NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	4526
Institution	UNM-MAIN
Applicant(s)	mraine@unm.edu, pcheek@unm.edu
Status	NMHED_REVIEW
Submitted	2025-09-19 02:29 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Pamela Cheek

Chief Academic Officer Email
pcheek@unm.edu

Registrar Name
Michael Raine

Registrar Email
mraine@unm.edu

Course's Academic Department
Art/Art History

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
ARTS

Number
1310

Title
Title Introduction to Ceramics

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
Yes

Co-requisite Course

Prefix
NA

Number
NA

Title
NA

New Mexico Common Course Information

Prefix
ARTS

Number
1310

Title
Title Introduction to Ceramics

A. Content Area and Essential Skills

To which area should this course be added?
Creative & Fine Arts

Selected Areas
Critical Thinking, Personal & Social Responsibility, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Explain the transformation of the ceramic material from raw clay form to glazed ceramic object.
2. Demonstrate proficiency of technical ceramic skills.
3. Explain larger concepts and design principles.
4. Apply basic 3-D design principles in the formation of a work of art, as they apply to the ceramic media.
5. Create ceramic works of art based on conceptual prompts.
6. Critically evaluate a variety of artwork.
7. Gain an understanding of the history of ceramic art from a multicultural perspective.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

NA

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students in this course develop their ability to communicate ideas clearly and intentionally through both visual ceramic forms and oral peer reviews/self-evaluation. Students learn to craft works that speaks through form, texture, surface, and scale, while also building the vocabulary to articulate their artistic choices and engage critically with others.

Course content introduces students to a wide range of ceramic artists and approaches, highlighting how clay functions in a variety of contexts. Students complete oral and written assessments in which they consider not only how ceramic works are made, but how they communicate meaning—visually, materially, and spatially—and to whom. Whether working with functional forms or sculptural, students explore how construction methods, surface treatments, and firing choices impact the visual language of their work.

Through regular critiques and discussions, students practice articulating the intent, process, and interpretation of their own work, while also offering thoughtful, constructive feedback to peers. These critiques are designed to foster empathy, clarity, and confidence in speaking about art, cultivating a supportive studio environment where dialogue deepens understanding.

Course assignments are structured to help students translate their personal idea development into visually compelling and conceptually coherent ceramic works. Students are evaluated not only on their technical execution and creative development, but also on their ability to explain, reflect upon, and respond to their work and the work of others. This includes one-on-one feedback sessions and peer reviews that emphasize clarity, listening, and growth.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

This course is grounded in the development of critical thinking skills through the hands-on, conceptual, and historical exploration of ceramic arts. Students engage with clay not only as a physical medium but as a tool for inquiry—investigating how form, texture, construction methods, and surface treatments can express complex relationships between self, community, and environment. Through foundational techniques including hand building, wheel-throwing, mold-making, and glaze experimentation, students make deliberate choices that reflect critical engagement with both material and message.

Students are challenged to think critically about the cultural and historical roles ceramics have played across global traditions. This analytical lens extends to every assignment, where students identify a problem via instructor prompts and use the ceramic process to work through possible responses. For example, the attached Not-Basic Vases project asks students to create a unique idea and completed composition within a structured process that both supports their creative leanings and challenges their preconceived notions around idea development in art. The project teaches that inspiration isn't magic...it is diligent thought, trial and error, and discipline. Students collect evidence for solving the problems they have set by examining models of completed work. They evaluate their own completed projects with support from prompts to determine the quality of their solutions and they reflect on their solutions through specific self-evaluation and peer critique prompts.

Self-evaluation and peer critique are central to the course's critical thinking framework. Self-assessments prompt students to reflect on their process, decision-making, and the alignment between intent and outcome. Through peer critiques, students practice analyzing others' works offering constructive feedback on material use, conceptual development, and aesthetic impact. These discussions build students' ability to reason, question, articulate, and revise—skills essential to a thoughtful and sustained creative practice.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

This course introduces students to the interrelationships between cultural, material, and historical systems through the study and creation of ceramic art. With a strong emphasis on intercultural awareness and global art history, students investigate how ceramic practices from diverse cultures—such as Pueblo pottery, Japanese raku, Nigerian terracotta, Islamic tilework, and contemporary Indigenous ceramics—reflect unique worldviews, spiritual beliefs, ecological knowledge, and social systems.

Class discussions play a key role in developing critical and cultural understanding. Students reflect on and respond to complex questions related to human development/connectedness, cultural identity, and historical /artistic evolution. Through facilitated conversation and written reflections, students learn to build a shared language for analyzing the role of ceramic art in broader social and political discourses.

Assignments challenge students to synthesize their personal research into creative works that thoughtfully engage with global ceramic histories and current conversations in the field. They are asked to clearly articulate the conceptual, formal, and cultural influences in their own work, and to participate in critiques with an emphasis on collaboration, visual analysis and cultural competency.

This course centers the development of visual and verbal communication skills through ceramic art, fostering critical thinking, and the development of personal and social responsibility through intercultural awareness as essential components of artistic practice.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://assessment.unm.edu/

Application History

Type	username	Text	Timestamp
Submittal	pcheek@unm.edu	Submitted by pcheek@unm.edu	2025-09-19 02:29 PM (US/Mountain)
Authorization	pcheek@unm.edu	pcheek@unm.edu has authorized the application for submittal	2025-09-19 02:29 PM (US/Mountain)
Authorization	mraine@unm.edu	mraine@unm.edu has authorized the application for submittal	2025-09-19 09:36 AM (US/Mountain)
Authorization	mraine@unm.edu	mraine@unm.edu has added pcheek@unm.edu to the application	2025-09-19 09:36 AM (US/Mountain)
Created	mraine@unm.edu	Application started by mraine@unm.edu	2025-09-19 09:27 AM (US/Mountain)

ATTACHMENT B

Name of Division:	
Instructor Name: Office Location Office Hours E-mail Telephone Class Meeting Days/Times Location	
Syllabus	
Title of Course:	Introduction to Ceramics
Course Number	Arts 1310
Course Description	This course introduces the technical processes and conceptual concerns of working with ceramic material. Various methods of forming functional and expressive works out of clay are explored. Methods used include hand building and throwing, basic clay bodies, slip and glaze, and atmospheric firing.
Course Goals	To learn: How to develop an idea, the knowledge and experience with multiple ceramic construction processes, basic technical aspects of clay and glaze, the techniques of self and peer evaluation of ceramic works, about historical and cultural ceramic development from around the world.
Credit Hours and Contact Hours	3 Credit Hours, Meet 4 hours/week
Pre-requisites/co-requisites	None
Student Learning Objectives and Outcomes	1. Explain the transformation of the ceramic material from raw clay form to glazed ceramic object 2. Demonstrate proficiency of technical ceramic skills 3. Explain larger concepts and design principles 4. Apply basic 3-D design principles in the formation of a work of art, as they apply to the ceramic media 5. Create ceramic works of art based on conceptual prompts 6. Critically evaluate a variety of artwork 7. Gain an understanding of the history of ceramic art from a multicultural perspective To achieve these objectives, the course will consist of multiple projects, group critiques and class participation/discussions.

Course Outline

Evaluation/Grading Methods:

Grading will be based on 75% for your individual projects, 10% on class participation (participation in critiques, use of a sketchbook) and 15% on overall improvement.

A= Excellent. Completion of the project in a way that shows a superior understanding of the project's goals and techniques.
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Required Text & Materials: Available from the bookstore: Mastering Hand Building by Sunshine Cobb, a bag of clay and a tool kit.

Assessment Methods:

Projects will be assessed on Form, Texture, Glaze and Craftsperson-ship Level (25% each)

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discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (https://loborespect.unm.edu), the Women's Resource Center (https://women.unm.edu), and the LGBTQ Resource Center (https://lgbtqrc.unm.edu). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see https://policy.unm.edu/university-policies/2000/2740.html and CEEO's website (https://ceeo.unm.edu/programs/title-ix/reporting-information/index.html). If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

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Intro to Ceramics- Not Basic Vases

(Critical Thinking: Problem Setting, Reasoning/Conclusion)

Goals: Develop a unique idea through sketches.
Learn to construct a ceramic object using the slab/coil method.
Build a physical vocabulary of textures.
Learn how to use glazes effectively.
Discuss project in an open critique format.

Materials: Sketches, Clay and Glaze.

Brief: Do three different sketches of possible vase plans, centered around a specific theme that is important to you.
Vase/Sculpture must be at least 12" tall.
You should experiment with a variety of textures to clearly express your theme.
Special attention should be paid to how the vase/sculpture sits on the table and how it finishes off at the top.
Think outside of the box. You are only limited by your own imagination!
Your glaze decisions should also help express clearly the theme/aesthetic you are going for.
All projects must be glazed/completed by the final critique day.

Grading: 25% on the Form (shape)
25% on the Texture (additive and subtractive)
25% on the Glaze (how color enhances the overall theme)
25% on overall Craft (intentionality and skill)

The Process...How to Develop an Idea

The instructor will deliver a guided PowerPoint presentation to explain each accompanying step in developing your idea, so that you are exposed to a structured process on how to develop a unique idea

List 2 THEMES that are very important to you.
(Big Picture Ideas)

1-

2-

List 3 IMAGES that help describe each of your THEMES
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THEME 1

1-

2-

3-

THEME 2

1-

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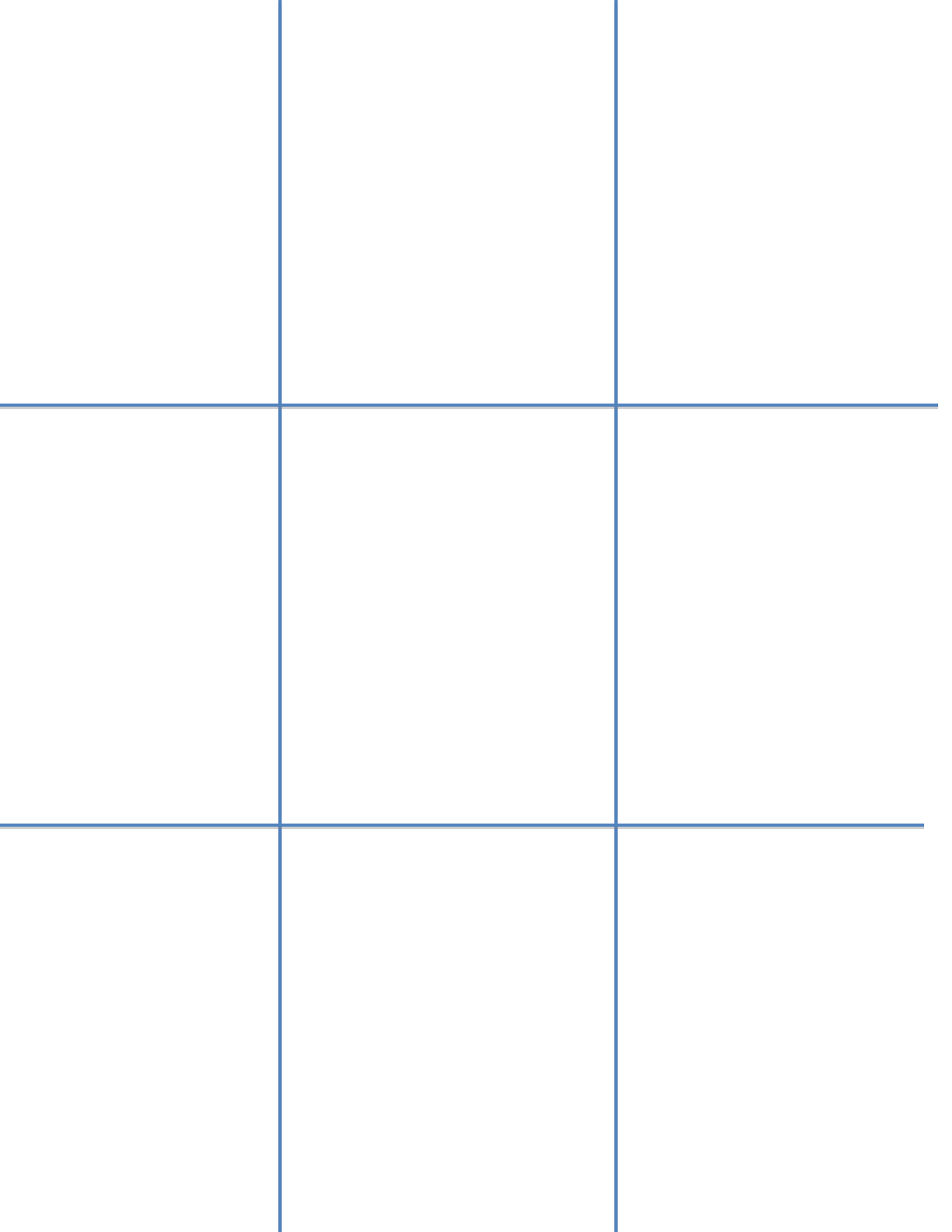
3-

On the next page, make sketches of possible COMPOSITIONS that combine the 3 IMAGES in each of your unique THEMES. We will then work together to choose the version that is most appropriate to build out of clay.



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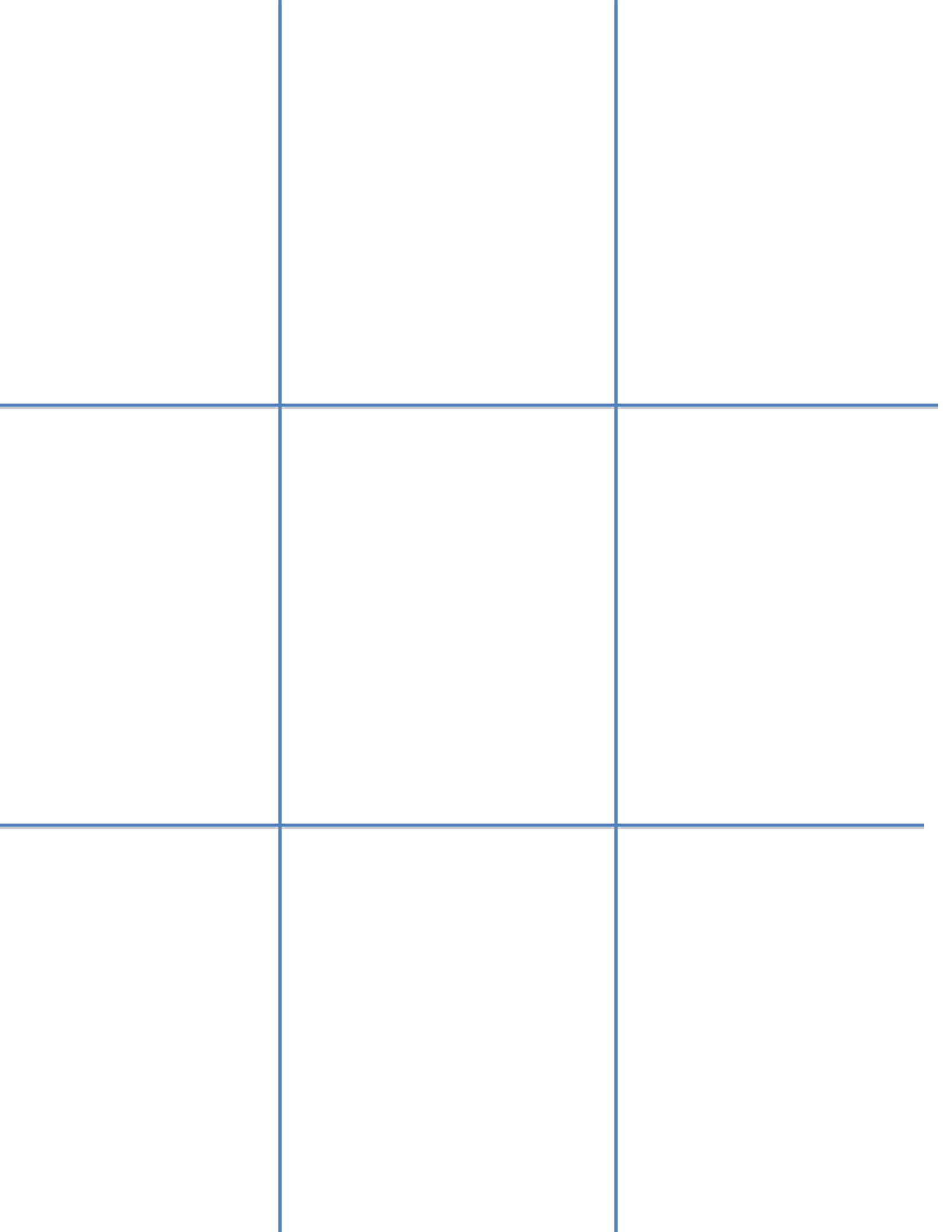


NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5057
Institution	UNM-MAIN
Applicant(s)	mraine@unm.edu, pcheek@unm.edu
Status	NMHED_REVIEW
Submitted	2025-10-30 02:07 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Pamela Cheek

Chief Academic Officer Email
pcheek@unm.edu

Registrar Name
Michael Raine

Registrar Email
mraine@unm.edu

Course's Academic Department
Landscape Architecture

Is this a Application a Re-Submission
yes

Describe the Clarifications to the Original Application
Clarification and updates to the GE Areas

Institutional Course Information

Prefix
LARC

Number
1110

Title
Introduction to Landscape Architecture: 21st Century Superhero

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
Yes

Co-requisite Course

Prefix
NA

Number
NA

Title
NA

New Mexico Common Course Information

Prefix
LARC

Number
1110

Title
Introduction to Landscape Architecture

A. Content Area and Essential Skills

To which area should this course be added?
Creative & Fine Arts

Selected Areas
Critical Thinking, Personal & Social Responsibility, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

2. Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

3. Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

4. Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals;

locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

5. Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using Chicago Style).

6. 7. Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation. Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

8. Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

9. Delineate a problem or question. Students state problem/question appropriate to the context.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

NA

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

1. Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to

audience, purpose, and context).

2. Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

3. Strategies for Understanding and Evaluating Messages: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

1. Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

2. Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.

3. Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

4. Reasoning/Conclusions: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

1. Intercultural reasoning and intercultural competence: Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

2. Sustainability and the natural and human worlds: Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

3. Ethical Reasoning: Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

4. Collaboration skills, teamwork and value systems: Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

5. Collaboration skills, teamwork and value systems: Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://assessment.unm.edu/

Application History

Type	username	Text	Timestamp
Submittal	pcheek@unm.edu	Submitted by pcheek@unm.edu	2025-10-30 02:07 PM (US/Mountain)
Authorization	pcheek@unm.edu	pcheek@unm.edu has authorized the application for submittal	2025-10-30 02:07 PM (US/Mountain)
Authorization	mraine@unm.edu	mraine@unm.edu has authorized the application for submittal	2025-10-30 09:00 AM (US/Mountain)
Authorization	mraine@unm.edu	mraine@unm.edu has added pcheek@unm.edu to the application	2025-10-30 09:00 AM (US/Mountain)
Created	mraine@unm.edu	Application started by mraine@unm.edu	2025-10-30 08:50 AM (US/Mountain)

Combined UNM General Education Form C
and
New Mexico Curriculum & Articulation Committee (NMCAC) Certification Request

The information provided on this form will enable review of the proposed general education course by both the UNM Faculty Senate Curricula Committee (see Faculty Handbook A61.2) and submission of the proposed course by the UNM Registrar for review by the New Mexico Curriculum and Articulation Committee (NMCAC). Please use the information below to develop a word document attachment to a Form C, which will then be used by UNM Registrar to initiate review with NMCAC and with FSCC.

1. Contact Information

Name: Catherine Page Harris	
Title: Chair, Department of Landscape Architecture	
Phone: 505 379 0772	
Email: cphunm@unm.edu	

2. Institutional Course Information

Prefix: LARC	
Number: 1110	
Title: Intro to Landscape Architecture	
Number of credits: 3	
Was this course previously part of the Gen Ed Core Curriculum? NO	
General Education Area (select one) See gened.unm.edu and http://assessment.unm.edu/assessment-types/gened-assessment/essential-skills.html for information about content areas	1. Communication 2. Mathematics and Statistics 3. Physical and Natural Sciences 4. Social and Behavioral Sciences 5. Humanities 6. Arts and Design X 7. Second Language

3. Student Learning Outcomes

List all common course student learning outcomes for the course.

Arts and Design Common Course SLOs

Communication

1. Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).
2. Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
3. Strategies for Understanding and Evaluating Messages: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

Critical Thinking:

1. Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.
2. Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.
3. Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.
4. Reasoning/Conclusions: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal and Social Responsibility

1. Intercultural reasoning and intercultural competence: Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

2. Sustainability and the natural and human worlds: Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

3. Ethical Reasoning: Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

4. Collaboration skills, teamwork and value systems: Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

5. Collaboration skills, teamwork and value systems: Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives

Landscape Architecture (LARC)

LARC 1110. Introduction to Landscape Architecture

Course Description:

Landscape Architecture is a versatile field with equally versatile practitioners. Designers of the outside spaces where humans interact with each other and with nature, we bring together a wide range of tools and experiences to solve the unique challenges of helping to create vibrant spaces. In this course you will develop an understanding of why today, more than ever, the practice of Landscape Architecture plays a valuable and critical role in how humans understand, inhabit and help shape the world around us.

Student Learning Outcomes

Students will be able to:

1. Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

2. Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

3. Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

4. Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals;

locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to

understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

5. Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using Chicago Style).

6. 7. Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation. Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

8. Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

9. Delineate a problem or question. Students state problem/question appropriate to the context.

4. UNM General Education Criteria

Explain how this course will benefit UNM students and why it belongs in the UNM General Education Program.

a) Rationale and justification for adding the course to the General Education Program.

How will this course benefit UNM students?

This course will benefit UNM students by introducing them to the field of landscape architecture. "Landscape architecture encompasses the analysis, planning, design, management, and stewardship of the natural and built environment through science and design." American Society of Landscape Architecture, 2013. An Introduction to Landscape Architecture provides a general education in the way the world is built. Students become aware of the design of urban and rural spaces, how infrastructures influence resource distribution, and the general processes by which the ecologies and environments they live in are affected and interact with human inhabitation. Students learn communication skills, personal and social responsibility, and critical thinking as they learn to analyze and express ideas about the world around them in all its beauty and devastation. Students will discuss political and cultural norms which affect the landscapes we live in, and the processes by which design intersects with these norms.

Why does it belong in the General Education Program?

The Introduction to Landscape Architecture is one of the best broad based humanist educational experiences available. The discipline addresses beauty, practicality, and poetry through understanding place, culture, and ecology. As students move through the semester, their ability

to understand place as a process and activity gives them the ability to see themselves as agents in the world. They develop opinions and knowledge about fundamental aspects of the world they inhabit and empathy and understanding of the other humans and non-humans who inhabit it with them.

c) Impact statement on the effect this addition may have upon other departments/courses currently in the General Education Program.

The Architecture Department currently offers ARCH 1120 which is specific to the "elements, principles, and theories of architecture through their social, historical, and technical determinants. The course seeks to lay a foundation in architectural studies…" The Architecture department is in support of Intro to Landscape Architecture also being offered as a GE 7 Arts and Design, as our subject matter is ecological and landscape design.

d) Explanation of how the course meets updated criteria for General Education Program courses, including UNM criteria and NM Higher Education Department criteria on required essential skills adopted by the FSCC (see rubrics below)

Intro to Landscape Architecture: 21st Century Superhero is *"of broad and tangible interest and intellectual benefit to many students."* The course looks at contemporary issues such as biodiversity loss, climate change mitigation and adaptation, and cultural and social polarization through a lens of place, beauty and ecology.

Intro to Landscape Architecture: 21st Century Superhero provides "*student learning outcomes related to knowledge, understanding, or skills in the liberal arts."* Students will learn skills in reading, writing, diagramming, critical thinking, presentation and communication, as well as appreciation of history and beauty of the built and unbuilt environment.

Intro to Landscape Architecture: 21st Century Superhero is "d*esigned to introduce students to habits of mind, theories, concepts and methods in a field or area"* In an open format with readings, seminar style questioning and informative lectures by experts and faculty this course will open the subject matter of the land, our attachments to it, design, and the cultural and social effects and determinants of the built environment. Students will respond with writing, diagramming, early exercises in design, and oral presentations.

Intro to Landscape Architecture: 21st Century Superhero is "*appropriate for a research university"* as students engage in learning through primary and secondary sources, read and write in both analytical and expository styles, and generate their own responses to a variety of materials, from lecture to reading to hands on learning.

Intro to Landscape Architecture: 21st Century Superhero is "*characterized by an inclusive pedagogy"* including, but not limited to readings by and about black and indigenous landscapes, with emphasis on women and under-represented populations as designers. Our pedagogy is rooted in the student experience project and includes student centered learning.

e) Current and predicted enrollments for the next three (3) years.

This is a new course. Projected enrollments are 25 students in the first semester and 50 by year three.

f) Awareness and adoption of UNM General Education Program Assessment posted by the Office of Assessment.

We look forward to the assessment tool of collecting student artifacts and sharing the outcomes through the artifact collection. As designers, we specialize in designing project prompts that ask a student to create something in response to complex ideas that may cover ecologies, climate, ephemera, stormwater, cultural practices, or a variety of other factors in the built environment.

g) Statement of Budget Impact, Faculty Load, and Resources (faculty/facilities) that the department has for teaching the course.

Faculty Load

This course is being added as part of a new BLA degree and will require only the resources embedded in that new faculty load request. The BLA degree will hire one new FTE and three TPTs to deliver the new courses. However, this course will be taught by existing faculty.

Budget Impact

No new faculty and staff budget will be needed. other than the existing resources at the School of Architecture and Planning and through the Center for Teaching Excellence and other existing UNM resources (Advance, etc.)

The school currently has a computer lab and a fabrications lab. While we are experiencing some growing pains in the labs and studio spaces, measures are being taken to address existing and projected need. All incoming students in architecture and landscape architecture are required to own a laptop. The software most used in the design fields is free to UNM students (AutoCAD, The Adobe Creative Suite, GIS and Rhino).

h) Memo from Dean or College Curriculum Committee regarding financial support for five (5) to ten (10) years.

SCHOOL OF ARCHITECTURE & PLANNING

School of Architecture and Planning
MSC04 2530, 1 University of New Mexico
Albuquerque, New Mexico, 87131-0001, (505) 277-2903

October 19, 2023

Memorandum:

To: UNM General Education and New Mexico Curriculum & Articulation Committee

From: Dean Robert González, School of Architecture & Planning, University of New Mexico

The Dean's Office of the School of Architecture & Planning supports the application of the Department of Landscape Architecture for the new Introduction to Landscape Architecture to be listed as a General Education VII (Arts and Design) course. We commit to supporting this course for the foreseeable five-year future as this will provide campus-wide exposure to landscape architecture, one of our three key disciplines in our school.

We currently have two GE courses in Architecture and look forward to offering a third in Landscape Architecture. These introductory courses offer a wealth of information about how the world works and the poetics of place.

Thank you for your consideration of this matter.

best,

Robert Alexander González, Ph.D., A.I.A.
Professor of Architecture and Dean of the School of Architecture + Planning

i) Complete syllabus and course schedule including time on topics and suggested text.

LARC 1110 INTRODUCTION TO LANDSCAPE ARCHITECTURE: A 21st Century Superhero Fall 2025 | University of New Mexico, School of Architecture and Planning

Instructor: Professor Katya Crawford | katyac@unm.edu

Drop in Hours: I have an open door policy. Formal hours are Tuesday from 10-12 or by appointment

Office location: Room 306, located on the 3rd floor, through the studio doors, at the east end of the building.

Course format Mondays, Wednesdays and Fridays from 10:00-10:50 AM | George Pearl Hall, Room P133

M: Lecture + discussion | W: Skills workshop | F: Guest speakers + field trips

This course uses Canvas.

Credit-Hour Statement: This is a three credit-hour course. Class meets for three 50-minute sessions of direct instruction for sixteen weeks during the Fall 2025 semester. Please plan for a minimum of six hours of out-of-class work (homework, study, assignment completion, and class preparation) each week.

Course Introduction LA 1114 is an introduction to the exciting, expansive and expanding field of landscape architecture. Humans have been manipulating and designing the landscape since the beginning of time. However, the term landscape architecture, and the profession of landscape architecture, is just over a century old. In this course, we will investigate the breadth of contemporary landscape architecture projects through the lens of cultural paradigms, environmental systems and human expression. We will see how projects locally and globally contribute to making a more livable world and address salient topics such as climate change, wildlife habitat, pollution, social inequities, urban public space, cultural rituals, human health, play, aesthetics, education and art. Lectures are organized by landscape concepts and include projects that push the boundaries of categorization. Weekly skills workshops introduce methods for analyzing and representing a landscape. Guest speakers and field trips provide knowledge and insight into the professional practice of landscape architecture in Albuquerque and beyond.

Course Objectives:

+Introduce students to the profession, practice, and theories of contemporary landscape architecture

+Provide students with knowledge and skills to research, analyze and synthesize contemporary landscape architecture projects

+Introduce students to the social/cultural and environmental issues closely connected with the practice of landscape architecture

+Introduce students to the role and tools of graphic representation in the design process and creation of the built landscape

+Introduce students to the diverse career options for landscape architects

Student Learning Outcomes:

The student demonstrates:

+The ability to research, analyze, create and present a case study on a seminal landscape architecture project

+The ability to understand landscape architecture through an environmental and cultural lens

+The ability to represent landscape architecture design concepts through spatial and analytical sketches and diagrams

+ Critical thinking through written and oral expression

+ The ability to define landscape architecture

Instructor Objectives:

+Successfully introduce students to the rich and complex world of landscape architecture within shifting environmental, political, and cultural contexts

+ Foster a safe and exciting environment to support diverse learning styles

+Help students become active agents in their own education and as members of a teaching and learning community

+Help students fall in love with landscape architecture, or a component of landscape architecture!

Assignment breakdown by percentage of final grade

Note: There will be extra credit opportunities throughout the semester

30 % Case Study: Biography of a designed landscape

20% Essay Journal

20% Sketchbook

10% Final Exam

15% Course Portfolio

5% Participation and Professionalism

Assignment Overview Note: All detailed assignments will be available on Canvas, will have clear instructions for deliverables and will provide student learning outcomes that correspond with a grading and evaluation rubric.

Case Study: Biography of a designed landscape

This is the largest project of the semester. Students will research, analyze and critique a specific built landscape and the firm that designed it. Students will be given a template and deliverables at the beginning of the semester, will have a chance to present their findings to classmates. The goals for this project are to have students learn how to conduct research, synthesize findings, learn about a firm's project, the intentions and impact of that project, the cultural and environmental context of the project, materials and maintenance, and the firm's design philosophy. With 28 students in the class, we will learn about 28 different projects. The instructor will combine all case studies into a single pdf for students to have as an impactful future resource.

Essay Journal

Students will write weekly essays over the course of the semester. The essays will be in response to readings, lectures and site visits. The instructor will offer prompts, or questions to consider. Students may also come up with their own. As a guide, essays are expected to be short—about 250 words. The essays should demonstrate critical inquiry and the ability to support a position. The journal format, and use of the word "essay" instead of "paper" is intended to help students build writing confidence. "Essay" is derived from the French word "essai" which means testing, or attempting. Do your best, and please consider this course a safe space to hone one's writing skills. The weekly essays will be submitted for review on Wednesdays. At the end of the semester, students must have 8 essays to add to their final portfolio. This means that there will be several weeks when an essay is not due. Note: The essays should form the basis of your final (take home) exam—your stance on landscape architecture. For best practices, have the weekly readings done by Monday morning, and write your weekly essay by Tuesday evening, to turn in on Wednesday by the end of the day.

Sketchbook

This course uses drawing as a way of seeing, analyzing and critiquing the world around us. Sketching has been, and still is, an invaluable tool in the practice of landscape architecture. Sketching is not just a way of visual communication, it is a way of thinking. Students will draw in class once a week, and will be expected to complete one sketch outside of class each week. Students will choose their best drawings for inclusion in the final portfolio. If students need help with sketching there are great resources available, and the instructor is always available to help during office hours or by appointment. Consider this class a safe space to begin one's sketching journey. Sketches will be reviewed in class, and uploaded for grading 2 times throughout the semester.

Final Exam: Taking a stance

The final take-home exam is a short statement, accompanied by visuals, about the student author's stance on landscape architecture. The deliverable will be discussed in class, but may be a 15-30 second video or a written statement. The intent is to critically reflect on the field of landscape architecture and for each student to take a stance on what the field is, should be, or could be. As a starting point, the student should turn the title of this course into a question: Is landscape architecture a 21st century superhero?…Why or why not? Note: Your practice of writing essays and reading from 250 Things a Landscape Architect Should Know should prepare you for this assignment. Each entry from 250 things is a perfect example of a stance!

Course Portfolio

The course portfolio is a way to learn about digitally archiving and presenting one's work using PhotoShop and InDesign as essential tools in the practice of landscape architecture. Using a provided template, students will include the case study, essays, best drawings/sketches and the final exam.

Extra Credit:

Extra credit will be given to all who attend the Monday Night Lecture Series. To receive extra credit, just write a specific comment about the lecture and send it to me in an email. We can talk more about this in class. All of you should do your best to attend the lectures.

Course Materials:

Book: The Fundamentals of Landscape Architecture by Tim Waterman (and check Canvas for additional weekly readings and resources)

And: 1. A sketchbook (preferably one that can lay flat). Sketchbooks can be found in the UNM Bookstore, at Artisan ABQ, or online.

2. Two small triangles (optional but encouraged)

3. A mechanical pencil

4.A pack of black micron pens, with at least 3 line weights (also sold individually)

Class etiquette: This class should be a safe and stimulating space for teaching and learning. Please be respectful of this time and space by arriving promptly and prepared for class, turning phones on silent, speaking respectfully to your peers (particularly as differing perspectives are natural and can help one another grow intellectually), and through listening carefully.

Grades: A=Excellent | B=Good | C=Average | D=Below Satisfactory | F=Failed

A 94-100% A- 90-93%

B + 87-89% B 84-86% B- 80-83%

C + 77-79% C 74-76% C- 70-73%

D + 67-69% D 64-66% D- 60-63%

F 60 and below

SCHEDULE OVERVIEW

Note: The schedule may change. All changes will be announced in writing via email and Canvas
Weekly readings are on Canvas and or in the course textbook

WEEK ONE | AUGUST

+ Reading: Introduction from *The fundamentals of Landscape Architecture* by Tim Waterman (By Wednesday) P. 8-15

M | 18th
Introductions to the course and each other
Survey: How do you learn best?
Lecture: What is landscape architecture?

W | 20th
Lecture: Democratic Space | Central Park
Themes: public space, national identity, social politics, environmental sustainability
Sketching workshop

F | 22nd
Campus Walk with focus on Smith Plaza and the Duck Pond

Themes: Form, program, materiality, paradigm, climate
Luck of the draw pick a firm!

WEEK TWO

+Reading: Ivers, B. Cannon, editor. 250 Things a Landscape Architect Should Know. Basel, Switzerland: Birkhäuser, 2021 (due Monday. See Canvas)
Please read by Friday:
+Morrow, Baker H.. "Gardens in the Sand: New Mexico's Historic Landscapes, Part 1." New Mexico Historical Review 96, 2 (2021). https://digitalrepository.unm.edu/nmhr/vol96/iss2/3
+Morrow, Baker H.. "Gardens in the Sand: New Mexico's Historic Landscapes, Part 2." New Mexico Historical Review 97, 2 (2022). https://digitalrepository.unm.edu/nmhr/vol97/iss2/2

M | 25th
Lecture + Discussion: Palimpsest Themes: industrial landscapes, materiality, resiliency, place making, memory, regeneration
Case Study: Assignment Introduction

W | 27th Quick Ten: Seeing through sketching
Sketching Workshop: Making lines

F | 29th Guest Speaker: Baker Morrow, Professor and Landscape Architect Topic: Indigenous New Mexico Landscapes

WEEK THREE | SEPTEMBER……
+Reading: Chapter 4: Representation: p.112-138 in *The fundamentals of Landscape Architecture* by Tim Waterman
+Reading: Ivers, B. Cannon, editor. 250 Things a Landscape Architect Should Know. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 1st Labor Day: No Class

W | 3rd
Quick Ten: Graphic Representation in Landscape Architecture
Sketching Workshop: lineweight and seeing geometry
Due: journal essay

F | 5th Guest Speaker: Kenneth Frances, Principal Landscape Architect, Surroundings

WEEK FOUR
+Reading: Chapter 2: Site
+ Context: p.50-82 in The fundamentals of Landscape Architecture by Tim Waterman
+Reading: Ivers, B. Cannon, editor. 250 Things a Landscape Architect Should Know. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 8th
Lecture + Discussion: Reclamation and regeneration
Themes: Scale, waste, recreation, reclamation, habitat, social and environmental justice
Case study check in

W | 10th
Sketching Workshop: Texture and materiality
Due: journal essay

F | 12th
Office Visit: PLAND| confirmed

WEEK FIVE

+Reading: Chapter 3 Inhabiting the Landscape: p.84-111 in *The fundamentals of Landscape Architecture* by Tim Waterman
+Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 15
Lecture + Discussion: Civic Space Themes: Public commons, cultural ritual, citizen rights, urban identity

W | 17
Sketching Workshop: Shade and Shadow
Due: journal essay
F | 19 Parking Day! Downtown Site Visit

WEEK SIX
+ Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)
+ The Fundamentals of Landscape Architecture, Chapter 5: The Anatomy of a Project p. 160-163

M | 22
Lecture + Discussion: Materials in Landscape Architecture Themes: Landscape literacy, animate vs inanimate, cultural and environmental systems thinking

W | 24th
Sketching workshop: Diagrams
Due: journal essay

F | 26th
Site Visit: Tingley Beach pollinator garden with Judith Phillips, native plant specialist and landscape designer

WEEK SEVEN

+Reading: Ivers, B. Cannon, editor. 250 Things a Landscape Architect Should Know. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 29th
Lecture + Discussion: Memorial landscapes
Themes: race, narrative, memory, representation

W | 1 OCTOBER
Quick Ten: Hybrid drawing
Workshop: Photoshop basics
Due: journal essay

F | 3rd
Site Visit TBD

WEEK EIGHT

+Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 6th
Lecture: Streets and parking lots
Themes: Public/private, urban climate, green stormwater infrastructure, gender, race, culture

W | 8th
Quick Ten: Thinking and drawing in section
Workshop: Making the invisible visible through drawing
Due: journal essay

F | 10th FALL BREAK!

