



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	<b>LCC</b>
Chief Academic Officer Name	<b>Dani Day</b>
Chief Academic Officer Email	<b>dday@luna.edu</b>
Registrar Name	<b>Alicia Chacon</b>
Registrar Email	<b>achacon@luna.edu</b>
Department	<b>Allied Health Sciences and Public Service</b>
Prefix	<b>BIOL</b>
Number	<b>1140L</b>
Title	<b>Biology for Health Sciences Laboratory</b>
Number of Credits	<b>1</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	Biol
Number	1140
Title	Biology for Health Sciences

### New Mexico Common Course information

Prefix	Biol
Number	1140L
Title	Biology for Health Sciences Laboratory

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Describe science methodology and use it to develop and test hypotheses, analyze results, and interpret the findings.
2. Analyze and interpret graphical data.
3. Demonstrate use of laboratory equipment to perform scientific measurements
4. Demonstrate skills used in light microscopy
5. Distinguish between eukaryotic and prokaryotic cells, including their structures and functions
6. Describe selective permeability of membranes and movement of water and molecules across membranes by diffusion and osmosis
7. Describe the structure and function of enzymes
8. Describe the structure of DNA and the flow of genetic material in a cell from DNA to RNA to proteins.
9. Describe the processes of mitosis and meiosis
10. Understand the role of genes and environment in controlling phenotype.

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

1. Mastery of Content Knowledge and Skills
2. Effective Communication Skills
3. Critical and Reflective Thinking Skills
4. Effective Use of Technology

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Laboratory course content will complement, reinforce, and expand on information covered in the lecture portion and cover all the components of critical thinking. Topics to be explored and mastered include applying the scientific method using the inquiry wheel (Fuhr et al., *Tested Studies for Laboratory Teaching*, *Proceedings of the Association for Biology Laboratory Education*, 33: 251–258, 2012), enzyme structure and function, prokaryotic and eukaryotic cell structure and function, selective permeability of membranes with concepts of osmosis and solute movement, DNA structure and genetic flow for protein synthesis, sexual reproduction, mitosis and meiosis, tissue and organ function, genetics, and inheritance of traits. Essential skills to be acquired include safe and correct use of laboratory equipment, graphing data, using a microscope, and writing a laboratory report. Inquiry-based lab exercises will enable students to make observations, define a problem, formulate a question, investigate what is known, articulate what is expected, carry out studies, interpret results, reflect on findings, and communicate results. For examples students will complete the *Using Genetics to Understand Human Variation* laboratory. Students learning will be assessed through weekly quizzes, answering questions, completing problems, and writing laboratory reports.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Laboratory exercises will focus on developing students' quantitative reasoning skills through scientific inquiry-based labs (e.g., enzyme structure and function, mitosis and meiosis, DNA structure and function, Cystic Fibrosis genetics, understanding the genetics of human variation, regulation of gene expression). Students will learn to work within the metric system and how to express quantitative information symbolically, graphically, and in written laboratory assignments and reports. Students will also learn to interpret and analyze experimental results and determine whether the data meets or does not meet expectations and why. They will need to apply quantitative reasoning to the exploration, implementation, and communications phases of the experiment. Students will learn how to apply quantitative models to interpreting complex systems like the cardiovascular system, sexual reproduction, mitosis and meiosis, and understanding the role of genes and environment in determining phenotype. In studying genetics, students will apply quantitative models to interpret inheritance patterns and regulation of gene expression. In experiments that explore cell membrane function students will quantify diffusion of both water and solutes. Learning will be assessed through weekly lab quizzes, laboratory assignments, and lab reports.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

During laboratory sessions, whether conducted online or face-to-face, students will have regular opportunities to interact with peers and engage in discourse that develops effective teamwork skills and challenges students to both question and demonstrate ethical and culturally appropriate behavior. They will also explore the socioeconomic and political complexities of the role science plays in society. Students will work in groups to complete inquiry-based labs. Labs like the Faces in Cancer allows students to explore how genetics and environmental factors affect disease incidence and understand that while some people inherit predispositions to particular types of cancer while others make choices that increase their risk for cancer. Laboratory time will also be dedicated to allow students to work on their final integrative group project on a healthcare topic of interest and exploring the role of genes and/or environment. Potential topics include: (1) examining the role of genes and environment in complex traits; (2) sociocultural responses to a specific disease (incidence, treatment, and/or health disparities); and (3) examining political, and/or economic system responses to a specific disease like cancer or the coronavirus pandemic. Students, working in groups of three to four, will conduct a review of the literature review using both primary and secondary sources, evaluate data and evidence creating figures and graph to represent the cumulative data, and create and present an oral presentation using PowerPoint, Creative Cloud Express, or similar free tools.

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Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	n/a
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 662

### Institution and Course Information

Name of Institution	<b>ENMU-RU</b>
Chief Academic Officer Name	<b>Coda Omness</b>
Chief Academic Officer Email	<b>Coda.Omness@enmu.edu</b>
Registrar Name	<b>Amy Means</b>
Registrar Email	<b>Amy.Means@enmu.edu</b>
Department	<b>History, Humanities and Social Sciences</b>
Prefix	<b>PSCI</b>
Number	<b>2160</b>
Title	<b>State and Local Government</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	<b>PSCI</b>
Number	<b>2160</b>
Title	<b>State and Local Government</b>

### A. Content Area and Essential Skills

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Understand the general ideals, values, rights, and responsibilities of US citizenship;
2. Explain the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions;
3. Explain the US federal system, the basics of federalism, and the changing relationship of state and federal power;
4. Describe similarities and differences within the power, structure and operation of the main institutions of federal, state, and tribal governments;
5. Gain skills, knowledge and motivation to become an active part of the state and local government and politics; and
6. Explain the power of the primary state grassroots movements, interest groups, cultural considerations, and corporate influence.

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

- |   |              |
|---|--------------|
| 1. Understand the general ideals, values, rights, and responsibilities of US citizenship;   | Understand   |
| 2. Explain the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions; | Explain the  |
| 3. Explain the US federal system, the basics of federalism, and the changing relationship of state and federal power;   | Explain the  |
| 4. Describe similarities and differences within the power, structure and operation of the main institutions of federal, state, and tribal governments;        | Describe     |
| 5. Gain skills, knowledge and motivation to become an active part of the state and local government and politics; and   | Gain skills, |
| 6. Explain the power of the primary state grassroots movements, interest groups, cultural considerations, and corporate influence.                            | Explain the  |

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Student assignment research may include case studies, course communications, course discussion postings, op-eds, summaries of professional articles, governmental studies, and white papers. All students participate in course discussion forums and receive peer and instructor feedback regarding discussion topics, postings, and issues. Students use MLA formatting for all papers, and must accurately cite quoted material within discussion forums. Using these methods, students learn to present as professional academic peers. Students also use websites of extreme bias to identify agendas, use fact-checking bibliographies to harvest primary evidence sources, and use award-winning journalism to build arguments. They also must utilize peer-reviewed articles from the ENMU digital library, and from Google Scholar, to develop strong annotated bibliographies as foundations for their own conclusions. Finally, they are required to use primary sources such as Congress.gov to explore current and past legislation on issues under discussion.

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

Student papers and discussions must conclude by addressing contributing materials in terms of credibility. Such conclusions demonstrate an understanding of the difference between an unsupported opinion or bias, and a position supported by researchable facts from reliable and reputable sources.

The course begins by exploring state-wide institutional components within the context of healthy democratic structure, the strengths and weaknesses of federalism, and individual participation as citizens. Students apply these measures as they move through each module. Once identified and assessed, students explore the way issues are interwoven and affected by structural tensions. For instance, in a pandemic situation, education, child care, health, and labor issues are tightly interwoven, and are greatly affected by the tensions between federal, state, and workplace politics and protocols, media representation, and individual interpretation of the situation as a whole. Each element affects the economy, and credibility in social, political, and economic institutions.

The course research paper is developed from a topic list provided by the instructor, and includes two segments. The first segment is an annotated bibliography of the five peer-reviewed sources that will be used for the final paper. The annotated articles must include two pro, two con, and one neutral article. These choices offer an opportunity to develop evidence acquisition skills. The final paper integrates the articles into a conclusion in which they evaluate the article content for credibility, bias, accuracy, and relevance to the topic. These assignments dovetail to help students differentiate fact and fact-based conclusions from ungrounded opinion and propaganda. The two assignments require students to set aside simplistic sound bites in favor of scholarly explorations of socio-cultural, economic, and political issues impacting local, state, or regional populations..

### C. Narrative

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Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

Student discussion exercises surround local, state, and regional social challenges, perspectives, worldviews, and policies. The exercises look at creative alternatives and solutions either suggested through NGOs or found in policies and programs with a proven track record in other states and which might reasonably be adapted to address local, state, and regional challenges. Each module includes a focus on individual contribution and social responsibilities related to the health of regional governance. Discussions focus on various contemporary issues which may shift according to the local state, or regional focus during the course. This allows the course to remain relevant in real time, and to demonstrate the importance of strong intergovernmental and social responses as they relate to the issue of the day. For instance, during contemporary discussions within the module on tribal affairs, the current public focus might address casino economics, presidential succession, educational challenges, or other issues under public discussion at the time. Discussions on the relationship between state representation might center on the effects of a congressional vote on local constituents, or on the effects of state gerrymandering efforts. Judicial matter receiving contemporaneous attention.

Guidelines presented by the instructor encourage participation by all students, cultural sensitivity in remarks, and the consideration of varied viewpoints. Peer-reviewed articles, court opinions, and respected op-ed pieces by contemporary thinkers are offered to provide a varied and reasoned backdrop for ethical discussions. The instructor provides informal feedback and factors for additional consideration throughout discussions.

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<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="http://Ruidoso.enmu.edu">Ruidoso.enmu.edu</a>
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	<b>ENMU-RU</b>
Chief Academic Officer Name	<b>Coda Omness</b>
Chief Academic Officer Email	<b>Coda.Omness@enmu.edu</b>
Registrar Name	<b>Amy Means</b>
Registrar Email	<b>Amy.Means@enmu.edu</b>
Department	<b>History, Humanities and Social Sciences</b>
Prefix	<b>PHIL</b>
Number	<b>2110</b>
Title	<b>Introduction to Ethics</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	<b>PHIL</b>
Number	<b>2110</b>
Title	<b>Introduction to Ethics</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

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List all common course student learning outcomes for the course.

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Differential between various ethical theories, which may include virtue ethics, deontology, and consequentialism.</li><li>2. Critically evaluate various ethical theories and positions.</li></ol> |
|---|

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

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Differential between various ethical theories, which may include virtue ethics, deontology, and consequentialism.</li><li>2. Critically evaluate various ethical theories and positions.</li></ol> |
|---|

### C. Narrative

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<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### C. Narrative

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

This course introduces students to the philosophical study of morality and will explore questions concerning our human obligations to others and related issues. Students may be asked to relate various approaches to ethics to present-day ethical debates and their own lives.

**Problem Setting:** The ability to practice critical thinking is the basis of this course.

Students submit several types of writing, including summary and response essays, analytical research papers. They participate in discussions regularly where they must analyze and evaluate a particular problem or ethical dilemma. Students are also required to practice formal annotation which requires them to reflect specifically and thoughtfully on the assigned readings. Students are required to submit essays demonstrating their ability to apply the major Ethics paradigms to contemporary ethical dilemmas.

