Application: 0000001344

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001344
Status: Under Review
Last submitted: Jan 8 2021 04:45 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

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Registrar

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

No

Institutional Course Information

Prefix	MUSC
Number	1130
Title	Music Appreciation: Western Music
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	MUSC
Number	1130
Name	Music Appreciation: Western Music

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Develop a vocabulary of musical terms, and be able to describe music using those terms.
2. Demonstrate knowledge of composers, their music and their relationship to historical periods.
3. Recognize how music played and plays a political, social, and cultural function.
4. Identify well-known pieces and the historical and social context in which they were composed.
5. Demonstrate basic understanding of music notation and musical communication.

Institution-specific Student Learning Outcomes

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

1. Identify, by listening, a wide variety of musical styles as studied in class.
2. Compare and contrast music from different musical eras using basic music terms. 3. Discuss varying musical genres using music vocabulary.
4. Use a variety of media to explore music.
5. Experience a wider variety of music, composers, artists, and performance media.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students will communicate with one another about a variety of musical works being studied through online discussions throughout the course of the semester. In each module students will reference musical elements found in the piece, communicate their personal thoughts about what they liked or disliked, and share with others their own examples that are similar for the class to consider. When students give their opinion about the music
examples, they must also present additional objective information about musical works and composers. Students must also respond to at least one of their peer's posts for each discussion. Students will communicate through writing a paper comparing and contrasting composers and their musical works considering factors such as the musical period they lived in, the purpose of their music, and outside influences. Students will describe their experiences at concerts they attended by using musical terms learned in the class and their own personal opinions as well as their knowledge of accepted concert etiquette. Students will read for main ideas as they navigate through the course's text and prepare for each module's quiz. Students must cite all sources included in their research projects using either MLA or APA format and use credible and reputable sources to communicate information about composers and their works, instruments from various time periods, and modern-day musical experiences.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will analyze and critically interpret significant musical works from each musical period placing emphasis on musical terminology covered in the text and musical structure. A variety of musical form examples will be utilized through listening and visual means so students can analyze pieces individually and properly identify the musical structure of a piece. In assessment, all students will take a comprehensive quiz for each module. Every multiple-choice question on the quiz will be linked to one or more of the course objectives that address the area state competencies. Questions on the final exam will be taken from each of the module quizzes focusing on the primary composers of that musical era and their well-known musical works. The use of the text, listening samples, video excerpts, and study guides will create an incremental sequence of student comprehension of the course objectives and competencies. This deliberate and incremental introduction to musical eras will provide students with a strong foundational framework for understanding the development of classical music from the medieval period to the modern day. Students will analyze how modern music evolved through the introduction of new instruments, notation, and the ideas of prominent composers. Students will additionally consider the religious, political and social influences on the composers and how they were used to communicate ideas, political agendas and social issues during the era in which they were composed.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

Students will recognize and articulate the role music plays in our society as a whole, its importance in different ethnic cultures and in their own lives in regard to religious, political and social contexts across the semester. Students will recognize and articulate the diversity of music from different musical periods as influenced by the development of musical instruments and a variety of musical forms. Students will describe in detail and discuss the objective elements of music that lead to their personal subjective opinions of a musical genre or piece. Students will also consider the role an audience plays at a live event, and share with each other some of their personal favorites. Students will discuss how different aspects of a composer's life may have influenced the type of music they wrote, make informed opinions about what audience the composer was writing for, and how this might have also played a role in the music they wrote as well as identify other outside influences that impacted their music. They must analyze how political, economic, social, and interpersonal influences may have shaped a composer's world view and how early influences in their own lives impacted the types of music they enjoy or play. The use of the text, listening examples, video excerpts, and study guides will create an incremental sequence of student comprehension of the course objectives and competencies.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

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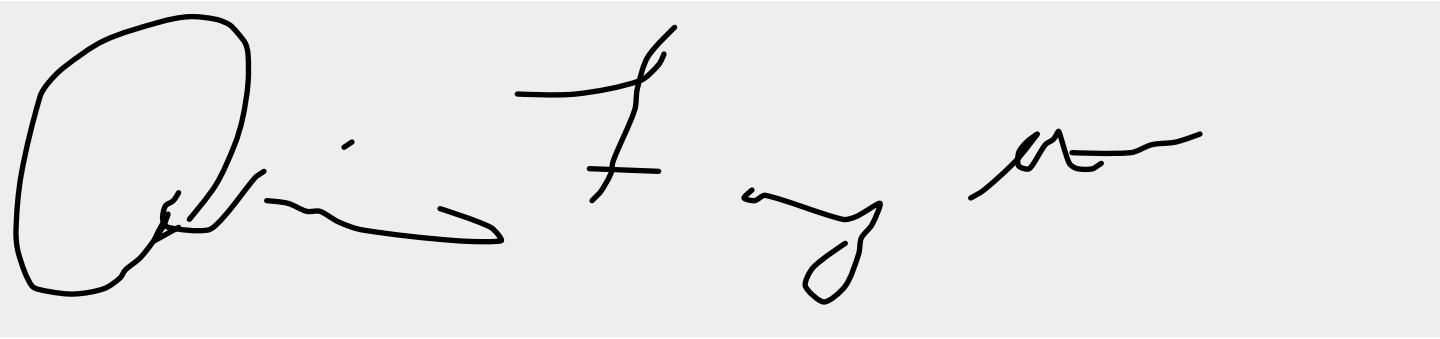
This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 3 2020

Upload Assessment

Completed - Jan 4 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MUSC1130-Assessment

Filename: MUSC1130-Assessment.pdf **Size:** 265.6 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001299

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001299
Status: Under Review
Last submitted: Dec 3 2020 09:47 AM (MST)

Application Form

Application Form

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7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	UNM
Submitting Department	Physics

Chief Academic Officer

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Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	ASTR
Number	1115L
Title	Introduction to Astronomy Lab
Number of credits	1

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ASTR
Number	1115L
Name	Introduction to Astronomy Lab

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Upon successful completion of the course,

1. Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
2. Students will list and apply the steps of the scientific method.
3. Students will describe the scale of the Solar System, Galaxy, and the Universe.
4. Students will explain telescope design and how telescopes and spectra are used to extract information about Astronomical objects.
5. Students will describe the formation scenarios and properties of solar system objects.
6. Students will describe gravity, electromagnetism, and other physical processes that determine the appearance of the universe and its constituents.
7. Students will describe methods by which planets are discovered around other stars and current results.
8. Students will describe the structure, energy generation, and activity of the sun.
9. Students will compare our sun to other stars and outline the evolution of stars of different masses and its end products, including black holes.
10. Students will describe the structure of the Milky Way and other galaxies and galaxy clusters.
11. Students will describe the origin, evolution, and expansion of the universe based on the Big Bang Theory and recent Astronomical observations.
12. Students will describe conditions for life, its origins, and possible locations in the universe.

Institution-specific Student Learning Outcomes

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

Objective 1: Knowledge of Basic Laws of Physics Related to Astronomy and Use of Units
Students will be able to demonstrate that they can use basic laws of physics related to astronomy to estimate answers to various problems, and recognize metric units and the correct units in which to measure various astronomical properties. Addresses NM HED Area III competency 2 and 4: Solve problems scientifically. Apply quantitative analysis to scientific problems including showing familiarity with the metric system.

Objective 2: Basic Astronomical Phenomena
Students will be able to explain basic everyday concepts like seasons, the rising and the setting of the Moon and its appearance, and our place in the universe, and a recognition of valid explanations of these phenomena. Addresses NM HED Area III competency 3. Communication of scientific information.

Objective 3: Origin and Nature of the Universe
Students will be able to summarize the theory of the origin and nature of the universe--- subjects with relevance to contemporary societal issues. Addresses NM HED Area II competency 3 and 5. Communicate scientific information. Apply scientific thinking to real world problems.

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In Astronomy 1115L students learn how to apply the tools of physics and mathematics to observations of the light from stars and galaxies in order to understand their properties and the nature of the Universe. Students perform a combination of computer-based activities and hands-on experiments throughout the course that require them to solve problems and implement the principles of scientific reasoning. In order to successfully be able to perform these types of activities, critical thinking is a fundamental skill that students must be able to exercise.

Problem Setting: After reading the introductory material and performing the experiments, students must answer a series of questions. These include mathematical word problems that require students to be able to identify what the problem is asking them to find as well as the appropriate mathematical equation to use.

Evidence Acquisition: Students must regularly gather data and record observations in order to complete the experiments in the course. To do this, they use a combination of real lab equipment and computer-based tools. Some example activities include: using a computer simulated telescope to make measurements from images of astronomical objects, measuring light levels with a light meter, and estimating the distance to an object by counting floor tiles. Students also must complete observing projects in which they are asked to go outside and look at the Sun, Moon, or planets every day over the course of several days or weeks and sketch what they see.

Evidence Evaluation: The questions that accompany each lab activity require students to interpret the data that they have recorded and information that they have read. Students are asked to determine whether their answers make sense and are reasonable. As an example, after students have completed an experiment in the Parallax lab, they are asked "In Question 4 you predicted how far away you should be. In Question 5 you made an actual measurement. The difference between your measured value and the predicted value is the measurement error in this experiment. If the two values disagree, what do you think is the reason? Give specific examples for possible sources of error in the measurement." In this question, the students must consider the factors that influence experimental data and articulate why there might be a difference between measurement and theory.

Reasoning/Conclusion: The lab questions also require students to draw conclusions about the overarching concepts. Another question from the Parallax activity asks "Stand at the last distance from the pencil you wrote down in the previous question. Keep both of your eyes open and take three steps to the left, then back to your original spot, then three steps to the right. Does the pencil appear to shift relative to the wall again? How, then, does the length of the baseline affect your ability to measure parallax?" Parallax is a technique for measuring distance. Here, the students are asked to perform a short experiment, and then articulate their conclusions about what their observations tell them about the effectiveness of the technique.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

Since Astronomy as a science depends on the tools of physics and mathematics, quantitative reasoning is an integral part of this course.

Analysis of Quantitative Arguments: In any laboratory course, students must be able to analyze and interpret data in the form of tables or graphs in order to make sense of their experiments. When working with a partner, students must also be able to critique the data reported to them by their colleague.

Application of Quantitative Models: The Universe is complex and vast in scale. We do not have the ability to travel to a star or galaxy to take measurements. As a result, astronomers rely heavily on quantitative models to help interpret the information obtained from observations. Students in the lab are routinely presented with new models in the form of graphs, scale-drawings, and mathematical equations, that they must then interpret and apply to solve a problem. As an example students must be able to read the properties of a star from an HR diagram, or use Kepler's laws for the orbits of planets to calculate the distance of Mars from the Sun.

Communication/Representation of Quantitative Information: The large scale of the universe means that astronomy students must learn how to work with extremely large numerical values. Consequently, from the very beginning of the course, students are asked to represent numbers using scientific notation. Also, in science, the number of digits provided in a numeric value for a measurement communicates to scientists the precision of that measurement. Students are asked to practice this by providing values with the correct number of significant figures. Students are also asked to explain or show their procedure for calculation problems. Finally, students must be able to communicate quantitative information in written form using ratios and proportionalities. For example: "If the distance between two stars is doubled, the force of gravity between the stars will be 4 times weaker".

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and***

global

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Collaboration skills, teamwork and value systems: Students are required to work with a lab partner for all labs. Each pair of students must turn in a single set of solutions to the lab questions. This teaches collaboration and teamwork since each lab partner will get the same grade on the assignment, and so they must work together to come up with answers that they agree upon. There is also limited equipment available for some experiments, which requires the entire class to practice teamwork to share resources.

Ethical Reasoning: Science relies on the careful, transparent performance of experiments and the honest, unbiased analysis of data. Students are expected to model this as they perform experiments during lab. During the lab students also explore examples of cases where new information has forced scientists to adopt a new understanding of the Universe, such as the sun-centered solar system or the change in the planethood status of Pluto.

Intercultural reasoning and intercultural competence: Astronomy is an ancient and global science. The earliest astronomers included (but were not limited to) the Greeks, Native Americans, Mayans, Aztecs, Europeans, and Chinese. There are many archeological monuments that have astronomical significance that were left by these early scientists. The first lab of the course introduces students to these ideas, and as the students complete their observing projects, they practice using the same tools and techniques of observation that have been used by astronomers across the world for centuries.

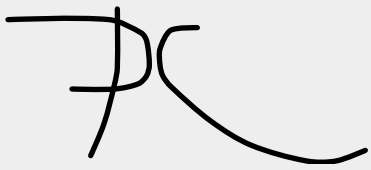
Sustainability and the natural and human worlds and Civic discourse, civic knowledge and engagement -- local and global: The goal of astronomy is to understand the natural world at the grandest level. However, this course demonstrates that the universe can look vastly different at different scales. A galaxy seen close up looks like a huge group of individual stars, but seen from a distance, it appears as a fuzzy smudge. The sun looks like a perfect yellow ball from a distance, but with a solar telescope, it has spots on its surface. Understanding the difference between "local" and "global" is crucial for students to make sense of climate science and other sustainability/scientific issues and to have meaningful discussions with others about the challenges facing our world.