WEEK NINE
+Reading: Gary Strang Landscape as Infrastructure

M | 13th
Guest Speaker: Emeritus Professor Alf Simon: Infrastructure
Instructor out (ASLA Professional Conference)

W | 15th
Quick Ten: Constructing Landscape Sketching
Workshop: Quick construction details

F | 17th
Site Visit: TBD

WEEK TEN

+Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 20th
Lecture: Art and Landscape Architecture
Themes: Ephemeral landscapes, concept, time
Due: Case Study

W | 22nd
Student Presentations: Case Studies

F | 24th Student Presentations: Case Studies

WEEK ELEVEN

+Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 27th
Lecture: Healing Landscapes
Themes: Human and environmental health, medicinal plants, meditative gardens

W | 29 th
Student Presentations: Case Studies

F | 31st
Student Presentations: Case Studies

WEEK TWELVE | NOVEMBER

+Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | NOVEMBER 3rd
Lecture + Discussion: Fire and Water
Themes: Climate change: Sea level rise, floods, fires, indigenous technologies and precedents

W | 5th
Quick Ten: InDesign, layout + composition

Workshop: Starting your portfolio
Due: journal essay

F | 7th
Guest Lecture: Edith Katz, Landscape Architect: Designing for The Climate Crisis

WEEK THIRTEEN

+Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 10

Lecture + Discussion: Landscapes of Learning + Play
4:30 in the auditorium: Gareth Doherty Landscape Architecture in Africa

W | 12th
Sketching Workshop: Guest: Professor Kathleen Kambic
Due: journal essay

F | 14th Self-directed field trip

WEEK FOURTEEN

+Reading: Ivers, B. Cannon, editor. *250 Things a Landscape Architect Should Know*. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 17
Guest Speaker: Catherine Harris
Lecture: More than human landscapes

W | 19th Workshop: composition and color
Guest: Mira Woodson, Graphic Designer, Educator, Artist
Due: journal essay

F | 21st
Guest: Francisco Ulviña, Assistant Professor of Architecture
Topic: Historic Preservation and Regionalism in Landscape Architecture + Building Architecture

WEEK FIFTEEN

+Reading: Ivers, B. Cannon, editor. 250 Things a Landscape Architect Should Know. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | 24 Lecture + discussion: Global Ecologies: Perspectives from China and Alaska
Guest Speaker: Anthony Fettes, Assistant Professor

W | 25th
Quick Ten: Collage and the creative process
Workshop: Digital and analog collage

F | 28th No Class: Thanksgiving

WEEK SIXTEEN | DECEMBER Last week of classes

+Reading: Ivers, B. Cannon, editor. 250 Things a Landscape Architect Should Know. Basel, Switzerland: Birkhäuser, 2021 (see Canvas)

M | DECEMBER 1
Lecture + Discussion: Unlikely Places, New Spaces Themes: The mundane, orphaned land, leftover urban fabric

W | 3rd
InDesign Workshop: Final Portfolio

F | 5th
DUE: Stance Presentations : 1 minute each!

FINALS WEEK | DECEMBER 8th-12th Upload Portfolios to Canvas by noon on December 12th

COURSE NOTES AND POLICIES Feedback and Constructive Criticism: Feedback is a critical component of the learning process and is intended to help you grow as a designer. It is important to fully engage in these discussions and to learn as much as possible during this process. Remember, the feedback is never intended to be a personal criticism, but a critical discussion about how to learn through the act of design, which involves trial and error. Self-evaluations may be used during the semester to share feedback and encourage discussion with the instructor. If at any time you wish to discuss evaluations of your work, do not hesitate to schedule an appointment or come see me during office hours.

Collaboration: Landscape architecture is a collective venture, with many different people contributing to the final products. Make your design process a collaborative one with your instructor and fellow students. Remember, competition and collaboration can coexist. Share inspiration, information, skills and responsibilities freely. Be supportive of each other, respect character and personality differences. Your greatest growth can come from peer review, discussion and teaching someone else a skill. Aim to be a positive force in the class environment.

Project Documentation: The Landscape Architecture department will use your work to evaluate the curriculum and teaching methods. All students are REQUIRED to submit their work digitally to the instructor before receiving a final grade. The instructor has built this requirement into the final portfolio assignment.

Course Materials Access: Your digital course materials are directly available now on the My Shelf link in Canvas. Your physical course materials, such as books and required lab/studio course kits, are available at the UNM Bookstore, and you will receive an email about how to pick them up. To simplify your course materials access, you are automatically enrolled in a Complete option at a flat rate of $279 per semester. This will show up on your bursar bill. The Complete option covers all your required course materials for all your Albuquerque campus courses, including any graduate courses you may be taking (branch campus course materials are billed and available separately). If you are interested in course materials access for only selected courses, or if you want to opt out entirely, you will need to select the option you want in the My Shelf link in Canvas. You can change your selected option in the My Shelf link in Canvas until the registrar's "Last Day to Drop Without a 'W' Grade and 100% Tuition Refund." Make sure that you review the video and information here to understand cost and the options for Complete (automatic enrollment), Select (take action), and Opt-out (take action).

Office Hours: The instructor has an open door policy, and will be available during office hours or you may make an appointment for individual or group meetings. Assignments: All assignments are to be completed by the dates given unless a medical certificate is supplied, or in the case of extenuating circumstances, as discussed with and agreed upon by the instructor. Unexcused late work not received on the assigned due date will be reduced by ½ of a grade for each late day (e.g. from B+ to B).

Email inquiries: All emails to the instructor must have "LArch 1110" in the subject header to secure a prompt reply.

Academic Honesty: The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. AI is included in this provision and will be judged on an individual basis.

Responsible Learning and Academic Honesty: Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of

Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource. Critical dates: Students should consult the UNM catalogue and the registration booklet to make themselves aware of critical dates for dropping courses in any semester.

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or 505-277-3506. Please communicate any accessibility issues or needs, and I will do my best to work with you individually to make sure you have full access to this course and all materials. The Accessibility Resource Center (ARC) provides community (faculty, staff, and student) to create equitable, inclusive, and practical learning environments. (https://arc.unm.edu) All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

Conduct Expectations: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. I am committed to building with you a positive classroom environment in which everyone can learn. I reserve the right to intervene and enforce standards of respectful behavior when classroom conduct is inconsistent with University expectations [and/or classroom community agreements]. Interventions and enforcement may include but are not limited to required meetings to discuss classroom expectations, written notification of expectations, and/or removal from a class meeting. Removal from a class meeting will result in an unexcused absence. The University of New Mexico ensures freedom of academic inquiry, free expression and open debate, and a respectful campus through adherence to the following policies: D75: Classroom Conduct, Student Code of Conduct, University Policy 2240 – Respectful Campus, University Policy 2210 – Campus Violence. Illness: If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me by email and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but

not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.

Resources: UNM has many resources and centers to help you thrive, including opportunities to get involved in campus life, research experiences, mental health resources, academic support such as tutoring, resource centers, free food at Lobo Food Pantry, jobs on campus and financial capability support. Your advisor, staff at the resource centers and Dean of Students, and I can help you find the right opportunities for you.

Thriving and Finding Support: Students are especially successful at UNM when they take advantage of support and get involved in campus and academic life. Your MyUNM login page provides direct links to wellbeing resources, including financial capability, mental health, food, jobs, and resource centers. MyUNM will help you identify academic resources like peer tutoring and opportunities like study abroad. You can contact academic advisors and resource advisors for information and guidance via Student Hub on MyUNM. Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740. Religions and Faith Traditions: The University of New Mexico promotes respect for all religions and faith traditions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or cultural observance, or due to related travel, is encouraged to speak with their instructor about an excused absence and opportunities to make up, without unreasonable burden, any work that has been missed.

UNM LAND ACKNOWLEDGEMENT: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

The following rubric of UNM general eduation criteria will be used by the Faculty Senate Curricula Committee to evaluate the proposal:

UNM General Education Program: Rubric for Evaluating Form C Course Additions

UNM Criteria for Evaluating Proposed Courses	
	met/not
1. *Of broad and tangible interest and intellectual benefit to many students.*	

Presents content in a way that will be useful, innovative, and engaging for students for whom this may be the only course in an academic field or area as well as for students who may continue in a discipline; complements and enriches the general education program without course duplication.	
2. *Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.* Can be distinguished from the foundation course of an academic major, from a course on a small sub-area of a discipline or field, and from a course with a rotating topic.	
3. *Designed to introduce students to habits of mind, theories, concepts and methods in a field or area* Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors.	
4. *Appropriate for a research university* Demonstrates scope, quality, accuracy of knowledge and content relative to contemporary scholarship in the field, and addresses diversity, equity, and inclusion in content and delivery.	
5. *Characterized by an inclusive pedagogy* Seeks to provide enrichment and educational opportunity to all students.	

5. NM Higher Education Department Criteria; demonstration of teaching relevant Essential Skills and component skills for general education area

The State of New Mexico goal for the new model of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of seven content areas. Faculty teaching courses within any given content area must weave the three related essential skills and component skills throughout their course while also addressing content knowledge and skills. The UNM Faculty Senate Curricula Committee will use the following rubric to assess whether the course addresses NMHED Essential skills and component skills for the relevant general education area:

NM HED Criteria/Essential Skills (complete for one area only)		
Essential Skill	Component Skill	**met/not**
1. COMMUNICATION		

Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Information & Digital Literacy	(3 of the following 4): Authority and Value of Information; Digital literacy; Information structures; research as Inquiry	
2. MATHEMATICS & STATISTICS		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Quantitative Reasoning	Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; Application of Quantitative Models	
3. PHYSICAL AND NATURAL SCIENCES		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	

Quantitative Reasoning	Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; Application of Quantitative Models	
4. SOCIAL AND BEHAVIORAL SCIENCES		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	
5. HUMANITIES		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Information and Digital Literacy	(3 of the following 4): Authority and Value of Information; Digital literacy; Information structures; research as Inquiry	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	
6. SECOND LANGUAGE		

Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	
7. ARTS AND DESIGN		
Critical Thinking	Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion	
Communication	Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments	
Personal and Social Responsibility	(2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global	

a. Three Essential Skills Narratives (one for each essential skill assigned to the gen ed area)

Write a short (~300 words) narrative for <u>each</u> of the three essential skills aligned with the

content area in which your course falls. Explain how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible. Narratives should describe what activities students **do** to develop the essential skills throughout the course (for example, "students demonstrate their capacity for *problem setting* in a pre-writing assignment focused on proposing a research question based on initial exploration of three scholary studies about controlled burns in woodlands").

Be sure to address all of the component skills for each of the three essential skills. *Please refer to this description of component skills: https://hed.state.nm.us/resources-for-schools/public_schools/general-education.* Note that only 2 of 5 possible component skills must be addressed for Personal and Social Responsibility and only 3 of 4 possible component skills must be addressed for Information and Digital Literacy.

Narrative 1 on Essential Skill (Critical Thinking) and Component Skills

Critical Thinking: an NMHED essential skill students learn in LARC1110. Students in LARC1110 Intro to Landscape Architecture develop critical thinking skills by reading and analyzing texts and lectures about landscape architecture and then writing about the people, movements, and landscapes they study.

The component skills that build critical thinking skills are problem setting, evidence acquisition, evidence evaluation and reasoning or conclusion. This course builds these skills in the following manner.

Problem setting is crucial to the comprehension of design. As an introductory course, students are exposed to a wide variety of design solutions to various problems through lectures and readings, learning the vocabulary of design. They are required to analyze through writing about readings and lectures what problems are solved by various aspect of specific designs presented. The final project requires students to put together a STANCE on landscape architecture, during which students analyze how design is problem solving, begun by recognizing the **problem set or posed** by the context and the program of the design -- the crucial first step to any solution. For response papers about readings and for longer presentations, the student **acquires evidence** by researching projects in both online and book sources. Those sources provide such evidence as names and firms of landscape architects, archives of other projects those designers have produced, and critical book chapters, papers, and articles about the projects. The student then **evaluates this evidence** to argue for the suitability or lack of suitability of the design method or product. Such arguments detail the built forms and the processes, for instance: water collection, habitat creation, usability by humans and non-humans. These essays require students to **develop a line of reasoning** articulated through their writing.

Narrative 2 on Essential Skill (Communications) and Component Skills (<300 words):

Communication: NMHED essential skill students learn in LARC1110. Students in

LARC1110 Intro to Landscape Architecture: 21st Century Superhero develop communication component skills (genre and medium awareness, the application of mediums, and versatility in applying them; strategies for understanding and evaluating messages; and the evaluation and production of arguments) by learning basic design drawing skills – diagrams, sketching, and layout -- and comparing these methods of communication with written methods learned by writing both short and longer papers. Students also present visually in class on case studies of landscapes.

LARC1110 requires students to both draw and write, giving them experience in **genre/medium awareness** and in selecting which medium to apply to a particular communication project. Students **become versatile** in each medium through practice in class and extensive comments from faculty on each piece of writing and each drawing. Faculty write comments on response papers and essays in Canvas. Comments on drawings are in person in class. In the in-class sessions where drawings are discussed, faculty model **strategies for understanding and evaluating messages** conveyed by student drawings and drawings presented in lectures. Students then comment on each other's drawings using those strategies. In the individual feedback on papers, faculty **evaluate the arguments** produced by the students. This models for the students a method, which they employ to **evaluate source arguments** while writing research papers. Students write short papers and one longer paper about the Biography of a Landscape during the semester. Each paper requires research in both drawn and written documentation of the landscapes. Students learn to **evaluate the difference among these media and what each genre offers**.

Narrative 3 on Essential Skill Personal and Social Responsibility and Component Skills (<300 words):

Intro to Landscape Architecture: 21st Century Superhero addresses Personal and Social Responsibility as an NMHED essential skill through the component skills of a) sustainability and the natural and human worlds and b) civic discourse including civic knowledge and engagement – local and global. Other components may occur in readings or lectures but are not addressed directly in this narrative.

The course unit "Fire and Water: Climate Chage: Sea level rise, floods fires, indigenous technologies and precedents" immerses students in values of human actions towards **sustainability in the human world and develops skills of civic discourse** with readings, lectures, short response papers about the values of **sustainability in the natural world**. The unit on "Civic Space" asks students to research, understand, and represent the influence of the practice of landscape architecture in civic spaces providing students with **civic knowledge** about cultures inside and outside the US. Students express their understanding through the "case study assignment" employing representation of different styles of global urban and rural spaces.

Both of these component skills – **sustainability and civic knowledge** – are illustrated by the attached case study assignment. The project requires students to develop a case study of a project from a list of international and US based firms. The case study requires evaluation of seven questions among them:

How does the project address issues of environmental sustainability?
Does the project consider clients other than humans?

Does the project address social justice issues?
How does the project make the world (in the site's context) a better place?

In answering these questions and presenting their research in a slide show for the class, students engage directly with evaluating these component skills while employing communication and media-based skills.

b. Sample Assignment

LA 1411 | FALL 2023 | Sample Assignment
Intro to Landscape Architecture | Professor: | email: Office Hours:

Final Project: Case Study
Due: ____ at ____ AM via Canvas Upload
Format: 11"X17" pdf (InDesign Template Provided)

Project introduction:
Researching seminal projects of landscape architects around the world is key in understanding the full breadth of landscape architecture, the theoretical stance of the designer and/or firm, and the multiple contemporary issues that the projects address.

As a class, we will begin to build a shared collection of designed landscapes around the world. You are asked to become explorers, researchers, and analysts. You will start by choosing a project from the list of firms below. As you begin your research, look to answer the question prompts as a guide, and add your own three questions to include in the project. You will share your critical assessment of the project with your peers. Be sure to review the InDesign template on Canvas before you get started.

Student Learning Outcomes:
The student…
…demonstrates the ability to examine the relationship among environmental, social-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds through a designed landscape.

…demonstrates the ability to support one's own position on a specific local or global issue while recognizing that there may be multiple valid perspectives.

…demonstrates the ability to develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation of a contemporary public landscape project.

…demonstrates the ability to communicate findings, analysis and one's own stance in oral, written and digital mediums.

Projects will be evaluated on the SLOs above and the following criteria:

1. The project is complete:
   [ ]. Cover
   [ ]. Introduction to the project
   [ ]. Project drawing sets and images with explanatory text
   [ ]. Project critique through questions
   [ ]. Closing statement

[ ]. Bibliography + Image Credits

2. The project uses proper and thorough citations for photographs, websites, books, journals, films, etc.

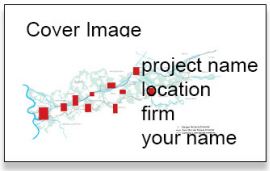
List of Landscape Architecture Firms:

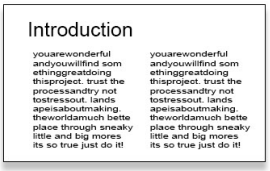
Agence Ter
Altelier Scale
Andreas Kipar (LAND)
Aniket Bhagwat
Aspect Studios
Balmori Associates
D.I.R.T
Field Operations
Gilles Clement
Gustafson Porter + Bowman
Hill Works
Hood Design Studio
Karres + Brans
Latz + Partner
Leonard Grosch (LOIDL)
Martí Franch (EMF)
SINAI
Scape
Stig L. Andersson (SLA)
STOSS
Ten Eyke
Topotek 1
Turenscape
Vogt Landscape
West 8
Yael Bar-Maor
Snøhetta
Sasaki
OLIN
Michael Van Valkenburg Associates (MVVA)
Martha Schwartz Partners
MASS Design Group

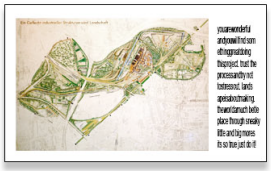
List of questions to inform your research. Please add 3 of your own to this list:

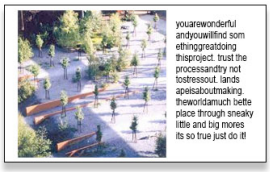
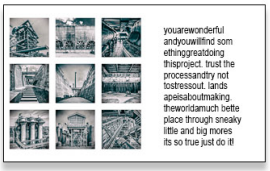
1. How does the project address issues of environmental sustainability?
2. Does the project consider clients other than humans?
3. Does the project address social justice issues?
4. How is the project engaged with and by what communities in different seasons?
5. What are the successes of the project?
6. What are the failures?
7. How does the project make the world (in the site's context) a better place?

Please download and review the InDesign Template from Canvas.
Sneak peak:







Have fun on your adventure!

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	4605
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-10-02 03:18 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Business, Hospitality, & Technology

Is this a Application a Re-Submission
yes

Describe the Clarifications to the Original Application
This course was previously approved as CSCI 1151 but underwent a title and number and SLO change as part of CCN to clarify for students the programming language used. We are resubmitting our information under the new number, title, and learning outcomes.

Institutional Course Information

Prefix
CSCI

Number
1230

Title
C Programming

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
CSCI

Number
1230

Title
C Programming

A. Content Area and Essential Skills

To which area should this course be added?
Other

Selected Areas
Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Students completing this course should be able to:
1. Develop C programs that apply the functions in the C libraries to read input data and generate output.
2. Understand the various operators, and the rules of precedence, available in C, and be able to combine them to
produce complex expressions to correctly calculate formulas.
3. Develop C programs that use selection statements (if-else, switch) and loop constructs (while, for do) to solve problems.
4. Modularize their C programs appropriately by using functions, with an understanding of call-by-value parameters.
5. Employ the C pre-processor features, such as #define, as appropriate.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

This course teaches students the fundamentals of computer programming, the logic of the computational components, and how to apply them to solve science and engineering problems. Students will be able to apply fundamental programming concepts and problem-solving skills. Students will write computer programs in order to implement their problem solving methods. Students will evaluate the computational resources for different problems using appropriate quantitative methods.

Problem Setting includes students practicing how to define the task at hand. For example, instead of simply being asked to “write a program,” students are asked to describe the problem they are trying to solve, identify the key elements, and outline what a successful solution should look like. This helps students recognize the importance of framing problems clearly before attempting solutions.

Students develop Evidence Acquisition. In this course evidence refers to the information and tools needed to build and test solutions. Students collect data, such as input values, test cases, and programming techniques, and consider different approaches that may be used to address the task.

Students engage in Evidence Evaluation by examining whether the evidence they gathered is accurate, sufficient, and appropriate. For example, they test their programs against different scenarios to see if the solutions hold up under varying conditions. If results are incomplete or incorrect, students are encouraged to revisit their evidence and refine their approach.

Students develop Reasoning and Conclusions by analyzing the outcomes of their work. They must explain why a particular solution works, justify the steps they took, and consider alternative methods they might have chosen.

Assessment: Exams, homework, and programming assignments that call for the student to apply scientific methods and design and implement their solutions.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models. In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Students will design and implement computer programs to solve problems that need both pre computational analysis and post computational evaluation. Students will apply variables, data types, functions, controls, and memory to write applications to solve problems. Processes, functions, and procedures will be verified for correctness. Students will be able to trace control flow of program components.

Communication and Representation of Quantitative Information: students learn to translate real-world problems into the language of programming. They represent information through variables, data types, and functions, making abstract ideas concrete in the form of program structures. Students also use comments and clear coding practices to communicate their reasoning, ensuring that others can understand the logic and structure of their solutions.

Analysis of Quantitative Arguments: students evaluate the accuracy and effectiveness of their programs. For example, they must test whether a program's output matches expected results and examine the logical flow that leads from input to output.

Application of Quantitative Models: Students create computational models that simulate processes, solve equations, or manage data. They verify the correctness of their procedures and evaluate whether their models produce reliable results in varied contexts. In doing so, they apply quantitative methods not only to build working programs but also to understand how models can represent and solve complex problems.

Assessment: Exams, homework, programming assignments requiring testing for correctness and evident logical design, described with informative comments.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

C is a foundational programming language underpinning innumerable applications and software development is inevitably a collaborative task performed by increasingly multicultural and diverse teams. In this course, students are taught to write functions that communicate their correct usage, report incorrect usage with input validation, and are well documented with clear, concise comments. Students adopt the perspective that their programs will potentially be used beyond their initial scope, so must be written such that the programs themselves are good teammates and collaborators with other software with which they might interact. Students will learn communication skills and principles of design that enhance collaboration and success in developing team projects.

Collaboration skills, teamwork, and value systems: students learn to create programs that can be integrated into larger projects. They write functions that communicate clearly how they should be used, and to include error checks and input validation so that their work can be trusted by others. In team-based assignments, students learn how to divide tasks, share responsibility, and contribute to collective success, mirroring the collaborative nature of real-world software development.

Intercultural reasoning and intercultural competence: Highlighting the global nature of computing, emphasizes that programming languages like C are used worldwide, and that solutions must often be designed for audiences with different cultural assumptions and needs. Students are encouraged to think about how users from various backgrounds may interact with their programs, and to design with inclusivity and accessibility in mind. They also reflect on how diverse perspectives can improve team problem-solving, foster innovation, and lead to stronger outcomes.

Assessment includes team projects, code reviews, and documentation tasks.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-10-02 03:18 PM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-10-02 03:18 PM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-09-24 03:17 PM (US/Mountain)

Exam 1

What is the result of the expression '5 + 3 * 2' in C?

Question 1 options:

- 10
- 13
- 11
- 26

Question 2 (5 points)

Which operator is used for logical NOT in C?

Question 2 options:

- ||
- ~
- !
- &&

Question 3 (5 points)

In C, what is the purpose of the `if` statement?

Question 3 options:

- To control the flow of program execution based on a condition
- To perform mathematical operations
- To assign a value to a variable
- To declare a variable

Question 4 (5 points)

Which of the following is/are the correct syntax for the `if` statement in C?

Question 4 options:

- [ ] { if condition } code;
- [ ] if { code } condition;
- [ ] if (condition) { code; }
- [ ] (if condition) { code; }

Question 5 (5 points)

What is the output of the following code snipit?

```
int x = 5;
if (x > 3) {
    printf("Hello");
} else {
    printf("World");
}
```

Question 5 options:

- ○ Hello
- ○ World
- ○ HelloWorld
- ○ none of the above

Question 6 (5 points)

How many times will the following `for` loop execute?

```
for (int i = 0; i < 5; i++) {
    // loop body
}
```

Question 6 options:

- ○ 0 times
- ○ 4 times

- 5 times
- infinite times

Question 7 (5 points)

In C, what is the purpose of the `break` statement?

Question 7 options:

- To print a message to the console
- To skip the next iteration of a loop
- To exit the program
- To exit a loop prematurely

Question 8 (5 points)

Which loop is used to iterate over a block of code as long as a condition is true in C?

Question 8 options:

- 'do-while' loop
- 'while' loop
- 'for' loop
- 'if' loop

Question 9 (5 points)

What is the value of `x` after the following code is executed?

```
int x = 10;
while (x > 0) {
    x -= 2;
}
```

Question 9 options:

- 2

- -2
- 0
- 10

Question 10 (5 points)

Which of the following is NOT a valid comparison operator in C?

Question 10 options:

- ==
- <>
- <=
- !=

Question 11 (5 points)

What is the result of the expression `5 % 2` in C?

Question 11 options:

- 1
- 2.5
- 0.5
- 2

Question 12 (5 points)

Which keyword is used to exit a loop prematurely in C?

Question 12 options:

- exit
- continue
- break
- return

Question 13 (5 points)

What does the `continue` statement do in a loop in C?

Question 13 options:

- Halts program execution
- Restarts the loop from the beginning
- Skips the next iteration of the loop and continues with the next iteration
- Exist the loop

Question 14 (5 points)

Which is an example of post incrementing x.

Question 14 options:

- x--;
- x++;
- ++x;
- x+=1

Question 15 (5 points)

What is the value of `y` after the following code is executed?

```
int x = 5;
int y = x++;
```

Question 15 options:

- 6
- 4
- 5
- 0

Question 16 (5 points)

What is the purpose of the `else` statement in an `if-else` construct in C?

Question 16 options:

- It terminates the program
- It is used to print output to the console
- none of these answers
- It has no specific purpose

Question 17 (5 points)

Which operator is used for logical AND in C?

Question 17 options:

- &&
- &
- ||
- |

Question 18 (5 points)

What does the following program output?

```
#include <stdio.h>

int main() {
    for (int i = 0; i < 5; i++) {
        printf("Iteration %d\n", i + 1);
    }
    return 0;
}
```

Question 18 options:

- Iteration 1
  Iteration 2
  Iteration 3
  Iteration 4
- Iteration 0
  Iteration 1
  Iteration 2

Iteration 3
Iteration 4

- Iteration 0
  Iteration 2
  Iteration 4
  Iteration 6
  Iteration 8
- Iteration 1
  Iteration 2
  Iteration 3
  Iteration 4
  Iteration 5

Question 19 (5 points)

What is the output of the following code?

```
int x = 5;
if (x < 3) {
    printf("A");
} else if (x < 7) {
    printf("B");
} else {
    printf("C");
}
```

Question 19 options:

- C
- A
- BC
- B

Question 20 (5 points)

Which of the following is NOT a valid data type in C?

Question 20 options:

- decimal
- float

- char*
- int

Question 21 (5 points)

What is the value of 'z' after the following code is executed?

```
int x = 15;
int y = 4;
int z = x / y;
```

Question 21 options:

- 4
- 3.75
- 4.0
- 3

Question 22 (5 points)

What is the output of the following code snipit?

```
int i = 1;
while (i <= 5) {
    printf("%d ", i);
    i++;
}
```

Question 22 options:

- 1 2 3 4
- 5 6 7 8 9
- 5 4 3 2 1
- 1 2 3 4 5

Question 23 (25 points)

Create a C program that prints a pattern of asterisks in the following format:

*
**
***
****

The submitted program should have your student comment header, and have comments within your code.

Question 23 options:

---

0 of 23 questions saved

Lab 2: Variables Lab

Module Level Objectives:

1. Compile a program.
2. Run the program and use it to investigate common compiler errors.
4. Construct a program using different variable types and math operators, and special characters using the different print statements.
6. Apply differing variable types.

Assignment:

Program name: exercise.c

Create a file in your editor. You may use your comment.c file from the previous lab as a starting point. Save it as exercise.c

Update your comment headers for this program.

Where you were printing Hello World!. You will erase that code line and this will be where this assignment starts.

To declare a variable, one needs to specify a type and a name. The following is an `int` type variable (integer) named `height`. Other common types include `float` (for decimal values), `double` (for more accurate decimal values), `boolean` (for true or false values), `String` (for text values), and `char` (for a single symbol known as a character).

```
int height;
```

To initialize a variable, give the variable an initial value using an equals sign, for example:

```
height = 67;
```

In this example it's also useful to get into the habit of adding the unit of measurement as a comment:

```
//inches
```

All of these things can be accomplished on one line of code, like so:

```
int height = 67; //inches
```

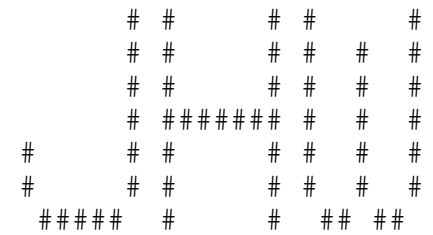
When we are writing code with no particular context then we may use variable names such as `x, y, z, i, j, n, number, var,` or `temp`, but whenever possible we should choose variable names that communicate information about the meaning of the value the variable holds, such as: `height, age, speed, angle, radius, cost`, and so on. The following exercise has no particular context, but will use a mixture of meaningful and meaningless variable names.

REQUIREMENTS:

Write a c program that meets the following requirements: Do remember all variables need to be created at the top of your code inside main!

1. The file name should be exercise.c
2. Make sure a student comment headers are included.
3. In the program main, the program should do the following:
    (a) declare an int variable called x
    (b) initialize x to 34
    (c) declare an int variable called y
    (d) initialize y to 45
    (e) declare an int variable called product (Remember where this needs to be made!)
    (f) multiply x times y and put the result in the product variable. For example,
    ```
    product = x * y;
    ```
    (g) print out the product. For example,
    ```
    printf("product = %d \n", product);
    ```
    (h) declare an int variable called `landSpeed` (Remember where this needs to be made!)
    (i) sum `x` and `y` and put the result in the `landSpeed` variable. For example,
    ```
    landSpeed = x + y;
    ```
    (j) print the sum to the screen. For example,
    ```
    printf("sum = %d \n", landSpeed);
    ```
    (k) declare a float variable called `decimalValue` (Remember where this needs to be made!)
    (l) initialize `decimalValue` to `99.3`.
    (m) declare a float variable called `weight`
    (n) initialize `weight` to `33.21`
    (o) declare a `double` variable called `difference`
    (p) Subtract the two numbers and put the result into the `difference` variable. For example,
    ```
    difference = decimalValue - weight;
    ```
    (q) print the result to the screen. For example,
    ```
    printf ("diff = %f \n", difference);
    ```
    (r) declare a `double` variable called `result`
    (s) calculate the quotient of `product` and `difference` and put the result in the `result` variable. For example,
    ```
    result = product / difference;
    ```
    (t) print the value of `result`. For example,
    ```
    printf("result = %f \n", result);
    ```
    (u) declare and initialize a `char` variable called `letter`. Initialize the value to `'X'`. For example,
    ```
    char letter = 'X';
    ```
    (v) print the value of `letter`, for example,
    ```
    printf("The value of letter is %c\n",  letter);
    ```
    (w) print out the following "<<--- --- --- \\\ -o- /// --- --- --->>". Hint: special Characters!

(x) **horizontally** print out the student's **3** initials or CNM using the ASCII art chart at the end of this document. So, if the student's name is John H. Watson, JHW would need to be printed. Hint: Create the design on graphpaper and then use multiple printf lines. See example A.c



4. NOTES:
    a. Code should be compiled with the command: gcc -o exercise exercise.c
    b. Code should be executed with the command: .\exercise.exe
    c. Execution of the code should output the following:

product = 1530
sum = 79
diff = 66.09000396728516
result = 23.150248269879917
The value of letter is X
<<--- --- --- \\\ -o- /// --- --- --->>
THE STUDENT'S INITIALS (or CNM) IN ASCII

USE THE TEMPLATE BELOW TO GET STARTED

Don't forget that if the executable name is exercise.exe then the file name should be exercise.c

```
// Comment header
#include <stdio.h>
int main() {
      //Student output comment header
      printf("Hello, World! \n");
      return 0;
}
```

CSCI 1230

ASCII ART CHART

Made using: https://www.ascii-art-generator.org/

CSCI 1230

Lab 12: FileIO

Module Level Objectives:

1. Compile a program.
2. Run the program and use it to investigate common compiler errors.
4. Construct a program using different variable types and math operators, and special characters using the different print statements.
6. Apply differing variable types.

Assignment Description:

File name: files.c

In this assignment, you will learn how to work files in the C programming language. You will read in a file containing a matrix of integers, and manipulate the data to separate the relevant matrices, then add them. The result will then be output to the command line and to a file named “result.txt”.

Task 1: Read in the file from the command line.

Write a C program that accepts a file from the command line.

For this assignment it may be assumed that all test files will be composed of 4 by 6 matrices.

Format:

The file will consist of two 4 by 6 matrices in the following format.:

Rows Columns

matrixA -blue

matrixB -red

Example File: ==========

```
4 6
0 1 2 3 4 5
10 11 12 13 14 15
```

```
20 21 22 23 24 25

30 31 32 33 34 35

0 1 2 3 4 5

1 1 1 1 1 1

3 4 5 6 7 8

3 3 2 2 1 1

==================
```

Task 2: Output the information

Output the data from the test file in the required format to the screen.

Task 3: Add the matrices

To add two matrices if they are the same dimension (these are) simply stack them on each and add the numbers.

Example

```
Given A=| 1 2 |    B=| 5 6 |
        | 3 4 |      | 7 8 |


     A+B = C is


     | 1+5 2+6 |  or  | 6  8  |
     | 3+7 4+8 |      | 10 12 |
```

Task 4: Output the result

Output the data in the required format to the screen, and to the output file “result.txt”.

Requirements:

- Make sure to have your student comment header.
- Use standard library functions to work with files.
- Use meaningful variable names and comments to make your code clear and understandable.
- Your program should compile and run without errors.

Example Output:

```
Matrices are:
    Rows: 4
    Cols: 6

Matrix A:
    0 1 2 3 4 5
    10 11 12 13 14 15
    20 21 22 23 24 25
    30 31 32 33 34 35

Matrix B:
    0 1 2 3 4 5
    1 1 1 1 1 1
    3 4 5 6 7 8
    3 3 2 2 1 1

Matrix A + B = C results in:
      0  2  4  6  8  10
     11 12 13 14 15 16
     23 25 27 29 31 33
     33 34 34 35 35 36

results.txt
0  2  4  6  8  10
```

```
11 12 13 14 15 16

23 25 27 29 31 33

33 34 34 35 35 36
```

Submission:

Submit a single C source code file named "files.c". Make sure your code is well-documented, easy to understand and adheres to standard C conventions. If any additional instructions are necessary to compile or run your code, include them in comments at the top of the file.

Further Resources

https://www.tutorialspoint.com/cprogramming/c_command_line_arguments.htm

https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:matrices/x9e81a4f98389efdf:adding-and-subtracting-matrices/a/adding-and-subtracting-matrices

Exam 1

What is the result of the expression '5 + 3 * 2' in C?

Question 1 options:

- 10
- 13
- 11
- 26

Question 2 (5 points)

Which operator is used for logical NOT in C?

Question 2 options:

- ||
- ~
- !
- &&

Question 3 (5 points)

In C, what is the purpose of the `if` statement?

Question 3 options:

- To control the flow of program execution based on a condition
- To perform mathematical operations
- To assign a value to a variable
- To declare a variable

Question 4 (5 points)

Which of the following is/are the correct syntax for the `if` statement in C?

Question 4 options:

- [ ] { if condition } code;
- [ ] if { code } condition;
- [ ] if (condition) { code; }
- [ ] (if condition) { code; }

Question 5 (5 points)

What is the output of the following code snipit?

```
int x = 5;
if (x > 3) {
    printf("Hello");
} else {
    printf("World");
}
```

Question 5 options:

- ○ Hello
- ○ World
- ○ HelloWorld
- ○ none of the above

Question 6 (5 points)

How many times will the following `for` loop execute?

```
for (int i = 0; i < 5; i++) {
    // loop body
}
```

Question 6 options:

- ○ 0 times
- ○ 4 times

- 5 times
- infinite times

Question 7 (5 points)

In C, what is the purpose of the `break` statement?

Question 7 options:

- To print a message to the console
- To skip the next iteration of a loop
- To exit the program
- To exit a loop prematurely

Question 8 (5 points)

Which loop is used to iterate over a block of code as long as a condition is true in C?

Question 8 options:

- 'do-while' loop
- 'while' loop
- 'for' loop
- 'if' loop

Question 9 (5 points)

What is the value of `x` after the following code is executed?

```
int x = 10;
while (x > 0) {
    x -= 2;
}
```

Question 9 options:

- 2

- -2
- 0
- 10

Question 10 (5 points)

Which of the following is NOT a valid comparison operator in C?

Question 10 options:

- ==
- <>
- <=
- !=

Question 11 (5 points)

What is the result of the expression `5 % 2` in C?

Question 11 options:

- 1
- 2.5
- 0.5
- 2

Question 12 (5 points)

Which keyword is used to exit a loop prematurely in C?

Question 12 options:

- exit
- continue
- break
- return

Question 13 (5 points)

What does the `continue` statement do in a loop in C?

