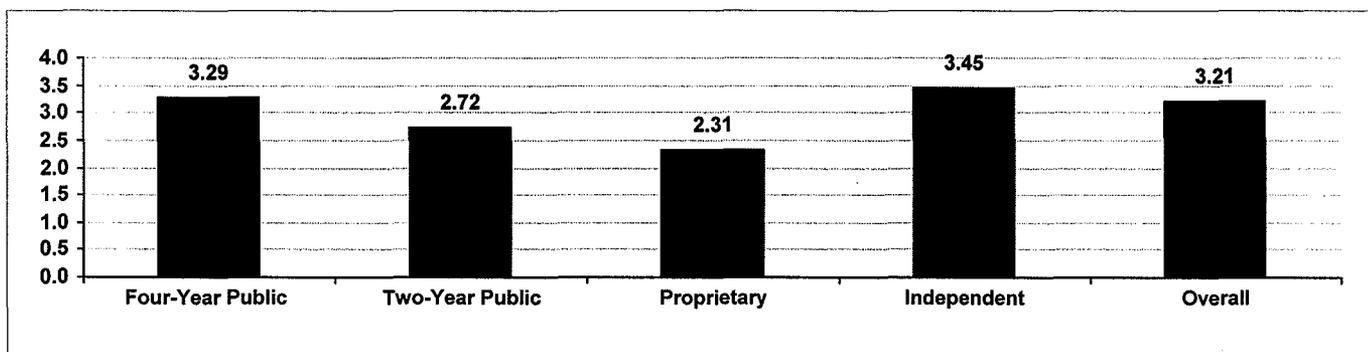
Boone County High School  
Boone County Schools

## B. In-State Postsecondary Enrollment Information

This information, with the exception of item B.7, is only available for the public colleges and universities in Kentucky and the independent institutions that participate in the CPE's comprehensive database. District numbers may include alternative high schools. Refer to the Technical Notes for explanation of blanks.

	School	District	Kentucky
1. Number and percentage of this school's 2004 high school graduates who enrolled as degree- or credential-seeking students at one of Kentucky's public or participating independent postsecondary institutions in summer or fall 2004 by institution type. These data are not available for proprietary schools.			
Four-year public university:	129 83.2%	376 85.8%	11,548 60.8%
Two-year public community or technical college (KCTCS):	16 10.3%	25 5.7%	4,298 22.6%
Participating independent college or university:	10 6.5%	37 8.4%	3,147 16.6%
Total:	155	438	18,993
2. Number and percentage who entered college as full-time students:	133 92.4%	402 95.5%	18,075 94.7%
3. Number and percentage who entered with undeclared degree status:	32 20.6%	75 17.1%	2,518 13.3%
4. Number and percentage who entered a certificate or diploma program:	4 2.6%	4 0.9%	377 2.0%
5. Number and percentage who entered an associate's (two-year) degree program:	12 7.7%	34 7.8%	3,896 20.6%
6. Number and percentage who entered a bachelor's (four-year) degree program:	107 69.0%	325 74.2%	12,161 64.2%
7. Mean cumulative high school GPA by postsecondary institution type:			
Four-year public university:	3.29	3.24	3.27
Two-year public community or technical college (KCTCS):	2.72	2.65	2.88
Participating independent college or university:	3.45	3.43	3.31
Proprietary college, university, or school:	2.31	2.48	2.73
Overall mean for students entering any postsecondary institution in Kentucky:	3.21	3.19	3.15