**Evidence Acquisition:** Students access and analyze evidence available through the assigned textbook, the library's general collection and the University's databases as well as faculty provided material to support their observations, analyses and arguments.

**Evidence evaluation:** Discussion prompts and essay assignments require students to respond to questions and observations posed by the textbook, other students' positions and professional reviews and critiques. The class emphasizes analyses, authority, relevance and purpose in creating credible arguments.

**Reasoning/Conclusions:** Students demonstrate their ability to arrive at relevant, defensible and thoughtful conclusions in their essays and response papers. They use traditional ethical theories to arrive at conclusions and applications to real world dilemmas: ie: personal responsibility is health care, interpersonal ethics (how we treat one another), racial and cultural conflicts, and environmental ethics. Students provide examples of good and poor reasoning, logical fallacies and misguided conclusions.

### C. Narrative

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<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### C. Narrative

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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*

**Intercultural Reasoning and Intercultural Competence:**

Through readings, research and discussions students examine how socio-cultural issues in contemporary culture are contrasted with historical concerns: human rights, cultural relativism and individual rights. The course emphasizes the interpersonal nature of ethics and morality and asks students to provide examples of ethical decisions that make up "good" people, employees and citizens.

**Civic Knowledge and Engagement:** Students analyze contemporary socio-cultural and political issues through the major ethical paradigms; for example: under what conditions is it moral to take a life? (death penalty) ; gender politics (female genital mutilation), gun regulation and civil rights. Students research and write about codes of conduct for various professions (nurses, priests, teachers, etc)

Students participate in discussions where ethical dilemmas are discussed, analyzed in groups to foster collaboration and understanding of different and or opposing points of view.

### C. Narrative

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**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

**Digital Literacy/Information Structures:** Students master Canvas to participate in the course. All assignments, discussions, resources, grades and messaging are housed in the Canvas LMS. Other digital tools used by students include web browsers, Powerpoint, you-tube for communication, research and production of their assignments. Students have access to online tutoring, academic advising and tutorials in various formats: (Youtube, Purdue Owl, Ted Talks, etc)

**Information structures:** Students use the library resources including the University databases to conduct research. Students have access to electronic articles and reference works.

**Research as inquiry:** Assignments emphasize students' ability to conduct research into current ethical dilemmas and arrive at conclusions through a variety of research methods. Students demonstrate their ability to ask "good" research questions and then to explore them in drawing reasoned conclusions. Students explore major ethical theories and write about a contemporary ethical dilemma through the lens of one of those theories. Students supplement their observations and conclusions with supporting evidence from scholarly sources. Assignments require students to adopt the "research as inquiry" model.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<b>ENMU-Ruidoso Assessment Plan Pending</b>
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

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Name of Institution	<b>NMMI</b>
Chief Academic Officer Name	<b>Orlando Griego</b>
Chief Academic Officer Email	<b>ogriego@nmmi.edu</b>
Registrar Name	<b>Chris Wright</b>
Registrar Email	<b>wright@nmmi.edu</b>
Department	<b>Communications</b>
Prefix	<b>COMM</b>
Number	<b>1353</b>
Title	<b>Introduction to Digital Filmmaking</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	N/A
Number	N/A
Title	N/A

### **A. Content Area and Essential Skills**

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**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities             Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

**Writing:** create and develop a story adhering to screenplay format; implement weekly revisions based on instructor's notes. Write effectively in proper English, noting grammar, tone, and subtext.  
**Reading:** understand various types of texts; read screenplays and textbooks on writing and filmmaking. Examine creative and artistic achievement visual literary in preproduction and understand visual design and setup. Read to understand character development, authorial purpose, and story paradigm structure.  
**Research:** identify and use various valid resources, find and evaluate current filmmaking trade (visual design) and screenwriting trends, employ research processes. **Collaboration:** support the story development of peers from preproduction (writing) to production (video recording). Cooperate, and coordinate to create high quality work. Collaborate on research, writing, and video recordings.  
**Cognition:** identify student's authorial tone and voice. Utilize problem-solving writer's block techniques, and plot story. Identify archetype story characters, and explore common ethical dilemmas.  
**Generation:** create a digital video project proposal from preproduction to production. Create plan from idea to visual report, include solutions to a problem, and suggest ways to optimize entertaining value.

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

**Writing:** create and develop a story adhering to screenplay format; implement weekly revisions based on instructor's notes. Write effectively in proper English, noting grammar, tone, and subtext.  
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**Research:** identify and use various valid resources, find and evaluate current filmmaking trade (visual design) and screenwriting trends, employ research processes. **Collaboration:** support the story development of peers from preproduction (writing) to production (video recording). Cooperate, and coordinate to create high quality work. Collaborate on research, writing, and video recordings.  
**Cognition:** identify student's authorial tone and voice. Utilize problem-solving writer's block techniques, and plot story. Identify archetype story characters, and explore common ethical dilemmas.  
**Generation:** create a digital video project proposal from preproduction to production. Create plan from idea to visual report, include solutions to a problem, and suggest ways to optimize entertaining value.

### C. Narrative

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<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students are tasked to understand, process, deconstruct, synthesize formal text language and transcribe their text to

a visual format. Critical thinking aims to consider their audience, articulate their creative vision in mind, and present it most engagingly.

**Problem Solving—** Students must detect and exclude deficiencies in their papers and adhere to a higher standard. They continue to exam, ascertain and resolve problems in the assignment as well as solve their narrative's protagonist challenges. One of the course assignments requires students to consider and contemplate challenges and difficulties

that a protagonist needs to overcome in order to gain the audience's sympathy.

**Evidence Acquisition—** They must seek and provide credible evidence and cite their sources. Furthermore, students

need to acquire credible sources that support the story structure of the narrative assignment.

**Evidence Evaluation—** They must evaluate all information gathered to a professional standard, ascertain if it is credible, and provide crucial evidence. Also, as students collect credible information regarding their narrative, they will need to actively evaluate the information and consider its relevance to the story.

**Reasoning/Conclusion—** Students incorporate their understanding of the world they created in their narrative. They

must utilize all credible evidence and consider providing a valid conclusion. Assessment: A grading rubric is used to

address students' quality of work with feedback for students to improve.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

The student is required to create several video projects with the opportunity to develop a **Public Service Announcements (PSA)**. A PSA is an educational announcement for the public that informs, educates, and warns the community about a critical issue for the safety, health, and benefit of the public.

- 1) **Sustainability and the natural and human worlds**— The student has the opportunity to create a video that deals with social issues or avoidance of the depletion of natural resources to maintain an ecological balance on earth.
- 2) **Ethical Reasoning**— Student has an opportunity to use ethical reasoning to research, analyze, and produce a visual narrative, a video that impacts our life and the human environment. They must consider and reflect on their position and justify their perspective.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The course objective is for students to research and gather credible sources to formulate a clear and convincing investigation of a specific topic and present a video that engages the student's audience. In the pre-production phase,

the student plans, researches, and writes. In the Production phase, the student is recording visual images and sound.

In the Post Production phase, students organize the video images according to the story's timeline. Furthermore, students utilize Canvas for every assignment when submitting their work.

**Authority and Value of Information--** Students learned to cite credible sources, determine proper attribution using

MLA, and create a work cited page.

**Digital Literacy—** Students utilize the LSM Canvas to retrieve assignments and navigate through the online curriculum. They must also submit their text and video assignments. Due to the nature and subject of the class, students utilize digital literacy to research, record videos, edit videos, and post their videos online. Lastly, a database

of films is available for review.

**Research as Inquiry--** Students research relevant, useful information for their visual video project using the school's academic databases or government websites.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	COMM
Number	1003
Title	Introduction to Mass Communications
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes  No

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

Yes  No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	COMM
Number	1150
Title	Introduction to Mass Communication

### A. Content Area and Essential Skills

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.

- Communications
  Mathematics
  Science
  Social & Behavioral Sciences  
 Humanities
  Creative & Fine Arts
  Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Explain various applications of media literacy knowledge and skills
2. Identify components that guide the creation, distribution and exhibition of media.
3. Describe the goals and methods of various media industries
4. Analyze current mass media issues, including ethical issues.
5. Describe the evolution of media and its cultural, social, geopolitical and economic impact.

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

**Institutional Objectives – Ethics, Leadership, and Critical Thinking**

As with all classes that incorporate focused readings, discussions and composition opportunities regarding ethics and leadership and their application to the student experience will be abundant throughout.

Short range objectives: Various elements of journalism will be studied through assigned reading, chapter review homework, class discussions and lectures, and examination. These elements will then be put to a practical application in the form of research and story writing.

Long range objectives: Some of these same elements of journalism acquired in the classroom will be used to enhance future writing for the remainder of the student's academic and professional career with regard to finding and gathering information, developing relationships with the community, logical and effective story structure, and overall critical thinking about information in an objective manner.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

**Genre and Medium Awareness, Application, and Versatility:** Students are able to identify and communicate various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i. e., attending to audience, purpose, and context.) For the Introduction to Mass Communication COMM1003 course at New Mexico Military Institute, the primary goal is for the student to develop Media Literacy skills. Students study the issues relating to all forms of mass media, from print to electronic including the history of each medium, the ethics involved, various theories, the effects on society, industries, and laws. Students research various topics and present their findings to the class, including attribution of sources to show that the evidence from which the student is drawing their conclusions are fair, objective, and unbiased. See attachment rubrics.

**Strategies for Understanding and Evaluating Messages:** Students 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). As students navigate through various types of mass media beginning with print and transitioning to electronic media, they will research the effect each type has on society and the relevance and application of specific mass comm theories. Students will also be prompted to explain how the mass comm media differ between governments and cultures.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

**Problem Setting:** Students will delineate a problem or question and state it appropriate to the context. Building on the students' understanding of media literacy and to increase these skills, they research various topics. For instance, one assignment seeks to answer, "Does consuming violent content cause people to be more violent?" See attachment.

**Evidence Acquisition:** Students will also identify and gather information and data necessary to address the problem or question. As mentioned above, students must first form a hypothesis and then seek sources that defend their position.

**Evidence Evaluation:** The students will evaluate the evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation. While finding the evidence to support their arguments, students will evaluate these sources using the CRAAP test to determine legitimacy and credibility. See below.

**Reasoning/Conclusion:** Students will develop conclusions, solutions, and outcomes that reflect an informed and well-reasoned evaluation. After finding 3 credible sources that support their positions, they will draw a conclusion that ultimately supports or possibly disproves their hypothesis.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<p><b>Personal &amp; Social Responsibility.</b> <i>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</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

**Authority and Value of Information:** Students will recognize the independent nature of the authority and value of information and use it ethically when selecting, using, and creating information. They are taught how to determine proper attribution of quotes or data (Authority and Value of Information). Students are taught the CRAAP test to measure credibility of sources. See attachment.

**Digital Literacy:** Students will understand, communicate, compute, create and design in digital environments. Seeking out information via interviews (Research as Inquiry) or government data bases (digital literacy). Through practical application via research papers, students will further develop their media and digital literacy skills by becoming more efficient at research through practice.

**Information Structure:** Students will select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications. Students will share their research finding with their classmates and present the information and findings to include a multimedia presentation discussing their topic and how it applies to the world around them. For instance, one student related Lazerfeld's Attitude Change Theory by describing how watching Fox News made his grandpa to become agitated and yell at the television.