Question 13 options:

- Halts program execution
- Restarts the loop from the beginning
- Skips the next iteration of the loop and continues with the next iteration
- Exist the loop

Question 14 (5 points)

Which is an example of post incrementing x.

Question 14 options:

- x--;
- x++;
- ++x;
- x+=1

Question 15 (5 points)

What is the value of `y` after the following code is executed?

```
int x = 5;
int y = x++;
```

Question 15 options:

- 6
- 4
- 5
- 0

Question 16 (5 points)

What is the purpose of the `else` statement in an `if-else` construct in C?

Question 16 options:

- It terminates the program
- It is used to print output to the console
- none of these answers
- It has no specific purpose

Question 17 (5 points)

Which operator is used for logical AND in C?

Question 17 options:

- &&
- &
- ||
- |

Question 18 (5 points)

What does the following program output?

```
#include <stdio.h>

int main() {
    for (int i = 0; i < 5; i++) {
        printf("Iteration %d\n", i + 1);
    }
    return 0;
}
```

Question 18 options:

- Iteration 1
  Iteration 2
  Iteration 3
  Iteration 4
- Iteration 0
  Iteration 1
  Iteration 2

Iteration 3
Iteration 4

- Iteration 0
  Iteration 2
  Iteration 4
  Iteration 6
  Iteration 8
- Iteration 1
  Iteration 2
  Iteration 3
  Iteration 4
  Iteration 5

Question 19 (5 points)

What is the output of the following code?

```
int x = 5;
if (x < 3) {
    printf("A");
} else if (x < 7) {
    printf("B");
} else {
    printf("C");
}
```

Question 19 options:

- C
- A
- BC
- B

Question 20 (5 points)

Which of the following is NOT a valid data type in C?

Question 20 options:

- decimal
- float

- char*
- int

Question 21 (5 points)

What is the value of 'z' after the following code is executed?

```
int x = 15;
int y = 4;
int z = x / y;
```

Question 21 options:

- 4
- 3.75
- 4.0
- 3

Question 22 (5 points)

What is the output of the following code snipit?

```
int i = 1;
while (i <= 5) {
    printf("%d ", i);
    i++;
}
```

Question 22 options:

- 1 2 3 4
- 5 6 7 8 9
- 5 4 3 2 1
- 1 2 3 4 5

Question 23 (25 points)

Create a C program that prints a pattern of asterisks in the following format:

*
**
***
****

The submitted program should have your student comment header, and have comments within your code.

Question 23 options:

---

0 of 23 questions saved

Lab 2: Variables Lab

Module Level Objectives:

1. Compile a program.
2. Run the program and use it to investigate common compiler errors.
4. Construct a program using different variable types and math operators, and special characters using the different print statements.
6. Apply differing variable types.

Assignment:

Program name: exercise.c

Create a file in your editor. You may use your comment.c file from the previous lab as a starting point. Save it as exercise.c

Update your comment headers for this program.

Where you were printing Hello World!. You will erase that code line and this will be where this assignment starts.

To declare a variable, one needs to specify a type and a name. The following is an `int` type variable (integer) named `height`. Other common types include `float` (for decimal values), `double` (for more accurate decimal values), `boolean` (for true or false values), `String` (for text values), and `char` (for a single symbol known as a character).

```
int height;
```

To initialize a variable, give the variable an initial value using an equals sign, for example:

```
height = 67;
```

In this example it's also useful to get into the habit of adding the unit of measurement as a comment:

```
//inches
```

All of these things can be accomplished on one line of code, like so:

```
int height = 67; //inches
```

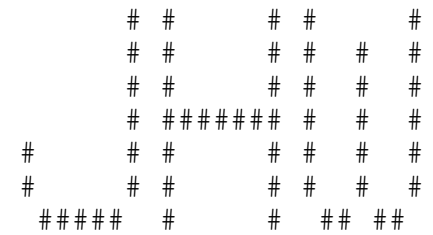
When we are writing code with no particular context then we may use variable names such as `x, y, z, i, j, n, number, var,` or `temp`, but whenever possible we should choose variable names that communicate information about the meaning of the value the variable holds, such as: `height, age, speed, angle, radius, cost`, and so on. The following exercise has no particular context, but will use a mixture of meaningful and meaningless variable names.

REQUIREMENTS:

Write a c program that meets the following requirements: Do remember all variables need to be created at the top of your code inside main!

1. The file name should be exercise.c
2. Make sure a student comment headers are included.
3. In the program main, the program should do the following:
    (a) declare an int variable called x
    (b) initialize x to 34
    (c) declare an int variable called y
    (d) initialize y to 45
    (e) declare an int variable called product (Remember where this needs to be made!)
    (f) multiply x times y and put the result in the product variable. For example,
    ```
    product = x * y;
    ```
    (g) print out the product. For example,
    ```
    printf("product = %d \n", product);
    ```
    (h) declare an int variable called `landSpeed` (Remember where this needs to be made!)
    (i) sum `x` and `y` and put the result in the `landSpeed` variable. For example,
    ```
    landSpeed = x + y;
    ```
    (j) print the sum to the screen. For example,
    ```
    printf("sum = %d \n", landSpeed);
    ```
    (k) declare a float variable called `decimalValue` (Remember where this needs to be made!)
    (l) initialize `decimalValue` to `99.3`.
    (m) declare a float variable called `weight`
    (n) initialize `weight` to `33.21`
    (o) declare a `double` variable called `difference`
    (p) Subtract the two numbers and put the result into the `difference` variable. For example,
    ```
    difference = decimalValue - weight;
    ```
    (q) print the result to the screen. For example,
    ```
    printf ("diff = %f \n", difference);
    ```
    (r) declare a `double` variable called `result`
    (s) calculate the quotient of `product` and `difference` and put the result in the `result` variable. For example,
    ```
    result = product / difference;
    ```
    (t) print the value of `result`. For example,
    ```
    printf("result = %f \n", result);
    ```
    (u) declare and initialize a `char` variable called `letter`. Initialize the value to `'X'`. For example,
    ```
    char letter = 'X';
    ```
    (v) print the value of `letter`, for example,
    ```
    printf("The value of letter is %c\n",  letter);
    ```
    (w) print out the following "<<--- --- --- \\\ -o- /// --- --- --->>". Hint: special Characters!

(x) **horizontally** print out the student's **3** initials or CNM using the ASCII art chart at the end of this document. So, if the student's name is John H. Watson, JHW would need to be printed. Hint: Create the design on graphpaper and then use multiple printf lines. See example A.c



4. NOTES:
    a. Code should be compiled with the command: gcc -o exercise exercise.c
    b. Code should be executed with the command: .\exercise.exe
    c. Execution of the code should output the following:

product = 1530
sum = 79
diff = 66.09000396728516
result = 23.150248269879917
The value of letter is X
<<--- --- --- \\\ -o- /// --- --- --->>
THE STUDENT'S INITIALS (or CNM) IN ASCII

USE THE TEMPLATE BELOW TO GET STARTED

Don't forget that if the executable name is exercise.exe then the file name should be exercise.c

```
// Comment header
#include <stdio.h>
int main() {
      //Student output comment header
      printf("Hello, World! \n");
      return 0;
}
```

CSCI 1230

ASCII ART CHART

Made using: https://www.ascii-art-generator.org/

CSCI 1230

Lab 12: FileIO

Module Level Objectives:

1. Compile a program.
2. Run the program and use it to investigate common compiler errors.
4. Construct a program using different variable types and math operators, and special characters using the different print statements.
6. Apply differing variable types.

Assignment Description:

File name: files.c

In this assignment, you will learn how to work files in the C programming language. You will read in a file containing a matrix of integers, and manipulate the data to separate the relevant matrices, then add them. The result will then be output to the command line and to a file named “result.txt”.

Task 1: Read in the file from the command line.

Write a C program that accepts a file from the command line.

For this assignment it may be assumed that all test files will be composed of 4 by 6 matrices.

Format:

The file will consist of two 4 by 6 matrices in the following format.:

Rows Columns

matrixA -blue

matrixB -red

Example File: ==========

```
4 6
0 1 2 3 4 5
10 11 12 13 14 15
```

```
20 21 22 23 24 25

30 31 32 33 34 35

0 1 2 3 4 5

1 1 1 1 1 1

3 4 5 6 7 8

3 3 2 2 1 1

==================
```

Task 2: Output the information

Output the data from the test file in the required format to the screen.

Task 3: Add the matrices

To add two matrices if they are the same dimension (these are) simply stack them on each and add the numbers.

Example

```
Given A=| 1 2 |    B=| 5 6 |
        | 3 4 |      | 7 8 |


     A+B = C is


     | 1+5 2+6 |  or  | 6  8  |
     | 3+7 4+8 |      | 10 12 |
```

Task 4: Output the result

Output the data in the required format to the screen, and to the output file “result.txt”.

Requirements:

- Make sure to have your student comment header.
- Use standard library functions to work with files.
- Use meaningful variable names and comments to make your code clear and understandable.
- Your program should compile and run without errors.

Example Output:

```
Matrices are:
    Rows: 4
    Cols: 6

Matrix A:
    0 1 2 3 4 5
    10 11 12 13 14 15
    20 21 22 23 24 25
    30 31 32 33 34 35

Matrix B:
    0 1 2 3 4 5
    1 1 1 1 1 1
    3 4 5 6 7 8
    3 3 2 2 1 1

Matrix A + B = C results in:
      0  2  4  6  8  10
     11 12 13 14 15 16
     23 25 27 29 31 33
     33 34 34 35 35 36

results.txt
0  2  4  6  8  10
```

```
11 12 13 14 15 16

23 25 27 29 31 33

33 34 34 35 35 36
```

Submission:

Submit a single C source code file named "files.c". Make sure your code is well-documented, easy to understand and adheres to standard C conventions. If any additional instructions are necessary to compile or run your code, include them in comments at the top of the file.

Further Resources

https://www.tutorialspoint.com/cprogramming/c_command_line_arguments.htm

https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:matrices/x9e81a4f98389efdf:adding-and-subtracting-matrices/a/adding-and-subtracting-matrices

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	4739
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-10-06 09:38 AM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Business, Hospitality, & Technology

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
CSCI

Number
1260

Title
Computer Programming Fundamentals Java I

Number of credits
4

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
CSCI

Number
1260

Title
Computer Programming Fundamentals Java I

A. Content Area and Essential Skills

To which area should this course be added?
Other

Selected Areas
Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Students completing this course should be able to:
1. Implement programs which employ structured programming techniques.
2. Implement control flow structures.
3. Apply modularization principles by defining and using functions/methos to structure code and improve code reused
and maintainability.
4. Write code utilizing data structures such as arrays, using pointer, and simple classes to provide useful access to, and
operations on data.
5. Use input/output mechanisms to handle invalid input and output operations.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

This course teaches students the fundamentals of computing, the components of computational logic, and how to apply them to solve computational problems. Students design, code, debug, and document their problem-solving process in the form of programs, developing both technical and critical thinking skills. By learning the fundamental knowledge of computing, software engineering methodologies, and the logic structures that guide hardware and software systems, students practice setting up problems clearly and identifying appropriate strategies for addressing them (Problem Setting).

Students implement their problem-solving methods in programming language Java and apply computing system development methodologies to real problems. They determine which resources, structures, and tools are most appropriate—such as operators, variables, control structures, and data structures—and apply them to generate results. This process helps students practice identifying and gathering the right information and approaches for each task (Evidence Acquisition).

Students evaluate the strengths and limitations of different solutions. Debugging, testing, and comparing different approaches requires them to critically examine the evidence produced by their programs and assess whether the logic, methods, and resources they used were appropriate to the problem at hand (Evidence Evaluation).

Students are required to reason through the implications of their results and draw conclusions. They document and communicate their methods, justify their choices, and explain why their solutions are valid.

They practice making informed judgments based on evidence and logical analysis (Reasoning/Conclusion).

Assessment:
Exams, quizzes, and programming assignments that call for the student to critically evaluate scientific methods and methodologies, as well as planning and implementing their solutions.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models. In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Students will design and implement programs to solve problems that need both pre computational analysis and post computational evaluation. Processes, functions, and procedures must be verified for correctness using tests with known input-output pairs. Students will output data in easily understandable formats such as sorted tables and spreadsheets. Students will be required to assess reasonability of outputs.

Students use Java programming language to construct problem-solving methods that rely on functions, procedures, and logical structures. They represent quantitative information in multiple ways including program outputs such as tables or spreadsheets. Documentation and reporting further strengthen their ability to communicate quantitative processes clearly (Communication/Representation of Quantitative Information).

Students also analyze quantitative arguments by testing and verifying their programs. Using input-output pairs and systematic debugging, they determine whether their methods are correct and whether their results are reasonable. This requires students to interpret results, assess validity, and refine their approaches as needed (Analysis of Quantitative Arguments).

Students apply quantitative models by choosing and implementing operators, control structures, and data structures to solve real problems. Programming assignments, case studies, and laboratory exercises require them to evaluate which quantitative approaches are most appropriate and to implement these methods effectively (Application of Quantitative Models).

Assessment:
Implementation of unit tests and application of quantitative techniques for the level and type of material being covered.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Java is one of the most widely-used programming languages in the world and software development is inevitably a collaborative task performed by increasingly multicultural and diverse teams. In this course, students are taught to write functions, methods, and classes that communicate clearly their correct usage, report incorrect usage with input validation, and are well documented with clear, concise comments. Students adopt the perspective that their programs will potentially be used beyond their initial scope, so must be written such that the programs themselves are good teammates and collaborators with other software.

Students will learn and apply the Software Development Life Cycle (SDLC) on a small scale, but this will have direct application to collaborative projects.

Lastly, students will learn to read and write in the Unified Modeling Language (UML) in order to communicate high level design decisions to collaborators.

Assessment: programming assignments, documentation practices, and collaborative design exercises

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-10-06 09:38 AM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-10-06 09:38 AM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-10-03 04:36 PM (US/Mountain)

Fish Store

Course Level Objectives:

1. Implement programs which employ structured programming techniques.
2. Implement control flow structures.
3. Apply modularization principles by defining and using functions/methods to structure code and improve code reuse and maintainability.
4. Write code utilizing data structures such as arrays, using pointers, and simple classes to provide useful access to, and operations on, data.
5. Use input/output mechanisms to collect user input and display data, including implementing error handling mechanisms to handle invalid input and output operations.

Module Level Objectives:

3. Apply print statements.

ASSIGNMENT:

Class name: Fishstore

The Java Tropical Fish store is here to help you select the perfect tank for your tropical fish enjoyment. The first rule for setting up a nice, healthy fish tank is two gallons of water for every inch of fish in the tank. You must remember to consider the adult size of the fish. This means if you have 3 adult fish, and each fish is 3" long, you need to have at least an 18 gallon tank.
(3fish x 3inches x 2gallons/fish = 18)

The second rule involves what sort of fish will live in the tank. If there are aggressive fish in the tank, then the tank should be sized 1.5 times larger than the previous calculation. That is only an approximation, and in real life, you would have to carefully select your fish to make sure they get along well. But for this program, we will follow the two rules we just listed.

Fish tanks ONLY come in 4 sizes in our store: 20, 40, 60 and 80 gallons. Your program should recommend to the user the next largest size that they need. For example, if you calculate that the user needs 45 gallons for their fish, your program should recommend a 60 gallon tank. If the fish would need a tank larger than 80 gallons, print out that the store does not sell a large enough tank.

Start your program in main by declaring variables and writing a loop. Then ask the user to enter the information for the fish they expect to place in the new tank, then suggest the correct size tank.

For each fish, your code will ask the user:

- What is the name of the fish type? (for example: goldfish)
- What is the adult length of the fish type in inches? (for example: 2)
- How many of this fish? (for example: 3)

Ask the user to enter all of this information and loop around for as many different fish types as the user wants. When the user enters "done" for the fish type, the loop will exit and stop collecting data.

Next ask your user if there are any aggressive fish in the group. Determine the best size tank based on the rules. If the user would need a tank bigger than 80 gallons, tell the user that we don't carry any bigger tanks.

Write out a tank report, including whether or not any fish are aggressive, total length of fish, minimum required gallons and the appropriate tank. Here is a sample for 4 Clown Loaches, which are 3" long and 5 Neon Tetras, which are 1" long. None of the fish are aggressive:

```
Tropical Fish Store Tank Requirements
Aggressive:  No
Total Fish Length: 17"
Tank Size: 40 gallons
```

Then ask the customer if he/she wants to calculate another fish tank. If the answer is yes, the program should run again. NOTE: This means that an outer loop is needed around the inner loop that collects the fish information! If the answer is no, drop out of the loop, and show your customer a good-bye message.

Test Cases:

You can use these test cases to verify that your program is giving you correct results.

Test Case #1 fish type = Clown Loach, number = 4, size = 3
fish type = Neon Tetra, number = 5, size = 1

Correct output #1

Tropical Fish Store Tank Requirements

```
Tropical Fish Store Tank Requirements
Aggressive:  No
Total Fish Length: 17"
Tank Size: 40 gallons
```

Test Case #2 fish type = Zebra Danios, number = 2, size = 2
fish type = Cherry Barb, number = 6, size = 2

fish type = AngelFish, number = 1, size = 6 aggressive

Correct output #2

```
Tropical Fish Store Tank Requirements
Aggressive:  Yes
Total Fish Length: 22"
Tank Size: 80 gallons
```

Behind the scenes calculation and logic for test case #2:

- Total fish length = 2fish*2in + 6fish*2in + 1fish*6in
- Recommended gallons = Total fish length * 2 gallons
- Recommended gallons considering aggressive = Recommended gallons * 1.5
- Equals 66 recommended gallons. Round up to 80 gallon tank.

Question 1 (2.5 points)

In Java, multi-line comments start with /* and end with */.

Question 1 options:

True

False

Question 2 (2.5 points)

The println method in Java always prints output followed by a new line.

Question 2 options:

True

False

Question 3 (2.5 points)

A while loop in Java is guaranteed to execute at least once.

Question 3 options:

True

False

Question 4 (2.5 points)

When make a code change, the proper procedure is save the change, compile the program with java, then run it with javac.

Question 4 options:

True

False

Question 5 (2.5 points)

The if statement in Java must always have an else block.

Question 5 options:

True

False

Question 6 (2.5 points)

Methods in Java must always return a value.

Question 6 options:

True

False

Question 7 (2.5 points)

Which of the following is the correct way to print "Hello, World!" on a line by itself in Java?

Question 7 options:

System.print("Hello, World!");

System.out.println("Hello, World!");

System.out.printline("Hello, World!");

println("Hello, World!");

Question 8 (2.5 points)

What is the correct syntax for a multi-line comment in Java?

Question 8 options:

// This is a multi-line comment

/* This is a multi-line comment */

<!-- This is a multi-line comment -->

** This is a multi-line comment **

Question 9 (2.5 points)

How many times will the loop execute?

```
for(int i=0; i<5; i++){
    System.out.println(i);
  }
```

Question 9 options:

4

5

infinite

none of the above

Question 10 (2.5 points)

Which of the following statements about do-while loops is correct?

Question 10 options:

A do-while loop runs indefinitely.

A do-while loop is the same as a while loop.

A do-while loop executes at least once.

none of the above

Question 11 (2.5 points)

What number does the following code print?

System.out.printf("The value is: %.2f", 3.14159);

Question 11 options:

3.14159

3.14

3.1

none of the above

Question 12 (2.5 points)

Multi-Select. What is the correct way to start an infinite loop in Java?

Question 12 options:

for(;;) { }

while(true) { }

do { } while(true);

none of the above

Question 13 (2.5 points)

Multi-select. Which of the following statements about printf are correct?

Question 13 options:

It is used for formatted output.

It automatically appends a new line.

It is similar to println but supports format specifiers.

none of the above

Question 14 (2.5 points)

Multi-select. Which of the following are valid ways to terminate a loop?

Question 14 options:

break

return

System.exit(1);

none of the above

Question 15 (2.5 points)

Multi-select. Which of the following can be used inside an if condition?

Question 15 options:

boolean expression

comparison operators

=

none of the above

Question 16 (2.5 points)

What would be the output of the following code?

```
public class Test {
   public static void main(String[] args) {
      int result = add(5, 10);
```

```
        System.out.println(result);
    }

    public static int add(int a, int b) {
        return a + b;
    }
}
```

Question 16 options:

10

15

Compilations error

none of the above

Question 17 (2.5 points)

Which of the following method declarations is incorrect?

Question 17 options:

public static void display() { System.out.println("Hello!"); }

public int sum(int a, int b) { return a + b; }

public static void main(String args) { System.out.println("Java"); }

none of the above

Question 18 (2.5 points)

Multi-select. Which statements about Java methods are false?

Question 18 options:

Methods can have the same name if they have different parameter lists.

A method must always be static.

A method can call another method inside it.

Methods cannot return objects.

Question 19 (20 points)

Fix the following code. Assume it is in a file named MyIf.java:

```
Line 0 :
Line 1 : public IfStatementError {
Line 2 :    public static void main(String[] args) {
Line 3 :       int number = 10
Line 4 :
Line 5 :       \\ Fixed if statement
Line 6 :       if (number > 5) {
Line 7 :          System.out.println("Number is greater than 5);
Line 8 :       elseif(number = 6){
Line 9 :          System.out.println("Number is greater than 5);
Line 10:       } else
Line 11:          System.out.println("Number is 5 or less.");
Line 12:
Line 13:    }
Line 14: }
```

Question 19 options:

Question 20 (15 points)

Filename: Mult.java

Generate a multiplication table from 1 to 10 using a user specified number and method of their choice. It should continue till the user chooses end. It must use at least 3 methods! Three methods print out multiplication tables, but using different loops. The fourth method ends the program.

It should ask the user the following:

1: for loop
2: while loop

3: do-while loop
4: end program

Question 20 options:

Question 21 (20 points)

Filename: Bank.java

Programming Problem: Bank Account Statement Formatter

Problem Statement:

Write a Java program that simulates a simple **bank account statement generator**. The program should:

1. Ask the user for their **name** and **initial balance**.
2. Ask the user will do 3 transactions, their choice.
3. For each transaction, ask for:
    - **Transaction type** (D for deposit, W for withdrawal).
    - **Transaction amount**.
4. Process each transaction, updating the balance accordingly:
    - Deposits (D) increase the balance.
    - Withdrawals (W) decrease the balance.
    - If a withdrawal causes a negative balance, print a **warning** but still allow the transaction.
    - Since we do not want to deal with array, we will not store any transactions.
5. At the end, print a **formatted output** using printf.

Example Output:

Enter your name: John Doe

Enter initial balance: 500.00

Enter number of transactions: 3

Transaction 1 - Type (D/W): D

Enter amount: 250.75

Transaction 2 - Type (D/W): W

Enter amount: 100.00

Transaction 3 - Type (D/W): W

Enter amount: 700.00

Warning: Your balance is negative!

| Final Balance: -$49.25 |

Requirements:

- Follow general requirements.
- Use printf to format currency to **two decimal places**.
- Use **methods** for:
- Processing transactions.
- Printing the formatted account statement.
    - Use **loops** (for, while, or do-while) for transaction input.
    - Use **if statements** to handle **negative balance warnings**.
    - Use **comments** to explain code logic.

Hints:

1. Use proper format specifiers on your %f to display the amount correctly.
2. A method processTransaction(char type, double amount) can handle balance updates.
3. A method printStatement() can format and display the final report.

Question 21 options:

Submit Quiz*0 of 21 questions saved*

Fish Store

Course Level Objectives:

1. Implement programs which employ structured programming techniques.
2. Implement control flow structures.
3. Apply modularization principles by defining and using functions/methods to structure code and improve code reuse and maintainability.
4. Write code utilizing data structures such as arrays, using pointers, and simple classes to provide useful access to, and operations on, data.
5. Use input/output mechanisms to collect user input and display data, including implementing error handling mechanisms to handle invalid input and output operations.

Module Level Objectives:

3. Apply print statements.

ASSIGNMENT:

Class name: Fishstore

The Java Tropical Fish store is here to help you select the perfect tank for your tropical fish enjoyment. The first rule for setting up a nice, healthy fish tank is two gallons of water for every inch of fish in the tank. You must remember to consider the adult size of the fish. This means if you have 3 adult fish, and each fish is 3" long, you need to have at least an 18 gallon tank.
(3fish x 3inches x 2gallons/fish = 18)

The second rule involves what sort of fish will live in the tank. If there are aggressive fish in the tank, then the tank should be sized 1.5 times larger than the previous calculation. That is only an approximation, and in real life, you would have to carefully select your fish to make sure they get along well. But for this program, we will follow the two rules we just listed.

Fish tanks ONLY come in 4 sizes in our store: 20, 40, 60 and 80 gallons. Your program should recommend to the user the next largest size that they need. For example, if you calculate that the user needs 45 gallons for their fish, your program should recommend a 60 gallon tank. If the fish would need a tank larger than 80 gallons, print out that the store does not sell a large enough tank.

Start your program in main by declaring variables and writing a loop. Then ask the user to enter the information for the fish they expect to place in the new tank, then suggest the correct size tank.

For each fish, your code will ask the user:

- What is the name of the fish type? (for example: goldfish)
- What is the adult length of the fish type in inches? (for example: 2)
- How many of this fish? (for example: 3)

Ask the user to enter all of this information and loop around for as many different fish types as the user wants. When the user enters "done" for the fish type, the loop will exit and stop collecting data.

Next ask your user if there are any aggressive fish in the group. Determine the best size tank based on the rules. If the user would need a tank bigger than 80 gallons, tell the user that we don't carry any bigger tanks.

Write out a tank report, including whether or not any fish are aggressive, total length of fish, minimum required gallons and the appropriate tank. Here is a sample for 4 Clown Loaches, which are 3" long and 5 Neon Tetras, which are 1" long. None of the fish are aggressive:

```
Tropical Fish Store Tank Requirements
Aggressive:  No
Total Fish Length: 17"
Tank Size: 40 gallons
```

Then ask the customer if he/she wants to calculate another fish tank. If the answer is yes, the program should run again. NOTE: This means that an outer loop is needed around the inner loop that collects the fish information! If the answer is no, drop out of the loop, and show your customer a good-bye message.

Test Cases:

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fish type = Neon Tetra, number = 5, size = 1

Correct output #1

Tropical Fish Store Tank Requirements

```
Tropical Fish Store Tank Requirements
Aggressive:  No
Total Fish Length: 17"
Tank Size: 40 gallons
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Test Case #2 fish type = Zebra Danios, number = 2, size = 2
fish type = Cherry Barb, number = 6, size = 2

fish type = AngelFish, number = 1, size = 6 aggressive

Correct output #2

```
Tropical Fish Store Tank Requirements
Aggressive:  Yes
Total Fish Length: 22"
Tank Size: 80 gallons
```

Behind the scenes calculation and logic for test case #2:

- Total fish length = 2fish*2in + 6fish*2in + 1fish*6in
- Recommended gallons = Total fish length * 2 gallons
- Recommended gallons considering aggressive = Recommended gallons * 1.5
- Equals 66 recommended gallons. Round up to 80 gallon tank.

Question 1 (2.5 points)

In Java, multi-line comments start with /* and end with */.

Question 1 options:

True

False

Question 2 (2.5 points)

The println method in Java always prints output followed by a new line.

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True

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Question 3 (2.5 points)

A while loop in Java is guaranteed to execute at least once.

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False

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True

False

Question 6 (2.5 points)

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False

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System.print("Hello, World!");

System.out.println("Hello, World!");

System.out.printline("Hello, World!");

println("Hello, World!");

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What is the correct syntax for a multi-line comment in Java?

Question 8 options:

// This is a multi-line comment

/* This is a multi-line comment */

<!-- This is a multi-line comment -->

** This is a multi-line comment **

Question 9 (2.5 points)

How many times will the loop execute?

```
for(int i=0; i<5; i++){
    System.out.println(i);
  }
```

Question 9 options:

4

5

infinite

none of the above

Question 10 (2.5 points)

Which of the following statements about do-while loops is correct?

Question 10 options:

A do-while loop runs indefinitely.

A do-while loop is the same as a while loop.

A do-while loop executes at least once.

none of the above

Question 11 (2.5 points)

What number does the following code print?

System.out.printf("The value is: %.2f", 3.14159);

Question 11 options:

3.14159

3.14

3.1

none of the above

Question 12 (2.5 points)

Multi-Select. What is the correct way to start an infinite loop in Java?

Question 12 options:

for(;;) { }

while(true) { }

do { } while(true);

none of the above

Question 13 (2.5 points)

Multi-select. Which of the following statements about printf are correct?

Question 13 options:

It is used for formatted output.

It automatically appends a new line.

It is similar to println but supports format specifiers.

none of the above

Question 14 (2.5 points)

Multi-select. Which of the following are valid ways to terminate a loop?

Question 14 options:

break

return

System.exit(1);

none of the above

Question 15 (2.5 points)

Multi-select. Which of the following can be used inside an if condition?

Question 15 options:

boolean expression

comparison operators

=

none of the above

Question 16 (2.5 points)

What would be the output of the following code?

```
public class Test {
   public static void main(String[] args) {
      int result = add(5, 10);
```

```
        System.out.println(result);
    }

    public static int add(int a, int b) {
        return a + b;
    }
}
```

Question 16 options:

10

15

Compilations error

none of the above

Question 17 (2.5 points)

Which of the following method declarations is incorrect?

Question 17 options:

public static void display() { System.out.println("Hello!"); }

public int sum(int a, int b) { return a + b; }

public static void main(String args) { System.out.println("Java"); }

none of the above

Question 18 (2.5 points)

Multi-select. Which statements about Java methods are false?

Question 18 options:

Methods can have the same name if they have different parameter lists.

A method must always be static.

A method can call another method inside it.

Methods cannot return objects.

Question 19 (20 points)

Fix the following code. Assume it is in a file named MyIf.java:

```
Line 0 :
Line 1 : public IfStatementError {
Line 2 :    public static void main(String[] args) {
Line 3 :       int number = 10
Line 4 :
Line 5 :       \\ Fixed if statement
Line 6 :       if (number > 5) {
Line 7 :          System.out.println("Number is greater than 5);
Line 8 :       elseif(number = 6){
Line 9 :          System.out.println("Number is greater than 5);
Line 10:       } else
Line 11:          System.out.println("Number is 5 or less.");
Line 12:
Line 13:    }
Line 14: }
```

Question 19 options:

Question 20 (15 points)

Filename: Mult.java

Generate a multiplication table from 1 to 10 using a user specified number and method of their choice. It should continue till the user chooses end. It must use at least 3 methods! Three methods print out multiplication tables, but using different loops. The fourth method ends the program.

It should ask the user the following:

1: for loop
2: while loop

3: do-while loop
4: end program

Question 20 options:

Question 21 (20 points)

Filename: Bank.java

Programming Problem: Bank Account Statement Formatter

Problem Statement:

Write a Java program that simulates a simple **bank account statement generator**. The program should:

1. Ask the user for their **name** and **initial balance**.
2. Ask the user will do 3 transactions, their choice.
3. For each transaction, ask for:
    - **Transaction type** (D for deposit, W for withdrawal).
    - **Transaction amount**.
4. Process each transaction, updating the balance accordingly:
    - Deposits (D) increase the balance.
    - Withdrawals (W) decrease the balance.
    - If a withdrawal causes a negative balance, print a **warning** but still allow the transaction.
    - Since we do not want to deal with array, we will not store any transactions.
5. At the end, print a **formatted output** using printf.

Example Output:

Enter your name: John Doe

Enter initial balance: 500.00

Enter number of transactions: 3

Transaction 1 - Type (D/W): D

Enter amount: 250.75

Transaction 2 - Type (D/W): W

Enter amount: 100.00

Transaction 3 - Type (D/W): W

Enter amount: 700.00

Warning: Your balance is negative!

| Final Balance: -$49.25 |

Requirements:

- Follow general requirements.
- Use printf to format currency to **two decimal places**.
- Use **methods** for:
- Processing transactions.
- Printing the formatted account statement.
    - Use **loops** (for, while, or do-while) for transaction input.
    - Use **if statements** to handle **negative balance warnings**.
    - Use **comments** to explain code logic.

Hints:

1. Use proper format specifiers on your %f to display the amount correctly.
2. A method processTransaction(char type, double amount) can handle balance updates.
3. A method printStatement() can format and display the final report.

Question 21 options:

Submit Quiz*0 of 21 questions saved*

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5026
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-10-27 05:50 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Liberal Arts

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
COMM

Number
1115

Title
Introduction to Communication

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
COMM`

Number
1115

Title
Introduction to Communication

A. Content Area and Essential Skills

To which area should this course be added?
Communications

Selected Areas
Critical Thinking, Information & Digital Literacy, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Student Learning Outcomes
1. Describe basic communication terms, forms and concepts.
2. Identify basic communication research methods and theories.
3. Explain the significance of ethics and diversity in communication processes.
4. Apply various concepts and skills in multiple communication contexts.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

na

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

The following course assignments are designed to help students develop critical communication skills across key areas.
Online Discussions:
*Genre and Medium Awareness, Application, and Versatility: Students engage in scholarly online discourse, adapting their tone, structure, and content to suit an academic forum. Crafting original posts and responses fosters versatility in written communication.
*Strategies for Understanding and Evaluating Messages: By analyzing peers' posts and incorporating textbook theories, students practice interpreting diverse perspectives and critically evaluating arguments.
*Evaluation and Production of Arguments: Detailed posts with cited key concepts require students to construct coherent, evidence-based arguments while replies encourage critical thinking through constructive feedback.

Apply What You Know Paper or Speech:
*Genre and Medium Awareness, Application, and Versatility: Students choose between written and oral formats, adapting their communication style to fit the medium while demonstrating academic rigor through proper citations.
*Strategies for Understanding and Evaluating Messages: Engaging with prompts and applying theories to real-world examples fosters deeper comprehension and critical analysis of communication concepts.
*Evaluation and Production of Arguments: The structured requirement to support ideas with textbook concepts and real-life applications strengthens students' ability to formulate persuasive, evidence-based arguments.

REVEL Online Textbook Reading & Quizzes:
*Genre and Medium Awareness, Application, and Versatility: Reading digital academic texts enhances

students' ability to navigate and comprehend different formats of scholarly content.
*Strategies for Understanding and Evaluating Messages: Regular online quizzes reinforce comprehension and critical evaluation of key concepts, encouraging active reading and reflection.
*Evaluation and Production of Arguments: Understanding foundational theories through readings equips students with the knowledge base needed to construct informed arguments in discussions and assignments.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

he following course assignments are designed to help students develop critical thinking across key areas:

Online Discussions:
*Problem Setting: Students are required to analyze prompts critically and identify key issues.
*Evidence Acquisition: Students develop evidence acquisition by referencing at least 3 key terms/theories from the textbook, ensuring they engage with academic material.
*Evidence Evaluation: Through replying to peers, students practice comparing and critiquing different viewpoints.
*Reasoning/Conclusion: Finally, constructing thoughtful posts and responses strengthens skills as students synthesize information and articulate clear, well-supported arguments.

Apply What You Know Paper or Speech:
*Problem Setting: Problem setting is developed by having students choose and analyze prompts critically.
*Evidence Acquisition: Evidence Acquisition is emphasized through the need to reference and cite at least 5 key concepts, pushing students to gather relevant academic and real-world data.
*Evidence Evaluation: Students develop Evidence Evaluation by assessing the credibility and relevance of sources.
*Reasoning/Conclusion: The process of integrating real-world examples and academic theories sharpens reasoning/conclusion by encouraging logical connections and coherent argumentation.

REVEL Online Textbook Reading & Quizzes:
*Problem Setting: Weekly readings and quizzes promote problem setting by exposing students to new concepts and scenarios.
*Evidence Acquisition: Evidence Acquisition is inherent in digesting textbook content
*Evidence Evaluation: Evaluation of evidence occurs as students assess their understanding through quiz questions.
*Reasoning/Conclusion: Quizzes reinforce reasoning/conclusion as students apply learned concepts to select correct answers, demonstrating comprehension and critical application of knowledge.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

The following course assignments are designed to help students develop Information & Digital Literacy skills across key areas:

Online Discussions:
*Authority and Value of Information: By requiring in-text citations and references to key concepts, students learn to identify credible sources, properly attribute ideas, and evaluate the authority of the information they use.
*Digital Literacy: Engaging in online discussions fosters digital communication skills, including navigating learning platforms, formatting posts, and using digital tools effectively.
*Information Structure: Crafting detailed posts with cited sources helps students organize information logically, distinguishing main ideas from supporting details.
*Research as Inquiry: Responding thoughtfully to peers encourages students to ask questions, consider different perspectives, and explore topics more deeply, simulating the iterative nature of research.

Apply What You Know (AWYK) Paper or Speech:
*Authority and Value of Information: Students must research, cite credible sources, and use correct citation styles, reinforcing the importance of sourcing authoritative information and recognizing its value in academic work.
*Digital Literacy: Writing papers or preparing speeches involves using word processors, presentation tools, and citation management software, enhancing students' ability to work with various digital platforms.
*Information Structure: Organizing a coherent argument, integrating citations, and presenting real-world examples teaches students how to structure complex information effectively.
*Research as Inquiry: Choosing prompts, developing arguments, and incorporating examples require students to engage in inquiry-based learning, reflecting on how information connects with real-world contexts.

REVEL Online Textbook Reading & Quizzes:
*Authority and Value of Information: Regular interaction with an authoritative textbook helps students recognize the credibility of academic resources compared to less vetted sources.
*Digital Literacy: Navigating an e-learning platform, completing interactive readings, and taking quizzes builds proficiency in using digital educational resources.
*Information Structure: Structured readings and quizzes guide students in understanding how academic content is organized, from key concepts to supporting details.
*Research as Inquiry: Weekly engagement with new material encourages continuous learning and curiosity, fundamental aspects of the research process.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-10-27 05:50 PM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-10-27 05:50 PM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-10-27 05:33 PM (US/Mountain)

***Apply What You Know* Paper #1**

Course Learning Outcomes

- Define and describe the communication processes.
- Explain the various features of communication common to all contexts
- Connect theoretical concepts of communication to real-life experience
- Define key terms used by communication researchers and practitioners
- Introduce students to the language of the communication discipline

Prompt Overview

First, watch this scene from the TV show "Afterlife" starring Ricky Gervais. The show is a dramatic comedy about a man who loses his wife and must face reality without her. Bitter, sarcastic and caring little for social niceties, he torments everyday people with his bad attitude and careless facade. In this scene, he is out to lunch with his nephew when shenanigans ensue:

https://youtu.be/Q7FxpK_yC0U?si=hrtY7SfiV-Q7z5ax&t=15

Now, go back to the reading and look carefully over the nonverbal codes: Kinesics (including gestures, facial expressions, posture, body positioning and movement), paralinguistic, chronemics, proxemics, haptics and physical appearance. Pick 2 or 3 (depending on the length of each of your paragraphs) of these nonverbal codes and discuss how they are used and/or what they represent in the scene. You may choose to talk about any of the following topics for *each* of the nonverbal codes in your analysis

- examples of the nonverbal code in the scene
- relationship as it changes interpretation of nonverbal communication
- the functions of nonverbal communication
- power and nonverbal communication
- ethics and nonverbal communication
- improving nonverbal communication

For example: I may choose to talk about kinesics as one of my nonverbal codes. When writing about this nonverbal code in my paper, I might choose to talk about how an aspect of kinesics (such as body movement) was used to express power in the scene. If I did this, I would make sure to point out when in the scene the kinesics happened, who "did it" and who "perceived it". I would also make sure to define my terms in my writing with in-text citations.

Sample Formatting (by paragraph)

1. Introduction (of scene, of communicators, and of nonverbal codes to be discussed) ~150 words
2. Body 1 (discussion of 1st nonverbal code with definition, examples from the scene, relation to above bullet list of topics, and in-text citation) ~250 words

***Apply What You Know* Paper #1**

3. Body 2 (discussion of 2nd nonverbal code with definition, examples from the scene, relation to above bullet list of topics, and in-text citation) ~250 words
4. Body 3 (discussion of 3rd nonverbal code with definition, examples from the scene, relation to above bullet list of topics, and in-text citation) Note: you only need a third nonverbal code if you cannot meet word count with only 2 nonverbal codes. ~250 words
5. Conclusion (recap, tying of loose ends and suggestions for improvement) ~150 words
6. Reference page (APA or MLA with at least reference for textbook and reference for scene)

Technical Requirements

For the *Apply What You Know* paper, you may instead deliver the AWYK in a 3-5 min speech format if you desire. However, if you want to do the paper in written format, please do the following:

- include a works cited page
- in-text citations
- include a minimum of five key terms/theories/concepts from the textbook **IN BOLD** throughout the paper
- define your key terms with in-text citations
- must be at least 1000 words in length (not including reference page or name/title)
- either MLA or APA is acceptable
- if you dislike the scene provided, please email me a scene of your choice by Wednesday of this week for approval; happy to see what students come up with!

Apply What You Know Papers

Course: INTRODUCTION TO COMMUNICATION (D01)

Criteria	**Mastery** 8.1–10.0 points	**Approaching Mastery** 7.1–8.0 points	**Competent** 6.1–7.0 points	**Approaching Competency** 5.1–6.0 points	**Needs Work** 0.1–5.0 points	**Missing** 0.0 points	**Criterion Score**
Word Count	1000+	900 - 999	800 - 899	700 - 799	Less than 700 words		/ 10
Cita-tions	Includes a works cited page, in-text cita-tions for all key terms, in correct MLA or APA for-matting.	Includes a works cited page AND • in-text cita-tions for some key terms, in cor-rect MLA or APA format-ting. OR • in-text cita-tions for all key terms, in incor-rect MLA or APA format-ting.	Includes a works cited page AND in-text cita-tions for **some** key terms, AND in **in-correct** MLA or APA for-matting.	Missing one of the fol-lowing: • Refer-ence page • In-text cita-tions • Cor-rect MLA or APA for-mat-ting	Missing two of the fol-lowing: • Refer-ence page • In-text cita-tions • Cor-rect MLA or APA for-mat-ting	Missing all aspects of cita-tions	/ 10
Key Terms	5 or more key terms/the-ories/con-cepts from the text-book IN	5 key terms/theo-ries/concepts from the text-book NOT IN BOLD (or ital-ics) through-	4 key terms/the-ories/con-cepts from the text-book IN BOLD (or	3 key terms/theo-ries/concepts from the text-book IN BOLD (or italics)	Less than 5 key terms/theo-ries/concepts from the text-book **NOT IN BOLD** (or	Missing key terms.	/ 10

	BOLD (or italics) throughout the paper	out the paper	italics) throughout the paper	throughout the paper	italics) throughout the paper		

Criteria	**Mastery** 9–10 points	**Approaching Mastery** 7–8 points	**Competent** 5–6 points	**Approaching Competency** 3–4 points	**Needs Work** 1–2 points	**sing** 0 points	**Criterion Score**
General Formatting	Includes all of the following: • introduction w/overview of scene, communicators, and nonverbal codes to be discussed. • At least 2 body paragraphs that include discussion of one of the nonverbal codes with definition, examples from the scene, and relation of nonverbal code to one of the following ◦ examples of the nonverbal code in the scene ◦ relationship as it changes interpretation of nonverbal communication ◦ the	Missing one of the sub items in one of the following sections: • In introduction: ◦ overview of scene, ◦ communicators, and ◦ nonverbal codes to be discussed. • In concluding paragraph: ◦ recap, ◦ tying of lose ends and ◦ suggestions for improvement	Missing 2-3 of the sub items in one of the following sections: • In introduction: ◦ overview of scene, ◦ communicators, and ◦ nonverbal codes to be discussed. • In concluding paragraph: ◦ recap, ◦ tying of lose ends and ◦ suggestions for improvement	Body paragraphs fail to discuss one of the following: • examples of the nonverbal code in the scene • relationship as it changes interpretation of nonverbal communication • the functions of nonverbal communication • power and nonverbal communication • ethics and nonverbal communication • improv-	Missing one or more of the following: • intro paragraph • body paragraph • body paragraph • body paragraph • concluding paragraph	Missing 2 or more of the following: • intro paragraph • body paragraph • body paragraph • concluding paragraph	/ 10

	functions of nonverbal communication ◦ power and nonverbal communication ◦ ethics and nonverbal communication ◦ improving nonverbal communication • Concluding paragraph with recap, tying of lose ends and suggestions for improvement			ing nonverbal communication			
Analysis	Analysis is spot on, correct, thorough and shows clear understanding of the concepts being discussed.	Analysis is spot on, correct, but either isn't thorough or doesn't show clear understanding of the concepts being discussed.	Analysis in't quite spot on, but is mostly correct.	Analysis is incorrect.	Analysis is incorrect and incomplete; little effort made.	Analysis is missing.	/ 10

Total	/ 50

Overall Score

Mastery 45 points minimum	**Approaching Mastery** 40 points minimum	**Competent** 35 points minimum	**Approaching Competency** 30 points minimum	**Needs Wor** 0 points minimum

***Apply What You Know* Paper #1**

Course Learning Outcomes

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***Apply What You Know* Paper #1**

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6. Reference page (APA or MLA with at least reference for textbook and reference for scene)

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- either MLA or APA is acceptable
- if you dislike the scene provided, please email me a scene of your choice by Wednesday of this week for approval; happy to see what students come up with!

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	BOLD (or italics) throughout the paper	out the paper	italics) throughout the paper	throughout the paper	italics) throughout the paper		

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	functions of nonverbal communication ◦ power and nonverbal communication ◦ ethics and nonverbal communication ◦ improving nonverbal communication • Concluding paragraph with recap, tying of lose ends and suggestions for improvement			ing nonverbal communication			
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Total	/ 50

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5027
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-10-27 06:00 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Liberal Arts

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
COMM

Number
2170

Title
Intercultural Communication

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
COMM`

Number
2170

Title
Intercultural Communication

A. Content Area and Essential Skills

To which area should this course be added?
Communications

Selected Areas
Critical Thinking, Information & Digital Literacy, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Student Learning Outcomes
1. Define and describe basic intercultural communication terms and concepts
2. Differentiate between key theories related to intercultural communication
3. Explain how cultural values, cultural patterns, and belief systems affect self and others in a variety of communication
contexts
4. Recognize obstacles to competent intercultural communication
5. Identify and demonstrate skills that could lead to intercultural communication competence

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

na

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and Medium Awareness, Application and Versatility
COMM 2170: Intercultural Communication helps develop the ability to communicate effectively across multiple genres and contexts. Students engage in structured discussion posts, peer responses, essays, and a research paper, each requiring different tones, formats, and levels of formality. These assignments build versatility in adapting communication strategies to various intercultural settings, including informal, formal, and professional environments. Students learn to define and describe key intercultural communication terms and concepts, and apply them in writing and dialogue that is respectful and responsive to others' cultural and co-cultural backgrounds.

Strategies for Understanding and Evaluating Messages
Throughout the course, students critically engage with textbook chapters, peer contributions, and intercultural scenarios to interpret messages and identify cultural assumptions. Weekly discussions and quizzes reinforce the ability to evaluate the credibility, relevance, and context of communication. Students explore how cultural values, patterns, and belief systems influence both message creation and interpretation. The course emphasizes respectful communication practices that account for diverse perspectives, guiding students to recognize and navigate obstacles to effective intercultural communication. These activities support the development of empathy, active listening, and cultural awareness. These are key components in intercultural communication competence.

Evaluation and Production of Arguments
Students develop argumentation skills through two essays and a research paper that require structured

reasoning and evidence-based analysis. Assignments require integration of scholarly sources and adherence to APA or MLA formatting standards. Students differentiate between key intercultural theories and apply them to real-world issues, constructing persuasive arguments that reflect intercultural competence. The research paper reinforces academic integrity, preparing students to communicate effectively and ethically in diverse cultural and co-cultural contexts. These tasks directly support the course outcome of identifying and demonstrating skills that lead to intercultural communication competence.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

View results

2
Respondent

Brandon Morgan
07:05
Time to complete

1.Department (Academic School)Required to answer. Single line text.
Liberal Arts

2.Course PrefixRequired to answer. Single line text.
COMM

3.Course NumberRequired to answer. Single line text.
2170

4.Course TitleRequired to answer. Single line text.
Intercultural Communication

5.Credit HoursRequired to answer. Single line text.
3

6.Co-requisite Course Number and Title, if any Required to answer. Single line text.
None

7.This course follows the CCNS SLOs for
List New Mexico Common Course Prefix, Number and Title
Required to answer. Single line text.
COMM 2170

8.Last Name, First Name of Contact PersonRequired to answer. Single line text.
Morgan, Brandon

9.Email of Contact Person
Required to answer. Single line text.
bmorgan19@cnm.edu

10.Was this course previously part of the general education curriculum? (is it currently listed in the approved Gen Ed matrix) https://hed.nm.gov/uploads/documents/GenEd_List_New_Model_2025-04-24.xlsx Required to

answer. Single choice.
Yes
No

11.To which content area should this course be added? Indicate “Other” if the course is not associated with one of the six NM General Education content areas.Required to answer. Single choice.
Communications
Mathematics
Science
Social & Behavioral Sciences
Humanities
Creative & Fine Arts
Multidisciplinary

Communications
Explain what students are going to do to develop the critical the following skills and how you will assess their learning?
Communication
Critical Thinking
Information and Digital Literacy

12.Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 200 – 300 words.
Required to answer. Multi Line Text.
Genre and Medium Awareness, Application and Versatility
COMM 2170: Intercultural Communication helps develop the ability to communicate effectively across multiple genres and contexts. Students engage in structured discussion posts, peer responses, essays, and a research paper, each requiring different tones, formats, and levels of formality. These assignments build versatility in adapting communication strategies to various intercultural settings, including informal, formal, and professional environments. Students learn to define and describe key intercultural communication terms and concepts, and apply them in writing and dialogue that is respectful and responsive to others’ cultural and co-cultural backgrounds.

Strategies for Understanding and Evaluating Messages
Throughout the course, students critically engage with textbook chapters, peer contributions, and intercultural scenarios to interpret messages and identify cultural assumptions. Weekly discussions and quizzes reinforce the ability to evaluate the credibility, relevance, and context of communication. Students explore how cultural values, patterns, and belief systems influence both message creation and interpretation. The course emphasizes respectful communication practices that account for diverse perspectives, guiding students to recognize and navigate obstacles to effective intercultural communication. These activities support the development of empathy, active listening, and cultural awareness. These are key components in intercultural communication competence.

Evaluation and Production of Arguments
Students develop argumentation skills through two essays and a research paper that require structured reasoning and evidence-based analysis. Assignments require integration of scholarly sources and adherence to APA or MLA formatting standards. Students differentiate between key intercultural theories and apply them to real-world issues, constructing persuasive arguments that reflect intercultural competence. The research paper reinforces academic integrity, preparing students to communicate effectively and ethically in diverse cultural and co-cultural contexts. These tasks directly support the course outcome of identifying and demonstrating skills that lead to intercultural communication competence.

13.Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the second essential skill. 200 – 300 words.

Required to answer. Multi Line Text.

Problem Setting

COMM 2170: Intercultural Communication helps students to develop the ability to identify and analyze complex communication challenges across cultures. Through structured discussions, quizzes, and essays, students define and describe key intercultural communication terms and recognize obstacles to competent communication. Assignments encourage students to explore how cultural values, patterns, and belief systems influence communication, helping them frame problems within relevant cultural and co-cultural contexts. Students are encouraged to explore a range of perspectives, including those that address common cultural assumptions. They are also asked to reflect on and describe how cultural influences shape their understanding. This emphasizes the value of critical thinking that is guided by integrity, respect, and knowledge.

Evidence Acquisition

Students gather evidence from a variety of sources including textbook readings, scholarly articles, curated video content, personal experiences, interviews with individuals from diverse backgrounds, and peer interactions. These sources support the learning outcome of differentiating between key intercultural communication theories and applying them to real-world scenarios. The research paper requires students to use CNM's academic databases to locate credible sources, reinforcing digital literacy and the ability to integrate diverse forms of evidence into their analysis.

Evidence Evaluation and Reasoning/Conclusion

Students evaluate evidence by comparing cultural perspectives and analyzing how belief systems shape our worldviews and our communication behaviors. Weekly assignments and essays require students to assess the credibility, relevance, and cultural context of information. In their final research paper, students apply structured reasoning to draw informed conclusions about intercultural communication competence, demonstrating their ability to identify and apply skills that lead to effective intercultural communication. These tasks support the development of ethical, evidence-based arguments and prepare students to think critically in academic, interpersonal, and professional settings.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information

Students learn to define and describe key intercultural communication concepts by evaluating the credibility and relevance of information sources. They examine how cultural values and perspectives influence the way decisions are made and how information is interpreted in intercultural contexts. This supports their ability to engage critically with diverse worldviews and civic issues across local, state, national, and international levels.

Digital Literacy

Students develop digital literacy by using online platforms to access course materials, participate in discussions, and complete assignments. They explore how digital tools shape communication and cultural exchange, and how technology can both support and hinder intercultural competence. Ethical participation and responsible use of digital resources are emphasized.

Information Structure

Students analyze how information is organized and presented in textbooks, scholarly articles, and digital media. They learn to differentiate between key theories and concepts by examining how different structure influences meaning and accessibility. This helps them recognize obstacles to competent intercultural communication and supports their ability to interpret and integrate information effectively.

Research as Inquiry
Students approach research as a process of engaging with scholarly sources through CNM's online databases. They learn to read and interpret academic language, identifying key intercultural communication concepts and theories within scholarly texts. Using critical thinking, students focus on relevant findings and evaluate how these insights relate to real-world intercultural communication challenges, and how they can apply this knowledge in their personal or professional encounters with others from diverse backgrounds. This process supports the development of intercultural competence and thoughtful, informed participation in diverse settings.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-10-27 06:00 PM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-10-27 06:00 PM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-10-27 05:50 PM (US/Mountain)

Intercultural Communication Studies
Research Paper

(60 points)
Rev.9/2025

Purpose:
The purpose of this assignment is to further explore an area of intercultural communication that interests you beyond material covered in our textbook. For this assignment, you will find a scholarly article about intercultural communication, summarize it, and relate it to our everyday interactions. PLEASE focus on an intercultural communication topic that interests you!

This assignment focuses on the following course outcomes:

1. Define and describe basic intercultural communication terms and concepts
2. Explain how cultural values, cultural patterns, and belief systems affect self and others in a variety of communication contexts
3. Recognize obstacles to competent intercultural communication
4. Identify and demonstrate skills that could lead to intercultural communication competence

Getting Started:
- Choose a topic related to intercultural communication that interests you (browse through the chapters to get ideas). Some topics include high/low context communication, individualism/collectivism, intercultural competence, intercultural perceptions, identity, and nonverbal intercultural communication. There are many others to choose from.
- Use in-text citations (APA format) when mentioning information from one of the chapters. And, create a References page in APA format.
- Find and summarize ONE (1), scholarly journal article related to intercultural communication using the CNM library's search tool. Your article must be a minimum of ten (10) pages long.
- A copy of your entire article must be attached to your submission when turning in your paper (PDF format preferred).
- When searching for articles using the CNM library's search tool, be sure to check the checkbox that says *Peer Reviewed, Scholarly,* or *Academic Journals*. The results that appear in your search will be scholarly. I also recommend checking the *Full Text* checkbox. Non-scholarly articles are not acceptable for this assignment.

The Paper:
- Your paper must be four (4) to five (5) pages long, double-spaced, and written in a standard 12-point font (such as Ariel or Times New Roman). Please note that four full pages means four complete pages from top to bottom.
- Please watch the quality of your writing, paying special attention to spelling, grammar, and sentence construction. Don't be afraid to use CNM's free tutoring services.
- **Summary:** Write a two and a half (2 ½) to three (3) page summary of your article. In other words, take what the author(s) said in the article, shorten it and write it in your own words. If you had a very long article, you may not be able to write about everything the author(s) covered but write about its most important content.
- **Application:** In one and a half (1 ½) to two (2) pages, explain how we can take material (about intercultural communication) from your article and apply it in one or

more personal and/or professional settings. In other words, explain how and/or why information from this article is important and/or useful.

- Label the summary section of your paper with the title "**Summary**" above it. Label the application section of your paper with the title "**Application**" above it.
- Use a font that has a standard width, such as Times New Roman or Ariel. Avoid using wide fonts (such as *Courier* or similar). If a wide font is used, your paper may not be long enough to meet the minimum page length requirement.
- Include a cover page with your name and a title on it.
- Include a References page the end of your paper in APA format.
- Cite paraphrased and quoted information within your paper in APA format. Please don't use long quotes.

If you have any troubles using the library's search tool, please contact the CNM library for assistance.

Research Paper Completion Checklist

- You summarized a scholarly article related to intercultural communication (that is at least ten pages long) and have an electronic copy of the article ready to submit with your research paper.
- Your research paper has a cover page with your name and a title on it.
- Your paper has two sections entitled ***Summary*** and ***Application***.
- Your paper is four (4) to five (5) full pages long, with 2 ½ to 3 pages dedicated to summary and one and a half (1 ½) to two (2) pages dedicated to application.
- In the application section, you explain how material from your article can be applied in one or more personal and/or professional settings.
- Your paper is written in a 12-point standard font (such as Times New Roman or Ariel).
- Your paper is double-spaced.
- You carefully checked your paper for proper academic writing, including spelling, grammar, sentence construction, and citations. (Use CNM's free tutoring services if necessary).
- You used proper APA in-text citations and included a References page in APA format.
- You are submitting your paper a day or two before the deadline to avoid any last-minute technical issues that may arise.

Research Paper Grading Rubric

Category	**Points Possible**
Cover page Includes student name, title	4
Scholarly article Article is scholarly, attached, at least 8 pages long	6
Summary section (2 ½ - 3 pages) Quality/completeness of scholarly article summary	25
Application section (1 ½ - 2 pages) Quality/completeness of application of article content	13
Sentence construction/Grammar/ Formatting	7
References page (APA format)	5
Total	60

Intercultural Communication Studies
Research Paper

(60 points)
Rev.9/2025

Purpose:
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Research Paper Completion Checklist

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- In the application section, you explain how material from your article can be applied in one or more personal and/or professional settings.
- Your paper is written in a 12-point standard font (such as Times New Roman or Ariel).
- Your paper is double-spaced.
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Application section (1 ½ - 2 pages) Quality/completeness of application of article content	13
Sentence construction/Grammar/ Formatting	7
References page (APA format)	5
Total	60

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5080
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-11-01 02:57 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Liberal Arts

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
CCST

Number
1125

Title
Chicana/o Latina/o Musical Cultures and Expressions

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
CCST

Number
1125

Title
Chicana/o Latina/o Musical Cultures and Expressions

A. Content Area and Essential Skills

To which area should this course be added?
Creative & Fine Arts

Selected Areas
Critical Thinking, Personal & Social Responsibility, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Student Learning Outcomes
Students will:
1. Apply intercultural reasoning and intercultural competence in analyzing contemporary Chicano Latino Music in the
United States.
2. Develop conclusions about cultural sources and outcomes of creativity among Latina/o populations in the arts.
3. Analyze the influence of musical cultural diversity and its applications to multicultural populations in the United
States.
4. Applying diverse theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of
aesthetic rhetorical situation (audience, purpose, and context).
5. Develop critical thinking and communication skills through the use of surveys, quizzes, creative projects, identification analysis, on-line essays and exams.
6. Produce a music album reflective of intercultural practices and theories.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

NA

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students will examine the historical intercultural roots of various genres of music within the geo-political spaces of the U.S. borderlands and throughout Latin America. Recognizing the manner in which cultural, political, and economic realities have shaped musical cultural diversity will aid in students' comprehension of the music as a form of oral history and a vehicle for disseminating information and transferring knowledge.

Framing a portion of the course from within the premise that multiple forms of communication exist within society, and musical expression is one strategy for understanding that ways of knowing and being that are shared within a group will be vital to students' learning within the class. At the beginning of the course, students will become familiar with key framework concepts such as, coloniality, decoloniality, and the colonial matrix of power which are fundamental elements of studying social, political, economic, and cultural interactions from the lens of a Chicana/o/x studies framework.

Engaging with readings, multimedia platforms, as well as direct interactions with community members,

students will be able to collect information about key elements of various genres of music within the U.S. borderlands and throughout Latin America. Constructing that information into their own forms of knowing and understanding of the world they live will take place through assignments that highlight oral and written expression.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Fundamental to students' learning will be locating the tools for critical analysis. Students will be able to critically examine and analyze information that has shaped the way society understands the U.S. borderlands and Latin America politically, economically and culturally. Students will learn how to compile information and deconstruct it in order to reconstruct counternarratives that reflect their understanding of cultural hegemony, coloniality, and decoloniality.

Using various theoretical frameworks from a interdisciplinary lens, such as critical race theory, Indigenous methodologies, Black, Indigenous, and Chicana/o/x feminist theory, and Quijano and Mignolo's analysis of coloniality and decoloniality, students will be presented multiple tools for a critical and analytical reasoning that will aide in conceptualizing the way systems of power and domination aim to create cultural misrepresentations of BIPOC and global South peoples.

With each lesson and corresponding assignment, students will demonstrate their understanding through analyzing, synthesizing, and then constructing an argument that highlights key positions within the conversation about a specific topic. They will learn how to employ theoretical frames like that of, but not limited to, Immanuel Wallerstein's world-systems analysis in order to map out a historical awareness about the material conditions that shaped the story, space, and place. Students will then utilize current social science models like that of intersectionality coming from BIPOC feminist scholars to become acquainted with the complexities of the power dynamics. In the process of creating interventions, students will apply counterhegemonic narratives from a humanities lens which allows for the opportunity to engage with approaches like critical race theory and Indigenous methodologies.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

A key component to developing intercultural reasoning and competency is through the application of reading, visualizing, and participating within community-based perspectives about a specific topic within the area of musical expressions. Students will engage with readings/articles that demonstrate the importance of musical expressions in shaping social, cultural, political, and economic perspectives.

Within the conclusion of each module, students will be assigned a reflection prompt to complete where they demonstrate how they are making meaning of a situation or topic from within their own positionality. Students are asked to reflect on how their position on the topic relates to the stance of the author and that of the community.
Another opportunity to gain awareness of personal and social responsibility is within the discussion board topics that are provided for both online and face-to-face learners. Students are given a prompt pertaining to a specific topic that was taught within a module. Each student is asked to share their specific position about the topic and then create dialogue with their classmates who have perspectives about the topic that differs from their own.

In both instances, students are required to understand and engage from within through reflection and determine their own morals, values, and ethics. They are then required to communicate effectively their positionality in a succinct manner, demonstrating their ability to convey their personal thoughts and their

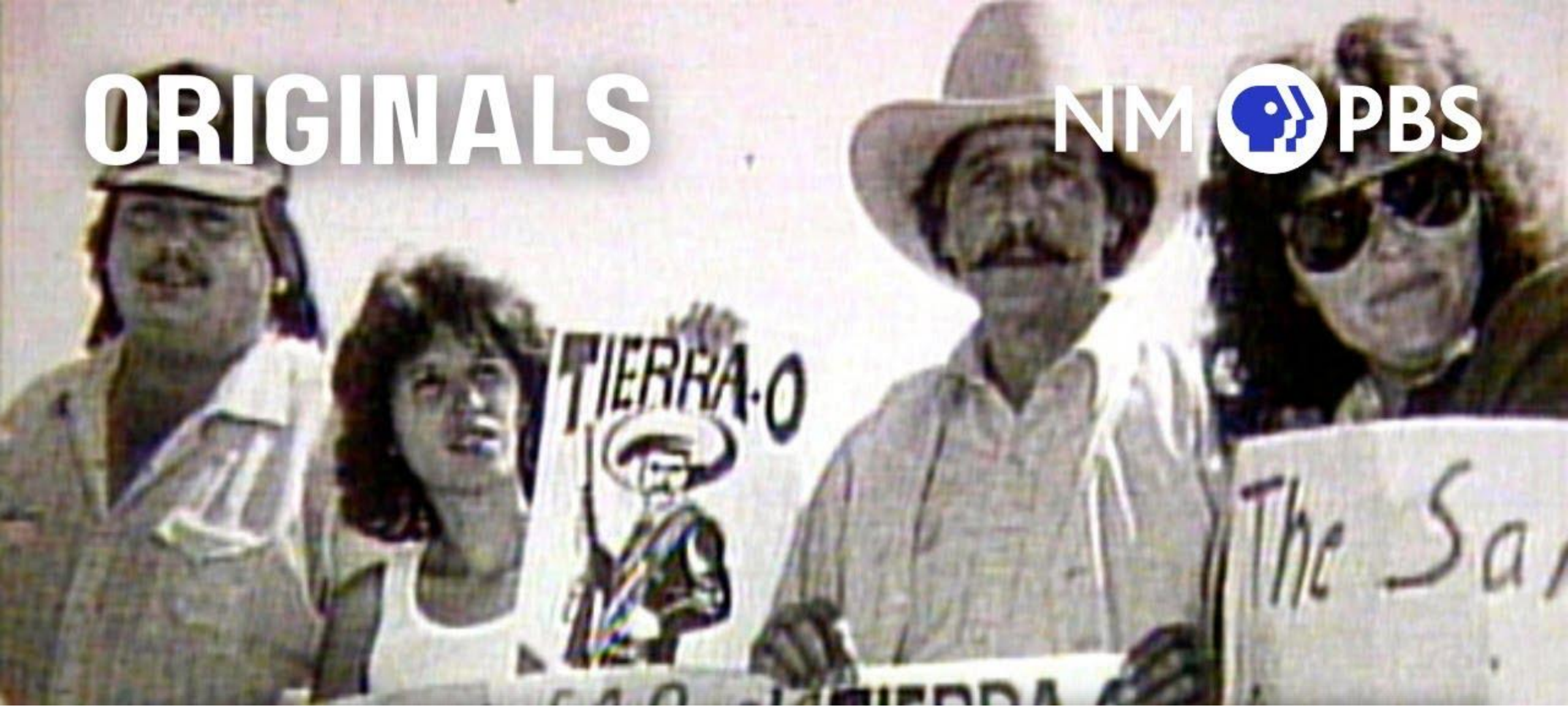
ability to have others understand and make meaning of their stance. As a final component to the reflections and discussions, students are asked to think critically about other perspectives and engage with those perspectives in a manner that maintains respect, dignity, and honors other worldviews.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-11-01 02:57 PM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-11-01 02:57 PM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-11-01 02:45 PM (US/Mountain)



COLORES | Una Lucha Por Mi Pueblo | New Mexico PBS
Reflection Paper

Revised Fall 2025

Introduction

Corridos are ballads, often referred to as windows that look into the soul of a people. They are the songs of the time, supplementing recorded documents as historical artifacts that describe the popular consciousness at the time in which they were written (PBS NM 2009).

Instructions

- Watch the video - Una Lucha por Mi Pueblo.
- Respond to the prompt.
- Make your reflection 2-3 pages in length.
- Use APA formatting.
  - Times New Roman Font.
  - 12 Point Font.
  - 1-inch margins.
  - Include a title page and reference page.
    - This means that alongside side your written content you will have two additional pages which will be the title and references pages.
- Support your thoughts and your arguments with at least 3 in-text citations.
- Submit your work by, [place date here], via Brightspace.
- Questions: Contact your instructor, LeRoy Saiz – lsaiz28@cnm.edu.

Content – Una Lucha por Mi Pueblo Documentary

Video Re-Cap

- These land grant activists wrote about the centuries-old struggle. Their emotions have been preserved in their songs. The story they tell surrounds the Flores family's struggle to retain a portion of the Tierra Amarilla Land Grant, due for development by an Arizona consortium. This case is only a small part of the larger struggle of Indigenous and Chicana/o/x peoples displaced from their land. The legal issue of the occupation of land by activists has recently been settled out of court, but the larger issue of the dispossession of land remains (PBS NM 2009).

A.I. generated Reflection Prompt:

- In the PBS documentary "Una Lucha Por Mi Pueblo," we witness the resilience and activism of the Chicana/o/x community in New Mexico, highlighting their struggles for social justice, cultural identity, and community empowerment. As we delve into this documentary, consider how it intersects with Chicana/o/x musical expressions as a counterhegemonic tool to share information about the conditions and experiences of Nuevomexicana/o/x pueblos in northern New Mexico. (Revised from ChatGPT 2025)

Questions to Consider:

(Revised from a ChatGPT inquiry, 2025)

1. Cultural Identity: How does the documentary reflect the themes of cultural identity that are often expressed in Chicana/o/x music? Can you identify specific songs or artists that resonate with the struggles depicted in the film?

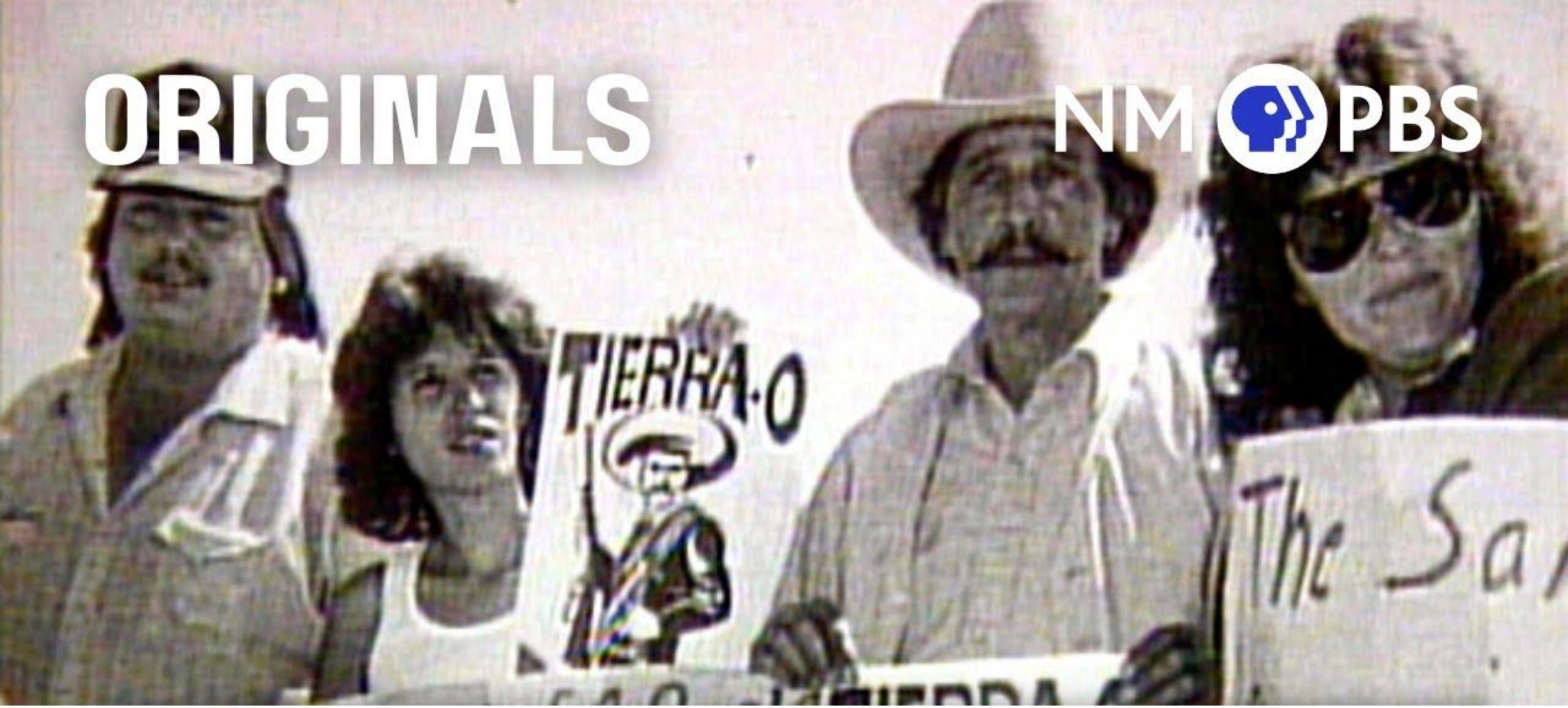
2. Activism and Resistance: In what ways do you see the music of the Chicana/o/x community serving as a form of activism similar to the messages conveyed in "Una Lucha Por Mi Pueblo"? Are there particular genres or movements that stand out to you?

3. Personal Connection: Reflect on your own experiences with music. How has music influenced your understanding of cultural or social issues within the Chicana/o/x community?

4. Artistic Expression: Discuss how the documentary uses artistic expressions—such as music, visual arts, or poetry—to convey the stories and struggles of the community. How does this compare to the ways other Latin American musicians use their art to communicate their messages?

Rubric

	Exemplary	Good	Acceptable	Unacceptable
Knowledge of subject matter	Balanced presentation of relevant and legitimate information that clearly supports the central purpose and shows a thoughtful, in-depth analysis of a significant topic.	Information provides reasonable support for central purpose and displays evidence of a basic analysis of a significant topic. Reader gains some insight.	Information supports a central purpose at times. Analysis is basic or general. Reader gains few insights.	Central purpose is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. Paper has fewer pages than specified in the assignment.
Grammar and punctuation	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Effective communication style	The writer's central purpose is readily apparent to the reader.	The writing has a clear purpose, but may sometimes digress from it.	The central purpose is not consistently clear throughout the paper.	The purpose is generally clear.
Effective citation and formatting	APA format and citations are used accurately and consistently in the paper and on the "references" page.	APA format and citations are used with minor errors.	There are frequent errors in APA format and citations.	Format of the document is not recognizable as APA nor are citations.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keep's the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.