Mean Cumulative High School GPA by Postsecondary Institution Type



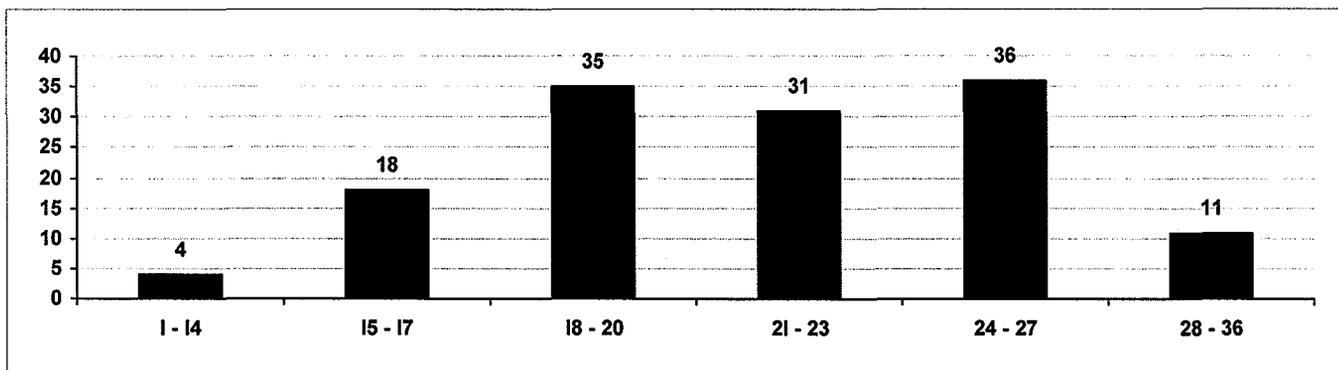
# Kentucky High School Feedback Report Class of 2004

Boone County High School  
Boone County Schools

## B. In-State Postsecondary Enrollment Information (continued)

8. Mean ACT scores of postsecondary students who graduated in this school's class of 2004 by subject and institution type:	School	District	Kentucky
<b>English</b>			
Four-year public university:	21.7	21.9	21.2
Two-year public community or technical college (KCTCS):	17.0	16.3	20.0
Independent college or university:	20.0	22.2	20.8
Overall mean for students entering any public or participating independent college or university:	21.2	21.7	21.1
<b>Reading</b>			
Four-year public university:	23.2	23.1	22.5
Two-year public community or technical college (KCTCS):	18.2	17.8	25.0
Independent college or university:	22.0	22.0	22.3
Overall mean for students entering any public or participating independent college or university:	22.7	22.8	22.4
<b>Mathematics</b>			
Four-year public university:	21.6	21.5	20.5
Two-year public community or technical college (KCTCS):	17.2	17.1	17.0
Independent college or university:	22.8	21.8	20.5
Overall mean for students entering any public or participating independent college or university:	21.3	21.3	20.7
<b>Science</b>			
Four-year public university:	22.6	22.3	21.6
Two-year public community or technical college (KCTCS):	17.7	17.7	22.0
Independent college or university:	20.8	22.0	21.3
Overall mean for students entering any public or participating independent college or university:	22.1	22.1	21.5
<b>Composite</b>			
Four-year public university:	22.2	22.2	21.1
Two-year public community or technical college (KCTCS):	17.5	17.2	21.0
Independent college or university:	21.5	22.1	21.2
Overall mean for students entering any public or participating independent college or university:	21.7	21.9	21.3
<b>9. Percentage who enrolled in a public or participating independent institution in Kentucky and were identified as having developmental needs (an ACT subscore of less than 18 or an equivalent score on an alternative test by subject area):</b>			
English:	28.1%	23.2%	27.4%
Reading:	18.7%	17.6%	21.4%
Mathematics:	25.9%	24.1%	33.6%
Developmental needs in one or more subject areas:	39.6%	37.0%	44.5%

**Distribution of ACT Composite for Students Who Entered Postsecondary Education**



# Kentucky High School Feedback Report

## Class of 2004

Boone County High School  
Boone County Schools

### C. Student Postsecondary Performance

This information, with the exception of item C.7, is only available for the public colleges and universities in Kentucky and the independent institutions that participate in the CPE's comprehensive database. District numbers may include alternative high schools. Refer to the Technical Notes for explanation of blanks.