**Research as Inquiry:** Students will engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer. Increased media literacy is accomplished through the iterative process meaning that the more the students study it, the more literate they become. This is demonstrated through comparing their early work in the semester to their later work which is far more intuitive.

Students learn to measure source credibility by using the CRAAP test (evaluating Currency, Relevance, Authority, Accuracy, and Purpose of a source) through a series of research papers to measure information literacy (Authority and Value of Information). Students investigate research topics, primarily through Internet research (Digital Literacy) with an established set of parameters (Information Structure) to create research questions (Research as Inquiry) citing credible sources and properly attributing sources during a student led presentation in order to demonstrate research conclusions. See attachment.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	<b>LCC</b>
Chief Academic Officer Name	<b>Dani Day</b>
Chief Academic Officer Email	<b>dday@luna.edu</b>
Registrar Name	<b>Alicia Chacon</b>
Registrar Email	<b>achacon@luna.edu</b>
Department	<b>Allied Health Sciences and Public Service</b>
Prefix	<b>BIOL</b>
Number	<b>1140</b>
Title	<b>Biology for Health Sciences</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	Biol
Number	1140L
Title	Biology for Health Sciences Laboratory

### New Mexico Common Course information

Prefix	<b>BIOL</b>
Number	<b>1140</b>
Title	<b>Biology for Health Sciences</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

**Explain the central ideas and process of biology, including the basic organization of life, evolutionary theory, selection and adaptation, and application of the scientific method.**

- **Explain the role of science and critical thinking in society.**
- **Apply basic chemistry to the biology of cells**
- **Describe the structures and functions associated with eukaryotic cells and compare/contrast to prokaryotic cells**
- **Describe the essential components and mechanisms of cellular metabolism**
- **Describe the DNA structure and replication, including mutation and human disease**
- **Explain the central dogma of genetic flow and display a rudimentary understanding of differential gene expression by cell and tissue type.**
- **Explain the relationships between sexual reproduction, genetic diversity and inheritance**
- **Describe and contrast the processes of mitosis and meiosis**
- **Describe basic patterns of mono- and polygenic inheritance as it relates to human genetic disorders**
- **Explain homeostasis**

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

**Mastery of Content Knowledge and Skills**

**Effective Communication Skills**

**Critical and Reflective Thinking Skills**

**Effective Use of Technology**

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Course content and instruction will be framed as it relates to a variety of human diseases and conditions allowing students to meet all the components of critical thinking. Examples of human diseases that will be explored to help students meet the components of critical thinking skills include cardiovascular disease, cancer, diabetes, obesity, and genetic diseases like Huntington's Disease, and Cystic Fibrosis. Units will also address central questions: (1) What is Science and why study it? - addressing the value of the scientific method as a means for understand the natural world and how to formulate testable predictions; (2) What are we? - covering cells, chemistry, and metabolism to explain how chemical and physical principles apply to biological processes at the cellular level and the basic concepts of cell biology (prokaryotic and eukaryotic); (3) Where do we come from? - to understand the mechanisms of evolution, common descent, and natural selection. Students will learn to delineate a problem or question (e.g., what are the causes of disease or why is the body or cell deviating from normal behavior). They will learn to acquire and evaluate evidence from a variety of primary and secondary sources develop reasonable conclusions as to causes and effects. For example, Cancer will be used to understand cellular reproduction, cell cycle, DNA structure, replication, mutation, and repair. Cardiovascular Diseases and Diabetes will be used to understand homeostasis, major tissues, organs and organ systems and their functions. Cystic Fibrosis will be used patterns of inheritance and human genetic disorders. Assessments will include quiz and exam questions that ask students evaluate evidence in the form of short cases or examples and by evaluating tables and graphs; in class group problem sets and activities, clicker questions, and discussion boards on Blackboard Learning Management System.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

By using data related to human disease (e.g., viruses, cardiovascular, cancer, diabetes, obesity, Cystic Fibrosis) and questions (e.g., What is Science and why study it? What are We? Where do we come?), students will be able to represent and communicate quantitative information, analyze and formulate quantitative arguments. For example, they will delineate causes and effects of disease and perturbations of normal function in response to environmental triggers. They will solve quantitative contextual problems related to changes in response to exercise and cardiovascular responses to diseases like diabetes and hypertension. Students will learn to read and interpret figures, tables, and graphs in the textbook and in supplemental materials to understand cellular and body structure and function, sexual reproduction, genetics, and patterns of inheritance. On quiz and exam questions, in class and asynchronous problem sets and activities, and clicker questions students will be asked to create and evaluate graphs and tables, model normal cellular and tissue functions and what happens with human disease. For example, students will work problems related to heart function, mitosis and meiosis, and cellular metabolism. They will learn to solve questions of probability and predict inheritance. They will also evaluate data and solve problems related to cell membrane function including concepts of permeability, transport, and osmosis as well as those exploring DNA replication, transcription, and translation.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

During class sessions and during asynchronous instruction and assignments, students will have regular opportunities to interact with peers and engage in discourse that develops effective teamwork skills and challenges students to both question and demonstrate ethical and culturally appropriate behavior. Assessments will include group problem sets that analyze data and evidence and formulate conclusions as well as discussion boards that cover a variety of topics (e.g., healthcare disparities, treatments and prevention of human disease, evaluation of information and misinformation found on the internet). Students will complete a final integrative group project on a healthcare topic of interest exploring the role of among environment. Potential topics include: (1) examining the role of genes and environment in complex traits; (2) sociocultural responses to a specific disease (incidence, treatment, and/or health disparities); and (3) examining political, and/or economic system responses to a specific disease like cancer or the coronavirus pandemic. Students, working in groups of three to four, will conduct a review of the literature review using both primary and secondary sources, evaluate data and evidence creating figures and graph to represent the cumulative data, and create and present an oral presentation using PowerPoint, Adobe Spark, or similar tool.

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	n/a
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 710

### Institution and Course Information

Name of Institution	<b>UNM-MAIN</b>
Chief Academic Officer Name	<b>Pamela Cheek</b>
Chief Academic Officer Email	<b>pcheek@unm.edu</b>
Registrar Name	<b>Michael Raine</b>
Registrar Email	<b>mraine@unm.edu</b>
Department	<b>Registrar</b>
Prefix	<b>SUST</b>
Number	<b>1134</b>
Title	<b>Introduction to Sustainability Studies</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes       No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	<b>SUST</b>
Number	<b>1134</b>
Title	<b>Introduction to Sustainability Studies</b>

### A. Content Area and Essential Skills

**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.*

- Communications     
  Mathematics     
  Science     
  Social & Behavioral Sciences  
 Humanities     
  Creative & Fine Arts     
  Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Explain the concept of sustainability using the “3 E’s” –environmental health, social equity, and economic vitality.
2. Describe examples of successful sustainability initiatives.
3. Identify current environmental, social, and economic issues.
4. Propose sustainable solutions to current problems by analyzing issues, recognizing multiple stakeholders, and evaluating likely outcomes.
5. Apply course concepts and promote sustainability in the community.
6. Understand and explain the importance of sustainable practices.
7. Demonstrate an understanding of the scientific aspects of sustainability practices and issues.

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

N/A

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

**Narrative 2: Communication Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums** Students will engage with course materials via multimodal content available in lectures, readings, short videos, podcasts, and interactive websites. In the in-person section, assignments will be in written format (essays, ecological footprint reduction proposal, midterm/final exams) and oral format (sustainability news class discussion, and ecological footprint reduction presentation). Written work will focus mainly on reflective/metacognitive and research/investigative approaches. In the online section students will also create digital deliverables, including 3-5 minute videos or screencasts to share with the class that highlight the outcomes of both of the semester-long projects: community engagement project and ecological footprint reduction proposal. **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). Students will apply critical reading/messaging strategies in their research for essays and sustainability news assignment (in-person section) and in the small group discussions and weekly reading check-ins (online section). Additionally, a question on the final exam includes a current news article that students read and interpret for main points, key arguments, and bias. Students evaluate how the sustainable initiative described in the article may benefit or harm a variety of stakeholders. **Evaluation and Production of Arguments:** Evaluate the authority of sources in their own arguments and those of others; integrate support for their own claims with information from sources that are used and cited ethically and appropriately Early in the semester students review an information literacy guide (developed by the Sustainability Studies liaison librarian), which provides a useful framework for the theoretical aspects of understanding and evaluating information sources from peer-reviewed articles to popular magazines and online news outlets. Students have numerous opportunities throughout the course to compose arguments and evaluate others' by peer reviewing essays and sustainability news assignments (in-person section) and in the small group discussions and weekly reading check-ins (online section). The ecological footprint reduction proposal will also give students a hands-on opportunity to calculate their household's environmental impact, evaluate options for reduction, and devise a strategy to realistically reduce their impact by 20%. The assignment necessitates thoughtful evaluation of potential alternatives for reduction, which will be supported in group discussion and synthesized into a 3-4 page reduction proposal and presentation (in-person section) or video (online 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

#### **Narrative 1: Critical Thinking**

##### **Problem setting: Delineate a problem or question**

In alignment with course SLO3, students will be asked to “identify current environmental, social, and economic issues” that relate to sustainability. In the in-person SUST-1134 section, students delineate a problem by linking and synthesizing a current event or news article on the UNM Learn discussion forum and then lead a real-time discussion during the class meeting. Students also articulate a problem in the second essay assignment: a 3-4 page case study of a sustainable approach to a climate change, energy, water, or agriculture related challenge.

In the online section, students articulate problems and questions related to course content, course activities, and their personal learning in sixteen weekly reading check-ins with the instructor. Students also delineate problems and questions in their small group (5 students) discussion forums, in which they upload 300-500 word posts and then respond to two peer posts. In the first small group discussion students describe an example of a city, state, region, or nation that is addressing climate change in a creative manner – through initiatives related to energy, water, agriculture, waste, etc.

##### **Evidence Acquisition: Identify and gather information necessary to address the problem**

In-person section: Students are required to support the points they make with specific data and examples from course materials (in the midterm/final exams) and from outside sources (in the three short essays). Essays must include at least 3-4 credible resources that are referenced parenthetically in the written work and acknowledged in a citation section at the end of the essay.

Online section: Students are required to support the points they make with specific data and examples from course materials (in the two quizzes and the final exam) and from outside sources (in the two small group discussions). Discussion posts must include full citations for information referenced within. This component skill is aligned with course SLO2 “describe examples of successful sustainability initiatives.”

**Evidence Evaluation: Evaluate evidence for credibility, probable truth and relevance to a situation** The short essays (in-person section) and small group discussion posts (online section) are specifically designed to teach students to assess the credibility of resources found on the Internet. For these assignments, students perform research on a topic of interest and craft thoughtful responses to prompts using information from at least three different sources. Students must assess the bias and credibility of each source, as well as its relevance to their argument. This component skill is aligned with course SLO4 “propose sustainable solutions to current problems by analyzing issues, recognizing multiple stakeholders, and evaluating likely outcomes,” and SLO7 “demonstrate an understanding of the scientific aspects of sustainability practices and issues.”

**Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation** Short essays and midterm/final exams (in-person section), and quiz, discussion forums, and final exam (online section) questions require students to develop and explain solutions to sustainability challenges. The ecological footprint reduction proposal also requires students to demonstrate substantial reasoning skills, as each student gathers data and develops a unique reduction strategy through an informed and well-reasoned process of

**evaluation. This component skill is aligned with course SLO4 “propose sustainable solutions to current problems by analyzing issues, recognizing multiple stakeholders, and evaluating likely outcomes,” and SLO7 “demonstrate an understanding of the scientific aspects of sustainability practices and issues.”**

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

#### **Narrative 3: Personal and Social Responsibility**

**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 Throughout the course, students will learn how sustainability of the natural and human worlds is impacted by environmental, socio-cultural, political, and economic systems (via content available in lectures, readings, short videos, podcasts, and interactive websites). The essay assignments and the ecological footprint reduction project will enable students to further examine these nuanced and integrated relationships. The first essay (online: first reading check-in) allows students to reflect on what sustainability means to them, determine how they have come to this worldview, and craft a working definition of sustainability that addresses these complex interrelated systems. The semester-long ecological footprint reduction project will also give students an opportunity to evaluate their household’s impact upon the environment via levels of consumption and waste generation, and reflect upon their personal responsibility and ability to enact sustainable change at the household level in their final reduction proposal. This component skill is aligned with course SLO1 “explain the concept of sustainability using the “3 E’s” -- environmental health, social equity, and economic vitality,” SLO6 “understand and explain the importance of sustainable practices,” and SLO7 “demonstrate an understanding of the scientific aspects of sustainability practices and issues.” Civic discourse, civic knowledge and engagement – local and global: Explain and support one’s own position on specific local or global issues while recognizing that there may be multiple valid perspectives Students are introduced to diverse perspectives through assigned course materials, including lectures, readings, short videos, podcasts, and interactive websites. Discussion during in-class meetings and within the online discussion forums allow students to articulate their own positions and engage in respectful dialogue with classmates about their perspectives. Additionally, students are required to design a plan of community engagement through which they learn about sustainability firsthand from campus and community experts via lectures, field trips, workshops, trainings, events, etc. The plan should be aligned with one or two of the UN Sustainable Development Goals. Students complete at least ten hours of activities to satisfy this requirement. Hours are logged on UNM Learn in short journal-style entries. In the in-person section, students compose a reflective essay detailing their community engagement experience and how it has solidified or shifted their understanding of sustainability. In the online section, students create a 3-5 minute video to share the highlights of their experience with their classmates. This component skill is aligned with course SLO5 “apply course concepts and promote sustainability in the community,” and SLO6 “understand and explain the importance of sustainable practices.”

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="http://assessment.unm.edu/">http://assessment.unm.edu/</a>
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	ENMU – RO
Chief Academic Officer Name	Annemarie Oldfield
Chief Academic Officer Email	annemarie.oldfield@enmu.edu
Registrar Name	Chris Meeks
Registrar Email	chris.meeks@enmu.edu
Department	Arts & Science
Prefix	ARTS
Number	1630
Title	Painting I
Number of Credits	3

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

### New Mexico Common Course information

Prefix	ARTS
Number	1630
Title	Painting I

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities             Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

**ARTS 1630. Painting I**

1. Produce paintings that demonstrate the tradition of methods, techniques, materials, and tools of oil painting.
2. Construct a variety of support structures and grounds on which paintings are created
3. Examine the historical origins and practices of painting from the personal, social and cultural perspective.
4. Identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents and paints.
5. Apply basic color theory to representational and non-representational painting.

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

NA

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

**\*Genre and Medium Awareness:]** The act of observing, interacting with, and creating art is an exercise in communication: especially in painting, the student is constantly in conversation with the subject, the materials, the canvas, the instructor, classmates, and the finished product. Often, the artist shares messages to a larger (or personal) audience, and those messages (the painting themselves as well as the process of painting) make up the bulk of assignments and activities. The special relationship of art to one's individual story, the story of one's place in the world, culture, history, and imagined future provides opportunity for discussion between classmates, the instructor, and the self; over the time painting in the class, students watch as their communication style changes as they adapt to the new form of expression.

Students are first introduced to the tools and movements necessary to painting through practice exercises, faculty lecture, and a series of observational paintings and demonstrations that includes modeling after famous works ranging from abstract to surrealism, as well as painting plein air or outdoors. As students learn to achieve versatility with their techniques and tools, one assignment asks students to experiment with perspective, maybe using a cowboy boot and a flower, making the flower much larger than the boot, but placing emphasis on something unusual and forcing the viewer and painter out of their comfort zone. Individual sketchbook assignments, writings, and projects allow students to reflect on, experience, and appreciate the different mediums and genres of painting and the artifacts that arise from these mediums. Through discussion and class critiques, the students observe technique, the subject matter, and the voice of the artist. As they reflect on their efforts, students will become self-aware and make more conscious choices in their own work.

**[Strategies for Understanding and Evaluating Messages:]** Painting requires an openness within the process of learning because the student is trying to interpret a three-dimensional object on a two-dimensional surface. An analysis of art inspires flexibility of imagination and the ability to connect observations to experience; students have multiple opportunities to search for "meaning" in discussions, reflection essays, and projects. Exercises in class also suggest a pattern for how to look for messages. As we mature our ability to talk about "style," we simultaneously mature our ability to compare and contrast ideas, techniques, mediums, and ways of expressing from across genres, cultures, and artists. We emphasize the process of "broadening and deepening" our understanding in numerous exercises from artifact examination discussions in class to a final essays dedicated to a student's selected artwork. Through essays and discussion, students learn to articulate an understanding and appreciation for art forms' political, social, spiritual, intellectual, and cultural contexts. Art does not exist in a vacuum. The work often makes a religious, societal, or political statement. Audiences are defined by various social and geographic perceptions/constraints and whether the viewers shared or shared similar sets of meanings with the creators. All students engage these concerns when they construct their own art.

**[\*Evaluation and Production of Arguments:]** Discussions compel students to respond to photographs or reproduction of artworks, primary texts, other students' positions, as well as professional critiques/reviews; the discussions and written responses model techniques of textual and cultural evaluation. For many of the statements students make (in discussions, for example), we emphasize currency, relevance, authority, accuracy, and purpose. A painting makes an argument, and the “meaning” is a kind of thesis. Students create their credible arguments, their paintings, after much discussion, inquiry, and exploration; many assignments make conscious the evaluation techniques necessary to assure thoughtful and hearty presentation. Students accrue the vocabular to discuss their own work—from intent to materials and process. They are guided to ask questions, explore, surmise, posit opinions, and support their ideas through different deductive reasoning and Socratic teaching strategies—in addition to oral exchanges, they speak through their practice and finished work. Repeated exposure to primary and secondary sources (artworks and critiques of artwork) allows students to engage examples of excellent and poor reasoning, logical fallacies, misguided conclusions, affirming organization, and general patterns of argument valuable for college-level academic discourse.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

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

**[\*Problem Setting:]** During the semester, students submit multiple types of writing, including reflective documents and response essays; they participate in discussions nearly each class where they must determine and tackle a particular problem or issue painting as practice and theory presents; they offer presentations, work in small groups to explore and present findings, and share discoveries informally with classmates; and they work both individually and in small groups on creative projects (like collages or mixed-media). Students also practice formal annotation, which requires them to reflect specifically and thoughtfully on each assigned reading (which is most often an object, painting, photograph, or still-life).

**[Evidence Acquisition:]** Students access and consider evidence available through their assigned course texts, the library's general collection, and the University's numerous databases (e.g., EBSCO, Academic Search Complete, ProQuest, JSTOR, etc.), and faculty-provided material to support their observations, analyses, and arguments forwarded in class discussion and on assignments. Several assignments, like their reflection essays, are designed to enhance students' research and discovery skills and reward effective use of outside sources, which are most often professional and non-professional paintings, biographies, and art criticism.

**[\*Evidence Evaluation:]** Discussions compel students to respond to primary texts, other students' positions, as well as professional critiques / reviews; the discussions and written responses model techniques of textual and cultural evaluation. For many of the statement's students make (in discussions, for example), we emphasize currency, relevance, authority, accuracy, and purpose. Students are working on creating their own credible arguments (their paintings—each of which goes through an iterative process including preparation, sketching, materials selection, composition, and execution); many assignments make conscious the techniques of evaluation necessary to assure thoughtful and hearty presentation (their sketchbooks are an example).

**[\*Reasoning/Conclusion(s):]** Students arrive at defensible, relevant, and interesting conclusions based on sound and creative premises in their painting, which represent the practical expression of theoretical exploration; they also produce well-considered presentations, short assignments, projects, and journaling / annotation. Students consider such matters as canvass size and shape, dimensionality, resources, material selection, color theory, composition theory, and other practical issues like material toxicity and the transactional component of art production (from museums and collections to private buyers). They are guided to ask questions, posit answers, and support their answers through different strategies of deductive reasoning and Socratic teaching; they are, most importantly, asked to "paint" their answers; each painting students produce is the result of reasoned consideration of all the decisions that an artist makes prior to touching brush to palette and while executing strokes throughout the creation process. Repeated exposure to other paintings (including professionals and each other) allows

students to engage examples of good and poor reasoning, logical fallacies, misguided conclusions, affirming organization, and general patterns of argument valuable for college-level academic discourse; they might ask, “Why not more red?” and through discussion, modeling, and their own practice conclude “because red angers viewers and distorts the apple.”

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

**[\*Intercultural Reasoning and Intercultural Competence:]** During the semesters, through the observation and encounter of artworks, readings, research, and discussions, students immerse themselves in a variety of socio-cultural issues in the art world across time periods, cultures, regions, and methods of production; examine how past socio-cultural artwork (and movements) informs current artists; and learn to appreciate and approach differing artistic styles, attitudes, and paintings across generations and cultures. Student progress is measured in part on their ability to recognize differing modes, practices, and styles of painting and reflect their understanding in their own efforts; nearly every assignment asks them to engage, react to, and otherwise consider issues most relevant to the social role of art, including ceremonial, religious, romantic, laudatory, exemplary, etc.; the issues are topics for discussion, reflections, and projects. They learn that their paintings are part of a larger, cultural conversation.

**[\*Civic Knowledge and Engagement—Local and Global:]** Across the semester, students tackle contemporary and past artworks and investigate them; most of the works are public or shared on a local/global level; students learn about how and where the art is stored and viewed and, consequently, gain knowledge about the civic nature of art. Students also explore the local and global contexts surrounding the creation, distribution, and context of their paintings—their paintings represent (include) connection across diverse points of interest from considerations of political power (a portrait) to depictions of grace (a nature scene), from family outings to skyscrapers; one assignment, for example, asks students to paint an individual set-off from a larger, more industrial scene (a student might paint a little girl with a blue bonnet in a group of adults all wearing grey, for example). Students often place their personal paintings within global movements, structures, and attitudes—a swimmer in a sea of plastic, for example. Nearly every painting embraces the conversation of civic responsibility either as a critique, a model, or an investigation of communities in action; the paintings provide the leaping-off point for conversations about how the individual conflicts with, correspondent to, or is estranged from society; their paintings allow them to reflect and sharpen their understanding.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf">https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf</a>
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 739

### Institution and Course Information

Name of Institution	<b>SJC</b>
Chief Academic Officer Name	<b>Adrienne Forgette</b>
Chief Academic Officer Email	<b>forgettea@sanjuancollege.edu</b>
Registrar Name	<b>Sherri Schaaf</b>
Registrar Email	<b>schaafs@sanjuancollege.edu</b>
Department	<b>Registration &amp; Records Services</b>
Prefix	<b>SOCI</b>
Number	<b>2320</b>
Title	<b>Cont Social Issue in Native America</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

### New Mexico Common Course information

Prefix	<b>SOCI</b>
Number	<b>2320</b>
Title	<b>Cont Social Issue in Native America</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Deepen understanding of contemporary topics in Native American studies pertaining to health, education, poverty, traditional lifestyles in transition, and other areas, such as tribal sovereignty, political activism, and current century policies along with their effects.
2. Recognize how cultural differences in worldviews constructed as Native and non-Native are influencing changes in contemporary Native society.
3. Analyze the concepts presented through coursework to examine how structures and changes in Native society connect to the lives of both Native and non-Native peoples.
4. Communicate understanding of one's own views and the views of others regarding contemporary Native American issues through class discussions, written assignments, and other methods as necessary.
5. Understand the use of Nation building lenses and indigenous research practices in examining contemporary Native American issues.