COLORES | Una Lucha Por Mi Pueblo | New Mexico PBS
Reflection Paper

Revised Fall 2025

Introduction

Corridos are ballads, often referred to as windows that look into the soul of a people. They are the songs of the time, supplementing recorded documents as historical artifacts that describe the popular consciousness at the time in which they were written (PBS NM 2009).

Instructions

- Watch the video - Una Lucha por Mi Pueblo.
- Respond to the prompt.
- Make your reflection 2-3 pages in length.
- Use APA formatting.
  - Times New Roman Font.
  - 12 Point Font.
  - 1-inch margins.
  - Include a title page and reference page.
    - This means that alongside side your written content you will have two additional pages which will be the title and references pages.
- Support your thoughts and your arguments with at least 3 in-text citations.
- Submit your work by, [place date here], via Brightspace.
- Questions: Contact your instructor, LeRoy Saiz – lsaiz28@cnm.edu.

Content – Una Lucha por Mi Pueblo Documentary

Video Re-Cap

- These land grant activists wrote about the centuries-old struggle. Their emotions have been preserved in their songs. The story they tell surrounds the Flores family's struggle to retain a portion of the Tierra Amarilla Land Grant, due for development by an Arizona consortium. This case is only a small part of the larger struggle of Indigenous and Chicana/o/x peoples displaced from their land. The legal issue of the occupation of land by activists has recently been settled out of court, but the larger issue of the dispossession of land remains (PBS NM 2009).

A.I. generated Reflection Prompt:

- In the PBS documentary "Una Lucha Por Mi Pueblo," we witness the resilience and activism of the Chicana/o/x community in New Mexico, highlighting their struggles for social justice, cultural identity, and community empowerment. As we delve into this documentary, consider how it intersects with Chicana/o/x musical expressions as a counterhegemonic tool to share information about the conditions and experiences of Nuevomexicana/o/x pueblos in northern New Mexico. (Revised from ChatGPT 2025)

Questions to Consider:

(Revised from a ChatGPT inquiry, 2025)

1. Cultural Identity: How does the documentary reflect the themes of cultural identity that are often expressed in Chicana/o/x music? Can you identify specific songs or artists that resonate with the struggles depicted in the film?

2. Activism and Resistance: In what ways do you see the music of the Chicana/o/x community serving as a form of activism similar to the messages conveyed in "Una Lucha Por Mi Pueblo"? Are there particular genres or movements that stand out to you?

3. Personal Connection: Reflect on your own experiences with music. How has music influenced your understanding of cultural or social issues within the Chicana/o/x community?

4. Artistic Expression: Discuss how the documentary uses artistic expressions—such as music, visual arts, or poetry—to convey the stories and struggles of the community. How does this compare to the ways other Latin American musicians use their art to communicate their messages?

Rubric

	Exemplary	Good	Acceptable	Unacceptable
Knowledge of subject matter	Balanced presentation of relevant and legitimate information that clearly supports the central purpose and shows a thoughtful, in-depth analysis of a significant topic.	Information provides reasonable support for central purpose and displays evidence of a basic analysis of a significant topic. Reader gains some insight.	Information supports a central purpose at times. Analysis is basic or general. Reader gains few insights.	Central purpose is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. Paper has fewer pages than specified in the assignment.
Grammar and punctuation	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Effective communication style	The writer's central purpose is readily apparent to the reader.	The writing has a clear purpose, but may sometimes digress from it.	The central purpose is not consistently clear throughout the paper.	The purpose is generally clear.
Effective citation and formatting	APA format and citations are used accurately and consistently in the paper and on the "references" page.	APA format and citations are used with minor errors.	There are frequent errors in APA format and citations.	Format of the document is not recognizable as APA nor are citations.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keep's the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5081
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-11-01 03:05 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Liberal Arts

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
COMM

Number
1140

Title
Introduction to Media Writing

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
COMM`

Number
1140

Title
Introduction to Media Writing

A. Content Area and Essential Skills

To which area should this course be added?
Communications

Selected Areas
Critical Thinking, Information & Digital Literacy, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Student Learning Outcomes
1. Explain basic concepts of journalism and strategic communication, as well as some of the legal restraints and ethical
issues facing media workers.
2. Write accurately, fairly, ethically, correctly, and clearly in forms and styles appropriate for communication professionals.
3. Recognize news values and the way that professionals critically evaluate information, including an introduction to
basic statistics.
4. Apply media literacy knowledge and skills.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

na

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and Medium Awareness, Application, and Versatility
In this course, students learn how different genres and media platforms shape our understanding of what we see and perceive. The course requires students to write news stories, features, and press releases, which help them grasp audience expectations, tone, and format. By practicing across various forms of media, students become more versatile in adapting their writing styles to fit print, broadcast, and digital platforms, ensuring they can communicate clearly and effectively with diverse audiences.

Strategies for Understanding and Evaluating Messages
Students gain strong analytical skills to interpret and explain a wide range of media messages. Through class discussions and assignments, they learn to think critically, write for specific audiences, and recognize potential biases. Moreover, students develop an understanding of the importance of cross-checking information sources and exercising caution when crafting news stories, particularly in their choice of words and vocabulary.

Evaluation and Production of Arguments
The course enhances students' ability to construct persuasive yet evidence-based arguments in their writing. They learn how to incorporate quotes and anecdotes from credible sources, organize and structure news and feature stories effectively, and adapt their communication to different cultural and media contexts.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting

In this course, students will learn to understand and produce quality journalistic stories—specifically news, feature, and opinion-editorials—while working under deadlines. They will also critically evaluate their own work and that of others using the principles of accuracy, fairness, clarity, style, and grammatical correctness. Assignments and discussions will help students develop the ability to ask meaningful questions, outline media stories, and set clear goals before they start writing.

Evidence Acquisition

This class will help students understand the importance of using credible sources in their news and feature writing. They will learn how to gather information, conduct background research, and, most importantly, perform interviews—an essential skill for journalists when engaging with different stakeholders. The materials will emphasize collecting data from primary sources to make stories more credible and trustworthy. Students will also learn how to practice ethical journalism.

Evidence Evaluation

In media writing, verifying the authenticity of data and the accuracy of sources is essential. This course will teach students how to ensure the quality of data and strengthen their collection of sources. They will learn how to maintain good relationships with sources and resist confirmation bias when writing. Students will be trained to remain objective and ethical in their reporting.

Reasoning/Conclusion

Finally, students will develop the ability to synthesize evidence and use logical reasoning to draw sound conclusions in their writing. In media writing, arguments and claims should be coherent and logical. A strong conclusion is also critical, as many readers tend to focus on the first and last paragraphs. The course will prepare students to write more clearly and present their arguments in a coherent way to enhance public understanding.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information

In this course, students will learn the importance of using and citing credible sources in their writing. The course will help them evaluate the reliability of information and distinguish between truth, facts, and opinions. Students will also learn how to cite sources in an organized and systematic way, ensuring accuracy and transparency in their work.

Digital Literacy

As a media writing class, this course emphasizes the development of essential digital literacy skills. Students will use online platforms to write and edit news stories and maintain weekly journals. They will also learn how to navigate digital spaces responsibly and ethically while using online resources.

Information Structure

The class will focus on the structure of news and feature writing. Students will learn how to organize introductions, bodies, and conclusions effectively to create a logical flow of information. Emphasis will be placed on writing with clarity and coherence, which are critical in professional media writing.

Research as Inquiry

Students will explore various approaches to gathering information for their news stories. Through research,

they will learn to incorporate scholarly and credible sources into their writing, understanding how news and feature writing differ from opinion pieces. These skills will also strengthen their research abilities across other academic disciplines.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-11-01 03:05 PM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-11-01 03:05 PM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-11-01 02:57 PM (US/Mountain)

Multimedia Feature Writing Assignment (Total Points 75).

Write a feature story with two multimedia elements. 1,200 words + a photo, a video or a graphic. Include at least three sources you interview in person. Submit to the Daily Lobo or New Mexico News Port for consideration. Topic to be determined in the first two weeks of class. Create the story in Google Docs and set the sharing setting to "anyone with the link can edit. Total points 75.

Course Outcomes

1. Explain basic concepts of journalism and strategic communication, as well as some of the legal restraints and ethical
issues facing media workers.
2. Write accurately, fairly, ethically, correctly, and clearly in forms and styles appropriate for communication
professionals.
3. Recognize news values and the way that professionals critically evaluate information, including an introduction to
basic statistics.
4. Apply media literacy knowledge and skills.

Assignment Instructions

- 1. Topic Selection
  - Choose a feature story topic that aligns with your interests and course themes.
  - Topics must be approved by the instructor before beginning interviews or fieldwork.
  - The story should have a clear human-interest angle, relevant to the CNM or Albuquerque community.
- **2. Research and Reporting**
  - Conduct background research on your topic.
  - Interview at least three sources in person. These can include experts, participants, or eyewitnesses, and record accurate notes and quotes for all interviews.
- **3. Writing and Structure**
  - Write a 1,200-word feature story (approximately 3–4 double-spaced pages).
  - Begin with a compelling lead that draws the reader in.
  - Use AP style for formatting, grammar, and attribution.
- 4**. Multimedia Elements**
  - Include at least two multimedia components that enhance your story (e.g., original photographs, short video interviews, infographics, or maps).
  - Each element must be clearly captioned and relevant to the story's content.
- **5. Ethical Standards**
  - Follow journalistic ethics in accuracy, fairness, and consent.
  - Do not fabricate quotes or alter images.
- **6. Submission**
  - Upload your Google Doc link to the course module.
  - Ensure your document sharing setting is "anyone with the link can edit."

- Submit your final version to Daily Lobo or New Mexico News Port for consideration.

Grading Rubric (75 Points Total)

Criteria	Points	Description
Reporting and Research	20	Depth of research, quality and diversity of sources, and accuracy of facts.
Writing and Storytelling	20	Engaging lead, clear structure, strong transitions, and effective use of quotes.
Multimedia Integration	15	Relevance and creativity of multimedia elements, and effective integration into the story.
Clarity, Style, and Mechanics	10	Grammar, punctuation, AP style, and overall readability
Professionalism	10	Adherence to deadlines and ethical standards,

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5090
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 12:05 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Liberal Arts

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
AMST

Number
1150

Title
Introduction to Southwest Studies

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
AMST

Number
1150

Title
Introduction to Southwest Studies

A. Content Area and Essential Skills

To which area should this course be added?
Humanities

Selected Areas
Critical Thinking, Personal & Social Responsibility, Information & Digital Literacy

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Upon the completion of this course will:
1. Be able to identify how historical social, economic, political, religious and ecological factors shape communities in
the southwest borderlands region and those communities' relation to the United States, Mexico, and the world.
2. Comprehend how people including but not limited to indigenous and immigrant communities in the Southwest use
culture, art, and politics to conceptualize, reinforce, and contest the social and ecological factors that shape them
and their communities.
3. Be able to analyze and compare the historic and contemporary cultural expressions of the Southwest.
4. Be able apply knowledge of southwest studies through the conduct of interdisciplinary research method.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting
Students will engage with foundational texts on the historical context of the U.S. Southwest, including colonial, political, economic, and cultural traditions of Indigenous, Latina/o, Euro American, and African American communities. Through these materials, students will identify areas of historical inquiry and develop a focused research question to guide their investigation.

Evidence Acquisition
Students will conduct research using the UNM Libraries Special Collections, selecting one or two historical artifacts. With instructor guidance, they will learn how to locate and use both primary and secondary sources relevant to their research question.

Evidence Evaluation
Through guided assignments, students will critically examine and closely read the sources they have located. They will analyze the reliability, relevance, and context of evidence to support their research question and understand the significance of their selected artifact.

Reasoning/Conclusion
Students will synthesize their findings into a research paper that contextualizes a selected artifact or archival

item. The paper will demonstrate the student's ability to draw reasoned conclusions from evidence, articulate the significance of the archival material, and connect it to broader historical understanding.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Students will work to develop intercultural reasoning and competence throughout the semester in various activities and assignments, including close-reading exercises, such as an essay titled, "Albuquerque Murals Project (Scavenger Hunt)."

In this project, students are asked to go into the community and visit the Albuquerque Mural Projects. Through this interactive activity, students can see and be aware of what is around their community, better understand why and what the murals are depicting, and how their messages apply and relate to their own lived experiences.

Students will write a one-page reflection on a mural supported by course materials to explain why and how the mural they selected was their primary choice. If they choose, they can post their one-page reflection to a digital platform, such as our course Medium website. This will allow them to connect their engagement with personal responsibility to their work with Information and Digital Literacy.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

To follow up on students' work with foundational texts on historical information of the U.S. Southwest (including colonial, political, economic, and traditions of Indigenous, Latina/o, Euro Americans, and African Americans of this region), they will also conduct research online using CNM Libraries, UNM Libraries, and Google Scholar, as well as general internet keyword searches to prepare them for the work they'll do across the course.

A series of module readings and videos will guide students to evaluate and analyze the sources they locate in the context of our course's foundational readings. This type of activity will help them to develop stronger skills for locating and vetting digital information and sources. Additionally, students will learn how to locate and critically read primary and secondary sources. This experience will prepare them for the Oral History Project (attached here) that will result in a digital video presentation of an interview with a family or community member about one of the major themes or issues covered in class.

For other written assignments, they will create a digital research report using a platform like Adobe Express, a free website builder, or Prezi. They will share their work with one another via the discussion board in the LMS, and they will peer-review one another's work to futher apply the digital information skills they've been developing.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-11-03 12:05 PM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-11-03 12:05 PM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-11-03 11:39 AM (US/Mountain)

AMST 1150
Intro to Southwest Studies
Oral History Project
100 Points

The purpose of the final project is to reflect and understand our personal experience and subject position in relation to Introduction to Southwest Studies. For the final project, students will place their individual experiences into a larger history and context of American Studies in the United States and globally.

Oral History: Students are asked to interview a family or community member in a digital testimony. The primary focus of the assignment is to foster conversations between students and people in their lives whose knowledge, wisdom, and histories have been influenced and impacted the student's understandings of race, class, ethnicity, citizenship, migration story, or academic study. Inspired by course readings, students reclaimed personal histories through interviews and dialogues with family elders and plain ordinary folk who had lived remarkable lives. Students are to create their interview questions that narrates a story. **Video length is 7-10 minutes. You may use PowerPoint, YouTube, Canva or Yuja.**

Reflection: Students are to write a one-page (double spaced) reflection on this experience. Question to consider when doing the reflection:

1) How was this experience for you?
2) Is there something you were not aware of as the interviewee shared their lived experiences?
3) Anything that captivated you?

Grading Rubric: For an outstanding grade, projects must do the following:

- Video was eligible and content related to course themes and topics.
- 7-10 minutes in length.
- Attached interview questions.
- Reflection page.

AMST 1150
Intro to Southwest Studies
Oral History Project
100 Points

The purpose of the final project is to reflect and understand our personal experience and subject position in relation to Introduction to Southwest Studies. For the final project, students will place their individual experiences into a larger history and context of American Studies in the United States and globally.

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5091
Institution	CNM
Applicant(s)	kferris@cnm.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 12:13 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Amardeep Kahlon

Chief Academic Officer Email
akahlon@cnm.edu

Registrar Name
Noemi Hernandez

Registrar Email
nhernandez81@cnm.edu

Course's Academic Department
Liberal Arts

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
AMST

Number
1105

Title
Introduction to American Studies

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
na

Number
na

Title
na

New Mexico Common Course Information

Prefix
AMST

Number
1105

Title
Introduction to American Studies

A. Content Area and Essential Skills

To which area should this course be added?
Humanities

Selected Areas
Critical Thinking, Personal & Social Responsibility, Information & Digital Literacy

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

At the conclusion of the course, you should be able to:
1. Demonstrate critical thinking in the evaluation and analysis of textual, visual, and aural sources.
2. Identify and apply significant terms, concepts, and methods in the interdisciplinary field of American Studies.
3. Describe and analyze patterns and the ongoing work of understanding and appreciating the diversity of the American experience.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Students will develop critical thinking skills through assignments and discussions that help them to identify the ways that American culture and the social construction of identity are intertwined in their daily lives. More importantly, students will engage in interdisciplinary scholarship to explore the local and global perspectives of U.S. culture. The course will also introduce students to foundational theories and methods in American Studies.

Introductory units will focus on the specific disciplinary theories and methods that American scholars use to understand foundational and prevalent American studies disciplines. Specifically, they will learn to distinguish between foundational texts and historical analysis used in American Studies. As a class, students will use readings, videos, and practical skills to assist in their interpretation of foundational knowledge, such as understanding what interdisciplinary research is. For example, they will be able to answer what American Studies is, what sources are archives, what archives are used for, and understand comparative analysis. For the assignment, students will complete a lesson that helps them understand what types of questions, sources, and methods they can apply to an interdisciplinary research project.

Then, they will be assigned a series of primary source excerpts on which they are to write a reflection. They will conduct primary research that will inform their final project research questions. As a group, students will work to integrate the following questions: What is distinct about interdisciplinary scholarship? What kinds of questions do interdisciplinary scholars ask and why? What does a
comparative framework require and offer in terms of methodology?

Students will also be required to visit a library or an archive on their own to conduct and obtain primary and secondary research. The final stage of the series of source annotation assignments will require students to locate a relevant primary source that will provide another perspective on the historical event they've already

worked on in class, and they will explain why they chose the new source and how it adds to our understanding of that event.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Students will work to develop intercultural reasoning and competence throughout the semester in various activities and assignments, including close-reading exercises, including an essay titled: Visceral Memories of Home.

In an early assignment in the course, students will be asked to think about visceral memories of home. This assignment would allow them to reflect on their own environment, identity, culture, and interpersonal and social interactions. The instructor will provide guidance to help students identify locations that have meaning beyond the classroom or course. Students will identify evidence that helps them understand the significance of local sites, smells, traditions, customs, and experiences.

Later activities will build on prior assignments and their essay, in which students are given sources (i.e, readings, videos, and films) to allow them to reflect and apply to their own everyday life. Students will also be required to conduct a peer review with the student they were paired with. Students will then present to class (i.e., on PowerPoint, an interview, or Canva) either in person or online. Lastly, students will be able to evaluate their peers on their topic, their sources, and how it relates to course topics and themes.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Through the source annotation, conducting archival research, and writing Visceral Memories of Home, students will gain digital literacy with platforms such as Canva, PowerPoint, and YouTube that allow for group discussion and the dissemination of their interpretations of everyday life in the United States.

The latter stages of the annotation assignments will require students to draw on the discussions and annotation work that they've already done as they use the internet to locate primary and secondary sources. As they do so, they will think critically about the authority and value of information, recognizing that interdisciplinary research requires acknowledging the different methods that can be applied while trying to answer general questions. A reflection assignment toward the end of the course will ask students to think about the type of digital identity they generated as they learned to utilize digital sources and platforms for interdisciplinary work.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan

Application History

Type	username	Text	Timestamp
Submittal	kferris@cnm.edu	Submitted by kferris@cnm.edu	2025-11-03 12:13 PM (US/Mountain)
Authorization	kferris@cnm.edu	kferris@cnm.edu has authorized the application for submittal	2025-11-03 12:13 PM (US/Mountain)
Created	kferris@cnm.edu	Application started by kferris@cnm.edu	2025-11-03 12:07 PM (US/Mountain)

AMST 1105
Introduction to American Studies
Visceral Memories of Home
Research Project

You are being asked to produce at least a **2-3 double spaced** (Times Roman, 12in Font) paper grounded in scholarly work related to Introduction to Race and Indigenous Studies. Thinking about 'home,' in particular, how you define and think about home, students are asked to write about how they remember and explain 'home.' Please use your senses: smells, touch, feelings, to describe your definition of 'home.' Please use two reading articles or a video from the course materials to support your arguments.

This paper will be graded on how clear your topic/theme is, whether your writing supports your topic and question, the inclusion of scholarly sources, and an organized presentation of your findings, and reflection. Please use readings, videos, and other materials in course modules. No external sources.

Grading Rubric:

- The writing demonstrates a depth of understanding by using relevant and accurate detail.
- The use of materials from the readings, films, and discussions is thorough and goes beyond what was presented in course.
- The writing is centered around a thesis, which shows highly developed awareness of interdisciplinary issues and a high level of conceptual ability.
- The project or paper has a clear introduction, supporting paragraphs, and conclusion.
- The writing is clear, concise, and effective in conveying ideas. The writing followed all of the assignment instruction and formatting guidelines.

AMST 1105
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Visceral Memories of Home
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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	4814
Institution	SJC
Applicant(s)	doughtyk@sanjuancollege.edu
Status	NMHED_REVIEW
Submitted	2025-10-08 11:42 AM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Dr. Michael Ottinger

Chief Academic Officer Email
ottingerm@sanjuancollege.edu

Registrar Name
Karen Doughty

Registrar Email
doughtyk@sanjuancollege.edu

Course's Academic Department
Humanities

Is this a Application a Re-Submission
yes

Describe the Clarifications to the Original Application
Rubric and assessment have been refined.

Institutional Course Information

Prefix
ANTH

Number
2210

Title
Introduction to Archaeology

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
None

Number
None

Title
None

New Mexico Common Course Information

Prefix
ANTH

Number
2210

Title
Introduction to Archaeology

A. Content Area and Essential Skills

To which area should this course be added?
Social & Behavioral Sciences

Selected Areas
Critical Thinking, Personal & Social Responsibility, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.
1. Distinguish archaeological remains from natural manifestations. 2. Prepare a survey map (field sketch). 3. Prepare excavation maps: site map, feature map, and profile map. 4. Understand the site grid and elevation system. 5. Set up excavation unit within a site grid. 6. Classify different types of artifacts.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.
None

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Throughout the course, students will complete assignments and assessments that require them to integrate information from different areas and different aspects from the readings, videos, and activities presented in class. Students must complete a variety of written assignments that require them to think on the spot, interpret data, synthesize complex topics, and write well-organized essays.

Students also participate in class discussions that require use of both, class concepts and their own ideas to complete. The online course requires students to post and participate in graded discussions with their classmates on order to engage in discourse about pertinent points in the course that benefit from the sharing of ideas and clarification of salient points. These discussions take place throughout the semester and students are encouraged to continue the conversations beyond the class requirements at all times, but especially when the content is of particular interest.

For the midterm, students will research ethics in archaeology and ask students to discuss ethical issues in the field and how those issues might be addressed. The paper must include at least 5 scholarly sources and urges students to connect with the community (friends, family, elders, etc.) to bring in support for their research and to bring local focus to the issue of ethics in archaeology. The end result of their research being a paper written in MLA or APA format.

Student also complete a final paper in which the paper must be more than information gathering and present an interpretation of an archaeological site that is backed up by research coupled with their own reasoning. This interpretation must be presented in essay format and include properly formatted citations, including in-text, in MLA or APA format.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Archaeology is built on a foundation of collecting evidence and using that evidence to find research-based answers to a question. Introduction to archaeology seeks to provide students with opportunities to think critically as a rule. Throughout the class students will be asked to participate in activities and complete assignments and assessments that require them collect a body of evidence that allows them to make a decision or come to a conclusion based on their collected evidence. Students will do this when they complete case study assignments that allow them to explore archaeological sites and work to determine the cultural importance of the site or the societal importance of the site. Critical thinking is also needed when they complete assignments that connect current archaeological news to the world around them and work to see the importance of archaeology as a whole and why what archaeologists do is important.

Students think critically when they complete their assignments and assessments. Throughout the assignments assessments, students are expected to answer questions in a variety of formats, including, short answer and essay questions. More importantly, through these questions, students are expected to synthesize information provided throughout the semester and use that information to form fact-based conclusions and explanations for how and why things in the archaeology world are that way.

Students are introduced to archaeological methods of excavation and survey. In this area, students will be provided with opportunities to interpret archaeological findings based on key concepts like context, which guides analysis based on where an artifact was found, and connecting time to the depth at which a structure is buried. Through these interconnected findings, students will begin to understand how archaeologists use context to recreate moments of historical importance from the past as well as to learn about and piece together information about societies that no longer exist, and determine the importance of past societies based on what can be learned from the elements of material culture that have been left behind.

Students must also write a final paper using at least five outside scholarly sources. Students will focus on the interpretation of a site based off of evidence that has been provided to them. Students must critically evaluate sources and interpret the site based on their own collected research as well as the information they have been given throughout the course of the semester. The paper must include citations in MLA or APA format.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Introduction to archaeology includes, readings, and discussions, and research projects that will connect the field of archaeology to the greater goals of the field, which include the recording of culture, but also connect to concepts and ideas revolving around sustainability and the natural world. In many ways, archaeologists are attempting to understand what has happened in the past and the implications of those actions on the present and future. This includes elements like subsistence patterns, how people from the past were able to survive without the same access to resources, how past activities, such as the creation of irrigation systems and other aspects of technological innovation have affected the world now and how we can take from or improve those systems to be more sustainable that what we have currently, or make sure that we do not repeat the mistakes of past innovation.

Providing students with opportunities to work and discuss different aspects of the class together is also an important aspect of the course. Students are required to participate in meaningful discussions of various archaeological concepts throughout the semester. This helps students grasp core concepts, improve communication skills, learn how to communicate in a professional manner, and how to collaborate with a group of individuals with similar goals.

The course also addresses the ethics involved with archaeology, which requires students to engage in healthy discussions about these complex topics with classmates and interact with these issues on their own in their own mind through written assignments. The midterm exam for introduction to archaeology is based around researching and providing a written account of ethical issues in the field of archaeology. Students are encouraged to research and discuss different perspectives based on their research, but also on through their own experiences within their cultures. We also explore and discuss the fact that archaeology, especially in the US is presented from a Westernized perspective, and how that view can be detrimental when looking at culture, specifically indigenous cultures around the world.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu-2023/documents/homepage/about/accreditation/SJC_GenEd_Assessment_CourseList-07.11.23.pdf

Application History

Type	username	Text	Timestamp
Submittal	doughtyk@sanjuancollege.edu	Submitted by doughtyk@sanjuancollege.edu	2025-10-08 11:42 AM (US/Mountain)
Authorization	doughtyk@sanjuancollege.edu	doughtyk@sanjuancollege.edu has authorized the application for submittal	2025-10-08 11:42 AM (US/Mountain)
Created	doughtyk@sanjuancollege.edu	Application started by doughtyk@sanjuancollege.edu	2025-10-08 11:36 AM (US/Mountain)

Assignment 1: Archaeological Site Interpretation

Students will apply archaeological methods and concepts learned in class to interpret a simulated archaeological site. Using a provided dataset (artifacts, stratigraphy diagrams, photographs, and field notes), students will analyze, interpret, and present their findings in a professional-style report.

Learning Outcomes

By completing this assignment, students will:

1. Apply archaeological classification and dating techniques to artifacts.
2. Interpret stratigraphic layers to reconstruct site history.
3. Evaluate cultural and environmental factors influencing site use.
4. Consider ethical and cultural heritage issues in reporting findings.
5. Communicate archaeological interpretations in a clear, evidence-based format.
6. Cite sources using SAA formatting.

Instructions

1. Dataset Review: Students receive a “packet” with artifact photographs, stratigraphy diagrams, radiocarbon dating results, and field notes.
2. Analysis: Classify artifacts, interpret stratigraphy, establish chronology, and discuss cultural phases.
3. Report (3-5 pages): Include Introduction, Methods, Findings, Interpretation, Ethics & Preservation, and Conclusion.

Assessment Rubric (100 points)

- Artifact Analysis & Classification (20 pts)
- Stratigraphy & Chronology (20 pts)
- Cultural Interpretation (25 pts)
- Ethics & Preservation Discussion (20 pts)
- Report Quality (15 pts)

Assignment 2: Artifact Sketching & Analysis Exercise

This exercise introduces students to artifact recording and analysis, a core archaeological skill. Students will observe, sketch, and describe artifacts (real, replica, or digital presentation) to demonstrate a practical application of identification and documentation of artifacts.

Objectives / Learning Outcomes

By completing this assignment, students will:

1. Accurately observe and sketch an artifact.
2. Record basic artifact data (size, material, condition, function).
3. Compare artifacts and propose cultural interpretations.
4. Practice using professional archaeological terminology.

Instructions

1. Each student will be given one artifact (or replica/photo).
2. Measure and record dimensions (length, width, thickness, weight if possible).
3. Create a scaled sketch of the artifact, labeling key features.
4. Write a short (1–2 page) description including material, possible use, and cultural interpretation.
5. Submit sketch and description.

Assessment Rubric (25 points)

- Accuracy of Measurements (5 pts)
- Quality of Sketch (5 pts)
- Completeness of Description (10 pts)
- Use of Archaeological Terminology (5 pts)
- Organization & Clarity (5 pts)

SAN JUAN COLLEGE

Course Prefix: ANTH

Course Number: 2210

Course Name: Introduction to Archaeology

Credit Hours: 3

Syllabus

Course Information

Meeting times and location: section meeting_times section location

Catalog description:

Introduces students to the basic concepts, methods, and theories of archaeology with particular emphasis on the nature of archaeological evidence and its interpretation.

Prerequisites:

ENGL 1110 and RDNG 099

Terms offered: Fall

Section-specific Course Description:

Course Level Objectives

1. Distinguish archaeological remains from natural manifestations. 2. Prepare a survey map (field sketch). 3. Prepare excavation maps: site map, feature map, and profile map. 4. Understand the site grid and elevation system. 5. Set up excavation unit within a site grid. 6. Classify different types of artifacts.

Grading

Final grades are calculated based on the following...

Participation and Attendance Policy

Key Dates to Remember

Full Academic Calendar

Course Schedule

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at San Juan College Help Desk.

For password reset and and Canvas support, visit the Student Technology Guide website

Accessibility/Privacy Policies for all Technology Tools Used

Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

Academic Support and Resources

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the Academic Support and Resources webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

Student Support and Resources

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the Student Support and Resources webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

College Policies and Resources for Current Students

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Healthy and Safe Practices for Being on Campus

We want a healthy and safe campus for students, faculty, staff, and guests.

Contagious diseases and your responsibility:

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

Safety on campus and your responsibility:

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When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

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Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of $5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.

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SAN JUAN COLLEGE

Course Prefix: ANTH

Course Number: 2210

Course Name: Introduction to Archaeology

Credit Hours: 3

Syllabus

Course Information

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Terms offered: Fall

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5061
Institution	NNMC
Applicant(s)	ana.vasilic@nnmc.edu
Status	NMHED_REVIEW
Submitted	2025-10-30 03:00 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Rene Vellanoweth

Chief Academic Officer Email
rene.vellanoweth@nnmc.edu

Registrar Name
Janice Baca

Registrar Email
janice.baca@nnmc.edu

Course's Academic Department
Mathematics & Physical Science

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
MATH

Number
1110

Title
Math for Teachers I

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
MATH

Number
1110

Title
Math for Teachers

A. Content Area and Essential Skills

To which area should this course be added?
Mathematics

Selected Areas
Critical Thinking, Quantitative Reasoning, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Student Learning Outcomes (SLOs)
1. Unpack arithmetic.
 a. Explain procedures for doing addition, subtraction, and multiplication with whole numbers, integers, and fractions.
b. Do addition, subtraction, and multiplication of multi-digit numbers in several different ways.
c. Analyze student work, assess the validity of arguments, and identify mathematical misconceptions in mistakes.
d. Use the decomposition of whole numbers to find factors, multiples, and prime numbers.
e. Use the relationships between operations to solve simple algebraic equations.
2. Apply mathematical concepts.
a. Recognize the difference between multiplicative and additive situations.
b. Solve problems involving fractions.
3. Represent mathematical concepts.
a. Use tactile representations, including base blocks and integer chips to represent numbers and operations.
b. Use visual representations, including discrete pictures, number lines, and rectangles, to represent operations.
c. Use tactile and visual representations to explain how estimation and rounding work.
d. Use concrete applications to represent operations.
4. Communicate mathematical concepts.
a. Describe the equivalence between different representations of numbers and operations.
b. Create justifications for properties and procedures in arithmetic.
c. Use correct terminology and notation.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Same as above.

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

The MATH 1110 course is designed not only to strengthen students' mathematical understanding but also to develop strong communication skills that are essential for effective teaching. In this course, students explore different ways of communicating mathematical ideas through written explanations, diagrams, number lines, and graphs. For example, a student might explain a problem-solving strategy in writing, then present it visually with a diagram or a graph. By moving across formats, students develop versatility and awareness of how different media can make ideas accessible to different audiences.
The course also emphasizes strategies for understanding and evaluating messages. Students analyze

explanations provided by peers, textbooks, or instructional videos to determine whether the message is clear, complete, and accurate. They learn to recognize when explanations are too technical, when reasoning is missing, or when the medium does not support understanding. This skill is essential for evaluating curriculum resources and for identifying student misconceptions in the classroom.
Finally, students are expected to construct clear, well-supported explanations of mathematical reasoning, using proper notation and evidence to justify conclusions. They also evaluate arguments from others, considering both the logic and the clarity of the communication. By practicing both creation and critique, students strengthen their ability to engage in meaningful mathematical dialogue.
Assessment of communication is integrated throughout the course. Students are evaluated on written reflections, peer feedback, presentations, and collaborative discussions. This ensures they are not only developing their own mathematical communication but also learning how to support others in building theirs.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Building the essential skills of critical thinking is one of the key objectives of MATH 1110. These skills are woven throughout the course in ways that are practical, engaging, and relevant to future classrooms.
Students begin with problem setting, where they learn to identify the heart of a mathematical question rather than jumping directly to procedures. For example, when exploring properties of numbers, students are asked to reframe problems in their own words, consider multiple entry points, and anticipate how a child might approach the same situation. This practice helps them see that setting up a problem carefully is as important as solving it.
Once problems are clearly defined, students focus on evidence acquisition. Here, they gather information by testing strategies, modeling solutions with manipulatives, and analyzing student work samples. Instead of passively receiving answers, they actively seek out the data needed to support their reasoning.
Students compare different solution methods, weigh their accuracy and efficiency, and consider how well each approach supports student learning. They also learn to identify misconceptions and evaluate the strength of various arguments, both their own and those of peers.
Students are expected to communicate not only what the answer is, but also why it makes sense and how the reasoning could be made accessible to children.
Assessment of these skills takes place through written reflections, assignments, and classroom discussions. Students are evaluated on the clarity of their problem framing, the quality of their evidence, and the strength of their reasoning. In this way, the course ensures that critical thinking is not treated as an add-on but as the foundation of effective teaching in mathematics.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models. In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

The MATH 1110 course is structured to help students build strong skills in quantitative reasoning, ensuring they can understand, analyze, and apply mathematical ideas in meaningful ways. Throughout the course, students develop confidence not only in solving problems themselves but also in explaining and modeling mathematics for others.