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

Link to Institution's General Education Assessment Plan

http://assessment.unm.edu/assessment-types/gened-assessment/index.html

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 27 2020

Upload Assessment

Completed - Nov 8 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ASTR_1115L_combined

Filename: ASTR_1115L_combined.pdf **Size:** 2.7 MB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001329

Don Scroggins - don.scroggins@clovis.edu
NM General Education Curriculum

Summary

ID: 0000001329
Status: Under Review
Last submitted: Dec 1 2020 02:41 PM (MST)

Application Form

Completed - Dec 1 2020

Application Form

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Mathematics

Chief Academic Officer

Name	Dr. Robin Jones
Email	jonesr@clovis.edu

Registrar

Name	Kari Smith
Email	kari.smith@clovis.edu

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

No

Institutional Course Information

Prefix	MATH
Number	1512
Title	Calculus I
Number of credits	4

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

Yes

Co-requisite Course

Prefix	n/a
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	MATH
Number	1512
Name	Calculus I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. State, motivate and interpret the definitions of continuity, the derivative, and the definite integral of a function, including an illustrative figure, and apply the definition to test for continuity and differentiability. In all cases, limits are computed using correct and clear notation. Student is able to interpret the derivative as an instantaneous rate of change, and the definite integral as an averaging process.
2. Use the derivative to graph functions, approximate functions, and solve optimization problems. In all cases, the work, including all necessary algebra, is shown clearly, concisely, in a well-organized fashion. Graphs are neat and well-annotated, clearly indicating limiting behavior. English sentences summarize the main results and appropriate units are used for all dimensional applications.
3. Graph, differentiate, optimize, approximate and integrate functions containing parameters, and functions defined piecewise. Differentiate and approximate functions defined implicitly.
4. Apply tools from pre-calculus and trigonometry correctly in multi-step problems, such as basic geometric formulas, graphs of basic functions, and algebra to solve equations and inequalities.
5. State the main theorems of calculus correctly, including all conditions, and give examples of applications. These include the Intermediate Value Theorem, the Mean Value Theorem, the Extreme Value Theorem, and the Fundamental Theorem of Calculus.
6. Solve simple first and second order differential equations, either initial or boundary value problems, including problems where the derivative is given by a piecewise function, or when the initial value problem is described in words, such as in applications from physics, biology and engineering. Be familiar with the harmonic oscillator and describe period, amplitude, and phase shift of the trigonometric functions that appear.
7. Compute integrals using the method of substitution, including changing the bounds in the case of definite integrals.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Throughout the entirety of this course, students will use written and graphical communication skills through the discussion of functions and the properties of their graphs. More specifically, students will utilize various mediums to explain the continuity, average rate of change, and concavity of functions. Medium examples include written explanations, graphical representation, selection of the correct explanation from a list of choices, and written mathematical expressions. Students will use this written information to represent the functions graphically. Students will learn to determine the intent of the problem when selecting a communication medium. Students will evaluate and determine the validity of arguments regarding the continuity and differentiability of functions. Students will support their evaluation of the arguments using definitions (including qualifiers) of the vocabulary mentioned above. Students will also produce their own arguments regarding the properties of a function, including differentiability, integrability, and continuity. Communication skills be regularly assessed throughout the semester using student statements of the definitions of continuity, the derivative, and the definite integral during class discussions and formal written exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will learn how to use the primary definitions of Calculus (limit, derivative, and integral) in order to state the intent of application problems encountered throughout the semester. For example, in related rates of change problems, students will state the rate of change that the application problem is searching for. As another example, when asked to find the position function given a velocity function, students must state that they are to find the indefinite integral and use the initial value to find the constant coefficient. Additionally, students will practice evidence acquisition during the semester when solving application problems by identifying initial values, vocabulary that implies differentiation (velocity, marginal cost/revenue, etc.), and gathering information about a function by mathematically determining critical values, inflection points, boundary points, and right- and left-side limits. Students will evaluate the evidence acquired by applying the appropriate definitions to interpret data. For example, students will evaluate a first-order differential equation by evaluating an indefinite integral. Furthermore, students will evaluate the continuity of a function by evaluating the right- and left-side limits to determine if a limit exists and is equal to the function value at that point. Students will develop conclusions after solving an application problem by relating their results back to the definitions used to evaluate the evidence. For example, once students have determined a function’s behavior between critical points, they will relate this behavior back to the definitions increasing and decreasing on an interval. As another example, students will use their results from evaluating an indefinite integral to state the solution to a first-order differential equation. Critical thinking skills will be assessed using formal written exams, essays, quizzes, and discussions.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

Throughout the semester, students will use interval notation to express the behavior of a function; for example, to describe over which intervals a function is increasing, decreasing, constant, concave up, concave down, continuous, and differentiable. Students will use the Rectangular Coordinate System to express polynomial, sinusoidal, logarithmic, and exponential functions graphically. Students will analyze arguments regarding the continuity, differentiability, and integrability of functions to determine their validity using the definitions and their quantifiers. Students will also interpret quantitative arguments regarding a function to solve a problem. For example, students will solve first-order differential equations by interpreting the components of the equation. Furthermore, students must be able to interpret a position function to evaluate a velocity and acceleration function. Students will solve application problems in the fields of physics, business, engineering, and more. Examples of applications in this course are falling body equations; marginal cost, revenue, and profit functions; position, velocity, and acceleration functions; geometric optimization; and related rates of change. Quantitative reasoning skills will be assessed using quizzes and formal written exams.

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

Link to Institution's General Education Assessment Plan

http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.pdf and http://www.clovis.edu/consumerinfo/docs/2019-20GeneralAssessmentReport.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 1 2020

Upload Assessment

Completed - Nov 17 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Calculus_I_Final_Exam

Filename: Calculus_I_Final_Exam.pdf **Size:** 109.4 kB

Upload Rubric

Completed - Nov 17 2020

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Calculus I Syllabus

Filename: Calculus_I_Syllabus.pdf **Size:** 181.0 kB

Application: 0000001336

Don Scroggins - don.scroggins@clovis.edu
NM General Education Curriculum

Summary

ID: 0000001336
Status: Under Review
Last submitted: Dec 2 2020 01:56 PM (MST)

Application Form

Completed - Dec 2 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Mathematics

Chief Academic Officer

Name	Dr. Robin Jones
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Registrar

Name	Kari Smith
Email	kari.smith@clovis.edu

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

No

Institutional Course Information

Prefix	MATH
Number	2531
Title	Calculus III
Number of credits	4

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

No

Co-requisite Course

Prefix	n/a
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	MATH
Number	2531
Name	Calculus III

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. (Vector Operations) Perform basic operations on vectors in 3D: addition, subtraction, scalar multiplication, dot product. Visualize addition, subtraction and scalar multiplication geometrically, state geometric meaning of dot product and cross product, recognize and write down the equations defining lines and planes, and draw geometric information from the equations (such as a point on lines/planes, tangent and normal vectors, intersections).
2. (Vector-Valued Functions of One Variable) Visualize given functions as curves in space, find functional parametrization of given curves, find their derivatives and interpret them as tangent vectors to curves; for functions describing the motion of a particle, interpret derivatives as velocity and acceleration; solve initial value problems.
3. (Scalar-Valued Functions of Several Variables) Visualize functions of two variables by graphs in space or level curves in the plane; visualize functions of three variables by level surfaces in space; recognize and graph equations for conic sections and for surfaces of revolution; state what it means for a limit of a function of several variables to exist; compute partial derivates, gradients, directional derivatives and understand their meanings, e.g. with respect to direction of fastest growth and tangent planes; compute the gradient of a function and state its geometric significance; solve min/max problems with or without constraints (using substitution or Lagrange multipliers for the former) explain why the Lagrange multiplier method works.
4. (Double and Triple Integrals) Compute by reducing to an iterated integral, by changing the order of integration, by changing from Cartesian coordinates to cylindrical or spherical coordinates and vice-versa; use double and triple integrals to compute areas, volumes, centers of mass.
5. (Vector Fields) Visualize basic vector fields by flow lines and integral curves; state the definition of a gradient (or conservative) vector field and how to recognize one and compute a potential function; compute the divergence and curl of a vector field; rules for differentiation; recognize permissible and non-permissible operations.
6. (Line Integrals) Compute line integrals such as arc length, work, circulation using the parametrization of a curve; compute using the Fundamental Theorem of Line Integrals when applicable; state Green’s theorem (2-D), apply it to examples.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students will be able to communicate vectors as drawings in the Cartesian Coordinate Plane and in Cartesian coordinates. Students will use the application problem setting and procedural requirements to determine the proper medium for communicating the vectors. Students will be able to communicate integrals in rectangular, cylindrical, and spherical coordinates. Students will again use application problem setting and procedural requirements to determine the proper medium for communicating the integrals. Students will use their understanding of the definitions of limits and continuity for multivariable functions to evaluate statements of a function's continuity. Students will determine the validity of a vector field sketch by understanding the definition of its equation to determine relative magnitudes in various locations. Students will be assessed on their ability to determine the continuity of a multivariable function and their ability to support their determination with the proper definitions and theorems. Students will also learn to determine which variable type would be most efficient to solving integrals between polar and rectangular coordinates and defend their choice with theorems taught in class. Communication skills will be assessed using discussion forums, quizzes, and formal written exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will learn to delineate application problems to determine the intent of the assessment. For example, students will solve application problems in which they must find a tangent vector by realizing they must compute the derivative of the given vector function. As another example, students will learn to determine the amount of water per second that flows across a two-dimensional region by first determining the need for a double integral over that two-dimensional space. Students will be assessed on their ability to gather information about a function and region to convert an integral to an integral with different variables. For example, students will convert rectangular coordinates to cylindrical coordinates by determining the boundary points of the region and how they apply to the function. Students will be assessed on their ability to determine the maximum height of a thrown object by gathering evidence of the situation, including the initial velocity, angle of motion, and initial height. In these same application problems, students will learn to isolate extraneous information, like the physical description of the object in motion, which is not needed for the calculation. Students will also be assessed on their ability to use the acquired evidence to draw conclusions about functions of multiple variables. For example, students will use the partial derivative of a function and a given point to develop a linear approximation for the function. Furthermore, students will use the information of a function and a given geometric region to determine the center of mass for the region.
Critical thinking will be assessed using quizzes, discussion forums, essays, and formal written exams.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

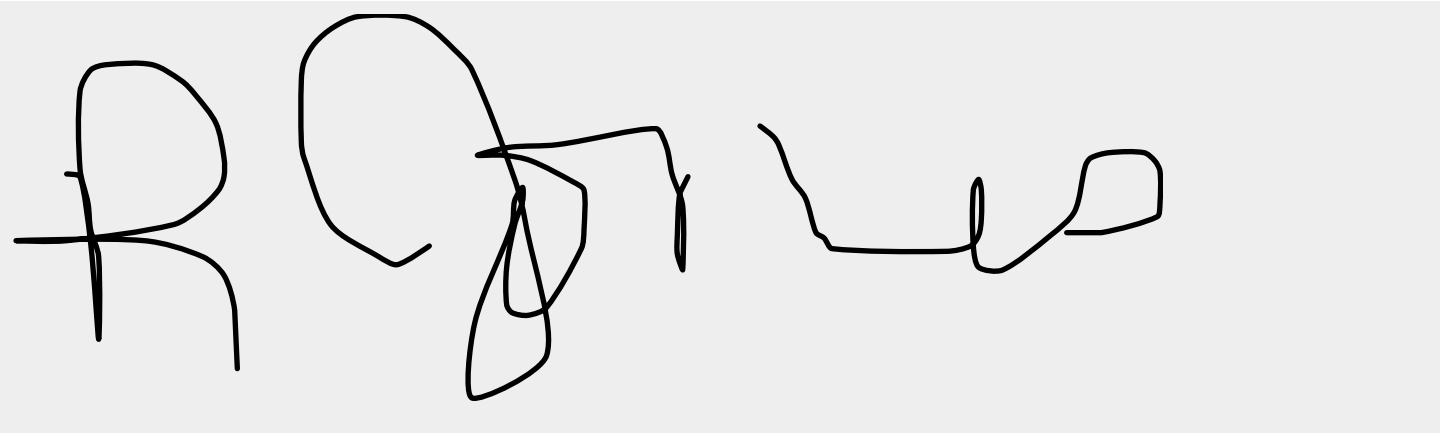
Students will be able to communicate vector fields both graphically in a multidimensional coordinate plane and as Cartesian coordinates. Students will also be able to draw a tangent plane and linear approximation in a multidimensional coordinate plane as well as a mathematical function. Furthermore, students will be able to express a single or multiple integral as a scalar using the methods of integration taught in class. Students will be able to analyze an argument of the conservativeness of a vector field using partial derivatives. Students will utilize the basic skills of Calculus – limits, derivatives, and integrals – to calculate integrals for function with multiple variables. Furthermore, students will apply these multivariable calculus skills to solve application problems in the fields of biology, engineering, physics, and meteorology. For example, students will be able to calculate the centers of mass for regions using double integrals. Furthermore, students will be able to determine the amount of work required to move an object in a vector force field along a path using line integrals.
Quantitative reasoning skills will be accomplished using written formal exams, quizzes, and discussion forums.

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

Link to Institution's General Education Assessment Plan

http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.pdf and http://www.clovis.edu/consumerinfo/docs/2019-20GeneralAssessmentReport.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 1 2020

Upload Assessment

Completed - Dec 1 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Calculus_II_Final_Exam

Filename: Calculus_II_Final_Exam_DyMGTK7.pdf **Size:** 91.7 kB

Upload Rubric

Completed - Dec 1 2020

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Calculus II Syllabus

Filename: Calculus_II_Syllabus_4P1Ttn5.pdf **Size:** 182.4 kB

Application: 0000001354

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001354
Status: Under Review
Last submitted: Dec 8 2020 04:09 PM (MST)

Application Form

Completed - Dec 8 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

Chief Academic Officer

Name	Natalie Gillard
Email	natalieg@mesalands.edu

Registrar

Name	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	PSY
Number	101
Title	Introductory Psychology
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	PSYC
Number	1110
Name	Intro to Psychology

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation, and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students are asked to communicate effectively in written responses to reaction paper assignments. Students are also to use scholarly tone and use the proper citation system for psychology data in the required papers. Students are actively involved in the evaluation of their thoughts as well as others. They are to respond to other students sharing their views and still maintain others' views as they continue dialogue. The students are encouraged to have effective and productive communication continually throughout this psychology course.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will clearly delineate several psychology issues that promote critical thinking. Students will examine the works of several prominent psychologists, such as Erickson, Piaget, Freud, Plutchik, and others. Students are then asked to look at the evidence they present through their research and evaluate their research and draw conclusions. Students are given several clinical cases and asked to evaluate and problem solve possible psychological affects. Students are asked to compare and contrast much of the psychology curriculum with introspect to themselves and others.

Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

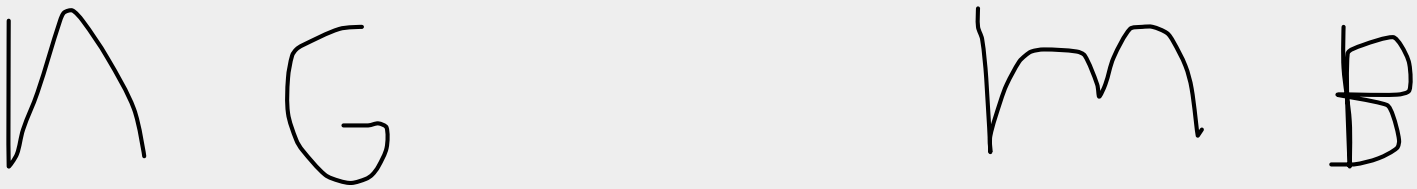
The argument and counter argument model afforded by the reaction paper prompts allow students to ethically
reason on specific issues on both local and global levels. Students share their unique perspectives within the student work culminating in a diversity of viewpoints and potential solutions to gain intercultural competence. Students are given topics that allow them to formulate ethical reasoning and develop conclusions based on their ethical thoughts and reactions, and share and discuss the same development of ethical thoughts of others.