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

- |    |  |
|----|--|
| 1. | Deepen understanding of contemporary topics in Native American studies pertaining to health, education, poverty, traditional lifestyles in transition, and other areas, such as tribal sovereignty, political activism, and current century policies along with their effects. |
| 2. | Recognize how cultural differences in worldviews constructed as Native and non-Native are influencing changes in contemporary Native society.  |
| 3. | Analyze the concepts presented through coursework to examine how structures and changes in Native society connect to the lives of both Native and non-Native peoples.  |
| 4. | Communicate understanding of one's own views and the views of others regarding contemporary Native American issues through class discussions, written assignments, and other methods as necessary.   |
| 5. | Understand the use of Nation building lenses and indigenous research practices in examining contemporary Native American issues.   |

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

In this course students interact with course material and communicate their knowledge in a variety of genres and media, including in-class oral discussions and on-line small group written discussions, written responses to core questions/ theory keyed to textbook chapters, reading and reviewing articles in the field, interviewing tribal elders or leaders, and viewing and reviewing video presentations. Students also complete brief weekly assessments in the form of quizzes and short answer activities to demonstrate their understanding. The small and large group class activities and in class discussions facilitate conversations among students in order to share their world view and to listen to other perspectives. Furthermore, during these class sessions, students will be involved in cultural sharings or reflections on the weekly material. Cultural sharings will include Native and non-Native students discussing their own culture and how it differs from dominant society. One such cultural/ familial sharing topic is family separation and cultural genocide via boarding school era where students share and discuss impacts on children who attended these boarding schools and generations of family systems. Reflections and Analysis assignments include a short summary where they evaluate and produce arguments in the form of a critique of the material while including personal insights obtained from material and identifying further inquiries. One such topic of analysis and reflection assignment asks students to address Missing and Murdered Indigenous People and how dominant society responds or does not respond. Students will supplement their reflection utilizing information from the scholarly readings, empirical articles, and informed opinions based on personal experience as a Native or non-Native. Students also participate in service learning activities in which they obtain practical application of theories and concepts of the subject. Students will orally present to the whole class a completed service learning project. For example, students are tasked with identifying real world examples of sociological principles/ theories as they pertain to Native American societies from their service learning site and to share their examples through discussions so that the entire class may evaluate and identify the examples. Each student will demonstrate a clear understanding of the various sociological theories and concepts studied in class and apply them in their Research Paper (Sample Assessment attached). Students present a concise version of their research to the class via an oral PowerPoint presentation. They are also tasked with creating discussion questions to engage their peers and discuss their topic after their class presentation.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Critical thinking is assessed in their written assignments, discussions, Final Research Project, and Service Learning Project. Through reflective thought, class projects, and class discussions, students inquire about and evaluate their social world and intersections of issues affecting Native Americans, their tribes, and communities in the United States. Students are expected to investigate several topics about contemporary social issues facing Native Americans and form an organized essay and presentation. For instance, in their Research Paper they must use evidence acquired in class readings, interviews from Indigenous Elders or Leaders, and additional scholarly articles from our library database to compose a paper that demonstrates their analysis and understanding of the course content as it may relate to their research topic. Students are tasked with assessing credibility and relevance of their research resources. We discuss the use of peer-reviewed scholarly articles compared to less scholarly sources in an academic paper. Students integrate their understanding of content with their own views, sociological inquiry, and how sociology views complex Indigenous topics such as intersections between health, education, income inequities, poverty, tribal sovereignty, politics, and navigating cultural/ traditional ways of knowing while in a dominant, Eurocentric society. Students engage in service learning which tasks them analyzing their service learning experience through the lens of contemporary sociological perspectives and theory. The assignment requires students to produce an effective PowerPoint and oral presentation that details their conclusions as related to concepts from the class content and course objectives.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

Students engage in various activities that help develop skills of observation, cultivate sociological imagination, develop group cohesion, while working towards understanding Native American societies. Group work is important to the course and many small group discussions take place. Students must work with others to develop a midterm presentation that they present to their peers. Students are given a group grade and are also asked to reflect on and evaluate their own performance and their group members' performances in the project. Students engage in healthy discussions about complex topics with classmates. Students are encouraged to provide different perspectives based off their own experiences of as a Native or non-Native regarding various family, community, societal cultures and experiences. Students challenge their own assumptions about tribal sovereignty, blood quantum policies, Indigeneity, reservation life, traditional and non-traditional life styles. Students shift their focus of understanding from western (Eurocentric) explanations to how Native American society(ies) contributes to these social experiences and how dominant culture influences these social issues. For example, students critique the impacts of boarding/ residential schools, schools on the reservation, and schools in urban areas on socialization, family cohesion, and long-term family outcomes. A key element of enhancing this experience and understanding is the requirement of service learning. Students locate an organization specific to working with Native American populations or a tribal entity, to complete their 8 hours of service. Students regularly choose to complete their service at the local entities such as the Farmington Indian Center, homeless shelters, domestic violence shelters, or campus entities such as the Native American Center or Child and Family Development Center. This cultivates healthy relations with supervisors, colleagues, and population served while allowing the student to gain practical experience that enhances the understanding of course material. Reflection about their experience is collected in a journal. Students use their journal and experience to observe and participate in direct application of course content. Students share the organization's information and purpose, summarize their duties completed during service, concretely draw connections between this experience and course concepts or theories, and a candid reflection about their overall experience with service learning in a formal presentation to the class.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).pdf">https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).pdf</a>
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 748

### Institution and Course Information

Name of Institution	CCC
Chief Academic Officer Name	Dr. Robin Jones
Chief Academic Officer Email	jonesr@clovis.edu
Registrar Name	Kari Smith
Registrar Email	smithka@clovis.edu
Department	Languages & History
Prefix	HIST
Number	1170
Title	Survey of Early Latin America
Number of Credits	3

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

### New Mexico Common Course information

Prefix	HIST
Number	1170
Title	Survey of Early Latin America

### A. Content Area and Essential Skills

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Students will be able to **EXPLAIN** in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from pre-Columbian times through independence. Bloom Taxonomy's Cognitive Process: **REMEMBER AND UNDERSTAND**
2. Students will **DISTINGUISH** between primary and secondary sources, **IDENTIFY** and **EVALUATE** evidence and **EMPATHIZE** with people in their historical context. Bloom Taxonomy's Cognitive Process: **ANALYZE, REMEMBER, EVALUATE, CREATE**
3. Students will **SUMMARIZE** and **APPRAISE** different historical interpretations and evidence in order to **CONSTRUCT** past events. Bloom Taxonomy's Cognitive Process: **UNDERSTAND, EVALUATE, APPLY**
4. Students will **IDENTIFY** historical arguments in a variety of sources and **EXPLAIN** how they were constructed, **EVALUATING** credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: **REMEMBER, UNDERSTAND, EVALUATE**
5. Students will **CREATE** well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: **CREATE, APPLY**
6. Students will **APPLY** historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: **APPLY, ANALYZE** 19

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

N/A

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Across the semesters, during class discussions, examining scholarly works, and writing, students will learn to reflect, analyze, and compare and contrast the historical, political, social, cultural, and economic influences of various perspectives on Early Latin America. This will be achieved by providing students with multiple views (Indigenous, European, African, and Asia, and male and female) to gain a greater understanding and appreciation for Latin America's nuances from pre-Columbian times to independence. This will be assessed using multiple assessment tools: discussions, précis, quizzes, research essay, multimedia presentation, and midterm and final exams. In addition, students will use their acquired knowledge of the period to assess how humans shaped their moments and how those moments shaped Latin America's people, and how those cultures changed over time. This will be achieved through a research-based essay and accompanying multimedia presentation. Students will integrate their learned knowledge from various areas (historical knowledge, and research of primary/secondary sources) to substantiate their arguments and analyses. Through various course activities and assessments, students will recognize the influence that drives and motivates human behavior.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

Through readings and discussions, students will be exposed to a variety of issues as addressed through human interactions from pre-Columbian times to independence. Students will understand the political, economic, and social challenges of the time and compare and contrast them to multiple ethnic perspectives. Students will gain a greater appreciation and understanding of the complex social and cultural interactions by exploring a variety of perspectives. Students will demonstrate their knowledge of Latin American history from pre-Columbian times through independence in discussions, quizzes, essays, and exams. Students will be evaluated on their ability to recognize differing perspectives, as they exist across multiple cultures and periods through two written essays and discussions.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will be encouraged to utilize campus resources to conduct research to find alternative perspectives to analyze a specific event in Early Latin American History. Students will be required to use the library's digital resources, including e-Books and electronic articles, in addition to the class readings for the research-based essay. Students will also complete a multimedia project to accompany the research-based paper in an effort to provide a visual representation of the research. Students will be required to utilize the CANVAS for submitting assignments, communicating with their peers and their instructor. Students will also be provided with several resources (videos, tutorials, samples, etc.) to encourage them to utilize online support for writing via the institution's available online tutoring services.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.clovis.edu/consumerinfo/assessment.aspx>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 749

### Institution and Course Information

Name of Institution	CCC
Chief Academic Officer Name	Dr. Robin Jones
Chief Academic Officer Email	jonesr@clovis.edu
Registrar Name	Kari Smith
Registrar Email	smithka@clovis.edu
Department	Languages & History
Prefix	HIST
Number	1180
Title	Survey of Modern Latin America
Number of Credits	3

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

### New Mexico Common Course information

Prefix	HIST
Number	1180
Title	Survey of Modern Latin America

### A. Content Area and Essential Skills

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

- 1) Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from independence to the present.
- 2) Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.
- 3) Students will summarize and appraise different historical interpretations and evidence in order to construct past events.
- 4) Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluate credibility, perspective, and relevance.
- 5) Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.
- 6) Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.

