

AN ACT

RELATING TO HIGHER EDUCATION; REQUIRING A COMMON COURSE NAMING AND NUMBERING SYSTEM BY AUGUST 1, 2017; UPDATING REFERENCES TO THE HIGHER EDUCATION DEPARTMENT.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. Section 21-1B-2 NMSA 1978 (being Laws 1995, Chapter 224, Section 2, as amended) is amended to read:

"21-1B-2. DEFINITIONS.--As used in the Post-Secondary Education Articulation Act:

A. "articulation" means the transfer of course credit from one institution to another;

B. "department" means the higher education department;

C. "discipline module" means lower-division courses, including the general education core, that meet the lower-division college-level requirements for a specific degree;

D. "general education core" means the grouping of lower division general education courses of at least thirty-five hours that are established by the department for transfer and that are accepted by all institutions for transfer purposes;

E. "institution" means an accredited, public post-secondary educational institution operating in the state; and

F. "module" or "transfer module" means a standardized list of courses established by the department for which credit is accepted for transfer from one institution to another."

SECTION 2. Section 21-1B-3 NMSA 1978 (being Laws 1995, Chapter 224, Section 3, as amended) is amended to read:

"21-1B-3. ARTICULATION PLAN--DEVELOPMENT--IMPLEMENTATION--ESTABLISHMENT OF TRANSFER MODULE.--

A. The department shall establish and maintain a comprehensive statewide plan to provide for the articulation of educational programs and facilitate the transfer of students between institutions.

B. In establishing a statewide articulation plan, the department shall:

(1) by August 1, 2017, establish a common course naming and numbering system for courses identified as substantially equivalent lower-division courses; provided that the department shall establish an interim mechanism of a statewide equivalency table that uses a universal taxonomy to identify substantially equivalent courses until the common system is in place;

(2) establish a process to identify courses as substantially equivalent. The process shall:

(a) include a procedure for each course whereby faculty members from each segment teaching the

academic discipline will reach mutual agreement on the material to be taught and the competencies to be gained;

(b) ensure that the content of each course is comparable across institutions offering that course;

(c) ensure that substantially all the content agreed to among the institutions as the content to be covered by a course is in fact covered in that course and that students successfully completing the course will achieve like competencies with respect to the content covered; and

(d) ensure that the content requirements for each course will be sufficient to prepare students for upper-division coursework in that field; and

(3) define, publish and maintain modules of lower-division courses accepted for transfer at all institutions and meeting requirements for lower-division requirements established for associate and baccalaureate degree-granting programs.

C. The department shall ensure that institutions develop transfer modules that include approximately sixty-four hours of lower-division college-level credit.

D. Transfer modules shall include a common general education core component of not less than thirty-five semester hours. This general education core shall include a comprehensive array of lower-division college-level courses designed to demonstrate skills in communication, mathematics,