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

Link to Institution's General Education Assessment Plan

https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 8 2020

Upload Assessment

Completed - Dec 8 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

psy 101 sample assessment

Filename: psy_101_sample_assessment.pdf **Size:** 19.7 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001330

A. BAILEY Pagels - pagelsa@wnmu.edu
NM General Education Curriculum

Summary

ID: 0000001330
Status: Under Review
Last submitted: Jan 28 2021 02:02 PM (MST)

Application Form

Completed - Jan 28 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Western New Mexico University
Submitting Department	Academic Affairs

Chief Academic Officer

Name	William Jack Crocker
Email	William.Crocker@wnmu.edu

Registrar

Name	Betsy Miller
Email	Betsy.Miller@wnmu.edu

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

Yes

Institutional Course Information

Prefix	ALAS
Number	1825
Title	Applied Liberal Arts and Sciences - Business
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ALAS (Unique, in approval process)
Number	1825
Name	Applied Liberal Arts and Sciences - Business

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

Choose 3 Skills

Responses Selected:

Critical Thinking
Quantitative Reasoning
Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain the role of business in society and to examine what it is to be human through the lens of the economic/financial systems.
2. Demonstrate understanding of business philosophies (management, economics, finance, etc.) and concepts. Demonstrate understanding of liberal arts philosophies and concepts.
3. Identify fundamental drivers creating opportunities for entrepreneurs and new ventures by innovation and sustainable and ethical practices.
4. Understand how individual decisions and actions, as a member of society, affect economies (businesses) locally, nationally and internationally.
5. Identify the constituent elements of the entrepreneurial process and identify necessary steps to start a business and achieve self-achievement.
6. Analyze the value of collaboration to innovation and self-realization in a social and behavioral context.
7. Adapt sustainable business responses to emerging opportunities (using qualitative cases and reflective essays). Demonstrate the response’s effects to humans.
8. Collaboratively, analyze the available societal choices by preparing personal statements on how business improves societal conditions (the human condition).
9. Demonstrate effective oral and written communication when analyzing and making business-related decisions.
10. Analyze risk management needs in the areas of business, society, behavior, ethics, and sustainability.

Institution-specific Student Learning Outcomes

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

At the end of the course, the students will have gained knowledge in three essential skills: Critical Thinking, Quantitative Reasoning and Personal and Social Responsibility.

This course addresses these essential skills: 1. Critical Thinking 2. Quantitative Reasoning 3. Personal and Social Responsibility
At the end of the course, the student will be able to answer the four WNMU applied liberal arts overarching questions: WNMU Applied Liberal Arts Big Question
Learning objective
1. What is truth? ALAS-1 2. What is justice? ALAS-2 3. What does It mean to be human? ALAS-3 4. What is the “good” life? ALAS-4

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

General Narrative :

This course provides the students with a combination of Applied Liberal Arts & Sciences (ALAS) and business discipline philosophies. An applied liberal arts perspective brings a theoretical understanding of the real world, while business philosophies provide theoretical and practical applications, the combination of which makes this course unique. The mentioned combination will allow the student to develop quantitative reasoning, critical thinking and personal and social responsibility skills from the applied liberal arts as well as the business and entrepreneurial perspectives. The course will explore business as a medium of improving humans' ecosystems, through self-achievement, full self-realization and financial independence. Financial independence is often associated with retirement or confused with financial freedom. In this course the concept is defined as the decision-making process that allow humans to live the life they want, in direct correlation to answering the four WNMU-ALAS Big Questions: What does it mean to be human? What is a good life?; What is truth?; and What is justice?

Through this course, students will identify and develop skills that will allow them to understand the applied liberal arts concepts within the business discipline, thereby fulfilling the applied liberal arts mission of WNMU. The critical thinking skills will be gained by learning, comprehending, applying, and analyzing areas of business, psychology, economics, and ethics to qualitative case studies. ALAS 1825 intends to help students understand their active participation and impact in the business, economics, social and financial global structures. It's also designed to teach personal and social responsibility skills by learning how to seize opportunities that will lead them to understand business ethics, social responsibility and social (human) engagement by establishing a baseline for sustainability in the human world and how to conduct personal and business activities ethically and responsibly. The personal and social responsibility skills are assessed using interdisciplinary qualitative cases and introspective exercises.

Students will learn quantitative reasoning skills by analyzing and interpreting pecuniary information, financial statements and quantitative case studies, as part of identifying problem areas in their own finances, researching ethical and responsible investment opportunities, and developing plans for action. By working through these inquiry-based processes, individuals can answer questions about what they seek from life, how they face obstacles, and how they make corrections to attain their purposes. A positive well-being is related to our sense of happiness, and considering that humans spend one third of our lives at work, happiness shouldn't be confined to our personal lives. On a larger scale, students learn to understand how their financial/economic decisions as individuals can influence their happiness, families, local communities, and the broader economy.

Through specific homework assignments, the students will answer the four ALAS questions and gain knowledge in critical thinking, quantitative reasoning and personal and social responsibility. The attached assessment and rubric are examples of how the essential skills are assessed, the course objectives

attained and the ALAS concept implemented taking in consideration that ALAS is an institution-specific concept.
METHODS OF ASSESSMENT:

1. Will include attendance and discussions, reflective essays, homework, a final project/report, and presentations.
2. Students evaluate the instructor through student evaluation process at the end of the course.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In this course, the scientific method is used to analyze the four big questions associated with the ALAS courses at WNMU. Students will apply business and liberal arts concepts to solve social problems, while identifying social behaviors that will permit achieving their goals. Through the use of written statements, students will gather evidence, identify and communicate business (financial, economic, managerial, etc.) related problems. The students will be able to ask questions about reports and data in a way that facilitates the critical thinking process. Whether business or personal, the mentioned exercises allow students to see evidence, motives, and to reach conclusions about choices, and how to align actions with objectives.

Students also apply and further develop their critical thinking skills through the learning of innovation, entrepreneurship, and the entrepreneurial process. They study and discuss qualitative cases related to problems that entrepreneurs historically have solved for society and the process that led to those solutions. Entrepreneurship is recognized as a means with which to help solve society's problems while also allowing individuals to achieve their aims of well-being. Students are required to identify problems that need solutions and thus creates value for others, develop a plan that outlines how they will go about solving the problem, identifying supporters and financing sources, and ultimately how they intend to put their plan into action.

Students also provide and receive open-minded feedback to their classmates' innovative entrepreneurial ideas. By making the idea public and receiving feedback from their peers, the critical thinking process is further driven and completed. Students are evaluated based on in-class/online discussions, case analysis, and presentations. Using multiple assessment tools ensures that the content knowledge and critical thinking skills that are introduced in class are tested and reinforced during the course.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of quantitative reasoning.*

In this course, the students use quantitative cases and models to measure, analyze, and evaluate pecuniary information, and business and social behaviors. Real-world applications are essential in teaching quantitative reasoning to students. Students through studying business concepts learn about the allocation of resources, understanding of information, community participation, and responsible citizenship in general. Through active learning of business and liberal arts concepts, the students apply the concepts to their financial wellbeing and entrepreneurial ideas (including possible occupations and livelihoods).

The students will solve real-world problems in fields such as management, entrepreneurship, economics, and finance, through an understanding of mathematical facts and concepts, and applying these to find solutions. Students learn to assess various business statements by subjecting them to a high level of scrutiny (including the liberal arts philosophies). Their work is evaluated using a standard rubric tied to WNMU and the School of Business's academic goals.

The course aims to improve quantitative reasoning and effective communication. Students learn about the economic way of thinking, cost/benefit analysis, and their application to everyday decisions. Examples include the purchasing of assets at the community level (home), and a series of financial transactions with long-term impact on their pecuniary health and livelihood. The student uses quantitative reasoning skills while learning about applying business-specific concepts (such as debt, financing, risk, and insurance) and liberal arts perspectives (logic, arithmetic, etc.). The students are given realistic scenarios where they apply acquired knowledge by doing their research, evaluating options, and choosing, optimally.

Additionally, quantitative reasoning skills are applied when learning about entrepreneurship, the entrepreneurial process, and venture planning and financing. Students review business strategies, determine their viability, and decide whether cost and benefits improve others’ conditions. They study the market context, the managerial principles of operating a business, the estimation of startup costs and revenues, and then research conceivable financing sources.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The course provides the students with a variety of activities to develop and assess their personal and social responsibility skills. A significant amount of energy is spent on highlighting how individuals make choices and work together to achieve their life goals, specifically, sustainable financial goals that significantly increase the probability of long-term familial cohesion, societal acceptance, happiness, and prosperity. Students take inventory of their current circumstances, conduct analyses to identify weaknesses and strengths, construct plans, and ultimately put them into action, none of which stand a great chance of being carried out successfully without the support and collaboration of family, friends and communities.

The course highlights the importance of teamwork, collaboration, communication, and value systems as necessary tools in their pursuit of personal, professional, and societal goals. Ethics, logic, morals and values, and the role they play in our lives are discussed throughout the course. By using economic, social, business and ethical principles, the students weigh the impact of their decisions (self-direction level of personal and social responsibility) and are made aware of the immediate personal financial impacts (self-motivation level), the impact on their family's current financial circumstances (caring level), their family's future wellbeing, and the broader societal impact of their decisions (respect for others level).

Assessment occurs through class discussions on choices related to business, society, innovation, and entrepreneurship. Through discussions and qualitative cases, students can understand their role as individuals in the local, national, and global economic systems. They analyze the numerous ways in which their choices help to improve (or affect) the lives of those around them and preserve the resources we use today for future generations (sustainability). Moreover, they learn about the power of the consumer and how their individual decision-making heavily influences and shapes the world around them. The assignments have them gather, organize, and analyze their day-to-day decisions with the express goal of gauging the impact of those decisions on the world around them.

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

In this box, provide a narrative that explains how the proposed course addresses ***3*** *of the components of digital literacy.*

Which essential skills will be addressed?

☒ Critical Thinking

☒ Quantitative Reasoning

☒ Personal & Social Responsibility

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

Link to Institution's General Education Assessment Plan

https://academic.wnmu.edu/wp-content/uploads/sites/82/2019/07/WNMU-General-Education-Assessment-Plan-2019-2020.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Jan 28 2021

Upload Assessment

Completed - Jan 28 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Final Sample Assessment ALAS 1825 1-18-21

Filename: Final_Sample_Assessment_ALAS_1825_1-18-21.pdf **Size:** 75.2 kB

Upload Rubric

Completed - Jan 28 2021

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Final Rubric for ALAS 1825- Reflective Essay 2 1-18-21

Filename: Final_Rubric_for_ALAS_1825-_Reflective_sREw6OD.pdf **Size:** 148.2 kB

Application: 0000001362

Cheryl Jordan - jordanc@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001362
Status: Under Review
Last submitted: Jan 15 2021 04:19 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy

2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Cheryl Jordan
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Email	jordanc@sanjuancollege.edu

Submitting Institution

Name of HEI	San Juan College
Submitting Department	Computer Science

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	COSC
Number	116
Title	Spreadsheeting
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	(No response)
Number	(No response)
Name	(No response)

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

Choose 3 Skills

Responses Selected:

Communication
Critical Thinking
Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

The state computer science group has not yet assigned common course numbering.

Institution-specific Student Learning Outcomes

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

1. Identify the basic Excel (spreadsheet) concept
2. Describe and apply basic to advanced skills
3. Recognize and demonstrate the concepts of creating, editing, and formatting worksheets
4. Apply and demonstrate the concepts of working with charts, pivot tables, lists, and use what-if analysis
5. Apply formulas and functions
6. Analyze data using formulas, compiling workbook data, utilizing tables
7. Use advance functions and conditional formatting

Specific Learning Outcomes:
1. Create and format a basic Excel worksheet

2. Apply formulas and functions to calculate and analyze data
3. Construct workbooks to manage data
4. Apply general, conditional, and custom formatting to workbooks
5. Create Charts and Graphics
6. Demonstrate how to manage and analyze large sets of data
7. Construct workbooks to manage data
8. Construct Excel Tables, PivotTables, and PivotCharts
9. Build multiple and shared worksheets/workbooks
10. Select external data and connect to workbooks
11. Design basic and advanced formulas and choose appropriate functions
12. Use Date Functions
13. Use Advanced Logical Functions
14. Use Functions to Evaluate One Condition and Multiple Conditions
15. Use Financial Functions
16. Create a Loan Amortization Table
17. Use Cumulative Financial Functions
18. Measure Central Tendency
19. Create a Forecast Sheet
20. Perform Analysis Using Trendlines
21. Use Statistical Functions to Perform Trend Analysis
22. Manage Multiple and Shared Worksheets/Workbooks, and Excel-Integrated Content
23. Develop an Excel Macro Application
24. Create a Financial Analysis and Perform What-If Analyses
25. Connect to and Use External Data

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students enrolled in Spreadsheeting will interact with course materials and Excel software to communicate their learned understanding through in-class and Learning Management System (LMS) discussions.

Genre and Medium Awareness/Application and Versatility: Student-centered, in-class discussions focus on examples of how students have used the Excel application software in the past, how confident they felt about using the Excel software before starting an Excel unit. At the end of each unit, students will discuss how their confidence in Excel usage had changed and why or why not. Students will also respond to discussions topics on the LMS on the completed section units of Excel covered. Students will discuss specific Excel features, functions and commands learned, and how those new skills could be used in their future careers.

Strategies for Understanding and Evaluating Messages/Evaluation and Production of Arguments: Students will gain useful knowledge and understanding of Excel from the varying hands-on assignments throughout the course. Students will learn how to use the Excel software from a beginner to comprehensive user perspective. During lab time, still will be encouraged to help each other to solve problems.

Student assessment will come in the form of hands-on assignments that include step-by-step instruction assignments, quizzes, and end-of-chapter assignments that provide only minimal information to complete tasks, and simulation exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students successfully completing the course will be able to correctly use various features in Excel, apply their knowledge to analyze data, determine proper usage and create or update usable workbook files.

Problem Setting; and Evidence Acquisition: Students will practice critical reasoning from the chapter projects assigned where they are given the basics of what they need to accomplish and using their knowledge of the Excel program, create useful and meaningful results. Students will practice critical reasoning and draw logical conclusions based on data for all the assignments provided. Students will be asked to read, analyze, and synthesize data and draw conclusions.