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

N/A

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students will analyze and critically interpret significant primary texts and/or works of art. Emphasis will be placed in these visual and written materials upon a thematic concentration concerning ideas, characteristics, and traits related to the common rise and expansion of the emerging nations and peoples of Latin America. These elements could include internal and external factors that influence the rise of Latin American nations and peoples, an awareness of Iberian, African, and Indigenous heritages in Latin American history, the nature and importance of the Indigenous vs. Catholic belief systems, and the economic and social organization emerging from the era of colonialization in forming institutions, behavior, and social mores, and how these elements are embedded in developing political entities, laws, and social constructs as related to the development of Latin America from the era of independence beginning in 1821 through the contemporary era. In assessment, all students will take a comprehensive midterm and final exam. Every multiple-choice and essay question on the exams will be linked to one or more of the course objectives that address the area state competencies, and individual Student Learning Outcomes or SLOs. Questions on the exam will be based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. All exam questions will come from weekly unit quizzes and written assignments completed and taken during the semester. Particular emphasis will be placed in lectures, written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major developing civilizations, in conjunction with lecture/reading outlines, documentary films, YouTube clips, and weekly review sessions to create an incremental sequence of student comprehension of the course objectives and competencies. Students will analyze how Latin American peoples and nations emerged from the colonial era to the complex and varied nations and social configurations existing in Latin America in the present.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives to identify the individual role of economy, society, government, religion, and culture in the history of Latin America's emerging nation-states and societies in modern Latin America. Students will demonstrate proficiency in the recognition and articulation of the diversity of human experience across the range of modern Latin American history to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the progression of the Enlightenment era ideals of freedom that emerged from the American and French Revolutions and exploded during the opportunities provided during the power vacuum in the Iberian kingdoms created by Napoleon during the Napoleonic Wars. Students will engage in detail and trace how the process of independence drove the emerging and increasingly complex societies in Latin America and discuss the influence of the role and effects of the transition from the European colonial period and developing into a two-hundred-year era of consolidation, political and social reconfiguration, revolution, and reform leading into the 21st century. Students will discuss how rising independence created new tensions between social classes, the emerging political division between the liberal emerging masses and the conservative landowning elites, leading to countless struggles for power, control of the land and natural resources, and the dichotomy of economies based upon agriculture and extractive resources to emerging technology and industry that produced profound social changes and reorganization of power, influence, economy, and political institutions into the modern era, and continues into an uncertain future. Particular emphasis will be placed in lectures, written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that drive the major themes of modernization and conflict, in conjunction with lecture/reading outlines, documentary films, YouTube clips, and weekly review sessions to create an incremental sequence of student comprehension of the course objectives and competencies.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course, students will be exposed to and required to use a range of digital platforms and media sources, including PowerPoint slide presentations, historical maps, primary documents, historical documentaries, YouTube video clips, subject related websites, and a host of other digital venues to reinforce visually the contextual basis of ideas, events, and trends discussed during the course of this class. These tools will be implemented in this course through various means in the face-to-face classroom environment, and through the Canvas Digital Learning platform and its many digital capabilities. Students will learn the basic computer skills, technological steps, and platform skills to access a course shell within Canvas in all classes to access the above-mentioned digital course materials, as well as listen to and observe specially-created recorded lectures by the instructor using digital video technology. Also, within the Canvas course shell, students will also utilize exam and quiz study guides, practice quizzes, written assignments, and student-driven threaded discussions questions that allow interaction with fellow classmates and the instructor.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.clovis.edu/consumerinfo/assessment.aspx>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 750

### Institution and Course Information

Name of Institution	CCC
Chief Academic Officer Name	Dr. Robin Jones
Chief Academic Officer Email	jonesr@clovis.edu
Registrar Name	Kari Smith
Registrar Email	smithka@clovis.edu
Department	Languages & History
Prefix	HIST
Number	2310
Title	Introduction to Historical Methods
Number of Credits	3

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

### New Mexico Common Course information

Prefix	HIST
Number	2310
Title	Introduction to Historical Methods

### A. Content Area and Essential Skills

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

The course will focus on mastering the practical aspects of learning history. These include such skills as

1. critical reading
2. the ability to write cogently and with accuracy
3. choosing appropriate topics for historical research
4. developing research agendas and methodical plans for research
5. understanding and analyzing primary and secondary sources
6. using the appropriate style for the citation of sources in research papers and historical writing

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

**Institution-Specific Student Learning Outcomes:**

Students will

1. apply historiographical methodologies to ask appropriate historical question;
2. demonstrate the ability to research, analyze, and synthesize historical evidence by creating a well-written historical research paper that includes both primary and secondary sources;
3. analyze and critically interpret primary sources and understand how others might interpret and use the same material in different ways;
4. demonstrate improvement in their ability to read critically, think logically, and express themselves clearly in writing;
5. articulate a definition of the field of historical study that recognizes the centrality of including multiple perspectives on any given historical event,
6. \_\_\_\_\_ and evaluate multiple historical perspectives.

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Throughout the semester, students will participate in class discussions, assess and synthesize primary and secondary sources, and writing, students will learn to analyze as well as to compare and contrast a variety of sources to create a well-written historical essay. This will be achieved by providing students with the research skills needed to interpret primary and secondary sources. This will be assessed using multiple assessment tools: discussions, historical writing exercises, historical research paper/teaching lesson, and multimedia presentation/delivered lesson. In addition, students will use their acquired knowledge research to compose a historical research paper. This will be achieved through a research-based paper in which students will select a topic of interest, research the topic, write a paper/teaching lesson and create a multimedia project for sharing their findings. Through various course activities and assessments, students will be able to demonstrate the ability to place historical sources within context.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

Through readings and class discussions, students will learn the principles of effective research and historical writing. Students will be able to articulate the differences and similarities between history and memory. Students will demonstrate their knowledge of how historical experiences that include political, social-cultural, religious, and intellectual experiences have been expressed throughout history in discussions, essays, and final projects. Students will also be evaluated on their ability to create a historical argument, conduct historical research, write a research paper using primary and secondary sources, and revise their work.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will be encouraged to utilize campus resources to conduct research on their chosen topic. Students will be required to use the library's digital resources, including e-Books and electronic articles, in addition to the class readings for the research-based essay. Students will be required to utilize the CANVAS for submitting assignments, communicating with their peers and their instructor. Students will also be provided with several resources (videos, tutorials, samples, etc.) to encourage them to utilize online support for writing via the institution's available online tutoring services.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.clovis.edu/consumerinfo/assessment.aspx>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	<b>SFCC</b>
Chief Academic Officer Name	<b>Margaret Peters</b>
Chief Academic Officer Email	<b>margaret.peters@sfcc.edu</b>
Registrar Name	<b>Bernadette Gonzales</b>
Registrar Email	<b>bernadette.gonzales@sfcc.edu</b>
Department	<b>English, Reading, and Communications</b>
Prefix	<b>ENGL</b>
Number	<b>2510</b>
Title	<b>Analysis of Literature</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

### New Mexico Common Course information

Prefix	<b>ENGL</b>
Number	<b>2510</b>
Title	<b>Analysis of Literature</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities     Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

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List all common course student learning outcomes for the course.

1. Demonstrate an understanding of biographical, critical, cultural, and historical contexts.
2. Examine how the formal elements of a text create meaning.
3. Identify and apply various critical approaches to analyzing literature.
4. Summarize and evaluate scholarly articles in literary studies.
5. Integrate academic research to produce clear and detailed literary analysis about major texts from the course.

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

NA

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<p><b>Communication.</b> <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

During class discussions of literary works as well as through research and analytical writing, students will reflect, analyze, compare and contrast, and solve problems arising within literary studies. Such problems include, but are not limited to, biographical, psychological, social, cultural, political, historical, and aesthetic issues relevant in analysis of diverse literary texts. Students will employ research skills as they locate credible sources from various resources (including library databases, the library catalogue, and/or the Internet). Students integrate researched information based on evaluation according to discernable purpose, audience, authorship, and overall reliability of the source(s). Students will be asked to support their theses and underlying arguments with credible observations, ideas, and pieces of textual evidence. Students will engage thoughtfully in critical academic discourse that recognizes the distinctions among opinions, facts, and inferences.

**Problem Setting:** Students develop their own original arguments and claims in response to diverse works of literature. As they shape their claims, students identify key “problems” or questions they’d like to answer, examine, or explore, either through research, by means of textual analysis, by means of drafting or pre-writing, and/or through interactions with peers in writing and in conversation.

**Evidence Acquisition:** For the major research paper, students gather evidence from assigned poems, plays, and stories as well as from library and internet research including literary criticism, book reviews, biographies, and other materials supporting analysis of literature. Students participate in library research activities offered in consultation with one or more of SFCC’s instructional librarians, and they create documents such as annotated bibliographies in order to develop skills in evidence acquisition and evaluation. Students must select and synthesize multiple information sources to indicate their grasp of how information structures may vary from personal narrative to journalistic reporting to peer-reviewed scholarly research and beyond.

**Evidence Evaluation:** As students examine the components of literature (voice, point of view, character, plot, theme, figurative language, poetic form, etc.) In preparation), they learn how each component contributes to the desired expression and effects of literary work. Students practice selecting key evidence from assigned literature to support analytical claims about those works. Also, to prepare for their creation of annotated bibliographies, students may complete assignments, quizzes, and/or class discussions that support their skills in determining the credibility and applicability of evidence gathered.

**Reasoning/Conclusion:** In informal reading responses, short essays, and a final research paper, students derive their thesis claims and central arguments through both literary analysis and secondary research. Students use inductive and deductive thinking in analyzing themes and techniques and drawing conclusions by synthesizing results of their close reading and research.



### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

**Civic Discourse, Civic Knowledge and Engagement—Local and Global:** In discussion and writing, students will consider the role of literary authors and their works as both reflecting and shaping a community's values and experiences. Students will apply this consideration in analyzing literary works through a variety of critical lenses which may include one or more of the following: authors' biographies, cultural and linguistic heritages, genders, historical periods, political influences, psychological implications, aesthetic movements, and other contextual perspectives relevant to literary analysis. Students will also evaluate the relevance and applicability of their own socio-cultural and historical perspectives to the study of specified literary works, comparing and contrasting their initial perspectives with the results of using diverse critical lenses in studying literature.

**Intercultural Reasoning and Intercultural Competence:** Students will be asked to read, analyze, and respond to texts and other media written by a diverse range of contributors from a variety of cultural, historical, and geographic contexts. Writing and discussion in response to diverse perspectives builds students' cultural respect, awareness of their own biases, and acknowledgement of "the danger of a single story." Topics of discussion and study might also include code-switching, tone and language choices, and literary structuring techniques.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will write at least one research paper that includes academic sources that are properly integrated in the text and in a Works Cited/Reference page. The research paper must meet the requirements of the structure of an essay and includes a discernable thesis, research and its sources for support, and a conclusion. Students will analyze a variety of literary works (fiction, poetry, drama, and/or mixed forms) in light of scholarly content delivered in journal articles and other mediums (book reviews, blog and social media posts; videos; discussions; radio programs and podcasts, etc.).

**Authority and Value of Information:** Students use SFCC's library databases to access peer-reviewed literary criticism and other scholarly articles that add to students' understandings of the primary source literary texts; this information illuminates the historical, social, artistic, and other contexts of the literary work, and demonstrates the range of scholarly and critical lenses that may be used in studying, understanding, and analyzing literary works. Students use this research from authoritative, credible sources to help support their analyses of literary texts. The annotated bibliography assignment requires students to articulate the authority, value, and applicability of the researched information to their own purposes in constructing meaningful arguments and other communications.