A central focus is on communication and representation of quantitative information. Students practice explaining their mathematical thinking using multiple forms—words, pictures, graphs, tables, and symbolic notation. They learn that a key part of teaching math is finding different ways to represent an idea so that every learner has an entry point. Class activities often ask students to translate a mathematical situation into more than one representation, then reflect on how each one supports understanding.
The course also emphasizes analysis of quantitative arguments through examples of real-world applications. Students examine solutions from peers, textbook examples, and samples of student work to evaluate whether the reasoning is valid. They learn to recognize common errors, test whether conclusions follow logically, and determine if a solution method is correct. This careful analysis helps them become critical interpreters of quantitative information, an essential skill both in teaching and in everyday decision-making. By connecting abstract concepts to everyday situations, students see how mathematics provides powerful tools for making

sense of the world.
Assessment of these skills occurs through problem-solving projects, written explanations, and collaborative discussions. Students are evaluated not only on arriving at correct answers but on their ability to represent information clearly, critique arguments thoughtfully, and apply models effectively. In this way, the course ensures that quantitative reasoning skills are mastered.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://nnmc.libguides.com/c.php?g=996187&p=7209282#:~:text=Student%20Learning%20Assessment-,Learning%20Assessment,well%2Dreasoned%20and%20substantiated%20arguments.

Application History

Type	username	Text	Timestamp
Submittal	ana.vasilic@nnmc.edu	Submitted by ana.vasilic@nnmc.edu	2025-10-30 03:00 PM (US/Mountain)
Authorization	ana.vasilic@nnmc.edu	ana.vasilic@nnmc.edu has authorized the application for submittal	2025-10-30 02:59 PM (US/Mountain)
Created	ana.vasilic@nnmc.edu	Application started by ana.vasilic@nnmc.edu	2025-10-30 01:09 PM (US/Mountain)

MATH 1110 Math for Teachers I, Northern New Mexico College

Alternative Algorithms Project

Overview

Our class will create an Alternative Algorithms Resource collection for your reference throughout this class and beyond. You will be assigned alternative algorithm chapters to write in groups. After a review and editing process, we will compile the chapters into a booklet that will be distributed to the class.

Assignment

You will be tasked with creating instructional materials for an alternative addition/subtraction algorithm, as well as an alternative multiplication/division algorithm. Your materials should be aimed at a teacher learning this material for the first time (or reviewing it) – so it should be explained as to a peer, not to a child. You may organize your material however you would like, but it must include the following:

- Description of how the algorithm works. That is, the procedures one carries out. Make sure your directions are clear.
- Explanation of why the algorithm works. You must go beyond how to carry out the algorithm – include a detailed and convincing explanation of why the algorithm gives you the right answer. This will provide a conceptual understanding of the algorithm. In many cases, it will be helpful to approach your justification from two angles: a numeric viewpoint (using properties like the distributive property) and a more conceptual viewpoint (using, for example, a diagram of bundling sticks).
- Several examples of using the algorithm. Be strategic in what examples you use!
- A discussion of the advantages or disadvantages of the algorithm compared to the standard algorithm.

Peer Review Portion

After a first draft, this project will go through a peer–editing process. Students will exchange drafts and give feedback to each other. With the draft you are given to review, you are expected to return thoughtful and useful feedback. To begin this process, you must carefully read their drafts and try to understand them as you would if you were the intended audience (which you are!). After reading through the drafts as a "consumer," think about the draft in your role as "editor" and write 1-2 pages of feedback. Your feedback should draw on your experience reading the draft as a "consumer."

Your feedback should:

- Highlight three strengths of their presentation.
- Point out places you were confused as a reader.
- Ask mathematical questions.

- Suggest improvements in clarity.
- Comment on their use of visuals and diagrams.

Algorithms

During the first week of class, you will be assigned an algorithm number.

- Algorithm 1:
    - Addition/Subtraction Algorithm: Lattice algorithm for Addition
    - Multiplication/Division Algorithm: Egyptian Method for Multiplication
- Algorithm 2:
    - Addition/Subtraction Algorithm: Scratch Algorithm for Addition
    - Multiplication/Division Algorithm: Standard Division Algorithm
- Algorithm 3:
    - Addition/Subtraction Algorithm: Partial Differences (for Subtraction)
    - Multiplication/Division Algorithm: Partial Quotients Division (this has several related variants to explain)
- Algorithm 4:
    - Addition/Subtraction Algorithm: Negative Differences Subtraction
    - Multiplication/Division Algorithm: Lattice Multiplication
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- Algorithm 6:
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- Algorithm 9:
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    - Multiplication/Division Algorithm: Short Bus Division aka “Bus Stop Division”

Due Dates

Week 2: First draft of addition/subtraction algorithm due.

Week 3: Feedback for addition/subtraction algorithm due.

Week 5: First draft of multiplication/division algorithm due

Week 6: Feedback for multiplication/division algorithm due.

Week 8: Final drafts of both algorithms due.

Grading

Grades for this project will be determined by the following points:

First Drafts (completion)	20 points
Peer Review Portion	20 points
Final Drafts	60 points

First Drafts will be worth 10 points each and will be graded only on completion. Each Peer Review Portion will be worth 10 points, and the Final Draft will be worth 60 points, for a total of 100 points.

The rubrics for the Final Draft and Peer Review Portion are shown below.

Rubric for Peer Evaluation

Strengths Highlighted		
2 points Clearly identifies three specific strengths of the draft; comments are thoughtful and well-explained.	**1 point** Mentions some strengths, but they are vague or fewer than three.	**0 points** No strengths highlighted.
Reader Confusion Noted		
2 points Identifies specific places where the draft was unclear or confusing; explains what made them difficult to follow.	**1 point** Mentions confusion but does so vaguely or without specifics.	**0 points** No mention of confusion.
Mathematical Questions Asked		
2 points Asks thoughtful, relevant mathematical questions that	**1 point**	**0 points** No mathematical questions asked.

show engagement with the content.	Includes a question but it is vague, off-topic, or superficial.	
Suggestions for Clarity		
2 points Provides concrete, useful suggestions to improve clarity of explanations or organization.	**1 point** Provides suggestions but they are vague or only somewhat useful.	**0 points** No suggestions for clarity.
Comments on Visuals and Diagrams		
2 points Provides specific, constructive comments on the use of visuals/diagrams (both strengths and possible improvements).	**1 point** Mentions visuals/diagrams but comments are vague or incomplete.	**0 points** No comments on visuals/diagrams.

Rubric for Final Drafts

Accuracy of How Algorithm Works					
10 points Directions for carrying out the algorithm are completely accurate; no errors present.	**8 points** Directions are mostly accurate; one small error or ambiguity.	**6 points** Some significant inaccuracies, but overall method can still be understood.	**4 points** Multiple inaccuracies; algorithm could be confusing without outside clarification.	**2 points** Serious errors that prevent accurate execution of the algorithm.	**0 points** Algorithm description is missing or entirely incorrect.
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6 points Step-by-step explanation is clear, well-organized, and easy to follow.	**4 points** Explanation is mostly clear, but has minor lapses in organization or precision.	**2 points** Explanation is somewhat unclear or disorganized; hard to follow without guessing.	**0 points** Explanation is unclear or absent.		
Completeness, Correct Justification					
15 points Project is complete; justification is thorough, accurate, and	**12 points** Project is mostly complete; justification is good but may lack	**9 points** Some gaps in completeness or justification; moderate weaknesses present.	**6 points** Significant gaps in completeness or justification; important	**3 points** Project is incomplete and justification is weak or very limited.	**0 points** Project missing or justification absent.

conceptually strong.	depth in one area.		elements missing.		
Use of relevant properties of numbers in justification					
6 points Justification thoroughly uses relevant number properties (e.g., distributive property, place value) and explains their role.	**4 points** Justification uses some relevant properties but lacks depth or misses connections.		**2 points** Minimal or superficial mention of number properties; unclear connection to justification.		**0 points** No use of number properties in justification.
Clear, Illustrative Use of Diagrams					
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6 points Multiple well-chosen examples are provided; they highlight key features, strengths, and potential pitfalls of the algorithm.	**4 points** Several examples are provided, mostly helpful but could be more strategic.		**2 points** Minimal or poorly chosen examples that do not clearly illustrate the algorithm.		**0 points** No examples provided.
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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5078
Institution	NMSU-DA
Applicant(s)	ryangoss@nmsu.edu
Status	NMHED_REVIEW
Submitted	2025-10-31 05:26 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Lakshmi Reddi

Chief Academic Officer Email
provost@nmsu.edu

Registrar Name
Gabrielle Martinez

Registrar Email
gdmart@nmsu.edu

Course's Academic Department
Biology

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
BIOL

Number
2210C

Title
HUMAN ANATOMY AND PHYSIOLOGY I

Number of credits
4

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
Yes

Co-requisite Course

Prefix
n/a

Number
n/a

Title
n/a

New Mexico Common Course Information

Prefix
BIOL

Number
2210C

Title
HUMAN ANATOMY AND PHYSIOLOGY I

A. Content Area and Essential Skills

To which area should this course be added?
Science

Selected Areas
Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Describe and apply anatomical terminology.
2. Describe multi cellular organization.
3. Distinguish and describe major tissue types.
4. Describe the structure and function of the integumentary system.
5. Describe the structure and function of the skeletal system.
6. Describe the structure and function of the muscular system.
7. Describe the structure and function of the nervous system.
8. Describe the structure and function of the special senses.
9. Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.
10. Apply the scientific method correctly.
11. Collect, analyze, and interpret scientific data.
12. Use laboratory equipment, such as a microscope, correctly and safely.
13. Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.
14. Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides,models, diagrams, illustrations, or cadaver specimens.
15. Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides,models, diagrams, illustrations, or cadaver specimens.
16. Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting

BIOL 2210 is a 4-credit lecture/lab course where students develop critical thinking skills through both lecture and hands-on lab experiences in the field of Anatomy and Physiology. Critical thinking is embedded in the curriculum through case studies, article analyses, and structured assessments. For example, in the muscular system unit, students read a scientific article, identify the central research problem, discuss the hypothesis, and examine the experimental design, setting the foundation for critical thinking skills.

Evidence of Acquisition

Students gather scientific knowledge from lectures, lab exercises, and assigned readings. After reviewing the muscular system case study, for example, they interpret the results with a focus on numerical data and experimental findings. Students analyze the problem; gather data; apply their findings to the case; and assess

the results. Case studies are also used to help students apply course concepts to real-world medical or physiological problems, reinforcing the acquisition of evidence-based reasoning.

Evidence Evaluation

Students are trained to assess the quality of scientific evidence, identify bias or limitations, and analyze how data support or challenge a hypothesis. In lab and case study assignments, they are required to use data to justify conclusions. A structured rubric evaluates their ability to synthesize evidence and apply it meaningfully.

Reasoning and Conclusion

Assignments and exams require students to use scientific reasoning to solve problems, draw conclusions, and connect physiological knowledge to real-life scenarios. In addition to learning facts, students apply concepts to diagnose conditions, explain outcomes, or predict physiological responses. Exams and the final assessment include questions that require synthesis, analysis, and application, ensuring that critical thinking is consistently assessed across the course.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models. In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Communication and Representation of Quantitative Information

BIOL 2210 integrates quantitative reasoning throughout lecture and lab. Students interpret and communicate mathematical results using equations, tables, and verbal explanations. For example, in a case study on osteoporosis, students apply the exponential equation N = N# exp – (μsMs + μbMb) to calculate bone mineral density, then use this data to support a diagnostic decision(another example is shown in attached assignment). Other examples include, representation of physiological values, such as ion concentrations and melanin levels, in formats that enhance understanding and decision-making.

Analysis of Quantitative Arguments

Students evaluate quantitative arguments by interpreting data and drawing logical, evidence-based conclusions. For example(attached assignment), in neuromuscular physiology, students calculate how long it takes acetylcholine to diffuse across the synaptic cleft and assess how diffusion time affects nerve function. These tasks promote critical thinking by requiring students to validate quantitative outcomes and assess whether values make physiological sense.

Application of Quantitative Models

Students apply mathematical models to real-world physiological processes. For example, in muscle physiology, they calculate sodium and potassium ion shifts during contraction and relaxation. They also analyze homeostatic regulation of blood calcium and melanin concentration. These examples demonstrate students' ability to use mathematical tools to simulate and predict biological outcomes.

Assessment rubrics are aligned with these core skills to measure performance in quantitative application, analysis, and communication.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

BIOL 2210 integrates personal and social responsibility through structured group work, ethical reasoning, and engagement with real-world issues. Students collaborate in both lecture and lab, working in pairs or teams to conduct experiments, solve problems, and apply scientific methods. This collaboration builds teamwork, communication, and accountability—skills reinforced during open lab hours where students practice for exams and prepare experiments together.

Collaboration and Ethical Reasoning

Group work develops cooperation and ethical responsibility. Students are expected to contribute actively, share tasks fairly, and demonstrate professionalism during labs and case study presentations. Real-world case studies develop ethical reasoning by having students hypothesize medical decisions with potential delicate and challenging implications.

Intercultural Competence and Civic Discourse
Students from diverse backgrounds collaborate on projects, encouraging intercultural reasoning and appreciation for different perspectives. Case studies often address global and local health issues—such as access to healthcare, disease prevention or environmental impacts (see attached assignment)—encouraging students to engage in civic discourse and consider broader social implications of biology.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf

Application History

Type	username	Text	Timestamp
Submittal	ryangoss@nmsu.edu	Submitted by ryangoss@nmsu.edu	2025-10-31 05:26 PM (US/Mountain)
Authorization	ryangoss@nmsu.edu	ryangoss@nmsu.edu has authorized the application for submittal	2025-10-31 05:25 PM (US/Mountain)
Created	ryangoss@nmsu.edu	Application started by ryangoss@nmsu.edu	2025-10-31 05:05 PM (US/Mountain)

BIOL 2210C Sample Assignment

Assignment: Case Study – Muscular System

I. OBJECTIVES:

- To assist you in integrating information about several body systems that are covered in the lectures and give you an example to practice making reasonable inferences in realistic situation. (Lecture SLOs 1,2,3, 6,7, 9)
- To provide further opportunities for you to develop your ability of critical thinking, quantitative reasoning and personal and social responsibility.
- To reinforce your abilities in reading, writing, and presentation skills. (Program SLO "Communicate scientific concepts effectively, both to general audiences and through formal written work using proper APA style."

II. PROCEDURE:

Team Work:

Team will complete a report involving the case study. The report must be typed and will include:

- Describe the etiologic agent, method of transmission, clinical symptoms, and treatments for the disease;
- Completion of the calculation and drawing of the exponential graph;
- Answer the questions

III. The Case: Marvin is a 58-year-old business executive who experiences muscle weakness and fatigue.

Although he has been popular with his many employees for years, some people now complain that he glowers at them in a hostile manner. In fact, even Marvin's family observes that he looks angry when he is not. He has trouble holding his eyes open and his facial muscles sag such that his mouth turns downward. Swallowing can be difficult and Marvin has been eating slowly to prevent choking. One evening, feeling very tired, he starts seeing double. He can eliminate this problem, called diplopia, by closing one eye. He feels stronger the next morning but makes an appointment with his physician, Dr. Goodchild. At the physical examination, Dr. Goodchild notes: a "snarling" expression when Marvin tries to smile; weakness of the tongue; double vision after repetitive eye movements; and normal deep tendon reflexes and sensations.

Dr. Goodchild feels that one possible diagnosis is _____. _____ is a condition of long-term tiredness and muscle weakness. Muscles of the face and throat are especially susceptible. The disease is caused by an autoimmune condition wherein acetylcholine (ACh) receptors on the sarcolemma in the neuromuscular junction are attacked by antibodies. There is therefore a loss of ACh receptors in the sarcolemma. Acetylcholinesterase (AChE) destroys the ACh before the few remaining ACh receptors can be activated. Neuromuscular transmission is therefore impaired. When stimulated repeatedly,

synaptic terminals release decreased amounts of ACh. As a result, the weakness becomes more pronounced with repetitive movement. Dr. Goodchild orders a series of diagnostics tests. Testing consists of: Administration of short-acting acetylcholinesterase (AChE) inhibitors. Marvin's condition improves dramatically, then deteriorates as the effects of the drug fade; Repetitive nerve stimulation to specific muscle groups, with recording of the amplitude of the evoked muscle potential. In several muscle groups, the muscle potential decreases with repetitive stimulation; and Assay to detect anti-acetylcholine receptor antibodies in the serum. The result is positive (antibodies are present). As a result of the tests, Marvin is diagnosed with _____.

Abnormal thymus gland cells are often observed in the presence of the disease. Muscle-like cells are found in the thymus, and these cells contain ACh receptors in their membranes. This may be the initial trigger for the autoimmune response. In roughly 75% of patients, removal of the thymus gland (a procedure known as a thymectomy) reduces or eliminates symptoms.

Marvin is treated with Pyridostigmine, a cholinesterase inhibitor, and prednisone, an immunosuppresant. He is told that the disease could impact the respiratory muscles particularly if he gets an infection. Because these respiratory problems could be life-threatening, he is told to report any difficulties with breathing immediately. Marvin takes his medication and experiences no further episodes.

IV. CRITICAL THINKING QUESTIONS:

1. What conditions could cause muscle weakness? What systems of the body are involved? What could be happening at the neuromuscular junction?
2. What conditions might lead to double vision, or diplopia? How could muscles be involved?
3. What is acetylcholine? Function?
4. What is acetylcholinesterase? Function?
5. This is an autoimmune condition. Why are antibodies produced?
6. Explain why neurotransmission is compromised by the destruction of the ACh receptors. Start with the release of ACh and end with the action of acetylcholinesterase.
7. What is the purpose of the thymus gland? How does its removal impact the disease?
8. What is an immunosuppressant? What system does this inhibit? How will it impact Marvin?

V. QUANTITATIVE CALCULATION OF NEUROTRANSMITTER DIFFUSION TIME:

The diffusion coefficient (D) of neurotransmitter is 1.2 X 10^{-5} cm^2/s. Calculate the diffusion times (t) on the different distances (X) between pre-synaptic neuron and sarcolemma. Explain how distance of synaptic cleft affects diffusion time. Why the velocity of neurotransmitter transmission is so important in nervous system.

$$t \approx \frac{x^2}{2D}$$

Distance of Diffusion (nm)	Approximate Time Required (ns/μs/ms/s)
10 nm	
20 nm	
30 nm	
40 nm	
50 nm	
60 nm	
80 nm	

VI. QUANTITATIVE MEASURE:

Diagnostics Tests	Generalized	Sensitive
<u>Chemical Tests:</u> - Tensilon test: Injection of the edrophonium chloride - Neostigmine Neostigmine test - Anti-acetylcholine receptor		
<u>Electrophysiological Tests:</u> - Reflexes - Muscle strength - Muscle tone - Senses of touch and sight - Coordination - Balance		
<u>Immunological test</u>: Applying Antibody to acetylcholine receptor		
<u>Ice test Ice test</u>: Applying ice pack on the eyelid during Applying ice pack on		

VII. FOOD FOR THOUGHT:

- If our individual was a 20 yr old fast-food worker without health insurance how would you reason if they can or would access health care for the same symptoms of muscle fatigue and weakness? Do you think there are resources for people without health insurance?

- If our individual was a 42-year-old Hispanic mother of three who was terminated from her daycare position due to her use of immunosuppressant medication, do you think: her gender had a role in the outcome? should employers ethically balance public safety concerns with individual rights, privacy, and potential discrimination?

BIOL 2210: Human Anatomy and Physiology I — General Education Assessment Rubric
This rubric is aligned with the New Mexico Higher Education General Education Essential Skills, including:
Critical Thinking, Quantitative Reasoning and Personal & Social Responsibility.

Category	Exceeds Expectations (1.5 pts)	Meets Expectations (1 pt)	Approaching Expectations (0.5 pt)	Below Expectations (0 pts)
1. Understanding of Neuromuscular Junction (Critical Thinking – Problem Setting, Reasoning)	Demonstrates in-depth understanding of NMJ including detailed mechanisms of ACh and AChE; clearly articulates the physiological significance.	Accurately describes NMJ structure and function with minor gaps; uses appropriate terminology.	Basic identification of NMJ components; explanation is incomplete or vague.	Inaccurate or missing explanation of NMJ; lacks evidence of conceptual understanding.
2. Reading, Analysis & Diagnosis (Critical Thinking – Evidence Acquisition & Evaluation)	Synthesizes information from case and reading to draw a clear, justified diagnosis; integrates textbook and lecture resources.	Interprets relevant case data and refers to course materials to support conclusions.	Refers only to lecture or incomplete readings; limited evidence used to support ideas.	Fails to reference materials; shows limited ability to analyze or draw informed conclusions.
3. Quantitative Reasoning – Calculations, Interpretation, Application	Accurately completes >80% of calculations and explains data relevance; clearly applies quantitative models to clinical problems.	Performs calculations with minor errors; applies models to case with some accuracy.	Demonstrates partial understanding of calculation process; interpretation is unclear.	Unable to complete or explain calculations; lacks model application.

4. Collaboration & Case Presentation (Personal & Social Responsibility – Teamwork)	Actively contributes in group work; consistently integrates course content into presentation and discussion.	Prepares assigned materials; participates actively in team-based tasks.	Participates inconsistently; struggles to connect concepts in discussions.	Unprepared and disengaged from group activity; no meaningful participation.
5. Ethical Reasoning & Professional Behavior (Personal & Social Responsibility – Ethics)	Consistently applies ethical reasoning to case analysis; displays professional conduct in teamwork and discussions.	Demonstrates professional behavior; recognizes ethical aspects of biological scenarios.	Occasionally displays responsible conduct; needs support in ethical application.	Lacks professionalism and awareness of ethical responsibility in academic or team settings.

Total Score (Out of 7.5 Points): _____

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5079
Institution	NMSU-DA
Applicant(s)	ryangoss@nmsu.edu
Status	NMHED_REVIEW
Submitted	2025-10-31 05:43 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
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Registrar Name
Gabrielle Martinez

Registrar Email
gdmart@nmsu.edu

Course's Academic Department
Biology

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
BIOL

Number
2225C

Title
Human Anatomy and Physiology II

Number of credits
4

Was this course previously part of the New Mexico General Education curriculum?
Yes

Is this application for your entire system (ENMU, NMSU, & UNM)?
Yes

Co-requisite Course

Prefix
n/a

Number
n/a

Title
n/a

New Mexico Common Course Information

Prefix
BIOL

Number
2225C

Title
Human Anatomy and Physiology II

A. Content Area and Essential Skills

To which area should this course be added?
Science

Selected Areas
Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Identify and describe the major anatomical features of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.
2. Analyze the physiological roles of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis in the human body.
3. Explain how fluid and electrolyte balance is maintained in the human body.
4. Compare and contrast the anatomy and physiology of male and female reproductive systems.
5. Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.
6. Explain heredity and genetic control.
7. Apply the scientific method correctly.
8. Collect, analyze, and interpret scientific data.
9. Use laboratory equipment, such as a microscope, correctly and safely.
10. Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
11. Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
12. Analyze the physiological processes of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.
13. Analyze the physiological processes of fluid and electrolyte balance and acid base balance in the human body.
14. Analyze heredity and genetic control.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting

BIOL 2225 is 4-credit lecture/lab course (the second of a two-course sequence) where students develop critical thinking skills through both lecture and hands-on lab experiences in the field of Anatomy and Physiology. Critical thinking is embedded in the curriculum through case studies, article analyses, and structured assessments like exams. For example, in the renal system unit, students read a scientific article, identify the central research problem, discuss the hypothesis, setting the foundation for analytical thinking.

Evidence of Acquisition

Students gather scientific knowledge from lectures, lab exercises, and assigned readings (including primary literature). For example, after reviewing a cardiovascular physiology case study, they interpret the results with

a focus on numerical data of blood pressure, pulse pressure (PP), and the mean arterial pressure (MAP). Students also review other relevant patient data to predict health outcomes. Students learn to identify patterns and evaluate outcomes critically. Case studies are also used to help students apply course concepts to real-world medical or physiological problems, reinforcing the acquisition of evidence-based reasoning.

Evidence Evaluation

In this course students evaluate the reliability and relevance of clinical data, distinguishing normal from pathological values and drawing links between symptoms and physiological processes. In addition, students are trained to assess the quality of scientific evidence, identify bias or limitations, and analyze how data support or challenge a hypothesis. In lab and case study assignments, they are required to use data to justify conclusions. A structured rubric evaluates their ability to synthesize evidence and apply it meaningfully.

Reasoning and Conclusion

Assignments and exams require students to use scientific reasoning to solve problems, draw conclusions, and connect physiological knowledge to real-life scenarios. In addition of learning facts, students apply concepts to diagnose conditions, explain outcomes, or predict physiological responses. Exams and the final assessment include questions that require synthesis, analysis, and application, ensuring that critical thinking is consistently assessed across the course.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models. In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Communication and Representation of Quantitative Information

BIOL 2225 integrates quantitative reasoning throughout lecture and lab. Students interpret and communicate mathematical results using equations, tables, and verbal explanations. For example, during the cardiovascular system, students interpret the results with a focus on numerical data of blood pressure, pulse pressure (PP) and the mean arterial pressure (MAP). Students also review relevant patient information to predict health outcomes. Students learn to identify pertinent symptoms and evaluate outcomes critically. Other examples include, representation of physiological values, such electrolyte and fluid balance in the renal system and changing hormone levels during the menstrual cycle.

Analysis of Quantitative Arguments

Students evaluate quantitative arguments by interpreting data and drawing logical, evidence-based conclusions. For example (attached assignment), in a cardiovascular physiology case study, students calculate the pulse pressure and the mean arterial pressure as well as explore possible blood disorders and critical evaluate etiology and possible treatments.

Application of Quantitative Models

Students apply mathematical models to real-world physiological processes. For example, using pulse pressure and mean arterial pressure data from a variety of physiological outcomes (such as, high salt diet or vasomotor damage). They also analyze homeostatic regulation of blood oxygen and carbon dioxide levels and how they relate to respiratory rates. These examples demonstrate students‘ ability to use mathematical tools to simulate and predict biological outcomes. Assessment rubrics are aligned with these core skills to measure performance in quantitative application, analysis, and communication.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Intercultural reasoning and intercultural competence

BIOL 2225 integrates personal and social responsibility through structured group work, ethical reasoning, and engagement with real-world issues. Students collaborate in both lecture and lab, working in pairs or teams to conduct experiments, solve problems, and apply scientific methods. This collaboration builds teamwork, communication, and accountability. Students from diverse backgrounds collaborate on projects, encouraging intercultural reasoning and appreciation for different perspectives. Case studies often address global and local

health issues—such as access to healthcare, socioeconomic status, disease prevention or environmental impacts(see attached assignment)—encouraging students to engage in civic discourse and consider broader social implications of biology.

Throughout the course, students examine how socioeconomic and cultural factors influence health outcomes and healthcare access. Case studies, such as those involving diabetes or anemia (see attached case study), prompt students to consider dietary patterns, cultural influences on seeking out healthcare, disparities in access to healthcare, and implicit bias in patient care.

Ethical Reasoning

Through guided case analysis, students evaluate ethical issues in medical treatment, including patient autonomy, informed consent, and equitable access to care. These examples include the Tuskegee study on syphilis and forced sterilization. Scenarios require students to reflect on the consequences of healthcare decisions and their alignment with professional ethical standards. Group work develops cooperation and ethical responsibility. Students are expected to contribute actively, share tasks fairly, and demonstrate professionalism during labs and case study presentations. Real-world case studies develop ethical reasoning by having students hypothesize medical decisions with potential delicate and challenging implications.

Collaborative Skills, Teamwork, and Value Systems

Students engage in structured lab partnerships and team case assignments that require respectful communication, mutual accountability, and integration of diverse perspectives. In both online and face-to-face formats, students are expected to contribute constructively and evaluate team effectiveness.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/recertification-and-assessment/Institutional-GE-Assessment-Plan.pdf

Application History

Type	username	Text	Timestamp
Submittal	ryangoss@nmsu.edu	Submitted by ryangoss@nmsu.edu	2025-10-31 05:43 PM (US/Mountain)
Authorization	ryangoss@nmsu.edu	ryangoss@nmsu.edu has authorized the application for submittal	2025-10-31 05:43 PM (US/Mountain)
Created	ryangoss@nmsu.edu	Application started by ryangoss@nmsu.edu	2025-10-31 05:38 PM (US/Mountain)

BIOL 2225C Sample Assignment

Assignment - Cardiovascular System Case Study

I. OBJECTIVES:

1. Demonstrate an in-depth understanding of cardiovascular structure, function, and disease.
2. Apply analytical reasoning to accurately diagnose, interpret clinical data, and draw evidence-based conclusions.
3. Calculate mean arterial pressure and pulse pressure; interpret quantitative results within physiological context.
4. Actively contribute ideas, integrate others' input, and demonstrates respectful communication and teamwork.
5. Demonstrates professional integrity, respect for diverse perspectives, and strong ethical reasoning in clinical contexts.

II. PROCEDURE:

Team Work

- **Differentiate between major types of anemia** and explain the physiologic basis of each (iron-deficiency, pernicious, hemolytic, etc.) using clinical data including CBC and iron studies.
- **Interpret blood pressure readings** and calculate **mean arterial pressure (MAP) and pulse pressure (PP)** using formulas and patient data.
- **Analyze autonomic responses** (e.g., baroreceptor reflex) involved in heart rate and blood pressure regulation.
- **Explain the coordination of cardiovascular and hematologic systems** to explain the patient's presenting symptoms (fatigue, tachycardia, shortness of breath).
- **Evaluate how lifestyle, dietary patterns, and socioeconomic factors** can contribute to and complicate medical conditions like anemia.
- **Propose patient-centered, culturally sensitive interventions** that consider the patient's background, access to care, and adherence barriers.
- **Apply problem-solving skills** to synthesize lab data, vital signs, and history into a coherent and defensible diagnosis.
- **Collaborate and communicate effectively** in small-group or written settings to justify medical conclusions and care strategies.

III. THE CASE:

Patient Profile

Name: Sofia Morales
Age: 42
Sex: Female
Ethnicity: Hispanic
Occupation: Bus driver for Las Cruces Public School

Medical insurance: County-provided community health plan
Primary complaint: "I'm always tired and short of breath, even after walking up a flight of stairs."

Presenting symptoms during initial doctor's visit

- fatigue worsening over last 3 months
- occasional dizziness when standing
- shortness of breath with mild exertion
- pale gums and nail beds
- height: 5'6'
- weight: 124lbs
- oral temperature: 98.2°F
- resting pulse: 102 beats/min
- blood pressure (sitting): 92/64 mmHg
- vital signs (repeat visit – standing after 3 min):
  - ✓ BP: 86/60 mmHg
  - ✓ Pulse: 116 bpm

Relevant history

- Menstrual history: Heavy periods lasting 6–7 days, worsening in the past yea
- Diet: Vegetarian for 12 years, does not take iron supplements
- No tobacco use, occasional alcohol consumption
- No prior chronic illness; family history: mother has type 2 diabetes
- Reports "cutting back" repeatedly on meals due to inflation and caring for elderly parents (however, the nurse does not include this in patient history because she assumes the patient is exaggerating since everyone can either afford groceries or can get federal/state assistance to purchase groceries). When the patient speaks with the doctor, she repeats that she has been skipping meals.

Lab Results

CBC Panel

- Hemoglobin: 8.6 g/dL (Low)
- Hematocrit: 28% (Low)
- MCV: 70 fL (Low)
- MCHC: Low
- Reticulocyte count: Elevated
- Ferritin: Low
- Serum iron: Low
- TIBC: High
- WBC: Normal
- Platelets: Slightly elevated

IV. QUESTIONS:

Part A: Analysis and Diagnosis

1. What type of anemia is most consistent with Sofia's lab results? Justify using the CBC and iron studies.
2. List the 4 types of anemia discussed in class. What type does this patient have? How does her diet and menstrual history contribute to her anemia?
3. Explain the cardiovascular compensatory mechanisms that are likely responsible for her elevated heart rate and changes in blood pressure.

Part B: Integration

1. Calculate Sofia's mean arterial pressure (MAP) and pulse pressure (PP) for both her seated and standing BP readings.
2. Interpret the clinical significance of her MAP and PP values.
3. How might chronic anemia affect cardiac output and tissue oxygenation?
4. How do baroreceptors and the autonomic nervous system respond to her standing BP drop?

Part C: Problem Solving

1. Propose a stepwise care plan including immediate interventions and long-term lifestyle/nutritional counseling.
2. What additional tests (if any) would you request to rule out other forms of anemia or underlying causes?
3. Consider cultural and socioeconomic factors—how might they influence compliance and outcomes in this patient?
4. What bias does the nurse show in collecting and recording patient information for the doctor? How can this bias potentially impact the patient's health outcome?

BIOL 2225 – Assessment for Assignment: Cardiovascular System Case Study

Aligned with General Education Essential Skills including critical thinking, quantitative reasoning and Personal and social responsibility

Category	Excellent (1.5 pts)	Good/Acceptable (1 pt)	Fair (0.5 pt)	Unsatisfactory (0 pts)
Conceptual Understanding Scientific Knowledge of Cardiovascular System	Demonstrates in-depth understanding of cardiovascular structure, function, and disease. Integrates lecture, text, and case study information seamlessly.	Accurately explains key cardiovascular concepts with moderate integration across sources.	Understands basic concepts but lacks integration of ideas or supporting evidence.	Demonstrates minimal or incorrect understanding of cardiovascular topics.
Critical Thinking & Clinical Reasoning Application & Evaluation of Case Information	Applies analytical reasoning to accurately diagnose, interpret clinical data, and draw evidence-based conclusions.	Uses appropriate logic to answer questions and draw basic conclusions; minor inaccuracies present.	Reasoning is limited or superficial; conclusions may be incomplete or unsupported.	Unable to analyze case or draw logical conclusions.
Quantitative Reasoning Calculations, Interpretation, Data Literacy	Correctly calculates mean arterial pressure and pulse pressure; interprets quantitative results within physiological context.	Mostly accurate calculations; interpretation may lack depth or clarity.	Attempts calculation with multiple errors; minimal interpretation.	No attempt or unable to perform calculations or draw interpretations.
Collaboration & Communication	Actively contributes	Participates regularly and	Minimal participation or	Did not contribute or

Teamwork and Discussion Participation	ideas, integrates others' input, and demonstrates respectful communication and teamwork.	demonstrates understanding of collaborative expectations.	contribution to group efforts.	disrupted collaborative work.
Ethical Reasoning & Social Responsibility Professional Conduct, Academic Integrity, Intercultural Awareness	Demonstrates professional integrity, respect for diverse perspectives, and strong ethical reasoning in clinical contexts.	Consistently exhibits professionalism and basic ethical awareness.	Ethical considerations are unclear or underdeveloped.	Lacks awareness of ethics or professional standards; academic integrity concerns present.

Total pts. 7.5

BIOL 2225C Sample Assignment

Assignment - Cardiovascular System Case Study

I. OBJECTIVES:

1. Demonstrate an in-depth understanding of cardiovascular structure, function, and disease.
2. Apply analytical reasoning to accurately diagnose, interpret clinical data, and draw evidence-based conclusions.
3. Calculate mean arterial pressure and pulse pressure; interpret quantitative results within physiological context.
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- **Evaluate how lifestyle, dietary patterns, and socioeconomic factors** can contribute to and complicate medical conditions like anemia.
- **Propose patient-centered, culturally sensitive interventions** that consider the patient's background, access to care, and adherence barriers.
- **Apply problem-solving skills** to synthesize lab data, vital signs, and history into a coherent and defensible diagnosis.
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III. THE CASE:

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Ethnicity: Hispanic
Occupation: Bus driver for Las Cruces Public School

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- MCHC: Low
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- Serum iron: Low
- TIBC: High
- WBC: Normal
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IV. QUESTIONS:

Part A: Analysis and Diagnosis

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2. List the 4 types of anemia discussed in class. What type does this patient have? How does her diet and menstrual history contribute to her anemia?
3. Explain the cardiovascular compensatory mechanisms that are likely responsible for her elevated heart rate and changes in blood pressure.

Part B: Integration

1. Calculate Sofia's mean arterial pressure (MAP) and pulse pressure (PP) for both her seated and standing BP readings.
2. Interpret the clinical significance of her MAP and PP values.
3. How might chronic anemia affect cardiac output and tissue oxygenation?
4. How do baroreceptors and the autonomic nervous system respond to her standing BP drop?

Part C: Problem Solving

1. Propose a stepwise care plan including immediate interventions and long-term lifestyle/nutritional counseling.
2. What additional tests (if any) would you request to rule out other forms of anemia or underlying causes?
3. Consider cultural and socioeconomic factors—how might they influence compliance and outcomes in this patient?
4. What bias does the nurse show in collecting and recording patient information for the doctor? How can this bias potentially impact the patient's health outcome?

BIOL 2225 – Assessment for Assignment: Cardiovascular System Case Study

Aligned with General Education Essential Skills including critical thinking, quantitative reasoning and Personal and social responsibility

Category	Excellent (1.5 pts)	Good/Acceptable (1 pt)	Fair (0.5 pt)	Unsatisfactory (0 pts)
Conceptual Understanding Scientific Knowledge of Cardiovascular System	Demonstrates in-depth understanding of cardiovascular structure, function, and disease. Integrates lecture, text, and case study information seamlessly.	Accurately explains key cardiovascular concepts with moderate integration across sources.	Understands basic concepts but lacks integration of ideas or supporting evidence.	Demonstrates minimal or incorrect understanding of cardiovascular topics.
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Quantitative Reasoning Calculations, Interpretation, Data Literacy	Correctly calculates mean arterial pressure and pulse pressure; interprets quantitative results within physiological context.	Mostly accurate calculations; interpretation may lack depth or clarity.	Attempts calculation with multiple errors; minimal interpretation.	No attempt or unable to perform calculations or draw interpretations.
Collaboration & Communication	Actively contributes	Participates regularly and	Minimal participation or	Did not contribute or

Teamwork and Discussion Participation	ideas, integrates others' input, and demonstrates respectful communication and teamwork.	demonstrates understanding of collaborative expectations.	contribution to group efforts.	disrupted collaborative work.
Ethical Reasoning & Social Responsibility Professional Conduct, Academic Integrity, Intercultural Awareness	Demonstrates professional integrity, respect for diverse perspectives, and strong ethical reasoning in clinical contexts.	Consistently exhibits professionalism and basic ethical awareness.	Ethical considerations are unclear or underdeveloped.	Lacks awareness of ethics or professional standards; academic integrity concerns present.

Total pts. 7.5

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5092
Institution	NMT
Applicant(s)	alexandria.armendariz@nmt.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 12:32 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
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Registrar Name
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Registrar Email
Heather.Juarez@nmt.edu

Course's Academic Department
Communication, Liberal Arts, Social Sciences

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
HIST

Number
1166

Title
Technology and Science from the Hand-Ax to the Steam

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
HIST

Number
1160

Title
Technology and Science from the Hand-Ax to the Steam

A. Content Area and Essential Skills

To which area should this course be added?
Humanities

Selected Areas
Critical Thinking, Personal & Social Responsibility, Information & Digital Literacy

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. increasing students' understanding of the historical roots of modern science and technology. 2. helping students appreciate the contributions of different cultures to the development of science and technology. 3. enhancing students' ability to use historical data, narrative, visual images, and theory in making coherent arguments about the past. 4. helping students develop communication skills in both oral and written form, through class discussion and written assignments.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion
This course employs various strategies for developing critical thinking. One starts with asking students to find a solution to a problem faced by a society in the past, given the level of knowledge and technical means existing in the society in question. For example, students are told that the ancient Chinese engineer Li Bing, while building a canal, cut a pass across mountains, well before any kinds of explosives were available. Students then are asked to propose their hypotheses of how he achieved this (the answer: he alternated heating rocks with bonfires and splashing cold water on them).
Another strategy is based on in-depth analysis of primary sources. Students read a primary source at home (evidence acquisition) and are asked source-specific questions, such as what information about twelfth-century European society, monastic culture and book-production technologies can be derived from the assigned chapters of the treatise On Diverse Arts by the German monk Theophilus. In class, students share their interpretations and observations (evidence evaluation) and collectively reconstruct the aspects of the twelfth-century culture and technology illuminated by the Theophilus (reasoning/conclusion). Each student picks one primary source for a short paper containing its historical analysis. Other strategies include essay assignments based on a synthesis of primary and secondary sources. In addition, there are several themes, followed throughout the semester, such as factors that hinder and advance scientific and technological developments, and students revisit these themes as they acquire new historical knowledge.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and

engagement – local and global

As a global survey of the cultures from all the inhabited continents, this course advances intercultural reasoning and intercultural competence by providing students with crucial information about contributions of diverse peoples and cultures to the global scientific and technological developments. Chronologically, most part of the course covers the period between the “Great Divergence” between “the West and the Rest,” a period when Western Europe was just one culture among others. To make students more familiar with this period and thus challenge the Eurocentric narrative of the history of science and technology has been a major rationale for developing this unique course.
Sustainability, the interaction between the natural and human worlds, ethical reasoning, civic discourse, civic knowledge and engagement are the major aspects of this course, as many societal collapses caused by ecological reasons are discussed in depth, with particular attention paid to the interplay of natural and human-made factors. We go over the role of depletion of the cedar trees in the decline of Phoenicia, the role of deforestation and the resulting mudslides in the decline of the ancient African kingdom of Axum, the ecological catastrophes that destroyed the Khmer Empire and the Maya civilization, among others. In the last two cases, we explore in depth a combination of the deforestation and other forms of environmental degradation caused by the human economic activity and the naturally occurring climate change (the onset of the Medieval Warm Period and of the Little Ice Age, respectively).

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry
The main activity, through which students learn to evaluate authority and value of information, and to understand information structure, is close reading and critical analysis of primary sources that begins with identifying the authorial position, perspective, and biases, as well as establishing connections between the content and form of document and the historical context, in which this document was produced. Needless to say, this activity also teaches students to distinguish between primary and secondary sources and between factual information and opinion.
Students are engaged with research as inquiry while interrogating and synthetizing primary and secondary sources.
Digital literacy is developed through a critical analysis of the Internet websites providing (mis)information on the subjects related to pre-modern technology that are of interest to many NMT students, such as pyramid-building methods, invention of the catapult, and production of Damascus steel.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.nmt.edu/academicaffairs/assessment/gened.php

Application History

Type	username	Text	Timestamp
Submittal	alexandria.armendariz@nmt.edu	Submitted by alexandria.armendariz@nmt.edu	2025-11-03 12:32 PM (US/Mountain)
Authorization	alexandria.armendariz@nmt.edu	alexandria.armendariz@nmt.edu has authorized the application for submittal	2025-11-03 12:32 PM (US/Mountain)
Created	alexandria.armendariz@nmt.edu	Application started by alexandria.armendariz@nmt.edu	2025-11-03 12:18 PM (US/Mountain)

Do not use any print or online sources that are not on the course website.
Choose ONE from the following topics and write an essay that:

- has a clear thesis and logical organization
- uses grammatically correct sentences and formal, academic-style language
- contains 5-10 specific references to the readings that has been assigned and/or discussed in class this semester
- contains at least 3 references to primary sources
- has properly formatted citations indicating sources of all direct AND indirect quotations except lectures (that is, if your information comes from my lectures, you do NOT have to indicate it)
- is 3-4 pages long
- is typed and double-spaced
- has one-inch margins
- is in Times New Roman 12-point type

The steam engine: a very long history.
Describe the historical developments in natural philosophy, science, technology, and religion that contributed to the invention of the steam engine. Begin with the ancient world.

2. Technology, society, and ecology.
Discuss interactions between the natural environment, historical development in general, and the development of technology and the study of nature. Use examples from at least three different regions/societies.

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- China
- Asia outside of China
- The Americas

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General Education Essential Skills: Critical Thinking (Problem setting, Evidence Acquisition, Evidence Evaluation, Reasoning/Conclusion); Information & Digital Literacy

Choose ONE text from the primary sources listed in the schedule of classes for weeks 1-8 and write a one- to two-page paper following the guidelines given by Lualdi in "Interpreting Written Sources" (pp. 1-3). The paper should be double spaced, with one-inch margins and 12-point Times New Roman type. It is due a week after your primary source is discussed in class.

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General Education Essential Skills: Critical Thinking (Problem setting, Evidence Acquisition, Evidence Evaluation, Reasoning/Conclusion); Information & Digital Literacy

Choose ONE text from the primary sources listed in the schedule of classes for weeks 1-8 and write a one- to two-page paper following the guidelines given by Lualdi in "Interpreting Written Sources" (pp. 1-3). The paper should be double spaced, with one-inch margins and 12-point Times New Roman type. It is due a week after your primary source is discussed in class.

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5093
Institution	NMT
Applicant(s)	alexandria.armendariz@nmt.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 12:37 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Steve Simpson

Chief Academic Officer Email
Steve.simpson@nmt.edu

Registrar Name
Heather Juarez

Registrar Email
Heather.Juarez@nmt.edu

Course's Academic Department
Communication, Liberal Arts, Social Sciences

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
PSYC

Number
1190

Title
Human Factors in Science and Engineering

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
PSYC

Number
1190

Title
Human Factors in Science and Engineering

A. Content Area and Essential Skills

To which area should this course be added?
Social & Behavioral Sciences

Selected Areas
Critical Thinking, Personal & Social Responsibility, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

By the end of this course, students should: 1. Describe the importance of human factors in science and engineering. 2. Understand the limitations and biases in human information processing, and the relevance of those limitations to science, engineering, and your daily lives. 3. Explain the differences in expertise of scientists, engineers, designers, and typical system users. 4. Know how to apply human factors principles to design of systems and processes to reduce “human error.”

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

NA

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Narrative

Communication

Genre and Medium Awareness, Application, and Versatility.

Students communicate through written and oral mediums. There are three larger assignments that each require research, a written report and a presentation to the class. Students are required to employ relevant frameworks that are widely used in industry such as the Human Factors Analysis and Classification System (HFACS) developed by the US Navy, and industry standard user experience (UX) surveys. These frameworks are used for assessing the human factor in use of systems, processes and workplaces, and then for communicating findings to the class.

Strategies for Understanding and Evaluating Messages.

Assignments are designed to emphasize how a comprehensive examination of a subject requires different perspectives. To this end, research projects are deliberately conducted by teams of students from different fields (1 life science student, 1 engineering student, 1 student from another field). Instruction is given on evaluating sources and understanding bias.

Students are also encouraged to use various published data sources for their research: media articles, government agency reports and peer reviewed scientific journal articles. They are also instructed and encouraged to think critically about bias and confidence in sources.

Evaluation and Production of Arguments.

Consider for and against arguments: students are expected to provide valid support for their arguments or identify when statements are unsupported, inferred or an opinion. This is explained in preparation for team research assignments, commented on in feedback on assignment submissions, and reinforced with commentary during presentations of group projects.

Evaluate the authority of sources: As preparation for class assignments, instruction on assessment of sources is given in week 1. Students are then expected to evaluate and use at least some of the more reliable sources in their assignments. Use of peer reviewed sources is expected in grading and noted in the grading rubric.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Critical thinking
Problem Setting. In their group projects, students are required to identify and define the inadequacies of technological systems, work processes or work places. The multidisciplinary group format of these projects is also intended to expose students to the thoughts of others who should have different perspectives, and appreciating differences in thought, behavior and preference is central to critical thinking in human factors.

Evidence Acquisition. For each of their group projects students are required to search for, and use, a variety of sources of information/data, from scientific and engineering publications and government reports, to media coverage of the subject. In human factors, each of these is valid and necessary to address the problem of why a system, process is successful, or fails. For example, a product might fail because its functionality is inadequate to the task (scientific and engineering publications), because it fails regulatory approvals (government reports), or because it attracted a negative public image for whatever reason (media).

Evidence Evaluation. For each of their group projects students are required to search for, and use, a variety of sources of information/data that are relevant to the specific subject they are researching. Instruction is given early in the course about indicators of veracity such as absent or openly declared conflicts of interest, peer review, reputation of the source, known bias of the source from scientific and engineering publications and government reports, to media coverage of the subject.

Reasoning/Conclusion. For each of their group projects students are required to make evidence-based conclusions, detailing their reasoning in arriving at those conclusions and presenting corroborating sources.

Intercultural reasoning and intercultural competence.

Design of systems, processes and workplaces by the nature of the subject, requires students to consider the variety of users of that system, process and workplace. Section 2 of the course covers the need to

accommodate and engage the variety of users of systems, processes and workplaces, including but not limited to:
Sensory differences (able to read small text unaided, or not, etc.)
Physical differences (tall versus short, strong versus weak, etc.)
Cognitive differences (low or high IQ, low or high conscientiousness, etc.)
Physical and mental health differences (depression, active infection, etc.)

Collaboration skills, teamwork and value systems.

There are three larger group assignments used in this class. Groups are assigned to ensure they are multidisciplinary teams (1 life sciences student, 1 other arts or sciences student, and 1 engineering student). Students then take turns being leader of the group over the three assignments. Accountability is encouraged by having every student complete no-blame teamwork assessments for each group assignment.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

NA

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

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Application History

Type	username	Text	Timestamp
Submittal	alexandria.armendariz@nmt.edu	Submitted by alexandria.armendariz@nmt.edu	2025-11-03 12:37 PM (US/Mountain)
Authorization	alexandria.armendariz@nmt.edu	alexandria.armendariz@nmt.edu has authorized the application for submittal	2025-11-03 12:37 PM (US/Mountain)
Created	alexandria.armendariz@nmt.edu	Application started by alexandria.armendariz@nmt.edu	2025-11-03 12:33 PM (US/Mountain)

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General Education Essential Skills: Critical Thinking (Problem setting, Evidence Acquisition, Evidence Evaluation, Reasoning/Conclusion); Information & Digital Literacy

Choose ONE text from the primary sources listed in the schedule of classes for weeks 1-8 and write a one- to two-page paper following the guidelines given by Lualdi in "Interpreting Written Sources" (pp. 1-3). The paper should be double spaced, with one-inch margins and 12-point Times New Roman type. It is due a week after your primary source is discussed in class.

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General Education Essential Skills: Critical Thinking (Problem setting, Evidence Acquisition, Evidence Evaluation, Reasoning/Conclusion); Information & Digital Literacy

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5094
Institution	NTU
Applicant(s)	pboahene@navajotech.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 01:11 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Colleen Bowman

Chief Academic Officer Email
cbowman@navajotech.edu

Registrar Name
Jason Wright

Registrar Email
jasonwright@navajotech.edu

Course's Academic Department
Engineering, Mathematics, & Technology

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
MATH

Number
1240

Title
Pre-Calculus

Number of credits
4

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
MATH

Number
1240

Title
Pre-Calculus

A. Content Area and Essential Skills

To which area should this course be added?
Mathematics

Selected Areas
Critical Thinking, Quantitative Reasoning, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Functions
a. Reinforce recognizing a function from its graph and from its algebraic expression.
b. Reinforce identification of a one-to-one function graphically and from its algebraic expression.
c. Reinforce identification of inverse functions graphically and algebraically.
d. Reinforce combining functions arithmetically and compositionally.
e. Be able to calculate the average rate of change of a function using the difference quotient and depict it graphically.
f. Be able to find a limiting value of a function and be able to identify and use the notation that describes this.
2. Graphing
a. Reinforce using key characteristics of functions to graph them.
b. Be able to graph conic sections from their key characteristics such as foci, eccentricity and asymptotes.
c. Be able to identify all functions mentioned from their graphs, describing their key aspects.
3. Solving
a. Exponential/Logarithmic equations using the rules of exponents and logarithms
b. Systems of linear equations by elimination.
c. Non-linear systems algebraically and graphically.
4. Applications
a. Modeling with functions with an emphasis on exponential and logarithmic functions, growth and decay.
5. Sequences and series
a. Understand the concept and notation of a sequence.
b. Understand the concept and notation of a series.
c. Be able to find limits of basic sequences.
d. Be able to find sums of basic series.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and medium awareness - Application and versatility, students write short analytical reports summarizing mathematical models, use digital tools (TI-84, Excel, and Desmos) to create visual representations, and present findings in oral mini-presentations. Each medium requires distinct conventions, symbolic precision in written work, clarity of reasoning in oral explanation, and visual accuracy in graphical communication.
Strategies for understanding and evaluating messages - Students participate in peer-review workshops

where they interpret, critique, and refine classmates' mathematical reasoning. For instance, they evaluate a peer's graph of a rational or exponential function, identifying inconsistencies between algebraic and graphical interpretations.
Evaluation and Production of Arguments - Students justify solution methods using logical and sequential reasoning, both in written solutions and oral presentations. Each exam and project requires students to "show all work" and articulate how each step follows from the previous one.
Communication skills are assessed through (a) a written project report interpreting a real-world function, and (b) an oral presentation of the modeling process. Both are scored using NTU's Communication rubric, focusing on clarity, reasoning, and use of appropriate mathematical language.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Students cultivate critical-thinking abilities by setting up, analyzing, and solving complex mathematical problems that model real phenomena.
Problem Setting - Students identify the type of function or system (polynomial, exponential, exponential, exponential, logarithmic, or conic) that best models given data, often collected from contextual problems such as population growth or cost functions.
Evidence Acquisition - Students collect and organize data numerically and graphically, employing technological tools (graphing calculator or Excel) to analyze parameter effects and constraints.
Evidence Evaluation - Students test the appropriateness of different models by comparing predictions to given data, examining residuals, and refining models accordingly.
Reasoning and Conclusion - Students synthesize results and interpret what their models reveal about the situation, discussing limitations and implications.
Critical thinking is primarily assessed through a capstone modeling project in which students must select and justify a mathematical model, analyze its validity, and present results in both written and graphical form. This assessment is referenced in the "Critical Thinking" and "Quantitative Reasoning" rubrics attached to the submission.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models. In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Students strengthen quantitative reasoning by expressing, analyzing, and applying mathematical models in diverse contexts.
Communication and Representation - Students use equations, graphs, and tables to depict polynomial, rational, exponential, and trigonometric relationships. They explain quantitative findings in words, reinforcing the connection between symbolic representation and interpretation.
Analysis of Quantitative Arguments - Students compare alternative solutions and determine the most efficient or accurate approach, evaluating assumptions and possible errors. They also interpret the results of peers' problem-solving processes to discern logical validity.
Application of Quantitative Models - Students apply learned concepts to solve contextual problems such as optimizing profit, modeling decay, or determining rates of change and interpreting solutions within the modeled scenario.
Quantitative Reasoning is assessed through selected problems on quizzes, tests, and the final project, which requires students to model, compute, and justify results. The accompanying Quantitative Reasoning rubric is applied to these assessments to evaluate students' proficiency in expressing, analyzing, and applying mathematical reasoning.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.navajotech.edu/academics/general-education/

Application History

Type	username	Text	Timestamp
Submittal	pboahene@navajotech.edu	Submitted by pboahene@navajotech.edu	2025-11-03 01:11 PM (US/Mountain)
Authorization	pboahene@navajotech.edu	pboahene@navajotech.edu has authorized the application for submittal	2025-11-03 01:09 PM (US/Mountain)
Created	pboahene@navajotech.edu	Application started by pboahene@navajotech.edu	2025-11-03 12:37 PM (US/Mountain)

Solve ALL the following questions

1. Giving the following polynomial $f(x) = x^3 + 2x^2 + 5x + 4$.

   a. List all possible Rational zeros

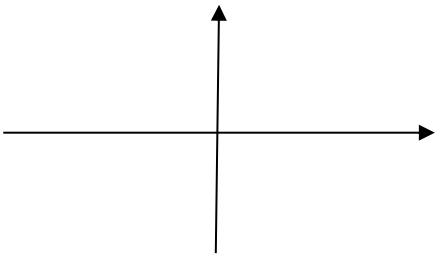
   b. Find all the roots

   c. Skitch the curve, label the key point clearly

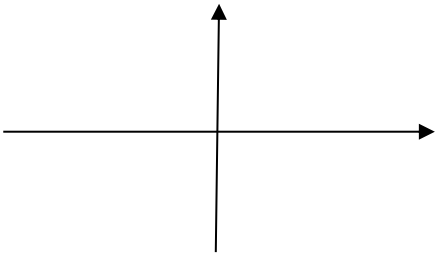
2. Find a fourth-degree polynomial function $f(x)$ with real coefficient that has $-2, 2$ and i as zeroes and such that $f(3) = 150$.

3. Graph the following functions,

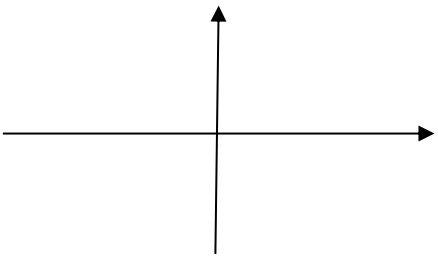
   a. $f(x) = \frac{x+5}{x^2+5x-6}$



   b. $g(x) = 2^x$ and $h(x) = log_2 x$ in the same rectangular coordinate system.



   c. $h(x) = 2\ sin\ sin\ (2x - \frac{\pi}{3})$.



4. Given $f(x) = x^3 - 4x^2 + 5x + 3$, use the Remainder Theorem to find $f(2)$.

5. Find the exact value for each of the following
   a. $sin\ sin\ (600)$
   b. $sec\ sec\ (-\frac{\pi}{3})$
   c. $sin\ sin\ (\frac{3}{5})$

6. Simplify
   a. $ln\ ln\ e^{2x+1}$
   b. $2\ 5^{2x}$
   c. $5 + ln\ ln\ e^{3x^2+5x+6}$

7. If $sin\ \theta = \frac{5}{13}$ and θ lies in quadrant II, find the exact value of each of the following:
   a. $sin\ 2\theta$ b. $cos\ 2\theta$ c. $tan\ 2\theta$.

8. Solve:
   a. $ln\ ln\ (x-4) = ln\ ln\ (7x-21) - ln\ ln\ (x+1)$.
   b. $cot\ cot\ x\ x = 2\ cot\ cot\ x$

9. Verify:
   a. $cos3\theta = 4cos^3\theta - 3\ cos\ cos$ [illegible].
   b. $\frac{\theta}{1+csccsc\ [illegible]} = \frac{1-sinsin\ [illegible]}{[illegible]sin\ [illegible]}$

10. Find the domain of the following functions:

a. $\frac{1}{\sqrt{x+5}}$ b. $\sqrt{16-x^2}$ c. $\frac{x^2+3x-9}{x^2-x-20}$

11. Given $f(x) = 3x - 5\ \ and\ \ g(x) = x^2 + 7$, evaluate the following:

a. $f \circ g(x)$ b. $g \circ f(x)$ c. $g \circ g(4)$

12. Find the inverse of the following functions.

a. $f(x) = \frac{3}{x}$

b. $f(x) = 3x - 5$

c. $f(x) = (x-2)^2; x \geq 2$

Rubric

QUANTITATIVE REASONING RUBRIC

Adapted from NMHED Quantitative Reasoning rubric
Navajo Technical University

Student: Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
Express quantitative information	Student explains the meaning of graphics, numbers, or algebraic symbols within a given context.	Emerging skill descriptions plus: Translates mathematical graphics and symbolism into written or oral language; translates written or oral language into mathematical symbols and graphics.	Developing skill descriptions plus: Integrates written and symbolic mathematical constructs in describing particular contexts.	
Evaluate a quantitative argument	Student summarizes quantitative arguments presented by others.	Emerging skill descriptions plus: Differentiates and describes the parts of a quantitative argument presented by others; compares the conclusions of a quantitative argument with conclusions from other reliable sources.	Developing skill descriptions plus: Uses appropriate techniques of mathematical proof or statistical analysis, evaluates each component of a quantitative argument for mathematical validity and demonstrates whether an overall quantitative argument is valid, invalid, or questionable.	
Interpret results to solve a problem	Student identifies, describes, and classifies quantitative information needed to address contextual problems.	Emerging skill descriptions plus: Identifies appropriate mathematical or statistical models to represent quantitative information in contextual problems; applies those models to generate numeric predictions.	Developing skill descriptions plus: Assesses the validity of numeric predictions and correct unreasonable findings; analyzes and interprets results; uses them in a quantitative argument to support a position or line of reasoning or solve a contextual problem.	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F

Solve ALL the following questions

1. Giving the following polynomial $f(x) = x^3 + 2x^2 + 5x + 4$.

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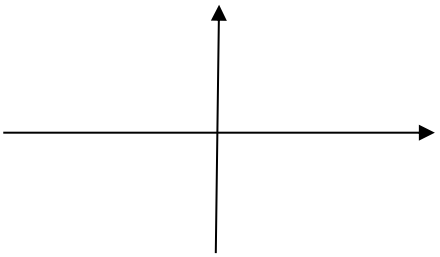
3. Graph the following functions,

   a. $f(x) = \frac{x+5}{x^2+5x-6}$



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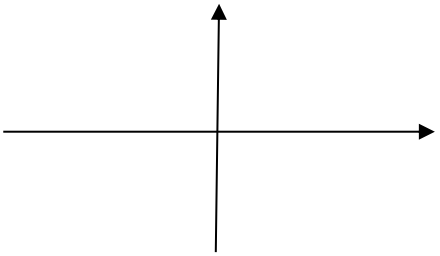

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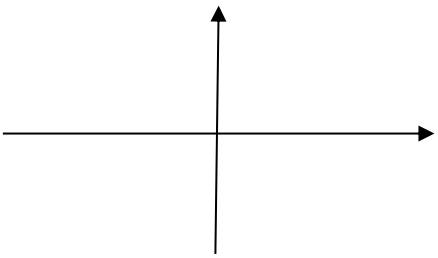

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5095
Institution	NTU
Applicant(s)	pboahene@navajotech.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 01:22 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Colleen Bowman

Chief Academic Officer Email
cbowman@navajotech.edu

Registrar Name
Jason Wright

Registrar Email
jasonwright@navajotech.edu

Course's Academic Department
Arts & Humanities

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
ENGL

Number
2567

Title
Contemporary Navajo Literature

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
ENGL

Number
2567

Title
Contemporary Navajo Literature

A. Content Area and Essential Skills

To which area should this course be added?
Communications

Selected Areas
Critical Thinking, Information & Digital Literacy, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Every student will:
1. Gain knowledge about the still-evolving role of writers and a written literature in contemporary Navajo culture.
2. Become familiar with some of the contemporary Navajo writers and their works.
3. Identify and discuss some of the major themes and issues in the writings of those writers.
4. Become familiar with some basic literary terms in order to facilitate discussion.
5. Engage in a discussion about these writers and works.
6. Contribute to online discussions and other writing assignments including journals and blogs.
7. Prepare and submit at least one formal response which uses the writing process, especially revisions.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and Medium Awareness, Application and Versatility:
Students explore and analyze a variety of literary genres created and voice-recorded by Navajo authors, including poetry, nonfiction essays, short fiction, and oral stories. They engage with the works of contemporary Navajo writers and storytellers through reading, writing, research, presentations, and discussions. Students identify and examine key themes and issues presented in these creative works. Applying the four pillars of the Diné Philosophy of Education (conceptualizing, planning, applying, and reflecting) they actively integrate each step into their own analysis of contemporary Navajo literature.
Strategies for Understanding and Evaluating Messages:
Throughout the semester, students read various texts written by contemporary Navajo writers and listen to stories told by Navajo elders and storytellers. They identify themes related to Navajo culture, language, history, and society. Using these themes, students compare Navajo writers and storytellers to one another and to other Native American writers. They discuss their findings and analyses with classmates, demonstrating their understanding of new concepts in contemporary Navajo literature.
Evaluation and Production of Arguments:
Students summarize their main ideas about Navajo literature by writing an argumentative analysis essay. They engage in the essay process—brainstorming, outlining, reading, writing, and revising. Furthermore, students compose a digital presentation of their analysis to share with classmates. Through this presentation, they provide evidence from Navajo literature that connects to their selected topic, thesis, and main ideas.

Students give and receive feedback on each other's presentations. At the end of the semester, they review their overall work, reflecting on the main points of the semester through the lens of the Diné Education Philosophy.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting:
Students read various texts written by contemporary Navajo writers. Students also listen to stories told by Navajo elders and storytellers. From these pieces of literature, students identify critical elements of Navajo culture, language, history, and society that are evident in the Navajo authors' and storytellers' works. Students organize their selected choices of elements into an outline containing an effective thesis statement and main ideas. During the first half of the semester, the students research Navajo and Native American authors and storytellers; during the second half of the semester, they read specific Navajo authors and their works. Students think critically about their findings.
Evidence Acquisition:
Students read three (3) required books written by Navajo authors. Online sources will also be available for students to access and read selected pieces of literature from; these include poetry, fiction, nonfiction, and videos. NTU library is also available for additional reading and research. Students use these sources as evidence and for proper citation in their work.
Evidence Evaluation:
Class assignments include reading, writing, research, note-taking, draft, revision, and discussion. Students cite each source correctly when referencing the text(s). In each of the Discussion assignments, students post their response to the topic then respond to at least two classmates' posts. Utilizing quotes or paraphrases of the Navajo literature reviewed is expected. Final presentation includes creating a digital presentation to share with the class. Students provide and receive feedback from classmates about the presentation.
Reasoning/Conclusion:
Students demonstrate their understanding of contemporary Navajo authors and storytellers by explaining key themes present in their creative works. They accurately cite sources as they analyze themes related to Navajo culture, language, history, and society. Throughout the semester, students complete assignments that contribute to a final comprehensive grade

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information:
Students review the importance of evaluating primary and secondary sources. They create a thesis statement and outline for their analysis paper, determining where to cite both primary and secondary sources related to Navajo literature. Students develop original analyses and write their essays using credible sources, maintaining academic integrity and avoiding plagiarism.
Digital Literacy:
Students use online sources to research contemporary Navajo authors and storytellers. In addition to the three required books by Navajo authors, they access specific links to online literary organizations, journals, and references. Videos and other media supplement their learning. Students also select their own digital sources to support their writing projects and online presentations. Blackboard serves as the required platform for accessing class materials and submitting assignments. NTU's technology and online learning support teams are available to assist students.
Information Structures:
Students submit all completed assignments through Blackboard. Writing assignments—from brainstorming to final revisions—may be submitted in various formats, such as PDF or Word. Reading assignments are evaluated through summaries and citations submitted via the Discussion tool. Students share information with the instructor or classmates through email, messages, Zoom, or Collaborate. The online NTU Library portal is used for additional research and resource access.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.navajotech.edu/academics/general-education/

Application History

Type	username	Text	Timestamp
Submittal	pboahene@navajotech.edu	Submitted by pboahene@navajotech.edu	2025-11-03 01:22 PM (US/Mountain)
Authorization	pboahene@navajotech.edu	pboahene@navajotech.edu has authorized the application for submittal	2025-11-03 01:20 PM (US/Mountain)
Created	pboahene@navajotech.edu	Application started by pboahene@navajotech.edu	2025-11-03 01:11 PM (US/Mountain)

Sample Assessment

ENGL 2567 – Contemporary Navajo Literature
Assignment Title: *Analyzing Navajo Identity and Worldview through Luci Tapahonso's A Radiant Curve*
Essential Skills: Communication, Critical Thinking, and Information & Digital Literacy

Purpose:

This assignment helps students develop critical thinking, communication, and digital literacy skills by analyzing recurring themes in Luci Tapahonso's poems and stories and connecting them to Navajo culture, language, and identity. Students practice organizing ideas, integrating textual evidence, and presenting their analysis using appropriate digital tools and academic conventions.

Instructions:

1. **Reading Component:**
   Read the following poems and stories from Luci Tapahonso's *A Radiant Curve: Poems and Stories*:

   "The beginning was mist"
   "The warp is even: taut vertical loops"
   "The Holy People lived here"
   "A Radiant Curve"
   "I Remember, She Says"
   "Old Salt Woman"
   "New Books"
   "The Holy Twins"
   "Festival of the Onion"
   "Far Away"
   "I bought an old ts'aa'"
   "That American Flag"
2. **Written Reflection (Communication + Critical Thinking):**
   Write a two-page, double-spaced reflection essay in which you:
   - Identify at least two recurring themes in Tapahonso's poems and stories.
   - Explain how these themes reflect aspects of Navajo culture, language, history, and identity.
   - Support your analysis with direct quotes, paraphrases, and summaries from the texts.
   - Reflect on what Tapahonso's work communicates about *Navajo-ness* in contemporary society.

Use clear organization (introduction, body, conclusion), correct grammar, and academic tone.

3. **Digital Literacy Component:**

- Use online resources (e.g., NTU Library, Navajo cultural websites, or literary databases) to find one credible secondary source that supports or enriches your analysis.
- Integrate information from this source into your essay and cite it correctly using MLA format.
- Submit your essay as a Word or PDF file through Blackboard.

4. **Optional Extension (Creative Communication):**
   Create a 1–2 minute digital reflection (audio or video) summarizing your key ideas and what you learned about Navajo literature. Upload your file to the Blackboard discussion thread and provide feedback on one classmate's reflection.

Sample Assessment

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Michelle Lujan Grisham, Govenor
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General Education Request Application

Application Number	5096
Institution	NTU
Applicant(s)	pboahene@navajotech.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 01:28 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Colleen Bowman

Chief Academic Officer Email
cbowman@navajotech.edu

Registrar Name
Jason Wright

Registrar Email
jasonwright@navajotech.edu

Course's Academic Department
Arts & Humanities

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
NAVA

Number
1120

Title
Navajo II

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
NAVA

Number
1120

Title
Navajo II

A. Content Area and Essential Skills

To which area should this course be added?
Communications

Selected Areas
Critical Thinking, Information & Digital Literacy, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Obtain, develop, and continue to build upon the basic Navajo sound system learned in Beginning Navajo I, including the sounds of the alphabet: vowel, consonants, diphthongs, high/low tones, nasal, and glottal stop.
2. Demonstrate increased knowledge of Navajo words and phrases through written and spoken Navajo.
3. Integrate and apply grammatical structures into more complex sentences, including subjects, objects, and verbs.
4. Hold conversations concerning everyday situations with an advanced-beginner degree of fluency.
5. Understand and utilize both formal and informal Navajo language, such as ceremonial, classroom, home, and professional settings.
6. Develop a more advanced understanding and appreciation of Navajo, including values, traditions, works of art, and individual perspectives on evolving cultures.
7. Utilize critical thinking skills to make thoughtful cross-cultural comparisons and connections among beliefs, social interactions, and cultural practices.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

1. Genre and Medium Awareness, Application and Versatility
Students engage with Dine 1anguage texts at varying levels of fluency, practicing comprehension and expression in both introductory and elementary speaking contexts. In peer-to-peer group settings, fluent speakers support and coach peers, modeling pronunciation, vocabulary use, and sentence structures. Students apply new vocabulary and phrases through guided exercises, written responses, and oral practice, reinforcing their understanding of Dine 1anguage forms. Assessment includes observation of participation in group activities, accuracy in written responses, and use of vocabulary in class presentations.
2. Strategies for Understanding and Evaluating Messages
Students brainstorm possible answers to Dine 1anguage prompts (e.g., Ha'át'iish baanaáníná? "What are you doing?") and discuss interpretations in small groups before finalizing responses in Navajo and English. They analyze meaning, evaluate contextual appropriateness, and reflect on alternative phrasing. Group discussions, written responses, and class presentations assess students' ability to interpret, evaluate, and communicate messages accurately.
3. Evaluation and Production of Arguments
Students construct and present arguments about language usage, including variations in dialect (Eastern, Northern, Western, Central Navajo). They discuss differences in word choice and usage, defend their

interpretations, and incorporate community dialects into communication. Instructor-guided debates and peer feedback sessions assess students' reasoning, clarity of argumentation, and ability to justify linguistic choices based on evidence from texts and spoken examples.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

1. Problem Setting

Students begin by identifying gaps in their knowledge of Dine bizaad through an initial oral interview adapted from the ACTFL (American Council on the Teaching of Foreign Languages) guidelines. They reflect on prior exposure to the language from home and the sounds they hear from parents or grandparents. Students explore relevant language situations to improve comprehension and apply their observations to practical communication tasks.

2. Evidence Acquisition

Students gather evidence of their language ability through listening, speaking, and interpreting Dine bizaad in class activities and real-life contexts. They practice vocabulary, sentence structures, and culturally relevant phrases, applying ancestral knowledge to understand and respond appropriately. Informal assessments, classroom exercises, and peer interactions provide ongoing evidence of comprehension and skill development.

3. Evidence Evaluation

Students analyze their learning progress by preparing and delivering oral presentations. At midterm, they give a five-minute presentation in Dine bizaad; at the final, they present for ten minutes. Topics include cultural storytelling, instructions for baking/cooking, and explanations of cultural symbols. Using the Diné critical thinking model - Nitsáhákees, Nahat'á, Iiná, Sih Hasin - students evaluate the effectiveness of their communication, refine content, and incorporate peer and instructor feedback.

4. Reasoning/Conclusion

Students integrate knowledge of Dine bizaad with ancestral critical thinking practices to construct coherent, meaningful presentations. They draw connections between Diné reasoning and other critical thinking frameworks, strengthening their ability to analyze and communicate ideas. At the end of the semester, students complete a second ACTFL oral interview to measure growth, demonstrating increased fluency, confidence, and ability to communicate in Dine bizaad with family and community.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

1. Authority and Value of Information

Students research their family trees to identify their four clans (maternal grandmother and grandfather, paternal grandmother and grandfather) and connect this knowledge to the ancestral spaces of their grandparents. Assignments such as clan research reports and presentations assess students' ability to locate authoritative information and apply it accurately in cultural and linguistic contexts.

2. Digital Literacy

Students create media recordings to introduce themselves in Dine,´practicing pronunciation, flow, and appropriate formality. They produce recordings for different audiences: a friend, an unfamiliar person on campus, and a stranger off campus. Students edit and review their recordings to evaluate clarity, pacing, and communication effectiveness. Assessment includes evaluating recordings for fluency, proper use of clan introductions, and adherence to formal or informal conventions.

3. Research as Inquiry

Students engage in inquiry-based learning by investigating their own family structures and connecting clan knowledge to cultural identity and language use. They refine their research questions, select relevant sources, and gather information from family interviews, historical documents, and other cultural references. Reflective journals, media presentations, and class discussions assess students' ability to frame questions, collect evidence, and apply findings to meaningful communication in Dine.´

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.navajotech.edu/academics/general-education/

Application History

Type	username	Text	Timestamp
Submittal	pboahene@navajotech.edu	Submitted by pboahene@navajotech.edu	2025-11-03 01:28 PM (US/Mountain)
Authorization	pboahene@navajotech.edu	pboahene@navajotech.edu has authorized the application for submittal	2025-11-03 01:28 PM (US/Mountain)
Created	pboahene@navajotech.edu	Application started by pboahene@navajotech.edu	2025-11-03 01:22 PM (US/Mountain)

Sample Assessment: Oral Language Proficiency Interview

Essential Skills: Communication, Critical Thinking, and Information & Digital Literacy
(adapted from http://webhome.auburn.edu/~painepf/oralguide.pdf, retrieved on Jan 13 2020)

Overview

The Oral Proficiency Interview (OPI) was developed by the American Council on the Teaching of Foreign Languages (ACTFL) in collaboration with the Educational Testing Service (ETS). The goal of the OPI, an interaction between interviewer and interviewee, is to obtain a sample of speech that can be rated using ACFTL Proficiency Guidelines. For novice speakers, these guidelines comprise levels from Novice-Low to Novice-High.

ACTFL Proficiency Levels, for new speakers, are as follows:

- NOVICE-LOW: Oral production consists of isolated words and perhaps a few high-frequency phrases (i.e. formal greetings). Essentially there is no functional communication.
- NOVICE-MID: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interviewer's words. Some Novice-Mid speakers will be understood only with difficulty.
- NOVICE-HIGH: Able to satisfy the requirements of basic communication by relying on learned utterances but occasionally expanding these through simple re-combinations of their elements. Interviewee shows some signs of spontaneity, though this falls short of autonomy of expression. Vocabulary centers on areas such as basic objects, places, and most common family terms. Errors are frequent; pronunciation may still be strongly influenced by first language.

Phases used during this face-to-face interaction are four-fold:

- Warm-up: first portion of interview, less than three minutes long, with the purpose of making the interviewee feel comfortable. It consists of greetings, and exchanging of everyday social amenities;
- Level Check: second portion of interview, which consists of checking the highest level of proficiency of the interviewee. If during the level check, the interviewer notices that the level is not the one expected, s/he will adjust the level of the questions either upward or downward. This phase is repeated several times during the interview and alternates with the probe phase;
- Probes: probes are questions designed to spur a language level higher than the one expected. If the probe is successful, the interviewer can start level checking at this higher level; if the probe is not successful then this is a good indicator that the interviewee's proficiency is at the level expected. The probes should be alternated with level checks, to establish the right rating;
- Wind-down: last portion of interview (few minutes), back at the level at which the interviewee functions best. The interviewer ends the conversation thanking the interviewee. This termination

resembles the way in which conversations normally end in authentic situations.

Sample Interview Prompts

Situation A is about Kinship terms (Novice Low)

Questions:

Warm Up: Yá'át'ééh dóó hash hwóniłyé?

Level Check: Hash doone'é nilį́? (what's your clan)

Probe: Nímáish hólǫ́? (do you have a mother)

Nibízhíish hólǫ́? (do your father's sister?)

Nideeshíish hawolyé? (what is your little sister's name)

Wind-down: Nizhóní dóó nik'éí hólǫ́ǫ́ lá (It's good and you have family).

Situation B is about Rez roads (Novice Mid)

Questions:

Warm Up: Háadish nighan? (Where do you live)

Level Check: Nighangóó atiiníish heit'ée łeh? (How is the road condition to your home)

Probe: Nighandi héít'áó atiin hashtł'ish nadleeh? (how muddy does the road get to your home?)

Shį́įgo shą' héít'áó atiin łeh? (During the summer, how is the road at your home)

Haigo shą' attin héít'éé łeh? (During winter, how are the roads)

Wind-down: Aoo' łahdah atiin bich'į' nidahonitł'ah łeh. (Yes, sometimes roads become difficult to travel.)

Situation C is about Weather (Novice High)

Questions:

Warm Up: Tł'oodi hozhóníyee' ya'?

Level Check: Tł'oodíish k'os?

Probe: K'os haleehgóoish deesdoi łeh?

Nizhónigo tł'oodi honeezílí ya'?

Nahałtingo tł'oodi honeezk'azí dooleeł ya'?

Wind-down: Ahéhee' ayóó Diné bizaad bik'idiitį́į́ lah.

Sample Assessment: Oral Language Proficiency Interview

Essential Skills: Communication, Critical Thinking, and Information & Digital Literacy
(adapted from http://webhome.auburn.edu/~painepf/oralguide.pdf, retrieved on Jan 13 2020)

Overview

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- NOVICE-HIGH: Able to satisfy the requirements of basic communication by relying on learned utterances but occasionally expanding these through simple re-combinations of their elements. Interviewee shows some signs of spontaneity, though this falls short of autonomy of expression. Vocabulary centers on areas such as basic objects, places, and most common family terms. Errors are frequent; pronunciation may still be strongly influenced by first language.

Phases used during this face-to-face interaction are four-fold:

- Warm-up: first portion of interview, less than three minutes long, with the purpose of making the interviewee feel comfortable. It consists of greetings, and exchanging of everyday social amenities;
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- Wind-down: last portion of interview (few minutes), back at the level at which the interviewee functions best. The interviewer ends the conversation thanking the interviewee. This termination

resembles the way in which conversations normally end in authentic situations.

Sample Interview Prompts

Situation A is about Kinship terms (Novice Low)

Questions:

Warm Up: Yá'át'ééh dóó hash hwóniłyé?

Level Check: Hash doone'é nilį́? (what's your clan)

Probe: Nímáish hólǫ́? (do you have a mother)