Evidence Evaluation; and Reasoning/Conclusion: Required chapter assignments include beginning exercises, quizzes, hands-on ending projects, and disaster recovery assignments. In each chapter's Disaster Recovery assignment (DRA), students will be presented with a workbook file that contains various errors or problems related to the chapter's contents. Within each disaster workbook file, students will use skills learned in the current and/or previous chapters to fix the errors with minimal information provided as to why the workbook is created and what it is intended to accomplish. Students will arrive at meaningful solutions by taking a file completed by someone else, using critical thinking and problem-solving skills learned from the chapter to update the data to have a useful, correct workbook.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: Students will learn to use Excel chart tools to communicate information in a meaningful and visually attractive way. Using What-if analysis, students will visually demonstrate the relationships given different sets of information. Students will use regular worksheets of data and will interpret those calculated results into meaningful information.

Throughout the Excel course, students will learn to construct formulas for mathematical operations—from basic to complex formulas. Student will learn to resolve mathematical operation errors by use of the Excel error messages. All assignments in the Excel course will assist in student learning from beginning projects, simulations, and quizzes to the hands-on ending projects and Disaster Recovery assignments (where limited information is given and students will be required to fix all the errors from the assignments).

Analysis of Quantitative Argument; and Application of Quantitative Models: In the Excel assignments for this course (projects, quizzes, and hands-on projects), student use computer skills with Excel spreadsheets in this course learn essential skills for quantitative reasoning. Students learn to think logically and produce workbooks using various Excel skills. Students take raw data and turn it into useful information for decision making. Students construct formulas using pre-built Excel functions and constructing formulas using mathematical operations. Students will learn how what-if analysis helps them to answer questions on business production, sales, personnel, etc., in order to make the best decisions based on the information created. Students are presented with a Disaster Recovery assignment at the end of each chapter covered in the course. These disaster recovery assignments will have students fix errors presented in each chapter’s file. Students will use the skills they learned from each chapter to disaster recovery assignments from the skills they learned.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

N/A

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

N/A

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Jan 8 2021

Upload Assessment

Completed - Jan 8 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

COSC 116 Chapter 5 Project Assessment

Filename: COSC_116_Chapter_5_Project_Assessment.pdf **Size:** 172.0 kB

Upload Rubric

Completed - Jan 8 2021

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

COSC 116 Chapter 5 Rubric

Filename: COSC_116_Chapter_5_Rubric.pdf **Size:** 163.6 kB

Application: 0000001342

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001342
Status: Under Review
Last submitted: Jan 4 2021 11:37 AM (MST)

Application Form

Completed - Dec 3 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

Name	Adrienne Forgette
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Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ARTS
Number	2310
Title	Ceramics 2
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTS
Number	2310
Name	Ceramics 2

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Demonstrate intermediate techniques in wheel throwing, hand building, glazing, and kiln firing.
2. Prove through class work an intermediate understanding of both the nomenclature and the use of a variety of ceramics equipment.
3. Be able to utilize principles of design, and aesthetic judgment to create and analyze a body of work consisting of both functional and sculptural ceramic objects.
4. Use a greater familiarity with historical and contemporary ceramic sources, ideas, and materials in the discussion and creation of a unique body of ceramic works.

Institution-specific Student Learning Outcomes

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

1. Demonstrate intermediate techniques in wheel throwing, hand building, glazing, and kiln firing.
2. Prove through class work an intermediate understanding of both the nomenclature and the use of a variety of ceramics equipment.
3. Be able to utilize principles of design, and aesthetic judgment to create and analyze a body of work consisting of both functional and sculptural ceramic objects.
4. Use a greater familiarity with historical and contemporary ceramic sources, ideas, and materials in the discussion and creation of a unique body of ceramic works.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Student communication will be clear, purposeful, and make appropriate use of evidence, data and technology as applicable. The objective critique of work in progress and in its finished form provides the opportunity for the student to develop their critical and expressive abilities in discussion of their own work and the work of other class members. Critiques offer the opportunity to develop their communication skills in using the vocabulary of the elements and principles of visual expression. Learners must utilize color, shape, textures, and lines to create direct narrative elements such as storytelling through the ceramic product or to express emotions through design. Learners demonstrate knowledge through verbal presentations of what techniques they used to best communicate stories and emotions. Students are then required to orally present their work and elaborate on what worked well and identify areas for improvement. This information will be recorded in their art journals. Students must also be receptive to and respond to criticism of other students. During group and individual teacher/student discussions, students share their learning process as they present the influences and origins of their ideas.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will demonstrate the ability to synthesize varied sources of information, acknowledge the contributions/insights of others, and make independent judgments. Students will take historical and contemporary source material from the history of ceramics and synthesize these sources of inspiration into their own unique design. The design will then be executed by learning forming and finishing techniques. The completed project will be discussed and evaluated at a group critique. After receiving feedback from students and the instructor, they must consider what changes they might make to improve the work whether through improvement of the narrative/idea being communicated or improvements in the quality/application of the techniques. Students make choices about whether to create symmetrical or asymmetrical works, in other words whether the work is balanced with an equal number of elements on either side or unequal. Students will have knowledge about what can change the feeling that is emoted through the work. In upper divisions, students learn to mix glazes which uses mathematics and chemistry to create precise reactions in the glazes when the work is heated in the kiln. In lower levels, glaze mixing is introduced to the degree that students understand that different effects are produced based on the properties of glaze ingredients and the need for the precise application of formulas and ratios in the production of glazes.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

Students will recognize and understand the roles of diversity in society. Through the sharing of facilities, work spaces, and equipment, student will understand their interconnectedness as a group and the necessity for cooperation. The individual's participation in the group and the demonstration of the individual's sense of responsibility towards the facility and equipment is assessed throughout the semester by the instructor. Know how to utilize dust masks and respirators. Students demonstrate a mastery of cleaning the art space and creating minimal dust. Students are aware that clay dust can stay suspended in air after several hours so it is essential that all cleaning be done with minimal dust creation. Ceramics requires personal responsibility and an understanding of safe handling techniques for one's own safety and the safety of others in the shared environment.
Critiques provide an opportunity for both reflection and candid assessment of students' work and other works, and to take responsibility for correctable deficiencies and catastrophic failures in a civil way. These skills will be modeled by the instructor. Students are exposed to intercultural artwork and are required to evaluate the pieces based on social and cultural depictions of others' worlds. The instructor will use music from various cultures to inspire art that reflects the culture in a variety of ways. Students are required to maintain a clean environment and to take responsibility for their working areas to ready the space for future use by others.
At the end of the semester during a public showing of the work, students will demonstrate an ability to engage with the public about their work in a respectful and constructive manner.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 3 2020

Upload Assessment

Completed - Dec 3 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTS2310-Assessment

Filename: ARTS2310-Assessment.pdf **Size:** 102.7 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001337

Cheryl Jordan - jordanc@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001337
Status: Under Review
Last submitted: Jan 8 2021 02:28 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

Contact Information

Name	Cheryl Jordan
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Phone	505-566-3374
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Computer Science

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	COSC
Number	125
Title	Business Microcomputer Applications
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	(No response)
Number	(No response)
Name	(No response)

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

Choose 3 Skills

Responses Selected:

Communication
Critical Thinking
Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

The state computer science group has not yet assigned common course numbering.

Institution-specific Student Learning Outcomes

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

COURSE LEARNING OUTCOMES:

1. Utilize the Windows operating system for file management
2. Create, format, and edit word processing documents.
3. Create, format, and edit spreadsheet workbooks, worksheets, and charts.
4. Create, format, and edit presentations.

Specific Learning Outcomes:

1. Utilize the Windows operating system for file management:

1.1. Create and maintain appropriate file management structures for course files within Windows

2. Create, format, and edit word processing documents:

2.1. Use graphics, SmartArt, video, and mail merge

2.2. Use lists, tab stops, tables, citations, footnotes, bibliography, and columns

2.3. Apply templates to create new documents

3. Create, format, and edit spreadsheet workbooks, worksheets, and charts:

3.1. Create, edit and apply functions and formulas

3.2. Create, format and edit charts

3.3. Use what-if analysis, sorting, filtering and 3D editing and formatting

4. Create, format and edit presentations:

4.1. Use graphics, shapes, SmartArt, WordArt, themes, and videos in presentations

4.2. Use lists, tables textboxes and charts in slides

4.3. Apply slide transitions and animations in presentations

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students enrolled in Microcomputer Business Applications will interact with course materials and application software (Microsoft Word, Excel and PowerPoint) to communicate their learned understanding through in-class and Learning Management System (LMS) discussions.

Genre and Medium Awareness/Application and Versatility: Student-centered, in-class discussions focus on examples of how students have used the unit application software in the past, how confident they felt about using the software before starting a unit. At the end of the unit, students will discuss how their confidence in software usage had changed or not changed. Students will also respond to discussions topics on the LMS on each application software covered. Students will discuss specific features and commands learned, how useful these are to the student, and how the student could use those features and commands in other courses and in their future careers.

Strategies for Understanding and Evaluating Messages/Evaluation and Production of Arguments: Students will gain useful knowledge and understanding of application programs from the varying hands-on assignments throughout the course. With each unit (Word, Excel, and PowerPoint) students will learn how to use the various software applications and, during lab time, are encouraged to help each other to solve problems. Student assessment will come in the form of unit exams after step-by-step instruction assignments, reinforcement assignments, quizzes, and end-of-chapter assignments that provide only minimal information to complete tasks. Students will create a project for each application that relates to them and their future careers or daily living. In the PowerPoint unit, students will create presentations that effectively disseminate quality information. The slides students create will show how they have taken previously learned materials (their Word Student Project) and condense and incorporate it into meaningful slides for public viewing (in person or online).

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students successfully completing the course should be able to correctly use various features from all three of the application software that is covered from Microsoft Office (Word, Excel, and PowerPoint), apply their knowledge to analyze data, determine proper software usage and create useable, business files.

Problem Setting; and Evidence Acquisition: Students will practice critical reasoning from all assignments, but most importantly from the three student projects assigned where students will be given the basics of what they need to accomplish and using their knowledge of the programs, will create useful and meaningful results. Students will practice critical reasoning and draw logical conclusions based on data for all the assignments provided. Students will be asked to read, analyze, and synthesize data and draw conclusions. Required assignments will include beginning projects, simulations, quizzes, and hands-on ending projects in addition to hands-on exams and student projects.

Evidence Evaluation; and Reasoning/Conclusion: In the Word Student Project, students create a report on their future careers, including the employment opportunities within the location they wish to live as well as pay scales. Within this report, students are required to include various listed components from their learning as they create their document. In their Excel Student Project, students create a household budget, incorporating required components learned from the Excel chapters in order to create monthly savings. Students think in depth in terms of what expenses, both required and optional (those items they need or are optional) and create a monthly savings plan. Students arrive at meaningful solutions as this assignment shows those who do not realize how much money they spend monthly on nonsensical amenities. In their PowerPoint Student Project, students create presentations based on their Word Student Project. Students work on alternate concepts learned in Word to take their two-page report and turn it into a slide show with concise information that would be meaningful to their intended audience.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: Students will learn to use Excel chart tools to communicate information in a meaningful and visually attractive way. Using What-if analysis, students will demonstrate the relationships given from different sets of information. Students will use regular worksheets of data and can interpret those calculated results into meaningful information. Throughout the Excel assignments for this course, students will learn to construct formulas for mathematical operations, and students apply some of the most popular pre-built Excel functions. Student will learn to resolve mathematical operation errors by use of the Excel error messages. All assignments in the Excel section of this course assist in student learning from beginning projects, simulations, and quizzes to the hands-on ending projects (where limited information is given).

Analysis of Quantitative Arguments; and Application of Quantitative Models: In the Excel assignments for this course (projects, simulations, quizzes, and hands-on projects) students will use computer skills with will learn essential skills for quantitative reasoning. Students will learn to think logically and produce workbooks using various Excel skills and formulas and functions. Students will take raw data and turn it into useful information for decision making. Students will construct formulas using pre-built Excel functions and construct formulas using mathematical operations. Students will learn how what-if analysis helps them to answer questions on business production, sales, personnel, etc., in order to make the best informed decisions based on the information created.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

N/A

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

N/A

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

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Date

Dec 3 2020

Upload Assessment

Completed - Jan 8 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

COSC 125 Word Student Project Assessment

Filename: COSC_125_Word_Student_Project_Assessment.pdf **Size:** 113.2 kB

Upload Rubric

Completed - Jan 8 2021

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

COSC 125 Word Student Project Rubric

Filename: COSC_125_Word_Student_Project_Rubric.pdf **Size:** 117.0 kB

Application: 0000001291

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001291
Status: Under Review
Last submitted: Dec 3 2020 09:48 AM (MST)

Application Form

Completed - Dec 2 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of

New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	UNM Main
Submitting Department	International Studies

Chief Academic Officer

Name	Pamela Cheek
Email	pcheek@unm.edu

Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

No

Institutional Course Information

Prefix	INTS
Number	1101
Title	Introduction to International Studies
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	INTS
Number	1101
Name	Introduction to International Studies

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Understand interdisciplinary scholarship as it applies to International Studies
2. Be able to question dogmas and taboos in today's society
3. Have developed an awareness of differing perspectives and diversity
4. Understand world issues and trends
5. Understand the impact and legacy of colonialism/imperialism on developing nations
6. Have developed the skills to identify and critically engage with the transnational processes that define globalization and international issues in the contemporary world;
7. Be aware of intercultural learning strategies/skills
8. Be able to identify the UNM course offerings that satisfy the area concentration requirements for International Studies, including:
a. Africa;
b. Asia/Middle East
c. Europe
d. Latin America
9. Be able to identify the UNM course offerings that satisfy the thematic concentration requirements for International Studies, including:
a. Arts & Culture (A&C)
b. Religion, Identities & Beliefs (RIB)
c. Women & Gender (W&G)
d. Global Markets & Governance (GM&G)
e. Conflict, Peace & Diplomacy (CP&D)

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

INTS 1101 is a quintessential Humanities Gen Ed course. It demands students develop Critical Thinking skills by asking them to identify, define, and address social, cultural, economic and political problems in six different thematic areas: Environment & Sustainability (ENSU), Global Markets & Governance (GMGV), Conflict Peace & Diplomacy (CPDY), Arts & Culture (ARCL), Women & Gender (WNGR), and Rituals, Identities & Beliefs (RIBF). A mix of lectures, course readings, in-class films, debates, and instructor-led small group discussions are used to help students identify and establish the origins and ongoing nature of these problems. They must then acquire and evaluate evidence through independent research to support and challenge various positions on those problems, and ultimately establish their own conclusions about them in presentations and papers. To demonstrate their ability to evaluate evidence and establish their own conclusions, students are required to identify ongoing current events around the world from a variety of media sources and analyze them through the lens of the course academic literature as well as by offering their own reflexive and analytical insights. Class presentations and debates on timely subjects, such as modern slavery, carbon taxing, UN reform, armed conflicts, cultural appropriation, etc. call on students to critically evaluate issues from as many perspectives as possible, thereby challenging the notion that such global issues are a simple black-and-white binary, but rather realizing that many issues reside in a grey area of perspectives. Reading quizzes also call on students to think critically and establish their own conclusions on key international topics.

Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Last but not least, Personal and Social Responsibility is a core value of the course. All six thematic areas present such problems and questions. The entire course is centered around intercultural reasoning and competence, as it is a comparative international studies course. With this in mind, the course offers crucial interdisciplinary concepts such as the dangers of historical silencing and cultural relativity to equip students with critical tools that augment a nuanced grasp and assessment of cultural and ethical differences between various societies from Africa, Latin America, Europe, and Asia/Middle East. These skills are also used to prepare students for their required international experience (typically through a study abroad program). The ENSU thematic area addresses questions of sustainability as its focus. Ethical reasoning comes up in every area, but especially so in CPDY, which asks students to conceptualize conflict and conflict resolution through the broad spectrum of violence and the many ways in which it can manifest in global economic systems (GMGV), for example, or through religious, racial or ethnic bias and discrimination (RIBF). Students are asked both to work collaboratively themselves throughout the semester as well as study such behavior or lack therefore in all six areas, but especially in GMGV and CPDY. Issues of civic discourse and engagement also run throughout all the areas, but especially GMGV as that is its focus.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

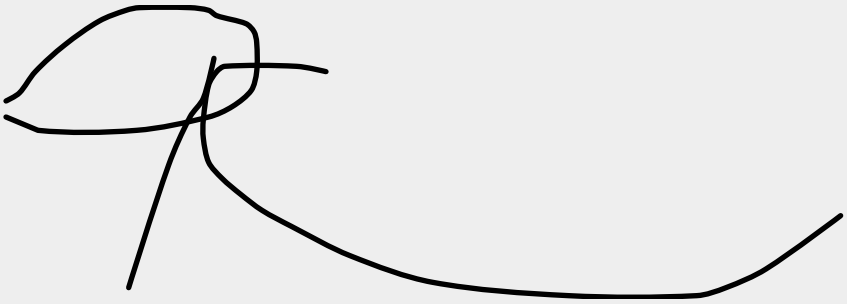
Throughout this process, the students must develop Information and Digital Literacy skills since much of the evidence comes from online data, media interviews, archives, and other information sources. They therefore are required to assess the authority and value of such sources and improve their digital literacy skills in finding, capturing, and assessing information and in understanding how information is and can alternatively be structured so as to be more or less accessible to different audiences. Students, for example, are required to attend ongoing instruction with a UNM librarian to understand how to find and access digital archives, digitized primary sources, academic databases, news media sources, and digital repositories for government and think tank reports and grey literature. Students are also expected to learn Powerpoint, Google Slides, or some other comparable presentation software for their debates and research presentations. Their inquiry into the problems they address must always be supported by research, as the course is preparing them for their later Capstone seminar, which is entirely research dependent. They must produce a research paper proposal supported by an original research question and preliminary thesis statement that is supported by a minimum of three academic sources and analyzed through the lens of at least two of the program's thematic areas, thereby encouraging a cross-disciplinary insight and understanding of the connectivity of the legacy of imperialism and its formative and lasting impact on such issues as the contemporary global economic structure, climate crisis, armed conflicts, homophobia, etc.

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

Link to Institution's General Education Assessment Plan

http://assessment.unm.edu/assessment-types/gened-assessment/index.html

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 15 2020

Upload Assessment

Completed - Dec 2 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

INTS 1101 syllabus (2)

Filename: INTS_1101_syllabus_2.pdf **Size:** 339.9 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001259

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001259
Status: Under Review
Last submitted: Dec 21 2020 08:38 AM (MST)

Application Form

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	UNM
Submitting Department	Classics

Chief Academic Officer

Name	Pamela Cheek
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Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	CLST
Number	2120
Title	Roman Civilization
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	CLST
Number	2120
Name	Roman Civilization

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

By the end of this class, students will
1. Gain a broader understanding and appreciation of the intellectual and cultural activity of ancient Rome.
2. Gain factual knowledge about the history and culture of ancient Rome.
3. Develop skill in expressing their critical ideas in writing essays organized around a clearly articulated argument.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students are required to engage in Critical Thinking to succeed in this course in a number of ways. The course encourages students to consider and evaluate historical, social, cultural and political trends (Problem Setting) that constitute the history of ancient Rome (753 BCE-325 CE). Class lectures, reading from the assigned primary Latin texts in translation, and class discussion offer several opportunities for Evidence Acquisition, Evaluation, and the application of Reasoning and Conclusions throughout the term. Several assignments (essay examinations and written assignments) require students to read primary texts in translation and assess lecture information to help evaluate various trends and ideas that constitute Roman history and culture. For one instance (among many), students are asked to evaluate historical figures: Why did Julius Caesar amass such power and wealth in the Late Republican era of Rome? To respond students cull information from their texts, lecture notes, and class discussion (Evidence Acquisition). Students must evaluate those events/details (Evidence Evaluation), acquire evidence in the form of ancient testimonia, and evaluate the evidence with a view to some well-reasoned conclusions. Negotiating a series of events and trends (and from multiple testimonia) requires students to apply Critical Thinking as they examine which arguments might be the most persuasive for their side as they simultaneously try to understand the possible arguments and conclusions of scholars and their peers on the other side(s) of the problem or debate (SLOs 1, 2, 3).

Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

This course offers plenty of opportunities for students to develop and test skills relating to Personal and Social Responsibility. The historical figures (e.g. Julius Caesar, Romulus, the Gracchi, Constantine the Great), cultural practices (amicitia, cena, concilium principis), and major events (Punic Wars, Civil Wars), which are analyzed and discussed all come from the ancient Roman world, a place far removed in space and in time from students' own modern cultural backgrounds. The cultural ideals and morals are often far different from our own, and just as frequently these norms are either taken for granted or simply dismissed. Face to face with very foreign ideas, students apply Intercultural Reasoning and Competence to grapple with various ancient Ethical and Value Systems. In turn, students use Ethical Reasoning to formulate a response to these foreign systems. This requires first understanding the basics of their own morals and ethics, so that they can more adequately defend them against ancient proponents of another system which takes very different ideas for granted. When ancient authors communicate ethical arguments and practices which are not shared by most modern individuals, students are encouraged to analyze those practices and confront them directly, critically examining the differences between ancient perspectives and their own and formulating a response. In this way, students partake in an actively thoughtful and intellectual cross-cultural experience by assimilating the perspectives and beliefs of others through a reading of their own stories (Civic Discourse, Knowledge, and Engagement), by carefully comparing those perspectives to their own beliefs and values, and by responding to those other perspectives with a reasoned justification of their own positions. Ultimately, students come to an understanding of the diversity of the human experience and their own small but important place within the array of human perspectives, both Local and Global (SLOs 1, 2, 3).

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

In this box, provide a narrative that explains how the proposed course addresses ***3*** *of the components of digital literacy.*

This course requires and instills a great deal of Information and Digital Literacy in students. A Roman civilization course consistently introduces students to the Authority and Value of Information from reliable sources, especially as they learn over the course of the term that many so-called "facts" and facets of ancient Rome (Information Structures) they have learned from pop culture sources (e.g., Hollywood movies, comics, etc.) may not actually be entirely in line with the stories that the Romans themselves told in antiquity. Further, the course requires students to exercise a large amount of digital literacy as they prepare and investigate sources online using various programs such as Word and Adobe Acrobat. Not only must they type essays, but they must interact with videos, and participate in in-class and online debates with fellow students on Learn (Research as Inquiry). In the process of completing these assignments, students learn how to find, use, and share information with both the instructor and with their fellow students. Finally, the process of research is emphasized in this course (Research as Inquiry). Students must write and submit several papers which involve research based on several ancient testimonia, including one assignment in which they learn about Roman religious beliefs and, mainly, that religious beliefs are not those determined by Judeo-Christian belief systems, but on an entirely different belief system. They learn from preassigned readings (posted on Learn) that religious beliefs include omens, superstition, claps of thunder, et al., which constitute an inextricable part of Roman politics and electioneering (SLOs 1, 2, 3).

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

Link to Institution's General Education Assessment Plan

http://assessment.unm.edu/assessment-types/gened-assessment/index.html

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Sep 28 2020

Upload Assessment

Completed - Oct 2 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

CLST 2120_Prompt#1_2020

Filename: CLST_2120_Prompt1_2020.pdf **Size:** 46.2 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001356

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001356
Status: Under Review
Last submitted: Dec 9 2020 04:27 PM (MST)

Application Form

Completed - Dec 9 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

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- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

Contact Information

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Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

Chief Academic Officer

Name	Natalie Gillard
Email	natalieg@mesalands.edu

Registrar

Name	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	115
Title	Introduction to Chemistry I
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	CHEM
Number	1215
Name	Chemistry I for STEM Majors

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science.
2. Explain the structure of atoms, isotopes and ions in terms of subatomic particles.
3. Understand the differences between physical and chemical changes to matter, and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation.
4. Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reactions in solution, gases and thermochemistry. 5. Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties.
6. Describe the energy conversions that occur in chemical reactions and state changes, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy changes in reaction.
7. Use different bonding models to describe formation of compounds (ionic and covalent), and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity.
8. Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configurations of atoms.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will develop inferences and problem solving solutions based on data that they derive from the labs and observations. Students will collect evidence, and evaluate that evidence continually throughout the course using the different labs, lectures, and articles. They will have to form conclusions that are scientifically valid given their research and data. Critical Thinking is key to this course and developing scientific logic, students are constantly challenged to think beyond the given facts and postulates and see if they appear to be applicable in each research area in the course. Chemistry includes numerous areas of critical thinking. One such area in this course is molecular bonding and the bond types that can occur and change the structure of the molecule. Students have to learn that there is more than one way to examine existing particles involving a great deal of critical thinking.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

Students are given data practice activities throughout the course in which they are to examine quantitative information and assess its relevance and analyze the data for cumulative conclusions. Students are asked to use scientific equipment to quantitatively determine data. Triple beam and analytical balances as used to collect much of the data that the students analyze. Scientific charts and graphs are used constantly throughout the course to determine the effectiveness of the student's quantitative collection skills.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

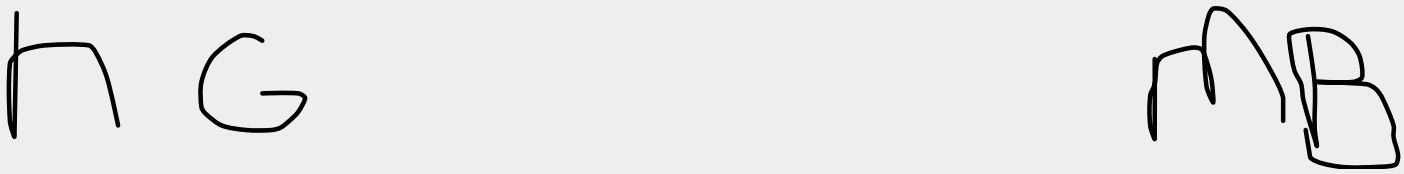
Students are asked to ethically reason on scientific issues on both local and global levels. The mix of science and the people that both formulate and use the science is experienced by the students as they develop intercultural reasoning and intercultural differences. Students have to collaborate and use teamwork in the labs as the course data is often synthesized for the total research data to be relevant. The diversity of how to handle civic issues and world concerns is a vital area for the course and students have the effects of science, but have to look at the effect of the research on people and society.

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

Link to Institution's General Education Assessment Plan

https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 9 2020

Upload Assessment

Completed - Dec 9 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Chem 115 Sample Assessment_ Lab 4

Filename: Chem_115_Sample_Assessment__Lab_4.pdf **Size:** 53.9 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001346

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001346
Status: Under Review
Last submitted: Jan 8 2021 04:46 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Elaine Benally
Title	Dean of Humanities
Phone	5055664022
Email	benallye@sanjuancollege.edu

Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	MUSC
Number	1415
Title	Introduction to Music
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	MUSC
Number	1415
Name	Introduction to Music

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Pass a moderately strict examination covering all basic music theory items learned in the first 8 weeks of this course.
2. Pass a moderately strict examination covering composers, forms, structures, classical compositions, etc. from each historical era.
3. Apply this knowledge of music theory and history when attending public music events, when aesthetically listening to any form of music presented in contemporary media, or when challenged to provide music assistance at a community organization, school, or church.

Institution-specific Student Learning Outcomes

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

1. Pass a moderately strict examination covering all basic music theory items learned in the first 8 weeks of this course.
2. Pass a moderately strict examination covering composers, forms, structures, classical compositions, etc. from each historical era.
3. Apply this knowledge of music theory and history when attending public music events, when aesthetically listening to any form of music presented in contemporary media, or when challenged to provide music assistance at a community organization, school, or church.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Throughout the semester the students will read the text and discuss it in class. In classroom settings, communicate the concepts in both large and smaller groups or online. Students will prepare a written document and oral presentations to share with the class regarding musical composers, time periods, genres, and basic music theory fundamentals. Students will use reliable and credible sources for the presentation, and discuss with each other some pieces of the music of the composers. They trade and grade worksheets, peer review as they complete assigned worksheets and quizzes. Included is listening and concert attendance. In a written document, students will describe their experiences at a concert they are required to attend by using musical terms learned in the class. They will also express their own personal opinions and share their knowledge of accepted concert etiquette.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will analyze and critically interpret significant musical works by placing emphasis on musical terminology covered in the text and musical structure during the semester. A variety of musical form examples will be examined through listening and visual means so students can analyze pieces on their own and properly identify the musical structure of a piece, which is the form. Students will also learn to discern between different tonalities, chords, and sequences to be able to recognize those musical forms in each piece of music. By listening to musical examples of various genres students will demonstrate knowledge of duple and triple meter and time signatures. By teaching them the major scale patterns, they can play on the piano and write a major scale in any key. From the knowledge gained of chords and keys, students will be able to detect errors and write musical examples. The use of the text, listening examples, YouTube clips, and study guides will create an incremental sequence of student comprehension of the course objectives and competencies. Students will analyze how modern music evolved through the introduction of new instruments, notation, and the ideas of prominent composers.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Throughout the semester students are exposed to a variety of music by composers from different parts of the world and time periods such as medieval through 20th century eras. Students will discuss how different aspects of a composer's life may have influenced the type of music they wrote. Students will make informed opinions about what audience the composer was writing for and how this may have played a role in the music they wrote. Students will apply and understanding of intercultural reasoning by participating as an audience member of a classical concert. By attending a collaborative live performance, students will develop a knowledge and practice of civic engagement as they are assessed for their understanding of concert etiquette.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

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This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 3 2020

Upload Assessment

Completed - Jan 4 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MUSC1415-Assessment

Filename: MUSC1415-Assessment.pdf **Size:** 225.2 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001339

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001339
Status: Under Review
Last submitted: Jan 8 2021 04:44 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Elaine Benally
Title	Dean of Humanities
Phone	5055664022
Email	benallye@sanjuancollege.edu

Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

(No response)

Institutional Course Information

Prefix	ARTS
Number	1210
Title	Color Theory 1
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTS
Number	1210
Name	Color Theory 1

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Apply the subtractive color wheel and color harmonies effectively in art and design.
2. Demonstrate the ability to mix and match hue and value
3. Demonstrate an understanding of additive and subtractive color models.
4. Analyze the use of color historically and in diverse cultural contexts.
5. Distinguish the emotional and psychological meanings of color.