**Information Structures:** To ensure that students understand research methods and evaluation of sources, they participate in library research activities offered in consultation with one or more of SFCC's instructional librarians. Students must select and use diverse information sources to indicate their grasp of how information structures may vary from personal reflections on literature to critical reviews of books or play productions to peer-reviewed scholarly research. In iterative assignments leading to the term paper as well as in the final paper itself, students demonstrate proper citing and acknowledgment of sources. Students practice using correct in-text and Works Cited citation formats in MLA style for the humanities. Further, as they work with diverse information sources, students become familiar with the structures and styles of research and writing in other academic areas such as the social sciences.

**Research as Inquiry:** In the term paper, students engage in an iterative process of inquiry that defines a problem or question and uses research to generate a reasonable solution or answer. Students narrow a focus for their inquiry; propose a problem they hope to resolve or question they hope to answer via research and analysis; use academic databases to research critical perspectives on the problem or question they've developed; and then proceed to synthesize their research findings with evidence gleaned from primary source literary texts. As students move through the research and writing processes, their initial thesis statements may evolve and change; these changes exemplify the nature of research as ever-evolving inquiry.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="https://www.sfcc.edu/54536-2/">https://www.sfcc.edu/54536-2/</a>
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 781

### Institution and Course Information

Name of Institution	<b>SFCC</b>
Chief Academic Officer Name	<b>Margaret Peters</b>
Chief Academic Officer Email	<b>margaret.peters@sfcc.edu</b>
Registrar Name	<b>Bernadette Gonzales</b>
Registrar Email	<b>bernadette.gonzales@sfcc.edu</b>
Department	<b>English, Reading, and Communications</b>
Prefix	<b>ENGL</b>
Number	<b>1320</b>
Title	<b>Exploring Creative Writing</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes    No

### Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

### New Mexico Common Course information

Prefix	<b>ENGL</b>
Number	<b>1320</b>
Title	<b>Exploring Creative Writing</b>

### A. Content Area and Essential Skills

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities             Creative & Fine Arts     Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Identify techniques for writing fiction or poetry.
2. Select appropriate modes of communicating their ideas and emotions.
3. Identify useful strategies for writing and revising.

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

NA

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

**Genre and Medium Awareness, Application, and Versatility:** Students engage in creative writing of multiple genres: poetry, fiction, creative non-fiction, and mixed forms. They participate in peer review, for which they must formulate critical responses to creative work, as well as complete quizzes, discussions, and other assignments to show their recognition of various genres and when to use them. Students may share and discuss work orally or in written media, and assignments may also include recording creative writing for podcasts, video, and other mediums. Audience, context, and purpose are dealt with when switching from a creative approach to a critical perspective for response assignments and discussions, and when presenting feedback and criticism to creative work. Specific writing assignments like reading responses, reading summaries, and topic-specific discussions (around writing topics like plot, character, editing and revision, etc.) reinforce these concepts and give students a chance to ask questions and apply their knowledge.

**Strategies for Understanding and Evaluating Messages:** Students identify elements of craft (like setting, dialogue, perspective, etc.) in assigned readings from multiple creative genres, considering the expressive and communicative messages of their own and others' writings. In discussions and writing assignments, students identify and respond to themes and main ideas in assigned readings by using evidence from the texts (in the form of summaries and quotations) to interpret the subtext and main ideas behind various readings. Students practice critical evaluation of creative work, using direct evidence from the texts at hand to evaluate the creative work's messages. Discerning messages in creative writing is especially useful since it deals with the practical skill sets of emotional intelligence and interpreting human behaviors, then forming appropriate and constructive responses.

**Evaluation and Production of Arguments:** In discussion and short, informal writing assignments, students critically evaluate the use of elements of craft and the success of presentation in response to assigned student writings and other assigned texts.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

**Problem Setting:** In discussion, informal, and formal writing assignments, students pose their own questions about published creative work as well as poems, stories, and essay drafts submitted by their peers. In discussions and response assignments, and sometimes student workshops, students clearly state questions, identify opportunities for improvement, and delineate problems to be solved and/or challenges to be addressed in revision of drafts. These issues range from basic concrete problems like readability (for instance, typos and comma usage) to major obstacles like holes in thematic scaffolds, among many others. In their creative work, students are encouraged to be innovative and find new solutions to old problems, as innovation is the heart of creative work.

**Evidence Acquisition:** Students locate evidence (typically in the form of quotations, summaries, and paraphrases) to support their views of the main idea, themes, quality of execution, and other elements of professional and student work in various creative genres. In response assignments and class discussions, and sometimes in workshops of student writing, students clearly present the evidence they have found and contextualize their evidence for various audiences depending on the assignment.

**Evidence Evaluation:** In discussion and writing, students evaluate evidence they have found in creative texts by considering specific concerns like perspective (in an immediate sense, whether the piece is told through first- or third-person, and in a larger sense, how a specific character's or speaker's perspective may affect the interpretation of a quotation, paraphrase, or summary), reliability/credibility (in the sense of how a specific character's or speaker's motives and background may skew their words, thoughts, and reactions), motivation (why a character or speaker is showing readers what appears in the text, and what they may be concealing), context (how the evidence fits into the rest of the piece of writing), as well as the perspective, reliability, motivation, and context (or personal background) of a writer's approach.

**Reasoning/Conclusion:** Through response assignments and class discussions, students share the evidence they've identified in the creative work under analysis and clearly lay out reasoning that connects those pieces of evidence together—their reasoning must rely heavily on the text in question, but may extend to the personal life experiences of the student, outside texts, popular and/or niche media, cultural knowledge, and many other facets of life outside creative writing classrooms. Students are encouraged to explore their own interests and experiences through their own writing, and many students maintain this practice their whole lives.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

**Intercultural Reasoning and Intercultural Competence: Exploring Creative Writing** allows students many opportunities to study perspectives, approaches, and experiences outside their own because one of the cores of creative writing as a whole is empathy skill sets and the engagement of outside perspectives. Assigned creative readings ensure that students are introduced to perspectives outside their own, and studying various genres allows students to engage with different perspectives in varied forms and to see cultural preferences and innovations within specific genres (for instance, the Japanese haiku and English sonnet, as well as the Prose Sonnet, an American fiction form). Discussions and response assignments also give students space to practice expressing written feedback and deal with conflicting ideas ethically and compassionately across cultural groups.

**Ethical Reasoning:** Since empathy skill sets and the engagement of perspectives outside one's own are cores of both reading and creative writing, this course allows students many opportunities to explore perspectives, approaches, and experiences outside their own. Exploration of other perspectives is an essential aspect of engaging deeply with ethical decision-making and action, and helps students build up the abstract and far-reaching thinking skills that must be applied to practical situations to understand the ethical implications of circumstances, actions, and reactions. Discussions and response assignments also give students space to practice expressing feedback and conflicting ideas ethically and compassionately.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will write at least one research paper that includes academic sources that are properly integrated in the text and in a Works Cited/Reference page. The research paper must meet the requirements of the structure of an essay and includes a discernable thesis, research and its sources for support, and a conclusion. Students will analyze a variety of literary works (fiction, poetry, drama, and/or mixed forms) in light of scholarly content delivered in journal articles and other mediums (book reviews, blog and social media posts; videos; discussions; radio programs and podcasts, etc.).

**Authority and Value of Information:** Students use SFCC's library databases to access peer-reviewed literary criticism and other scholarly articles that add to students' understandings of the primary source literary texts; this information illuminates the historical, social, artistic, and other contexts of the literary work, and demonstrates the range of scholarly and critical lenses that may be used in studying, understanding, and analyzing literary works. Students use this research from authoritative, credible sources to help support their analyses of literary texts. The annotated bibliography assignment requires students to articulate the authority, value, and applicability of the researched information to their own purposes in constructing meaningful arguments and other communications.

**Information Structures:** To ensure that students understand research methods and evaluation of sources, they participate in library research activities offered in consultation with one or more of SFCC's instructional librarians. Students must select and use diverse information sources to indicate their grasp of how information structures may vary from personal reflections on literature to critical reviews of books or play productions to peer-reviewed scholarly research. In iterative assignments leading to the term paper as well as in the final paper itself, students demonstrate proper citing and acknowledgment of sources. Students practice using correct in-text and Works Cited citation formats in MLA style for the humanities. Further, as they work with diverse information sources, students become familiar with the structures and styles of research and writing in other academic areas such as the social sciences.

**Research as Inquiry:** In the term paper, students engage in an iterative process of inquiry that defines a problem or question and uses research to generate a reasonable solution or answer. Students narrow a focus for their inquiry; propose a problem they hope to resolve or question they hope to answer via research and analysis; use academic databases to research critical perspectives on the problem or question they've developed; and then proceed to synthesize their research findings with evidence gleaned from primary source literary texts. As students move through the research and writing processes, their initial thesis statements may evolve and change; these changes exemplify the nature of research as ever-evolving inquiry.

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

### Institution and Course Information

Name of Institution	<b>UNM-MAIN</b>
Chief Academic Officer Name	<b>Pamela Cheek</b>
Chief Academic Officer Email	<b>pcheek@unm.edu</b>
Registrar Name	<b>Michael Raine</b>
Registrar Email	<b>mraine@unm.edu</b>
Department	<b>Registrar</b>
Prefix	<b>MUSC</b>
Number	<b>2790</b>
Title	<b>Introduction to Sound and Music Production</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes       No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	<b>MUSC</b>
Number	<b>2790</b>
Title	<b>Introduction to Sound and Music Production</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities             Creative & Fine Arts     Other

**Which essential skills will be addressed?**

- Communication       Critical Thinking       Information & Digital Literacy  
 Quantitative Reasoning       Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

- Create original musical work using by transforming recording sounds in a Digital Audio Workstation
- Utilize a knowledge of audio fundamentals to implement standard DAW components fluently
- Demonstrate a capacity to make rich, personal choices through detailed manipulation of DAW tools
- Develop collaborative communication skills through discussion and critique of original work in small groups.
- Integrate basic music theory principles into an original music track.

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

N/A

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

In making work that joins music with text, and critiquing other students' work along these lines, the students will explore projecting meaning and intent through musical communication. The Digital Audio Workstation is an environment which has unique terminology, complex interconnections, historical precedents of usage, and great potential for flexible creative application. To be able to work with this powerful tool, students will develop genre competence through study of the electronic music medium, its tools, and those tools' usages. The weekly modular lessons are designed to help students achieve genre and medium awareness and application. And through creative projects, students will apply this competence with versatility in pursuit of their creative goals.

Communication will be central to the course as students develop musical projects designed to have a maximum impact on their listening audience. In preparation for producing and responding to peer critique, students will learn strategies both for understanding and for evaluating messages that are intended to provide constructive criticism. Their response to these criticisms will be articulated in their evaluation and production of arguments in their persuasive audio essay write-up at the end of the semester.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students learn problem setting through examination and discussion of canonical electronic music compositions' utilization of text and how the composed sound expands upon or comments upon the texts' meanings. Students will build upon that learning by creating their own text-based electronic music composition and set their own problem through choice of a text, a formulation of goals, and through deciding upon strategies for arriving at these goals. By developing a sound project which confronts an issue they are interested in they can formulate an argument for how sound can be used proactively and meaningfully. With weekly small scale projects, students will engage in evidence acquisition regarding the possible uses and applications of the electronic music strategies and by critiquing both their own projects as well as those of their classmates they will be practicing evidence evaluation as well.