In Kentucky, ACT scores are used to determine if students need developmental courses before they take certain college level courses. Students are assessed as having developmental needs in English, mathematics, and reading if their ACT subscore is less than 18, or if they have an equivalent score on the SAT or another standardized placement exam. Much of the following academic performance data is presented to show how students with developmental needs perform compared to those without developmental needs.

College Grades	School	District	Kentucky
1. Percentage of this high school's 2004 class enrolling in college-level English during the first two years of college who earned a grade of "C" or better, by developmental need:			
All students:	88.9%	89.2%	84.2%
Students with an ACT English subscore less than 18 or equivalent:	73.7%	71.7%	76.2%
Students with an ACT English subscore of 18 or above or equivalent:	92.5%	92.7%	86.3%
2. Percentage of this high school's 2004 class enrolling in college-level mathematics during the first two years of college who earned a grade of "C" or better, by developmental need:			
All students:	69.6%	70.8%	74.1%
Students with an ACT mathematics subscore less than 18 or equivalent:	50.0%	48.0%	63.0%
Students with an ACT mathematics subscore of 18 or above or equivalent:	72.9%	73.8%	76.8%
3. Mean college GPA of this high school's 2004 class at the end of the first year in college:			
All students:	2.48	2.61	2.28
Students with developmental needs in one or more subjects:	2.24	2.24	1.78
Students without developmental needs:	2.63	2.82	2.68

### College Retention, Credit Hours, and KEES Awards

Retention, credit hours earned, and KEES awards maintained are all influenced by a student's level of academic preparation. The following items are broken out by whether a student has developmental needs or not.

4. One semester postsecondary retention rate of enrolled freshmen (i.e., entered in fall 2004 and returned for the spring 2005 semester):			
All students:	87.6%	86.8%	89.1%
Students with developmental needs in one or more subjects:	83.0%	78.7%	83.4%
Students without developmental needs:	91.3%	91.7%	93.6%

# Kentucky High School Feedback Report Class of 2004

Boone County High School  
Boone County Schools

## C. Student Postsecondary Performance (continued):

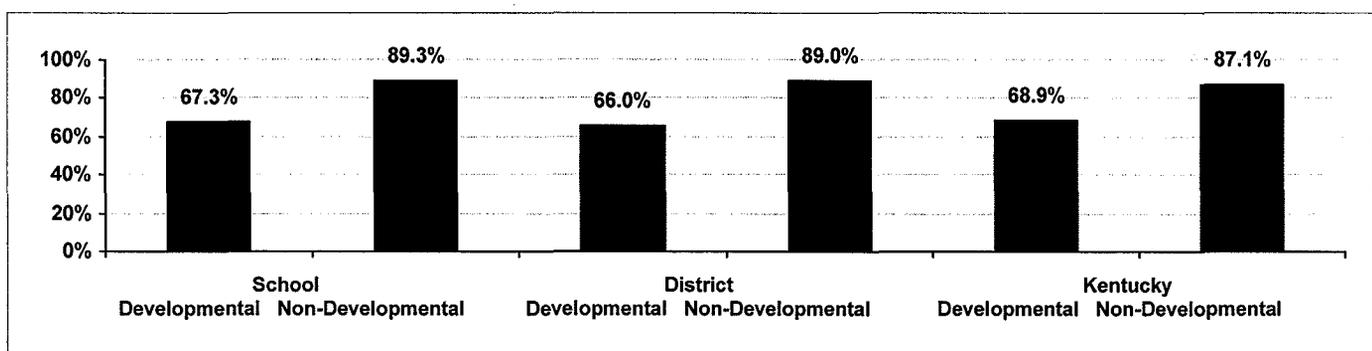
### College Retention, Credit Hours, and KEES Awards (continued)