Institution-specific Student Learning Outcomes

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

1. Gain an understanding into the physics of color, how we see and how the biology of the eye creates certain effects.
2. Gain an understanding of both the additive and subtractive models of color.
3. Gain a knowledge of the different components of color: hue, value, chroma and levels of saturation.
4. Come to understand the importance of different color contrasts and how to apply them in art and design.
5. Become familiar with the psychological and emotional effects of color.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

As students learn and apply the principles of Color Theory to their chosen field of study they will come to understand how those principles can become invaluable tool in there efforts to communicate with there viewer.
Appling the principles of Color Theory will allow student to communicate with their viewers and guild them to have specific experiences with whatever project they are working on. Students gain the ability to guild their viewer eye through an image or project and creating focal points in the image using color and value. They will also learn what makes an image more appealing or less so.
Colors have inherent cultural meanings attached to them. Some colors invoke a feeling of calm while others give the viewer a feeling of anger, fear or passion. By using these inherent meaning the students will learn to use their images to invoke an emotional response in their viewers. They will also be learning cultural meaning common in other cultures and the understanding of how similar images and colors m communicate different meaning to different people.
By manipulating how the viewer sees and experiences an image or chosen project through the proper use of Color Theory principles, the student will be able to direct a viewer to experience of that project in a certain way. They will also be able to communicate energy, emotions and deep meanings contained in their project and help the viewer to understand what is most important about that particular image or project.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in this class will be challenged to think creatively and to apply each principle to their own work. With each new assignment they must contemplate how best to demonstrate the current principle we are working on. Each of the seven principle that we study builds on top of each other. You cannot contemplate color complements without understanding Hue contrast. Likewise, simultaneous contrast will be hard to understand without first understanding how complementary contrasts work within an image or project.

The challenge for the student comes when applying those contrasts to an actual project in a way that gives them the desired result.

One of the assignment that we work on asks the students to create a focal point within an image using only the amount of saturation of colors within an image. Students must decide how to control the saturation of each color in the image in order to create that focal point. While they use the information that they are learning from the current contrast that we are studying, Contrast of Saturation, they are also drawing on knowledge that they have already learned such as hue contrast. Thus, students are forced to draw on all the knowledge that they have learn in the course to day to solve the problems posed in any given assignment.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

Upon the completion of each assignment students have a chance to present that project to the class for review. In doing this they are required to explain to the class their understanding of each of the seven principles as we complete them. In doing this they can express their understanding of each principle to the group and have the chance to help others in the class further understand the principle that we are learning. Other in the class are also allowed to comment on the students completed assignment, giving respectful feedback. This skill is first demonstrated by the instructor. Not only does this activity allow for civic discourse but also helps to build a feeling of teamwork with in the class. We are all working together to help everyone master the principle that we are learning in the class

Student in the class come from many different backgrounds and ethnicities. These are naturally expressed in the images and project that each of the students presents. As we present student learn and become aware of different cultures within the class they become more aware of those different cultures and begin to develop intercultural awareness and competence.

While in class and on work days the students have the responsibility of helping to talk care of the room. The Painting lab which we use for the class is a shared space and students learn to be conscientious and respectful of the space that we use.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

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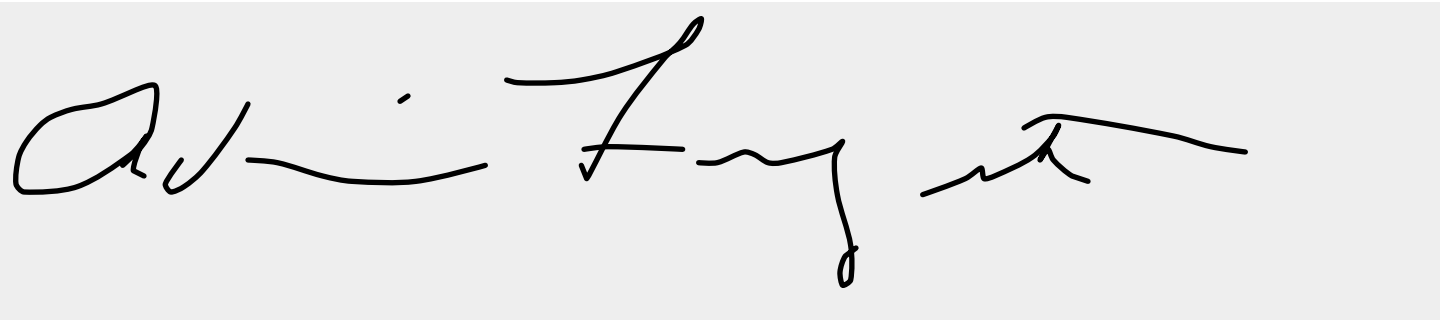

Date

Dec 3 2020

Upload Assessment

Completed - Dec 3 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTS1210-Assessment

Filename: ARTS1210-Assessment.pdf **Size:** 262.9 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001341

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001341
Status: Under Review
Last submitted: Jan 8 2021 04:45 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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7. Other: 3 Essential Skills chosen by the institution

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Deadline for Next Curriculum Committee Meeting

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Tips for Completing the General Education Course Application

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Elaine Benally
Title	Dean of Humanities
Phone	5055664022
Email	benallye@sanjuancollege.edu

Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ARTS
Number	1320
Title	Ceramics 1
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTS
Number	1320
Name	Ceramics 1

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

Institution-specific Student Learning Outcomes

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

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

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

In their introduction to the origin, nature of composition, application, and adaptive nature of clay, pupils will gain insight into the infinite possibilities this material provides. They will attain the skill to manipulate the material, understand how clay functions in distinctly different stages, apply their knowledge in the production of a project worthy of their efforts and be able to constructively evaluate the results. Knowledge of clay and its abilities and limitations will be further explored in the form of wheel thrown and hand-built construction. Technical insight into the glazing and finishing of pieces will be covered. Students will gain perspectives in various historical trends and cultures as well as careers related to ceramics.

Students create ceramics that visually communicate ideas drawn from their personal lives or perspectives on the world. Students will demonstrate skills such as utilizing color, shape, textures, and lines to create direct narrative elements or infer emotions in their work. Students are then required to verbally present their work and elaborate on what worked well and identify areas for improvement. They must also be receptive to and respond to criticism of other students. They are required to evaluate the other students' work and provide detailed feedback. During group and individual teacher/student discussions, students share their learning process as they present the influences and origins of their ideas. Students will also note their discoveries and acquisition of knowledge in their art journals.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students are challenged to think creatively to apply ideas in original ways within their work. They must consider how they will communicate ideas visually and how the work will be received and understood by others. After receiving feedback in verbal critiques from students and the instructor, they must consider what changes they might make to improve the work whether through improvement of the narrative/idea being communicated or improvements in the quality/application of the techniques. Students make choices about whether to create symmetrical or asymmetrical works, deciding whether the work will be balanced or unbalanced. Students will understand that symmetry can change the feeling that is emoted through the work. In upper divisions, students learn to mix glazes which uses mathematics and chemistry to create precise reactions in the glazes when the work is fired in the kiln. In lower levels, glaze mixing is introduced to the degree that students understand that different effects are produced based on the properties of glaze ingredients and the need for the precise application of formulas and ratios in the production of glazes. Students will use their acquired analytical knowledge to prepare a thrown cylinder pot that will be used as a final evaluation of acquired skills.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

The making of ceramics utilizes materials that can pose health hazards if used improperly. Students demonstrate an understanding of the dangers of working with dry clay and glaze materials and know how to utilize dust masks and respirators. Students demonstrate a mastery of cleaning the studio and creating minimal dust. Students are aware that clay dust can stay suspended in air after several hours so it is essential that all cleaning be done with minimal dust creation. Ceramics requires personal responsibility and an understanding of safe handling techniques for one's own safety and the safety of others in the shared environment.
Students are required to maintain a clean environment and to take responsibility for their working areas to ready the space for future use by others.
Critiques provide an opportunity for both reflection and candid assessment of their work and others, and to take responsibility for correctable deficiencies and catastrophic failures in a civil way. These skills will be modeled by the instructor. Students are exposed to intercultural artwork and required to evaluate the pieces based on social and cultural depictions of others' worlds.
At showing of the work, students will demonstrate an ability to engage with the public about their work in a respectful and constructive manner.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

---

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 3 2020

Upload Assessment

Completed - Dec 3 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTS1320-Assessment

Filename: ARTS1320-Assessment.pdf **Size:** 129.5 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001338

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001338
Status: Under Review
Last submitted: Jan 8 2021 04:44 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

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Registrar

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

No

Institutional Course Information

Prefix	ARTH
Number	1115
Title	Orientation in Art
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTH
Number	1115
Name	Orientation in Art

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. The student will be able to identify elements of art and principles of design.
2. The student will be able to articulate the relationship of art to the human experience.
3. The student will be able to write and discuss critically using the vocabulary of art.
4. The student will be able to interpret art within cultural, social, personal, and historical contexts.
5. The student will be able to critically analyze an original work of art.

Institution-specific Student Learning Outcomes

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

1. The student will be able to identify elements of art and principles of design.
2. The student will be able to articulate the relationship of art to the human experience.
3. The student will be able to write and discuss critically using the vocabulary of art.
4. The student will be able to interpret art within cultural, social, personal, and historical contexts.
5. The student will be able to critically analyze an original work of art.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students will learn how to network and collaborate with others, engage with an audience in order to educate and present concepts based on personal and historic perspective; and relate interpersonally with a reasonable degree of expertise. They will exhibit an awareness of understanding the variety of mediums; genre; topical eras and processes by creating works and sharing and discussing with others. Students will demonstrate versatility and understanding via application through the creation of both 2-D and 3-D art projects; culminating in applying skill sets into a final work of their choice. Students will demonstrate an ability to deliver and evaluate diverse and variable historical and personal perspectives through giving and receiving outside critiques on assignments. The critique will occur in a group environment after the learners have presented the work and elaborated on inspirations for creation, principles utilized, and elaborated on process barriers, transitions, and successes. Students may also elaborate on ways the project would be altered or improved if done again. Additionally, students will learn how to be versatile in addressing how their creations may be presented to, or utilized to influence, a large audience. During group and individual interpersonal discussions, students will share their learning process and the influences for the origins of their ideas.

Additional expression of communication skills will be exhibited through visual presentations and written materials, such as the generation of visual aids, supplementary materials, and observations. Students will demonstrate an understanding of communication for the purpose of educating and potentially influencing. These processes will also utilize the application of composition skills attained via the course work; predominantly utilizing principles of design, concepts of presenting depth by artificial means, perspective, and appropriate understanding and utilization of color theory. Presentations will exhibit the culmination of understanding course materials via the ability to be informative to others.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will be challenged to think creatively, anticipate and solve problems, and presents formative steps in the creation of their art pieces. Students will demonstrate the ability to grapple with emotional content in art assignments; and overcome aspects of design, medium constraints, craftsmanship, and mechanics. Instructor feedback, peer evaluation, and principles from the text will be used to identify and rectify faults in works prior to final presentation of pieces. Students will master an understanding of art concepts and principles in order to apply their original ideas via diverse processes with various styles and motifs; usually applying the core elements of the creative process – Associating, Questioning, Observing, Networking, an Experimenting. To determine similarity and originality, students will compare their creations to others in the field, medium and era. Through the production of a short 1-2 page constructive critique, students will demonstrate understanding of how to identify composition principles, design strategies, original era concepts, and support their opinion of the work and how the piece may be perceived by others. The papers are proofed via instructor identified facilities source, and then an assessment by the instructor will review for proper understanding on the ability to Analyze, Evaluate and Support Personal Opinion in the form of a critical review of an art work. The student must also be able to articulate in a written format on possible changes in the work of art, what changes, and how would this influence that nature of the work and perceptions of the audience. Each assignment requires the student to demonstrate an understanding and utilization of the necessary principles – Balance (Symmetrical, Asymmetrical, or Radial), Emphasis and Subordination, Pattern and Rhythm, Repetition, Proportion, and finally Unity and Variety. Finally, student will come of an ultimate conclusion about the merit of their productions based on the above mentioned criteria.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

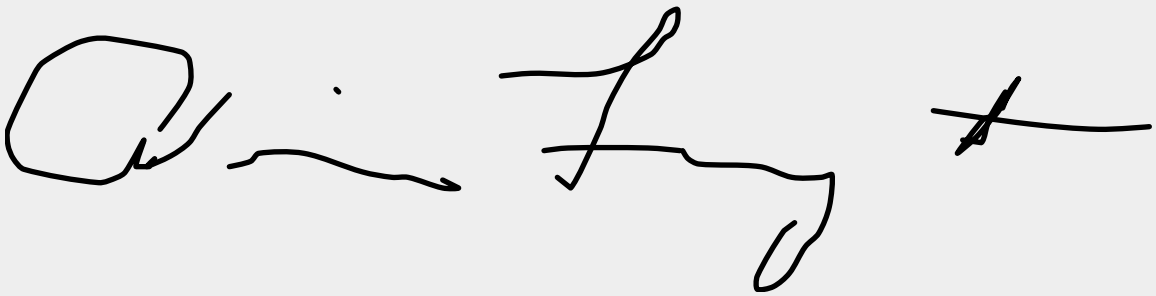
Through participation via completing sectional quizzes, course exams, hands on activities, era and personal construct presentations, and the production of a written artistic critique; students take responsibility for their own artistic development and understanding of core concepts, media types and utilization, era distinctions, and language associated with the subject. There is a responsibility to offer opportunities for reflection and candid assessment of their work and the work of others; along with celebration of successes, acceptance for correctable deficiencies and catastrophic failures, and to be mindful. Students will demonstrate the ability to offer and receive feedback in a manner that exhibits awareness regarding productive interpersonal communication, cultural and socioeconomic sensitivity, and general protocol. The skills needed to engage in a critical environment, including offering and receiving instructor generated feedback, will directly lead to future coursework and like skills as students gain an understanding of methods by which to observe nonjudgmentally without bias, listen carefully in a humble manner to receive and provide feedback, and to deliver constructive assessments in a productive and comforting manner. These skills will be modeled by the instructor. Students are exposed to intercultural, regional specific, and era specific artwork and are required to evaluate pieces based on social and cultural depictions of others associated with that world. The instructor will provide visual and physical media associated with various cultures to inspire art that reflects the culture in a variety of ways. Students are required to maintain a clean environment and take responsibility for their working areas to ready the space for the consideration and future use by others. At the end of the semester students will provide a visual presentation of the process in creating a final work; along with the final work, and will demonstrate the ability to engage with their peers in a respectful and constructive manner.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 3 2020