Nibízhíish hólǫ́? (do your father's sister?)

Nideeshíish hawolyé? (what is your little sister's name)

Wind-down: Nizhóní dóó nik'éí hólǫ́ǫ́ lá (It's good and you have family).

Situation B is about Rez roads (Novice Mid)

Questions:

Warm Up: Háadish nighan? (Where do you live)

Level Check: Nighangóó atiiníish heit'ée łeh? (How is the road condition to your home)

Probe: Nighandi héít'áó atiin hashtł'ish nadleeh? (how muddy does the road get to your home?)

Shį́įgo shą' héít'áó atiin łeh? (During the summer, how is the road at your home)

Haigo shą' attin héít'éé łeh? (During winter, how are the roads)

Wind-down: Aoo' łahdah atiin bich'į' nidahonitł'ah łeh. (Yes, sometimes roads become difficult to travel.)

Situation C is about Weather (Novice High)

Questions:

Warm Up: Tł'oodi hozhóníyee' ya'?

Level Check: Tł'oodíish k'os?

Probe: K'os haleehgóoish deesdoi łeh?

Nizhónigo tł'oodi honeezílí ya'?

Nahałtingo tł'oodi honeezk'azí dooleeł ya'?

Wind-down: Ahéhee' ayóó Diné bizaad bik'idiitį́į́ lah.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5097
Institution	NTU
Applicant(s)	pboahene@navajotech.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 01:37 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Colleen Bowman

Chief Academic Officer Email
cbowman@navajotech.edu

Registrar Name
Jason Wright

Registrar Email
jasonwright@navajotech.edu

Course's Academic Department
Arts & Humanities

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
ENGL

Number
2340

Title
Introduction to Creative Nonfiction Writing

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
ENGL

Number
2340

Title
Introduction to Creative Nonfiction Writing

A. Content Area and Essential Skills

To which area should this course be added?
Communications

Selected Areas
Critical Thinking, Information & Digital Literacy, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Engage in a constructive conversation and community about creative nonfiction.
2. Read and critically engage with a variety of creative nonfiction works.
3. Compose creative nonfiction.
4. Provide respectful, honest, and critical feedback to peers on their work.
5. Learn a language that provides groundwork for workshop structure and peer critique.
6. Revise creative work based on peer feedback and critique.
7. Develop thoughtful workshop reflection on students' own writing and writing process.
8. Evaluate and engage with the publication process.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and Medium Awareness, Application and Versatility:
This course introduces students to the fundamental modes of Creative Nonfiction (CNF) through reading, discussion, and workshop practice. Students read and analyze classic and contemporary CNF, identifying the craft techniques writers use to shape truth-based storytelling. Through writing assignments and workshops, they practice these techniques in their own work. Homework, projects, and quizzes assess their understanding of CNF's principles and creative application. In Blackboard discussions and workshop sessions, students communicate ideas, share feedback, and refine their voices as writers. The midterm oral presentation allows them to present arguments grounded in analysis and reflection, while the final portfolio showcases their creativity, authenticity, and mastery of the genre. The Diné Philosophy of Education guides each stage of learning and reflection (See attachments).
Strategies for Understanding and Evaluating Messages:
Students engage in critical conversations about texts, examining how narrative techniques communicate meaning and emotion. They apply these insights in their own writing, transforming theoretical understanding into creative practice. Discussions, reading responses, and short written analyses assess their ability to interpret messages and evaluate how form and style influence meaning.
Evaluation and Production of Arguments:
Students evaluate peers' writing and provide constructive, evidence-based feedback through workshops and discussions. They learn to describe, analyze, and interpret the elements of CNF while building their own

arguments about storytelling and truth. Through peer review, revision, and reflection, students strengthen their analytical and persuasive writing. Assessments focus on their ability to produce well-supported arguments and thoughtfully integrate critique into improved drafts.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting:
Students formulate a clear, researchable question that addresses an open-ended issue within a relevant context. They define and describe the components of the problem, demonstrating curiosity, critical thinking, and intellectual engagement consistent with Nitsáhákees (intellect and imagination). Class discussions, proposal drafts, and reflective statements assess their ability to articulate meaningful questions and connect them to course concepts and real-world applications.
Evidence Acquisition:
Students gather information from a variety of credible sources, demonstrating discernment and self-reliance aligned with Nahat'á (preparation and motivation). They identify, compare, and evaluate resources for relevance and credibility, recognizing how personal assumptions influence their interpretations. Research logs, annotated bibliographies, and source evaluations assess their ability to collect and organize reliable evidence that supports their research question.
Evidence Evaluation:
Students critically analyze the information they have gathered, assessing the strength and credibility of evidence. They evaluate perspectives, detect bias, and synthesize key insights into coherent arguments. These activities reflect Iiná (collaboration and respect) as students engage with peer feedback and diverse viewpoints. Analytical summaries, class discussions, and peer review exercises measure their ability to interpret and evaluate data effectively.
Reasoning and Conclusion:
Students apply Sih Hasin (wisdom and reflection) as they draw reasoned conclusions from their research and analyses. They identify weak and strong arguments, recognize logical fallacies, and employ sound evidence and reasoning to construct persuasive claims. Writing assignments, oral presentations, and final projects assess their ability to integrate evidence, demonstrate reflective judgment, and communicate well-supported conclusions grounded in both critical and Diné-centered ways of thinking (See figure 1)

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information:
Students evaluate different types of authority and integrate diverse perspectives and alternative voices into their work. They recognize that proper citation preserves the integrity of ideas and acknowledges the contributions of others. By applying appropriate citation styles such as APA or MLA, students practice ethical research and uphold academic honesty. Activities such as source analyses, annotated bibliographies, and citation exercises assess their ability to evaluate authority, attribute sources correctly, and apply ethical information practices.
Research as Inquiry:
Students access information using varied search strategies across multiple databases and platforms, refining their search as their research focus evolves. They select sources that match the scope and discipline of their topic, applying criteria such as relevance, currency, and authority. Through research planning, note-taking, and synthesis activities, students demonstrate the ability to frame questions, gather evidence, and evaluate information critically. Research logs, proposal drafts, and peer discussions measure their growth in inquiry skills and their ability to think critically about how information is created and used.
Digital Literacy:
Students use digital devices, platforms, and tools to research, communicate, and present information effectively. They design digital media projects that demonstrate both creativity and technical fluency while identifying and correcting errors or misleading information. Students define the scope of a research question, determine key concepts, and select appropriate types of digital sources to support their work. Online

assignments, multimedia presentations, and digital research portfolios assess their ability to navigate digital environments responsibly, synthesize credible information, and communicate their findings with clarity and accuracy.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.navajotech.edu/academics/general-education/

Application History

Type	username	Text	Timestamp
Submittal	pboahene@navajotech.edu	Submitted by pboahene@navajotech.edu	2025-11-03 01:37 PM (US/Mountain)
Authorization	pboahene@navajotech.edu	pboahene@navajotech.edu has authorized the application for submittal	2025-11-03 01:37 PM (US/Mountain)
Created	pboahene@navajotech.edu	Application started by pboahene@navajotech.edu	2025-11-03 01:29 PM (US/Mountain)

Sample Assessment

Essential Skills: Communication, Critical Thinking, and Information & Digital Literacy
Evaluation Criteria for Creative Nonfiction: 100 points possible

Exchange papers with your Writing Partner, then evaluate their work using this form. *

Title of Piece: **Written by:**

Reviewed by: **Date:**

Does the opening or "lead" draw you in by teasing your interest, creating a mystery, a puzzle or a question that in some way grabs and holds your attention? Yes or No. Comments:

Is the theme of the story clearly stated? That is, does it answer the question, what's this story all about and, more importantly, why should we care? [Typically, when the theme isn't clearly stated, the story will start to meander in different directions.] Yes or No. Comments:

Does the opening or "lead" of the story relate and connect to its main theme? [Every writer has an assumed "contract with the reader" to deliver what's promised. If the story doesn't deliver what the lead promises, readers will likely stop reading.] Yes or No. Comments:

Does the writer use specific, concrete detail and relevant facts or vague or abstract generalities?

Yes or No. Comments:

Does the story touch us emotionally? Does it provoke, enrage, incite, inspire, delight, numb, make us laugh, make us cry or, in other ways, move us on an emotional level? Yes or No. Comments:

Does the work deliver sufficient proof to make it credible? Does it demonstrate the writer's use of telling details, facts, statistics, quotes, and /or other material from primary and secondary sources? Yes or No. Comments:

Does the story provide historical context to help illuminate the current developments and the characters who are acting or being acted upon by the current development? Yes or No. Comments:

Does the story have parts and a structure that fit together into a coherent whole, with a clear beginning, middle and end? Yes or No. Comments:

Has the writer identified and sufficiently developed the story's dramatic elements, such as conflict, contention, confusion and resolution?

Do the people presented in the story come across as multi-dimensional characters that think, feel, laugh and cry? Yes or No. Comments:

Does the writer employ metaphor, scenes, dialogue, and other storytelling devices to make their tales more vivid and alive on the page? Yes or No. Comments:

Does the story possess a lyrical quality and give the impression that the writer has considered the tone, the sound of the language, the rhythm, and the pacing of the prose? Yes or No. Comments:

Figure 1

Diné Philosophy of Education Critical Thinking Model
Course-level
Nitsahakees
Nahat'a
Íiná
Siihasin

SETTING GOALS

NITSÁHÁKEES.	THINK IT.
NAHAT'Á.	PLAN IT.
IINÁ.	IMPLEMENT IT.
SIIHASIN.	REFLECT ON IT.

WITH DINÉ PRINCIPLES

Sample Assessment

Essential Skills: Communication, Critical Thinking, and Information & Digital Literacy
Evaluation Criteria for Creative Nonfiction: 100 points possible

Exchange papers with your Writing Partner, then evaluate their work using this form. *

Title of Piece: **Written by:**

Reviewed by: **Date:**

Does the opening or "lead" draw you in by teasing your interest, creating a mystery, a puzzle or a question that in some way grabs and holds your attention? Yes or No. Comments:

Is the theme of the story clearly stated? That is, does it answer the question, what's this story all about and, more importantly, why should we care? [Typically, when the theme isn't clearly stated, the story will start to meander in different directions.] Yes or No. Comments:

Does the opening or "lead" of the story relate and connect to its main theme? [Every writer has an assumed "contract with the reader" to deliver what's promised. If the story doesn't deliver what the lead promises, readers will likely stop reading.] Yes or No. Comments:

Does the writer use specific, concrete detail and relevant facts or vague or abstract generalities?

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Does the story touch us emotionally? Does it provoke, enrage, incite, inspire, delight, numb, make us laugh, make us cry or, in other ways, move us on an emotional level? Yes or No. Comments:

Does the work deliver sufficient proof to make it credible? Does it demonstrate the writer's use of telling details, facts, statistics, quotes, and /or other material from primary and secondary sources? Yes or No. Comments:

Does the story provide historical context to help illuminate the current developments and the characters who are acting or being acted upon by the current development? Yes or No. Comments:

Does the story have parts and a structure that fit together into a coherent whole, with a clear beginning, middle and end? Yes or No. Comments:

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Does the story possess a lyrical quality and give the impression that the writer has considered the tone, the sound of the language, the rhythm, and the pacing of the prose? Yes or No. Comments:

Figure 1

Diné Philosophy of Education Critical Thinking Model
Course-level
Nitsahakees
Nahat'a
Íiná
Siihasin

SETTING GOALS

NITSÁHÁKEES.	THINK IT.
NAHAT'Á.	PLAN IT.
IINÁ.	IMPLEMENT IT.
SIIHASIN.	REFLECT ON IT.

WITH DINÉ PRINCIPLES

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5098
Institution	NTU
Applicant(s)	pboahene@navajotech.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 01:47 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Colleen Bowman

Chief Academic Officer Email
cbowman@navajotech.edu

Registrar Name
Jason Wright

Registrar Email
jasonwright@navajotech.edu

Course's Academic Department
Arts & Humanities

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
NAVA

Number
2220

Title
Navajo History

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
NAVA

Number
2220

Title
Navajo History

A. Content Area and Essential Skills

To which area should this course be added?
Humanities

Selected Areas
Critical Thinking, Personal & Social Responsibility, Information & Digital Literacy

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

Upon successful completion of the course, student will be able to:
1. Demonstrate a knowledge of historical events
a. Understand the chronology of Navajo history
2. Understand the causes and processes involved in the growth and development of the Navajo over time, including:
3. Understand the historical roots of the contemporary world
a. Will understand the relationships between the institutions, conflicts, and values of today as the legacy of our predecessors
b. Will express their understanding in papers and classroom discussion
4. Appreciate the study of history.
a. Will enable students to relate events of the past to their own lives and times.
5. Will appropriately use these concepts in tests, papers, and in classroom discussion
6. Understand historical methods
a. Critical analysis of texts and argument
b. Interpretation of evidence
c. Conduct research in a variety of media
d. Cites sources appropriately

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting
Students identify and conceptualize a historical or ethical issue, such as treaties between the United States and the Navajo Nation. In small groups or individually, they analyze facts, synthesize information, and relate historical scenarios to contemporary contexts. Students list key problems and propose potential solutions, applying critical thinking and collective reasoning through brainstorming and discussion. They demonstrate understanding through essays, rebuttals, or written arguments with supporting evidence. Assessment focuses on clarity of reasoning, depth of analysis, and connection to historical context.
Evidence Acquisition
Students gather information from multiple sources, including scholarly articles, library periodicals, credible websites, and interviews with knowledgeable individuals. They identify evidence relevant to their research questions, take careful notes, and organize sources to support analysis. Students document the origin and context of evidence to ensure accuracy and reliability. Assessment includes research logs, annotated bibliographies, and source tracking exercises demonstrating thorough and systematic evidence collection.

Evidence Evaluation
Students critically assess each source for credibility, validity, and relevance. They analyze claims, detect bias, and compare multiple perspectives to determine the strength of evidence. Students discuss and justify their evaluations in peer groups and reflective exercises, demonstrating the ability to distinguish fact from opinion and to identify potential misinformation. Assessment includes source evaluations, critique papers, and reflective journals documenting critical analysis.
Reasoning and Conclusion
Students integrate collected evidence to formulate well-reasoned conclusions about historical issues. They identify logical fallacies, challenge misconceptions, and construct arguments grounded in evidence. Through essays, presentations, and class discussions, students articulate interpretations of Navajo history, demonstrating the ability to reason critically, synthesize multiple perspectives, and communicate findings effectively.
Assessment focuses on argument strength, evidence integration, and logical reasoning.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Intercultural Reasoning and Competence
Students explore Navajo history to develop cultural knowledge and understand society at local, regional, national, and global levels. They analyze intercultural issues, including race, religion, language, social norms, gender, and cultural practices, and discuss their significance in historical and contemporary contexts. Students apply this knowledge by participating in class discussions, case studies, and reflective journals that connect historical events to modern multicultural realities. Assessment includes written reflections, group discussions, and projects demonstrating students' ability to interpret and promote intercultural understanding.

Collaboration, Teamwork, and Value Systems
Students examine their sense of place, belonging, and identity within regional, state, national, and global political and economic systems. They compare and contrast early Navajo leadership and governance with contemporary Navajo Nation structures, identifying lessons and patterns. Working in diverse groups, students collaborate with peers from various backgrounds to solve problems, conduct research, or present findings, practicing communication, respect, and cooperative decision-making. Assessment includes group projects, peer evaluations, presentations, and reflective assignments that measure collaboration, application of cultural knowledge, and understanding of value systems.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information
Students analyze the authority and credibility of sources on Navajo history, including textbooks authored by historians, educators, and professors. They distinguish between secondary sources and firsthand accounts, evaluating the reliability, perspective, and cultural authority of each source. Students compare multiple viewpoints, discuss author biases, and assess how trust and respect shape acceptance of historical narratives. Assessment includes annotated bibliographies, source evaluations, and reflective essays demonstrating students' ability to critically assess the authority and value of information.
Digital Literacy
Students access and evaluate digital resources, including online readings, social media, and multimedia materials, to support research on Navajo history and culture. They practice ethical and responsible use of technology, learn to detect misinformation, and use digital tools such as laptops, cell phones, and classroom touch screens for research, collaboration, and presentations. Students create and share multimedia presentations, demonstrating digital fluency and effective communication. Assessment includes digital

assignments, media presentations, and class participation, evaluating students' ability to locate, analyze, and present information
using digital tools.
Research as Inquiry
Students work in teams to investigate specific historical or cultural topics. Using an iterative inquiry process, they pose questions, gather evidence, analyze data, and develop explanations collaboratively. Teams leverage digital resources and peer expertise to identify reasonable conclusions. Students discuss findings, refine interpretations, and present their research orally and in writing. Assessment includes team presentations, written reports, and reflective journals documenting the inquiry process, evidence evaluation, and conclusions drawn.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://www.navajotech.edu/academics/general-education/

Application History

Type	username	Text	Timestamp
Submittal	pboahene@navajotech.edu	Submitted by pboahene@navajotech.edu	2025-11-03 01:47 PM (US/Mountain)
Authorization	pboahene@navajotech.edu	pboahene@navajotech.edu has authorized the application for submittal	2025-11-03 01:47 PM (US/Mountain)
Created	pboahene@navajotech.edu	Application started by pboahene@navajotech.edu	2025-11-03 01:38 PM (US/Mountain)

Sample Assessment
Essential Skills: Critical thinking, personal and social responsibility, information and digital literacy.

Project Overview: Cooperative Learning Presentation – Diné History, Culture, and Governance
In this project, you will work in randomly assigned pairs to research, design, and deliver a 5–7-minute presentation on a topic related to Diné history, culture, or governance. The goal of this project is to help you develop skills in research, collaboration, planning, audience awareness, and oral communication, while exploring important cultural and historical topics.

What You Will Do:

1. Plan: Choose your topic, set clear objectives, and organize your presentation. Decide what materials you need (easel pads, markers, slides, or props) and how much time to spend on each part.
2. Prepare: Think about your audience, what they know and what will interest them. Design visuals, use bright colors, and include ways to engage your classmates through questions, discussion, or examples.
3. Practice: Rehearse your presentation with friends, mentors, or on your own. Focus on your posture, gestures, facial expressions, voice, pacing, and timing. Check that all materials and equipment work. Reflect on your practice and make improvements.
4. Perform: Present your topic confidently and clearly to the class. Keep your audience engaged, adjust if you notice loss of attention, and show enthusiasm and energy throughout.
5. Demonstrate Knowledge: Show that you understand your topic deeply, connect it to Diné history and culture, and explain it clearly to your classmates.

Assessment:

Your work will be evaluated on planning, preparation, practice, performance, and your knowledge and passion for the topic. You will submit a one-page plan, a short reflection on your practice, and deliver your group presentation. This project is your opportunity to explore Diné history and culture, collaborate with peers, and develop strong communication skills in a fun, creative, and interactive way.

Submission:

- One-page plan (10% of grade)
- Reflective paragraph on practice (10%)
- Group presentation (80%)

Sample Assessment
Essential Skills: Critical thinking, personal and social responsibility, information and digital literacy.

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5099
Institution	NTU
Applicant(s)	pboahene@navajotech.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 01:53 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Colleen Bowman

Chief Academic Officer Email
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Registrar Name
Jason Wright

Registrar Email
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Course's Academic Department
Arts & Humanities

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
ZUNI

Number
1110

Title
Introduction to Zuni

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
Zuni

Number
1110

Title
Introduction to Zuni

A. Content Area and Essential Skills

To which area should this course be added?
Communications

Selected Areas
Critical Thinking, Information & Digital Literacy, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Students will communicate in Shiwi (Zuni) language at the ACTFL novice-high level, engaging in basic communication tasks through listening, speaking, class discussion and group activities.
2. Students will interact effectively with fluent Shiwi speakers.
3. Students will develop an appreciation of A:shiwi A:wan Haydoshna:we (Zuni Ancestral Knowledge): values, traditions, ancestral sites, and works of art of the A:Shiwi people.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

1. Genre and Medium Awareness Application and Versatility:
Students engage in developing foundational listening and speaking skills in Shiwi (Zuni) through introductions, exchanging personal information, and responding to everyday conversational questions. They practice both formal and informal speaking styles, learning to navigate real-life communication contexts that reflect A:shiwi culture and language traditions. Comprehension and pronunciation exercises support their growing confidence and fluency in basic Shiwi communication. Students apply their learning through interactive activities such as guided conversations, group skits, role-playing, songs, and oral presentations. They listen, interpret meaning, and respond appropriately, strengthening comprehension and expression. Collaboration in group settings encourages adaptability and confidence in communicating across different contexts. Through repeated performance and feedback, students deepen their understanding of Shiwi linguistic structures and cultural nuances.
2. Strategies for Understanding and Evaluating Messages:
Students assess their listening and speaking proficiency using an Oral Proficiency Interview (OPI) adapted from ACTFL Guidelines. They reflect on their growth by completing self-assessments with the same instrument, analyzing their progress in comprehension, pronunciation, and accuracy. Instructor observations and feedback sessions reinforce skill development and promote self-awareness as learners.
3. Evaluation and Production of Arguments:
Students demonstrate mastery by performing conversations they have created through skits, songs, and oral demonstrations that integrate language and cultural values. Assessment includes instructor-student interviews, classroom observations, and reflective journals based on ACTFL and Zuni Language and Culture Curriculum Standards. Through these activities, students connect language learning to identity, community, and ancestral knowledge.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

1. Problem Setting:
Students begin by identifying and confronting real challenges in learning the Shiwi language, including limited exposure and social barriers within the community. They engage in guided discussions and reflective exercises to analyze these obstacles and propose strategies to overcome them. Through closure activities after each lesson, students think critically—in their primary language—about their progress, identifying what supports or hinders their learning. They document reflections in journals and set personal goals for continued improvement in Shiwi language development.
2. Evidence Acquisition:
Students demonstrate their growing Shiwi language proficiency through the Oral Proficiency Interview (OPI) instrument. They participate in structured speaking assessments that measure listening comprehension, pronunciation, and conversational ability. The instructor gathers data from these performances to track progress and provide targeted feedback. Students use the results to recognize their strengths and areas needing more practice, fostering ownership of their learning process.
3. Evidence Evaluation:
Every five weeks, students engage in one-on-one conferences with the instructor to review their OPI data and classroom observations. They analyze their progress and collaborate on personalized strategies for improvement. The instructor records results in an observational tool designed for immersion-based language learning, ensuring meaningful evidence of growth in Shiwi proficiency. Students use these evaluations to refine their speaking, listening, and comprehension skills in culturally relevant ways.
4. Reasoning and Conclusion:
Students demonstrate their developing fluency through oral presentations, skits, and conversations that reflect authentic communication. Rather than focusing solely on grades or written projects, assessments emphasize meaningful use of the language in context. Instructor observations and interviews capture progress toward natural fluency and cultural understanding. This intentional and reflective approach helps students strengthen both linguistic and cultural competence, guiding them toward mastery of Shiwi language and identity.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry. In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

1. Intercultural Reasoning and Intercultural Competence:
Students visit local ancestral sites to engage directly with A:shiwi ancestral knowledge and explore the cultural significance of these places. They observe, ask questions, and reflect on the historical and contemporary meanings of the sites for the A:shiwi people. Through guided discussions and journaling, students analyze cultural practices, beliefs, and values, developing the ability to interpret and respect diverse cultural perspectives.
2. Collaboration Skills, Teamwork, and Value Systems:
Students work in pairs and small groups that include non-speakers, intermediate learners, and fluent Shiwi speakers. They coach and support each other in developing language skills, practicing communication strategies, and applying cultural knowledge. Group activities, role-plays, and peer feedback sessions encourage teamwork, mutual respect, and shared responsibility for learning. Assessment includes observation of group interactions, peer evaluations, and reflective journals documenting both language growth and collaborative skill development.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan

https://www.navajotech.edu/academics/general-education/

Application History

Type	username	Text	Timestamp
Submittal	pboahene@navajotech.edu	Submitted by pboahene@navajotech.edu	2025-11-03 01:53 PM (US/Mountain)
Authorization	pboahene@navajotech.edu	pboahene@navajotech.edu has authorized the application for submittal	2025-11-03 01:53 PM (US/Mountain)
Created	pboahene@navajotech.edu	Application started by pboahene@navajotech.edu	2025-11-03 01:48 PM (US/Mountain)

Sample Assessment: Zuni Oral Language Proficiency Interview

(adapted from http://webhome.auburn.edu/~painepf/oralguide.pdf, retrieved on Jan 13 2020)

Overview

The Oral Proficiency Interview (OPI) was developed by the American Council on the Teaching of Foreign Languages (ACTFL) in collaboration with the Educational Testing Service (ETS). The goal of the OPI, an interaction between interviewer and interviewee, is to obtain a sample of speech that can be rated using ACFTL Proficiency Guidelines. For novice speakers, these guidelines comprise levels from Novice-Low to Novice-High.

Phases used during this face-to-face interaction are four-fold:

- Warm-up: first portion of interview, less than three minutes long, with the purpose of making the interviewee feel comfortable. It consists of greetings, and exchanging of everyday social amenities;
- Level Check: second portion of interview, which consists of checking the highest level of proficiency of the interviewee. If during the level check, the interviewer notices that the level is not the one expected, s/he will adjust the level of the questions either upward or downward. This phase is repeated several times during the interview and alternates with the probe phase;
- Probes: probes are questions designed to spur a language level higher than the one expected. If the probe is successful, the interviewer can start level checking at this higher level; if the probe is not successful then this is a good indicator that the interviewee's proficiency is at the level expected. The probes should be alternated with level checks, to establish the right rating;
- Wind-down: last portion of interview (few minutes), back at the level at which the interviewee functions best. The interviewer ends the conversation thanking the interviewee. This termination resembles the way in which conversations normally end in authentic situations.

ACTFL Proficiency Levels, for new speakers, are as follows:

- NOVICE-LOW: Oral production consists of isolated words and perhaps a few high-frequency phrases (i.e. formal greetings). Essentially there is no functional communication.
- NOVICE-MID: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interviewer's words. Some Novice-Mid speakers will be understood only with difficulty.

- NOVICE-HIGH: Able to satisfy the requirements of basic communication by relying on learned utterances but occasionally expanding these through simple re-combinations of their elements. Interviewee shows some signs of spontaneity, though this falls short of autonomy of expression. Vocabulary centers on areas such as basic objects, places, and most common family terms. Errors are frequent; pronunciation may still be strongly influenced by first language.

Sample Interview Prompt

Situation A

Questions:

Warm Up: Greeting When Walking into a House

Hop don a:wakya?

Level Check: Ko' don a:deyaye?

(Pick greeting depending on the time of day.)

Ko' don a:wandeyakya?

Ko' don lak'yadik'yanna:we?

Ko' don sunnhk'yanapkya?

Response:

(Pick response according to the number of people being addressed.)

Kettsannishshi, do'sh iya? (1 person)

Kettsannishishi, donsh iya? (2 people)

Kettsannishishi donsh a:wiya?(3 or more people)

Probe: E: ho' iya. (1 person)

E: hon iya. (2 people)

E: hon a:wiya. (3 or more people)

Response:

I:mu. (1 person)

A:chi i:mu. (2 people)

Idinak'ya. (3 or more people)

Ma's bene. Hinik kwa'hol bena:w akky do iya. (1 person)

Ma's a:chi bene. Hinik kwa'hol bena:w akkya don iya. (2 people)

Ma's a:bene. Hinik kwa'hol bena:w akkya don a:wiya. (3 or more people)

Kwap do' itchide idokya?

Kop la:k'i dekwanan delina?

Kop deshuk'wa delina'kya?

Kwap do' ayyuyana: ?

Dens hish kwahol hom adinne.

Wind-down: So' a:ne. (1 person)

Son a:ne. (2 people)

Son a:wanne (3 or more people).

Response: Mas lu'no' a:washe.

A:shiwi A:wan Haydoshna:we

A:shiwi Core Values

Hon ko'hoł lewuna:wediyahnan, wan hon i:tse'manna.

We will think before we act.

Hon i:yayyulashshik'yana:wa.

We will respect one another.

Hom dehwan uk'na:we.

It is my turn.

Do'n dehwan illaba.

It is your turn.

Hon i:yanhadiya:na:wa, Hon i:yayyu'hadiyahk'yana:wa.

We will listen to one another and comprehend what the speaker is stating.

Hon dewułasshi’ iwillaba’ a:dek’yanna.

We will show kindness and empathy to the speaker.

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Kop deshuk'wa delina'kya?

Kwap do' ayyuyana: ?

Dens hish kwahol hom adinne.

Wind-down: So' a:ne. (1 person)

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NEW MEXICO HIGHER EDUCATION DEPARTMENT

Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Govenor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

General Education Request Application

Application Number	5103
Institution	NTU
Applicant(s)	pboahene@navajotech.edu
Status	NMHED_REVIEW
Submitted	2025-11-03 05:18 PM (US/Mountain)

Gened Request Form

Contact Information

Chief Academic Officer Name
Colleen Bowman

Chief Academic Officer Email
cbowman@navajotech.edu

Registrar Name
Jason Wright

Registrar Email
jasonwright@navajotech.edu

Course's Academic Department
Arts & Humanities

Is this a Application a Re-Submission
no

Institutional Course Information

Prefix
ENGL

Number
2330

Title
Introduction to Poetry Writing

Number of credits
3

Was this course previously part of the New Mexico General Education curriculum?
No

Is this application for your entire system (ENMU, NMSU, & UNM)?
No

Co-requisite Course

Prefix
N/A

Number
N/A

Title
N/A

New Mexico Common Course Information

Prefix
ENGL

Number
2330

Title
Introduction to Poetry Writing

A. Content Area and Essential Skills

To which area should this course be added?
Creative & Fine Arts

Selected Areas
Critical Thinking, Personal & Social Responsibility, Communication

Section B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Identify various forms, styles, elements, and conventions of poetry.
2. Write, revise, analyze and present their own poetry and the poetry of others.
3. Respond constructively and respectfully to other writers' poems.
4. Compare and contrast different styles of poetic expression.
5. Articulate how choices in language can impact a poem's meaning.

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

Section C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments. In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and Medium Awareness, Application, and Versatility

Students explore what makes poetry distinctive as a genre and medium through close reading and creative experimentation. After analyzing Kate Durbin's Hoarders to study lyric form and experimentation, they compose poems that translate a single still frame from the reality show Hoarders into vivid language. Comparing their poems reveals how words construct distinct interpretations from the same image, sharpening awareness of poetry's expressive potential. Students also submit one poem for publication, selecting an appropriate venue, revising for clarity and audience, and reflecting on feedback. This real-world task assesses their ability to apply genre knowledge and rhetorical awareness beyond the classroom.

Strategies for Understanding and Evaluating Messages

Students develop critical reading and evaluative skills through the peer-workshop model. They exchange poems, offer specific written and verbal feedback, and revise based on peer and instructor comments. Providing commentary on others' work deepens their interpretive insight and refines their editorial language. Assessment focuses on the clarity and thoughtfulness of feedback, evidence of revision, and growth as both reader and writer.

Evaluation and Production of Arguments

Through comparative analysis, students interpret texts across time, culture, and identity. Reading Chen Chen' s When I Grow Up I Want to Be a List of Further Possibilities alongside Gertrude Stein's Tender Buttons encourages argument-driven discussion of queer kinship, modernism, and contemporary poetics. Students identify thematic and stylistic relationships and articulate how each poet uses language to construct meaning. They then adapt selected craft strategies in their own poems, demonstrating analytical understanding through creative application. Assessment measures students' ability to craft interpretive arguments, justify artistic choices, and connect analytical reading with poetic production.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning /Conclusion. In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting

Students curate a cohesive final portfolio of 10–12 polished poems that express a clear thematic or aesthetic vision. They identify the organizing principles that unite their work—form, tone, or concept—and make intentional choices about what to include, exclude, and how to order the poems. In doing so, they address the creative problem of presenting a unified artistic voice. Their accompanying artist statement (2–5 pages) introduces the portfolio's conceptual focus and reflects on its creative development, guided by sample artist statements from poets across genres and periods.

Evidence Acquisition

Students gather evidence from their own poems and relevant outside sources to contextualize their artistic approach. They identify intertextual influences, cultural connections, or literary traditions that shape their work. For instance, a student exploring Diné identity may draw on Kinsale Drake's The Sky Was Once a Dark Blanket to position their poems within a broader Indigenous literary conversation. This process deepens awareness of the poetic lineage and situates their writing as both personal and dialogic.

Evidence Evaluation

Students analyze their own creative decisions with a critical lens. They evaluate how effectively each poem contributes to the portfolio's central idea, supporting their assessments with specific textual evidence. The artist statement requires them to argue for the relevance and value of their voice, explaining what their work contributes to readers and to contemporary poetry. This evaluative process mirrors scholarly argumentation, blending analytical and creative thinking.

Reasoning and Conclusion

Students conclude their artist statement by reasoning through how their portfolio fulfills or reshapes their initial artistic goals. They reflect on growth, challenges, and insights gained, identifying how their creative practice informs their broader skills in writing, analysis, and communication beyond the classroom

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Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Sustainability and the Natural and Human Worlds

Students interpret and respond to human impact on the environment through site-specific and culturally grounded analysis. By reading Jake Skeets's "Let There Be Coal" alongside testimonials, archival images, and recent reports on coal and uranium mining across the Navajo Nation, students explore how literary art engages environmental justice. Afterward, students immerse themselves in the local landscape by walking to the nearby bluffs on campus. Working in pairs, one student writes from the perspective of a nonhuman entity—such as the wind, rock, or river—while the other writes from a human viewpoint. They then exchange roles and discuss what their writing reveals about human and nonhuman relationships. Through this process, students critically reflect on accountability to the land, interrogate assumptions about nature and culture, and compose creative responses grounded in observation and empathy. Learning is assessed through active participation, completion of the paired writing exercise, and brief written reflections linking the activity to course themes of environmental and cultural sustainability.

Collaboration Skills

Students engage in a collaborative writing project modeled after the Surrealist "exquisite corpse." Each student contributes one poetic line to a shared document, seeing only the line written before their own. Once completed, the class unfolds and reads the collective poem aloud, examining the surprising coherence and emergent themes that arise from group creativity. Students then form small groups to revise and polish their collaborative poem, articulating their aesthetic and editorial choices in an informal class presentation. Through this activity, students practice active listening, creative trust, and respect for diverse voices. They

learn to embrace risk-taking, share authorship, and foster a supportive creative community. Assessment focuses on active participation, thoughtful collaboration, and the clarity of students' verbal reflection on their revision process.

Section D. Assessment Plan

Link to Institution's General Education Assessment Plan
https://www.navajotech.edu/academics/general-education/

Application History

Type	username	Text	Timestamp
Submittal	pboahene@navajotech.edu	Submitted by pboahene@navajotech.edu	2025-11-03 05:18 PM (US/Mountain)
Authorization	pboahene@navajotech.edu	pboahene@navajotech.edu has authorized the application for submittal	2025-11-03 05:18 PM (US/Mountain)
Created	pboahene@navajotech.edu	Application started by pboahene@navajotech.edu	2025-11-03 05:02 PM (US/Mountain)

Navajo Technical University
ENGL 2330 0 Introduction to Poetry Writing (3 credits)

Sample Assessment:

The following assessment is an in-class writing exercise evaluated for active participation including writing and sharing work. The exercise first requires a review of course concepts previously covered. Next, it requires a close reading and discussion of “Girl” by Jamaica Kincaid. Lastly, it enacts the guided writing prompt. The instructor guides students through each part of this assessment via a slide presentation.

This in-class writing exercises assesses the following New Mexico General Education Curriculum criteria:
Critical Skills - Communication, Critical Thinking
Component - Genre and Medium Awareness, Versatility, Understanding and Evaluating Messages, Evidence Acquisition, Evidence Evaluation

REVIEW:

Literature can make new, can wake us up. As you recall from our mini-lecture and *dérive* activity last week, the term *defamiliarization* comes from literary theorist Viktor Shklovsky in his essay “Art as Technique” (1917):
https://canvas.ucsc.edu/courses/43213/files/search?preview=3735098&search_term=shklovsky

[A]rt exists that one may recover the sensation of life; it exists to make one feel things, to make the stone stony. The purpose of art is to impart the sensation of things as they are perceived and not as they are known. The technique of art is to make objects "unfamiliar," to make forms difficult, to increase the difficulty and length of perception because the process of perception is an aesthetic end in itself and must be prolonged. Art is a way of experiencing the artfulness of an object: the object is not important...Art removes objects from the automatism of perception in several ways…

1. By not naming the familiar object; describing the object as if seeing it for the first time
2. By describing the object in a new context (Tolstoy: flogging as religious experience)
3. By using poetic language to describe the object (rhythm or parallelism in Kincaid’s “Girl” below)

WRITING PROMPT:
After “Girl” by Jamaica Kincaid
https://www.newyorker.com/magazine/1978/06/26/girl

Look at your hands. Your hands are an intimate part of your body and a means through which you interpret the world: tools for gesturing, writing, holding, making, manipulating. Maybe your

hands are vehicles for self-expression. Do you wear a wedding ring? Do you manicure or bite your nails? What do your fingers smell like? Is your skin suntanned? Have you ever had your palm read? Have you ever made a first and punched? I know you have an idea about what your hands look like, but when was the last time you really looked at them? In this exercise, you will defamiliarize your hands through description. Ways you might approach this exercise:

1. Describe your hands without using the word “hands” and/or without referring directly to any anatomical part of your hands. How else might you say, “knuckle”? How else might you say “palm”?
2. Describe what your hands *do*, have done, or wish to do.
3. Describe what your hands are *not* or do *not* resemble.
4. Describe how your hands *feel*, physically or emotionally.
5. Describe your hands in another context, such as on another body or in another space.
6. Describe your hands from a point of view that is not your own (perhaps from the point of view of a lover, of a cashier, or maybe of your hands themselves)

Navajo Technical University
ENGL 2330 0 Introduction to Poetry Writing (3 credits)

Sample Assessment:

The following assessment is an in-class writing exercise evaluated for active participation including writing and sharing work. The exercise first requires a review of course concepts previously covered. Next, it requires a close reading and discussion of “Girl” by Jamaica Kincaid. Lastly, it enacts the guided writing prompt. The instructor guides students through each part of this assessment via a slide presentation.

This in-class writing exercises assesses the following New Mexico General Education Curriculum criteria:
Critical Skills - Communication, Critical Thinking
Component - Genre and Medium Awareness, Versatility, Understanding and Evaluating Messages, Evidence Acquisition, Evidence Evaluation

REVIEW:

Literature can make new, can wake us up. As you recall from our mini-lecture and *dérive* activity last week, the term *defamiliarization* comes from literary theorist Viktor Shklovsky in his essay “Art as Technique” (1917):
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