	School	District	Kentucky
5. First-to-second year postsecondary retention rate (i.e., entered in fall 2004 and returned for the fall 2005 semester):			
All students:	80.6%	80.8%	79.1%
Students with developmental needs in one or more subjects:	67.3%	66.0%	68.9%
Students without developmental needs:	89.3%	89.0%	87.1%
6. Median number of college credit hours earned during the first year in college:			
All students:	26.0	27.0	25.0
Students with developmental needs in one or more subjects:	16.0	18.0	22.0
Students without developmental needs:	28.0	28.0	28.0
7. Percentage of KEES recipients who maintained KEES awards for the second year:	59.7%	63.7%	60.6%

### College Graduation Rates for Former Graduates:

8. Most recent graduation rate for students who graduated from this high school in 2003 and entered KCTCS in fall 2003 and earned an associate's degree within three years:	22.2%	16.7%	14.2%
9. Most recent graduation rate for students who graduated from this high school in 2000 and entered one of Kentucky's public four-year universities in fall 2000 and earned a bachelor's degree within six years:	49.4%	47.1%	48.2%

First-to-Second Year Postsecondary Retention Rate



# Kentucky High School Feedback Report Class of 2004

Boone County High School  
Boone County Schools

## D. Kentucky Institutions Students Entered

### Public Four-Year Universities:

Eastern Kentucky University	11
Kentucky State University	
Morehead State University	5
Murray State University	1
Northern Kentucky University	66
University of Kentucky	26
University of Louisville	17
Western Kentucky University	3

### Kentucky Community and Technical Colleges

Ashland Community and Technical College	
Big Sandy Community and Technical College	
Bluegrass Community and Technical College	7
Bowling Green Technical College	
Elizabethtown Community and Technical College	
Gateway Community and Technical College	8
Hazard Community and Technical College	
Henderson Community College	
Hopkinsville Community College	
Jefferson Community and Technical College	1
Madisonville Community College	
Maysville Community and Technical College	
Owensboro Community and Technical College	
Somerset Community College	
Southeast Kentucky Community and Technical College	
West Kentucky Community and Technical College	

### Independent Colleges and Universities

Alice Lloyd College	
Asbury College	
Bellarmino University	1
Berea College	
Brescia University	
Campbellsville University	
Centre College	
Georgetown College	
Kentucky Christian University	
Kentucky Wesleyan College	1
Lindsey Wilson College	
Mid-Continent University	
Midway College	
Pikeville College	
Spalding University	
St. Catharine College	
Thomas More College	4
Transylvania University	1
Union College	1
University of the Cumberlands	2

## E. College Majors

Undeclared	59
Agriculture, Agricultural Operations	1
Natural Resources and Conservation	
Architecture and Related Services	
Area, Ethnic, Cultural, and Gender Studies	
Communications, Journalism, and Related Programs	3
Communications Technologies/Technicians	1
Computer and Information Sciences	4
Personal and Culinary Services	1
Education	5
Engineering	11
Engineering Technologies/Technicians	3
Foreign Languages, Literatures and Linguistics	1
Family and Consumer Sciences/ Human Sciences	1
Legal Professions and Studies	
English Language and Literature/Letters	1
Liberal Arts and Sciences, General Studies	3
Biological and Biomedical Sciences	9
Mathematics and Statistics	1
Multi/Interdisciplinary Studies	
Parks, Recreation, Leisure, and Fitness Studies	3
Philosophy and Religious Studies	
Theology and Religious Vocations	
Physical Sciences	3
Psychology	7
Security and Protective Services	5
Public Administration and Social Service Prof	
Social Sciences	5
Construction Trades	
Mechanics and Repair Technologies	
Precision Production	
Transportation and Materials Moving	
Visual and Performing Arts	2
Health Professions and Related Clinical Sciences	17
Business, Management, Marketing, Related Svcs	9
History	

NOTE: The information on this page is only available for the public colleges and universities in Kentucky and the independent institutions that participate in the CPE's comprehensive database. Majors not reported for some students.