Upload Assessment

Completed - Dec 3 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTH1115-Assessment

Filename: ARTH1115-Assessment.pdf **Size:** 147.8 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001335

Don Scroggins - don.scroggins@clovis.edu
NM General Education Curriculum

Summary

ID: 0000001335
Status: Under Review
Last submitted: Dec 1 2020 02:46 PM (MST)

Application Form

Completed - Dec 1 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Mathematics

Chief Academic Officer

Name	Dr. Robin Jones
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Registrar

Name	Kari Smith
Email	kari.smith@clovis.edu

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

No

Institutional Course Information

Prefix	MATH
Number	1522
Title	Calculus II
Number of credits	4

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

No

Co-requisite Course

Prefix	n/a
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	MATH
Number	1522
Name	Calculus II

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Know the definitions, graphs, special values, derivatives and integrals (when possible) of transcendental functions, including exponential, logarithmic, inverse trigonometric and hyperbolic functions.
2. Use the methods of substitution, integration by parts, partial fractions and trigonometric substitution to compute proper and improper integrals. Evaluate improper integrals using correct mathematical limit notation.
3. Use rectangles or trapezoids to approximate integrals. Explain the difference between a first order and a second order approximation method.
4. Solve separable differential equations. Plot direction fields and solution curves. Find equilibrium solutions.
5. State the definition of the value of a series, as well as necessary conditions for convergence. Use the definition to determine the value of a series. Determine the value of known Taylor series at particular points. State various tests for convergence, including all conditions, and apply them. Approximate alternating series and estimate the error.
6. Determine the asymptotic behavior of functions f(x) as $x \to \pm\infty$, and the limit of indeterminate forms.
7. State the definition of the Taylor series of a function and describe its properties. Find Taylor series using the definition, or by substitution into, or differentiation or integration of known series, and determine their interval/radius of convergence. Approximate functions by Taylor polynomials within the domain of convergence and estimate the error. Include approximations of definite integrals or quantities depending on parameters, such as arise in applications in physics, biology, and engineering.
8. Use Taylor series to derive Euler's formula for the exponential of a complex number. Evaluate sums, products, powers, roots, and exponentials of complex numbers. Evaluate integrals of complex functions.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students will learn how to communicate the area between two curves in the following mediums: graphically, as a single or series of definite integrals, and as a mathematical expression. Students will be assessed not only on their ability to properly sketch the graphical representation or evaluate the definite integrals, but also their ability to determine the proper method of communication based on the wording of the question or physical application. Students will also learn how to communicate the stability of solutions to a first-order differential equation both graphically in the form of directional fields and verbally. Students will be assessed on their abilities in both mediums. Students will learn to analyze arguments regarding the divergence or convergence of a series, how to determine their validity using a variety of tests, including the divergence, integral, comparison, ratio, and root tests, and will be assessed on their ability to understand these arguments using the proper definitions. Students will learn how to determine the proper method of determining the volume of a three-dimensional conic section and communicate their method of choice using the proper definitions and theorems. Students will also be assessed on their ability to communicate their choice of strategy for solving first-order differential equations and the effectiveness of their arguments and how they apply to the definitions taught in the course.
Communication skills will be assessed using discussion forums, short quizzes, and formal written exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will be able to dissect an application problem and delineate the true intention of the problem. For example, students will be able to derive the temperature of an object from Newton's Law of Cooling by realizing they need to solve a first-order differential equation. Furthermore, students will be able to determine the force of an object by delineating the problem to a volume problem, which requires a definite integral. Students will gather information of a function's graph to find the volume of a conic section created with that function, including boundary points and antiderivatives of the function. Furthermore, when solving moments and centers of mass problems, students will be assessed on their ability to gather information like boundary points, antiderivatives, and the density of the associated substance. Students will acquire the ability to evaluate trigonometric identities to determine the most effective identity to use to evaluate integrals that would be impossible otherwise. Furthermore, students will determine the convergence or divergence of a series by evaluating the convergence or divergence of a related series in the comparison test.
Critical thinking skills will be assessed using quizzes, discussion forums, and formal written exams.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

Students will learn to graph polar coordinates (r,θ) on the Cartesian Coordinate Plane. Students will then be assessed on their ability to expression parametric equations as to y=f(x) form. Furthermore, students will be assessed on their ability to communicate an improper integral as the limit of a proper integral to aid in evaluation. Students will be able to analyze the stability of a solution to a first-order differential equation given a completed directional field. Students will be assessed on their ability to apply the concepts of definite, indefinite, trigonometric, and improper integrals; partial fractions; differential equations; sequences and series; power, Taylor, and Laclaurin series; and parametric equations to applications in physics, biology, and economics. For example, students will apply the definite integral of a polar function to find the arc length of a section of a circle. Furthermore, students will apply an improper integral to determine the area under a horizontally asymptotic curve.
Assessment of quantitative reasoning skills will accomplished using formal written exams, discussion forums, and quizzes.

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

Link to Institution's General Education Assessment Plan

www.clovis.edu/assessment

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 1 2020

Upload Assessment

Completed - Dec 1 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Calculus_II_Final_Exam

Filename: Calculus_II_Final_Exam.pdf **Size:** 91.7 kB

Upload Rubric

Completed - Dec 1 2020

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Calculus II Syllabus

Filename: Calculus_II_Syllabus.pdf **Size:** 182.4 kB

Application: 0000001364

Jeff Frawley - jeff.frawley@enmu.edu
NM General Education Curriculum

Summary

ID: 0000001364
Status: Under Review
Last submitted: Jan 19 2021 12:09 PM (MST)

Application Form

Completed - Jan 15 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course

Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Eastern New Mexico University-Ruidoso Branch Community College
Submitting Department	Language and Fine Arts

Chief Academic Officer

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Registrar

Name	Amy Means
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	2610
Title	American Literature I
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2610
Name	American Literature I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students complete an early-semester discussion via the Learning Management System for which they must delineate a question about the concept of what it means to be "American," and then must define this term as they see it. Throughout the semester, they are prompted in discussions and an end-of-semester short reflection essay to use literature to revisit and redefine this term. Throughout the semester, students complete online discussions for which they must acquire evidence from literature to make arguments about texts, oftentimes focusing on how readings shed light on a problem of American history or treatment of groups of people. For instance, they read excerpts from the journals and literature produced by European colonizers, and then juxtapose these with literature written by Indigenous peoples, to evaluate the problematic differences between these portrayals. Students, at the start of the semester, complete an exercise on close reading of literature, so as to be able to acquire evidence from texts, and then use this evidence to support their reasoning and conclusions. For a mid-semester essay, students pose a question about the nature of freedom as portrayed in early American literature, and then evaluate portrayals of freedom in various literatures, using textual evidence to support their evaluation. Later in the semester, students complete a short essay using textual evidence to critically evaluate how early American literature might (or might not) have changed perceptions of slavery. Students complete an essay using textual evidence on how literature has changed their perception of the American ideal of individuality.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

Hopefully as evidenced by the narrative above, throughout the semester students complete discussions, short writing assignments, and longer essays on a variety of cultural and historical contexts and groups of people. In all assignments, students ground their reasoning and competence in evidence from texts. Students complete readings and units on the experiences of Indigenous peoples, European colonizers, Black Americans, and Hispanic Americans. These literatures also provide exposure to the experiences of a variety of social and labor classes, and also provide a critical lens through which to analyze the experiences of different genders throughout American history. Lastly, students are asked to evaluate the experiences of different religious groups as described in literature. Oftentimes, online discussions and short writing responses ask students to make intercultural comparisons using literature; for instance, for one discussion they are asked to compare and contrast portrayals of oppression by Indigenous and Quaker women written during the same time period. Students oftentimes encounter narratives of civic discourse and disobedience and then use textual evidence to describe in discussions how these narratives have developed or changed their perceptions of American civics. Multiple discussions ask them to consider whether stories they've heard in American History classes in the past are reflected by the literature read in this class. For instance, for an end-of-semester essay, they are asked to draw from readings by Thomas Jefferson, Benjamin Franklin, and Ralph Waldo Emerson, as well as slave narratives, to evaluate whether the concept of individuality is fairly and equally portrayed in American historical narratives. Throughout the semester, students practice collaboration by completing full-class online discussions about literature, while also partaking in feedback discussions on one another's rough drafts of essays.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

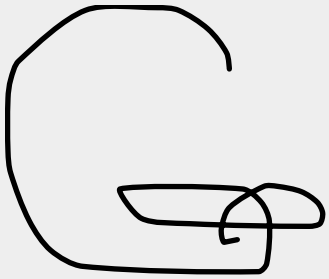
For several discussions on literature, particularly those written by European colonizers, students are asked to use historical context and author biographies to evaluate whether written narratives ethically portray historical events and treatments of people. Students also use this approach when completing an online discussion on how authors from oppressed groups attempt to establish authority in their writing--students analyze how these writers create authenticity and authority in their narratives so as to appeal to broader audiences. Students work to understand the authority and value of information by studying how to ethically use textual evidence to support their arguments, then put this understanding into practice when drafting essays. Two larger essays that students write in this course require them to pose a question about common ideals or principles of American history, including "freedom" and "individuality," and then use textual evidence to provide reasoning on whether these ideals are realities for all Americans. Students, in completing the various individual and collaborative activities described in this application, must understand, communicate, and create within the digital environment of our Learning Management System.

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

Link to Institution's General Education Assessment Plan

The link to the college assessment plan is under construction as part of the college's new web site.

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Jan 15 2021

Upload Assessment

Completed - Jan 15 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

American Literature I Paper 2 Assignment Sheet

Filename: American_Literature_I_Paper_2_Assignment_Sheet.pdf **Size:** 46.3 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001331

Jeff Frawley - jeff.frawley@enmu.edu
NM General Education Curriculum

Summary

ID: 0000001331
Status: Under Review
Last submitted: Jan 15 2021 03:08 PM (MST)

Application Form

Completed - Jan 15 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Jeff Frawley
Title	Dept. Chair
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Submitting Institution

Name of HEI	Eastern New Mexico University-Ruidoso Branch Community College
Submitting Department	Language and Fine Arts

Chief Academic Officer

Name	Coda Omness
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Registrar

Name	Amy Means
Email	amy.means@enmu.edu

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

No

Institutional Course Information

Prefix	ARTH
Number	1110
Title	Art Appreciation
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTH
Number	1110
Name	Art Appreciation

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Trace the development of diverse art and architecture styles
2. Compare and contrast the major art and architectural styles
3. Use art terms and explain basic art concepts
4. Analyze the visual elements and design principles in masterworks of art
5. Describe masterpieces objectively, with emphasis on contemporary works
6. Gain general knowledge of the history of artistic production
7. Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music
8. Distinguish the elements and principles of design and explain how they are being used in a given piece of art

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students communicate in a variety of genres using the Learning Management System, including small-group discussions on readings and artwork, written analyses of artwork, and critical reflections on assigned readings. Students complete short writing assignments that analyze artworks from a variety of contexts, eras, and mediums, analyzing the audiences and the purposes for the works. Students read both an art appreciation textbook and a novel focused on prominent artists; in writing about these texts for discussions and short writing assignments, students must demonstrate an understanding of the cultural context and purpose of the texts, and must evaluate and explain the purposes of the readings and also the artwork described within the texts. Students use the textbook to complete discussions and quizzes on the purposes and contexts of various periods within art history. Students hold weekly discussions on a variety of artist techniques, analyzing the effect or the "argument" that these techniques achieve in an artwork. Students complete a module on visual communication, including a writing assignment for which they must analyze the rhetorical impact of visual elements in a classic film. Students complete a midterm exam for which they study several different pieces of artwork and answer questions related to artist techniques and their impact on an artwork's effect on an audience. In all of the writing assignments described above, students must provide textual support for their reasoning, including support (and citations) from readings and evidence from artworks being analyzed. Students complete a semester-long research project on an individual historical artist; they must locate at least four credible sources and incorporate and cite evidence using MLA formatting.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students complete an assignment that serves as a "hypothetical interview" with a historical artist, for which they must create a list of questions to ask that artist, and then must produce a hypothetical "report" on their interview with this artist, using evidence gathered from readings and viewings of the artist's work. This evidence is used in an outline assignment that shows how students will address the problem of conducting a "hypothetical" interview. Students then write the report incorporating this evidence; the sources must be academically credible and relevant to the assignment, as supported through an annotated bibliography assignment. Students complete a variety of discussions via the LMS that require them to evaluate a piece of artwork for "evidence" of its value as art within a given time period or cultural context. Students complete a midterm exam for which they must use a piece of artwork and identify the artist techniques being employed in the artwork. Students complete an "artspeak" assignment for which they must use a list of art vocabulary terms and then must identify these terms at practice in a variety of artworks, providing their reasoning in an online discussion. Students throughout the semester are asked to create artworks of their own, employing a specific art technique(s) studied in that module; this requires them to delineate a question (how to employ this technique?) and then put it into practice to answer the question. Lastly, they are asked to complete a short reflective writing exercise for each submission, explaining their reasoning as to how they employed the technique(s) in their artwork.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Students demonstrate intercultural reasoning and competence throughout the semester by completing a variety of modules focused on specific cultural and historical contexts (e.g. Asian-American art, contemporary African art, Renaissance, spiritual art, etc.). For each module, they complete online discussions and short reflective writing assignments to assess their comprehension of these cultures and contexts. Their midterm exam also includes questions asking students to demonstrate this competence. Students demonstrate ethical reasoning by completing a discussion on dominant and marginalized systems of power in art history (e.g. based on race, geography, gender, etc.). As a part of this discussion, they also view and discuss the value of artworks that subvert these systems. Students also engage in civic knowledge by completing module quizzes and online discussions on the role that artwork plays in civil disobedience, politics, and wars and revolutions. Throughout the semester, students strengthen their collaborative and teamwork skills by completing small-group discussions and also by sharing their own art with one another.