Through the practice of critical peer assessment of their classmates' work, they will be developing the vocabulary they will need for critical self-assessment. Working on revisions of their projects with different kinds of (and sometimes contradictory) peer critiques will put students in position to articulate reasoning for their ultimate choices as they move towards a conclusion of their creative project and their self-evaluation of the arc of their creative experience.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

**Personal & Social Responsibility** will be stressed in class interaction throughout the semester and most particularly in small work groups. Students will be engaging in group discussions and peer responses about personal experiences and will grow in their practice of written interaction and acceptance of different perspectives. As they move into critiquing fellow students' work, students will be put into small groups where they will be accountable to each other and will develop collaborative skills and teamwork as they push one another towards achieving a collection of powerful musical works.

Because the persuasive essay which the student is developing is related to a personal goal and a specific communicative meaning, students will be explaining and supporting a position on an issue or concept of importance to them. In receiving critiques on this project, they will also need to accept multiple valid perspectives, and in doing these critiques, peers will develop a practice of civic discourse and engagement through which they offer their unique perspective in a way that considers personal, social and cultural differences while working towards a collaborative support of their fellow student.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/>



## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 794

### Institution and Course Information

Name of Institution	<b>UNM-MAIN</b>
Chief Academic Officer Name	<b>Pamela Cheek</b>
Chief Academic Officer Email	<b>pcheek@unm.edu</b>
Registrar Name	<b>Michael Raine</b>
Registrar Email	<b>mraine@unm.edu</b>
Department	<b>Registrar</b>
Prefix	<b>DANC</b>
Number	<b>1150</b>
Title	<b>Modern Dance I</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes       No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	<b>DANC</b>
Number	<b>1150</b>
Title	<b>Modern Dance I</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications       Mathematics       Science       Social & Behavioral Sciences  
 Humanities       Creative & Fine Arts       Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Use a more developed sense of muscle control and strength, stretch and balance, coordination.
2. Demonstrate and verbalize an increased awareness of Modern Dance techniques
3. Execute dance phrases, combining several movements and in more than one rhythm.
4. Demonstrate an increased awareness of musicality while dancing and use Modern Dance Techniques creatively.

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

A successful student will be able to understand and execute all the steps presented in class. Improvement on flexibility, strength, body alignment, and coordination are expected. By the end of the course students will: have achieved a better knowledge of their placement, pick up combinations faster; broaden their movement quality (sharper, softer, play with contrasts and levels); have enhanced their amplitude of movement (move bigger); achieve a groundness of the body in space (the way in which the dancer stand and move in space).

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

**Student learn and physically apply basic/elementary steps of modern dance technique, analyzed and revised in every class; the repetition and the versatility of new combinations are part of the strategy for understanding and performance of the specific vocabulary. Throughout the semester these elements are presented through live and virtual performances that students are required to attend/view. These performances expose students to current and canonical creations (choreographies) and performances.**

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students learn problem-setting through written assignments and in class discussions of how different artists/choreographers have framed the task of applying codified movement vocabulary (modern dance). Students research modern dance vocabulary and acquire evidence of its application through live and virtual performances offered by the department and choreographic works specifically assigned by the instructor. This evidence includes a description of related works of dance and a description of sources considered in preparation of the student's work of dance (for example, program notes, choreographers and composers bio, newspaper articles of the performances).

Then they set their own problem through critiques (following a given rubric) and receiving direct, written, feedback from the instructor as well as through guided in class discussions.

This allows them to describe the evidence and articulate the reasoning they relied on in developing their critique arriving at a conclusion in their reasoning process through production of a written work.

### C. Narrative

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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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

**Personal & Social Responsibility will be stressed in class interactions and discussions throughout the semester and most particularly in critique analysis. Students will engage in open/guided discussions and peer responses about personal perspectives and will grow in their practice of written critiques practicing the acceptance of different perspectives. As they move into critiquing fellow students' work, students will be accountable for their own ideas and concepts developing and understanding of other people's ideas and viewpoints pushing each other to expand their individual standpoints.**

**Because of the critiques they are writing, and sharing, students will be explaining and supporting a position on a view or concept that is or became relevant to them. In receiving different views on the same performance, they will also need to accept/understand multiple valid perspectives, and in reviewing these critiques, peers will develop a practice of civic discourse and engagement through which they offer their unique perspective in a way that considers personal, social and cultural differences while working towards societal development.**

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan	<a href="http://assessment.unm.edu/">http://assessment.unm.edu/</a>
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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 795

### Institution and Course Information

Name of Institution	<b>UNM-MAIN</b>
Chief Academic Officer Name	<b>Pamela Cheek</b>
Chief Academic Officer Email	<b>pcheek@unm.edu</b>
Registrar Name	<b>Michael Raine</b>
Registrar Email	<b>mraine@unm.edu</b>
Department	<b>Registrar</b>
Prefix	<b>DANC</b>
Number	<b>1140</b>
Title	<b>Flamenco I</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes       No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	<b>DANC</b>
Number	<b>1140</b>
Title	<b>Flamenco I</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications     Mathematics     Science     Social & Behavioral Sciences  
 Humanities             Creative & Fine Arts     Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Demonstrate a basic level of competency in the principles of alignment, anatomy, coordination, mobility, stability, and stamina.
2. Demonstrate fundamental flamenco techniques relative to spatial awareness, rhythm, phrasing, and sequencing.
3. Demonstrate competency with basic flamenco movement vocabulary.
4. Perform a variety of flamenco dances, poses, steps, hand movements, and combinations.

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

Describe and interpret dance performance works in relation to flamenco history, culture, movement, and music.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students learn and physically apply basic/elementary steps of flamenco dance technique, analyzed and revised in every class; the repetition and the versatility of new combinations are part of the strategy for understanding and performance of the specific vocabulary. Throughout the semester these elements are presented through live and virtual performances that students are required to attend/view. These performances expose students to current and canonical creations (choreographies) and performances.

Students are given assignments (critiques) where they have to discuss the relationship between the work presented in performances and their own work in class. They have to discuss the performance qualities displayed by the dancers, as well as the content/theme of the choreography in relationship to its narrative and its delivery to the audience. These assignments provide unique opportunities where students are exposed to the performance of their own peers as well as professional dancers and choreographers.

Communication is fundamental to the course as students develop a clear understanding of movement and body language through a historical yet ever changing dance form, that was born to suit the needs of present movements and expressions. Writing of the critique is one of the strategies used to prepare students to understand and evaluate the concept performed, and develop a clear and informed vision of the works and its societal importance where genre and medium awareness are explored. Through guided class discussions students are able to share their perspectives and interact with each other, they evaluate others arguments strengthening their own while drawing conclusions about the changes from time periods and the different approaches towards dance technique, and how performers express and share cultural ideas.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students learn problem-setting through written assignments and in class discussions of how different artists/choreographers have framed the task of applying specific cultural movement vocabulary (flamenco dance). Students research flamenco dance vocabulary and acquire evidence of its application through live and virtual performances offered by the department and choreographic works specifically assigned by the instructor. This evidence includes a description of related works of dance and a description of sources considered in preparation of the student's work of dance (for example, program notes, choreographers and composers bio, newspaper articles of the performances).

Then they set their own problem through critiques (following a given rubric) and receiving direct, written, feedback from the instructor as well as through guided in class discussions.

This allows them to describe the evidence and articulate the reasoning they relied on in developing their critique arriving at a conclusion in their reasoning process through production of a written work.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

**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*

**Personal & Social Responsibility will be stressed in class interactions and discussions throughout the semester and most particularly in critique analysis. Students will engage in open/guided discussions and peer responses about personal perspectives and will grow in their practice of written critiques practicing the acceptance of different perspectives. As they move into critiquing fellow students' work, students will be accountable for their own ideas and concepts developing and understanding of other people's ideas and viewpoints pushing each other to expand their individual standpoints.**

**Because of the critiques they are writing, and sharing, students will be explaining and supporting a position on a view or concept that is or became relevant to them. In receiving different views on the same performance, they will also need to accept/understand multiple valid perspectives, and in reviewing these critiques, peers will develop a practice of civic discourse and engagement through which they offer their unique perspective in a way that considers personal, social and cultural differences while working towards societal development.**

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

<b>Information &amp; Digital Literacy.</b> <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

**D. Assessment (Must be on file with HED by August 1, 2019)**

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## New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 796

### Institution and Course Information

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Chief Academic Officer Email	<b>pcheek@unm.edu</b>
Registrar Name	<b>Michael Raine</b>
Registrar Email	<b>mraine@unm.edu</b>
Department	<b>Registrar</b>
Prefix	<b>DANC</b>
Number	<b>1130</b>
Title	<b>Ballet I</b>
Number of Credits	<b>3</b>

**Was this course previously part of the general education curriculum?**

Yes       No

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

Yes       No

### Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

### New Mexico Common Course information

Prefix	<b>DANC</b>
Number	<b>1130</b>
Title	<b>Ballet I</b>

### **A. Content Area and Essential Skills**

**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.*

- Communications       Mathematics       Science       Social & Behavioral Sciences  
 Humanities       Creative & Fine Arts       Other

**Which essential skills will be addressed?**

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

**B. Learning Outcomes**

List all common course student learning outcomes for the course.

1. Apply fundamental movements of ballet techniques.
2. Enhance flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, range of motion, and musicality.
3. Employ basic theories of classical ballet placement and proper alignment.
4. Develop basic ballet terminology, variations in timing and changes of facing, and barre and center combinations.

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

A successful student will be able to understand and execute all the steps presented in class. Improvement on flexibility, strength, body alignment, and coordination are expected. By the end of the course students will: have achieved a better knowledge of their placement, pick up combinations faster; broaden their movement quality, and familiarity with ballet vocabulary.

### 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.

Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students learn and physically apply basic/elementary steps of ballet technique, analyzed and revised in every class; the repetition and the versatility of new combinations are part of the strategy for understanding and performance of the specific vocabulary. Throughout the semester these elements are presented through live and virtual performances that students are required to attend/view. These performances expose students to current and canonical creations (choreographies) and performances.

Students are given a specific rubric to written assignments(critiques) where they have to discuss the relationship between the work presented in performances and their own work in class. They have to discuss the performance qualities displayed by the dancers, as well as the content/theme of the choreography in relationship to its narrative and its delivery to the audience. These assignments provide unique opportunities where students are exposed to the performance of their own peers as well as professional dancers and choreographers.

Communication is fundamental to the course as students develop a clear understand of movement and body language through a historical dance form, that is updated to suit the current needs of movement and expression. Following the given rubric is one of the strategies used to prepare students to understand and evaluate the concept performed, and develop a clear and informed vision of the works and its societal importance where genre and medium awareness are explored. Through guided class discussions students are able to share their perspectives and interact with each other, they evaluate others arguments strengthening their own while drawing conclusions about the changes from time periods and the different approaches towards dance technique, and how performers express and share cultural ideas.

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Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Students learn problem-setting through written assignments and in class discussions of how different artists/choreographers have framed the task of applying canonical movement vocabulary (ballet). Students research ballet vocabulary and acquire evidence of its application through live and virtual performances offered by the department and choreographic works specifically assigned by the instructor. This evidence includes a description of related works of dance and a description of sources considered in preparation of the student's work of dance (for example, program notes, choreographers and composers bio, newspaper articles of the performances).

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<b>Quantitative Reasoning.</b> <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>

### C. Narrative

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