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

Link to Institution's General Education Assessment Plan

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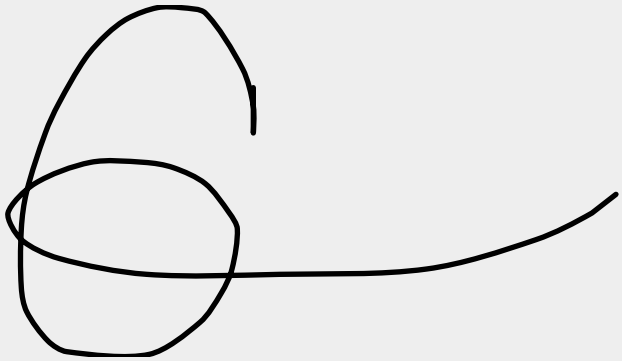
This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Jan 14 2021

Upload Assessment

Completed - Jan 14 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTH 1110 Sample Discussion Assessment

Filename: ARTH_1110_Sample_Discussion_Assessment.pdf **Size:** 465.2 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001236

Tara Lopez - tara.lopez@nnmc.edu
NM General Education Curriculum

Summary

ID: 0000001236
Status: Under Review
Last submitted: Nov 24 2020 03:49 PM (MST)

Application Form

Completed - Aug 25 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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Deadline for Next Curriculum Committee Meeting

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Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Tara Lopez
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Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Sciences

Chief Academic Officer

Name	Dr. Ivan Lopez
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Registrar

Name	Robert Palko
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	HIST
Number	1120
Title	United States History II
Number of credits	(No response)

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	HIST
Number	1120
Name	United States History II

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
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
553 Revised 5/31/2019

course of the centuries for the history of the United States from the reconstruction to the present. 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 10 11

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will practice critical thinking skills in a variety of contexts such as: discussion forums, chapter quizzes, and unit exams. Such assignments allow students to demonstrate their ability to develop and express their position or argument, gather and evaluate historical evidence.

Problem Setting: Critical thinking is re-enforced weekly during discussion forums based on comprehending and incorporating readings into the post. Each writing assignment requires that students demonstrate critical thinking skills as evidenced in reasoned thinking to support their position or argument, which should be rooted in primary and secondary historical evidence.

Evidence Acquisition: Students acquire evidence by carefully reading assigned texts and by reading credible outside sources, as required for Unit Chapter Essay Assignments. All assignments have students demonstrate, but the Unit Chapter Essay Assignments require that student gather information from credible primary and secondary sources in the text, which must properly be cited.

Evidence Evaluation: Students will evaluate their own and others' positions during discussion forums. Students will analyze and evaluate their peers' evidence-based arguments in these forums, which will assist them in drawing reasonable conclusions.

Reasoning/Conclusion: Students state their understanding of and conclusive findings about assigned readings during discussion forums, Unit Chapter Essay Assignments, and weekly quizzes. Additionally, all assignments provide students the opportunity to interrogate primary and secondary sources and various arguments that utilize such evidence.

Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural reasoning and intercultural competence: From a holistic viewpoint, the study of post 1877 American history puts intercultural reasoning and competence at the forefront as the history of African-Americans, Women, Hispanic/Native Americans and other minority groups are examined in weekly assignments and discussed with the goal to provide a venue for students to understand intercultural awareness, how past events helped shape individual and collective experiences, and influence interpretation of societies in the past or present.

Sustainability and the natural and human worlds: By using an integrated focus during class discussions, reflection papers, and research projects, students will explore connections between the variety of cultural, social, and scientific artifacts and the possible relationships of such artifacts to the natural world and to sustainability.

Ethical reasoning: Ethical reasoning is cultivated by exploring topics and ideas from a variety of perspectives, traditions, and belief systems, especially in relation to power structure, conflict, religion, sex, gender, and ecological issues, for example. The concepts of cultural bias and ethnocentrism will be discussed at the onset of the course and will be reviewed throughout the course, as needed. Students demonstrate their understanding of ethical reasoning as evidenced during participation in class discussions and in reflection papers.

Collaboration skills, teamwork, and value systems: Class discussions promote collaboration in examining varied humanistic traditions and in identifying ethical issues. As well, collaboration is encouraged in identifying possible relationships between cultural, social, and scientific artifacts and the natural world and sustainability through class discussions and in identifying connections between the past and present. Students demonstrate their understanding of value systems as evidenced during participation in class discussions and in reflection papers.

Civic discourse, civic knowledge and engagement – local and global: Based on careful reading of assigned texts and critical reasoning, through discussion forums, civic responsibility is addressed across time and culture. The course provides students with a clearer understanding of what it means to become an informed citizen who has an understanding of history and the political/social/and cultural events that have helped shape the world we all live in today. The class provides a venue for civic engagement by encouraging students to utilize knowledge gathered in this course in the pursuit of public service

whether at the local, state or national level.

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

In this box, provide a narrative that explains how the proposed course addresses ***3*** *of the components of digital literacy.*

Information & Digital Literacy

Authority and Value of Information: The value, authority, bias, and reliability of information is assessed weekly through discussion forum, which are based on the evaluation of assigned readings. The student's ability to consider the authority and value of information is also demonstrated through Unit Chapter Essay Assignments, which require students to provide historical and cultural context, and to evaluate and analyze information gathered.

Digital Literacy: Digital literacy is addressed throughout the course, especially online versions of the class. Students must demonstrate familiarity with word processing programs and, in some cases, presentation programs for writing assignments. Additionally, students must exhibit the ability to navigate the technological tools frequently used in college settings, such as the LMS used at the college, the online library resources offered at the college, and commonly used search engines. More specifically, United States History II utilizes the following online educational technologies: weekly discussion forums, class/instructor email, videoconferencing class meetings, group or individual meetings. The course also utilizes instructor comments for each chapter assignment, textbook author video's, discussion forums,

and weekly quiz’s all promoting further digital literacy among students.

Information Structure: Students are taught to identify and to use credible primary versus secondary sources in course readings, weekly discussion forums, and videoconferencing class meetings.

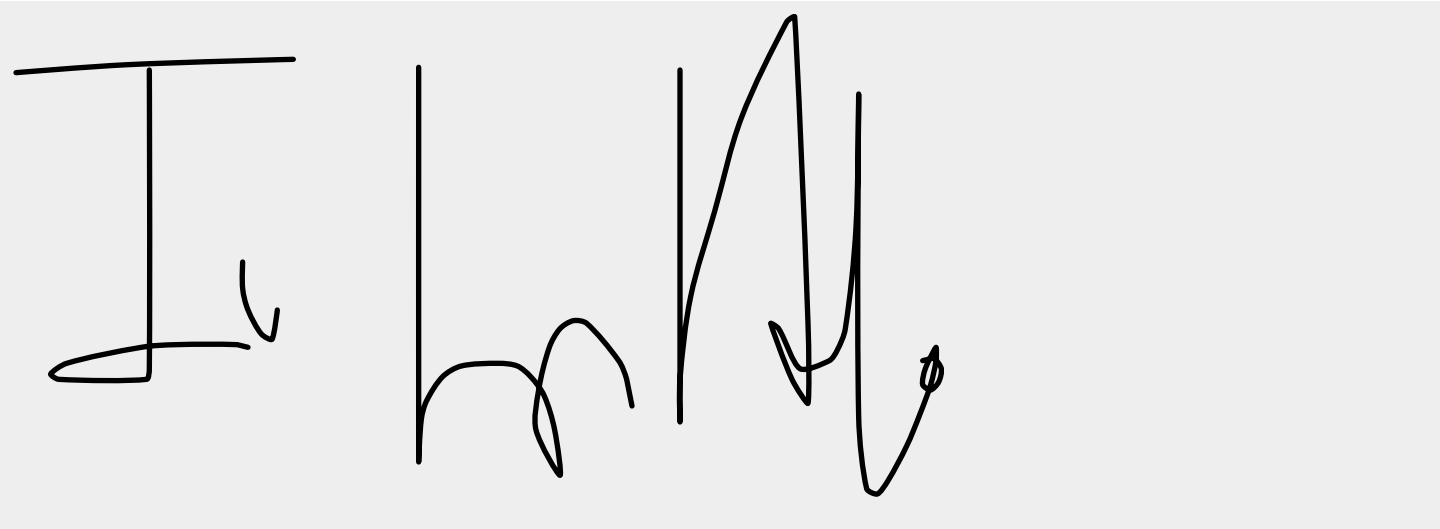
Research as Inquiry: Unit Chapter Assignments require that students demonstrate ability to gather information from credible primary and secondary sources, such as databases and peer-reviewed academic journals, which must properly be cited. Unit Essay Assignments are evaluated by measuring the students’ ability to develop an argument based in sound primary and secondary research and their ability to synthesize the information in the conclusion.

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

Link to Institution's General Education Assessment Plan

https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Aug 25 2020

Upload Assessment

Completed - Aug 25 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Assessment United States History II

Filename: Assessment_United_States_History_II_pK1WsGY.pdf **Size:** 78.4 kB

Upload Rubric

Completed - Aug 25 2020

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

United States History II Essay Exam Rubric

Filename: United_States_History_II_Essay_Exam_Ru_pVbT1FI.pdf **Size:** 19.9 kB

Application: 0000001355

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001355
Status: Under Review
Last submitted: Dec 9 2020 10:29 AM (MST)

Application Form

Completed - Dec 9 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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Tips for Completing the General Education Course

Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

Chief Academic Officer

Name	Natalie Gillard
Email	natalieg@mesalands.edu

Registrar

Name	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	113
Title	General Chemistry
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	CHEM
Number	1216
Name	General Chemistry

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Students of chemistry basics will:
A. Describe the main features of atoms and molecules
B. Explain the Periodic Table
C. List methods of measurement in chemistry

2. Students of the structure of atoms and molecules will:
A. Describe atomic structure
B. Describe molecular structure

3. Students of chemical reactions will:
A. Explain the principles of chemical equations
B. Describe the main elements of stoichiometry

4. Students of gases, light, and periodicity will:
A. Describe the behavior of gases
B. Explain the relationship between atoms and light
C. Atomic structure and periodicity

5. Students of bonding and intermolecular forces will:
A. Outline the fundamentals of bonding

B. Describe the nature of multiple bonds

C. Explain the structure of macromolecules

D. Describe the principle intermolecular forces

6. Students of the rates of chemical reactions will:

A. Describe the principles that govern the rates of reactions

B. Explain the main features of experimental kinetics

7. Students of chemical equilibria will:

A. Outline the main features of dynamic equilibrium

B. List the types of equilibria

C. Explain the principles of thermodynamics and equilibrium

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will develop inferences and problem solving solutions based on data that they derive from the labs and observations. Students will collect evidence, and evaluate that evidence continually throughout the course using the different labs, lectures, and articles. They will have to form conclusions that are scientifically valid given their research and data. Critical Thinking is key to this course and developing scientific logic, students are constantly challenged to think beyond the given facts and postulates and see if they appear to be applicable in each research area in the course. Chemistry includes numerous areas of critical thinking. One such area in this course is molecular bonding and the bond types that can occur and change the structure of the molecule. Students have to learn that there is more than one way to examine existing particles involving a great deal of critical thinking.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of quantitative reasoning.*

Students are given data practice activities throughout the course in which they are to examine quantitative information and assess its relevance and analyze the data for cumulative conclusions. Students are asked to use scientific equipment to quantitatively determine data. Triple beam and analytical balances as used to collect much of the data that the students analyze. Scientific charts and graphs are used constantly throughout the course to determine the effectiveness of the student's quantitative collection skills.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

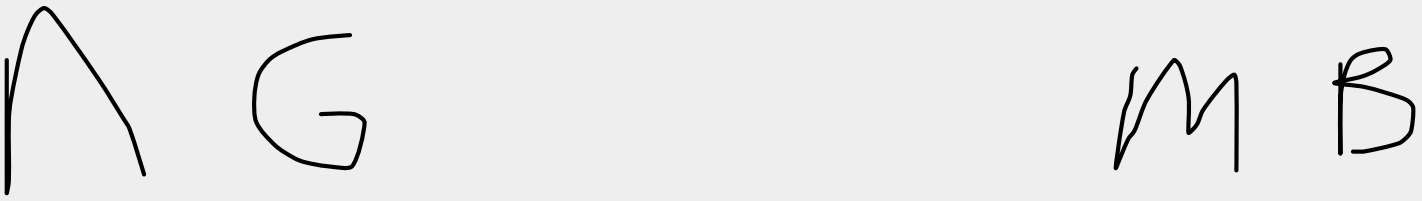
Students are asked to ethically reason on scientific issues on both local and global levels. The mix of science and the people that both formulate and use the science is experienced by the students as they develop intercultural reasoning and intercultural differences. Students have to collaborate and use teamwork in the labs as the course data is often synthesized for the total research data to be relevant. The diversity of how to handle civic issues and world concerns is a vital area for the course and students have the effects of science, but have to look at the effect of the research on people and society.

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

Link to Institution's General Education Assessment Plan

https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 9 2020

Upload Assessment

Completed - Dec 9 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Chem 113 sample assessment

Filename: Chem_113_sample_assessment.pdf **Size:** 35.0 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001347

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001347
Status: Under Review
Last submitted: Jan 9 2021 08:51 AM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy

2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Elaine Benally
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

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Registrar

Name	Sherri Schaaf
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	MUSC
Number	2150
Title	Roots of American Popular Music
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	MUSC
Number	2150
Name	Roots of American Popular Music

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Be familiar with the history of the African American, European American, Latin American, Caribbean, and Native American subcultures.
2. Understand and be able to recognize the musical styles and instruments that were/are being used by these groups.
3. Be able to identify the components of modern American pop music that were derived from these subcultures.

Institution-specific Student Learning Outcomes

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

1. Be familiar with the history of the African American, European American, Latin American, Caribbean, and Native American subcultures.
2. Understand and be able to recognize the musical styles and instruments that were/are being used by these groups.
3. Be able to identify the components of modern American pop music that were derived from these subcultures.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students communicate effectively in several genres and mediums, demonstrate awareness of limitations and strengths of each, and evaluate the effectiveness of their communications with regard to appropriateness to the rhetorical situation.
Students use a wide range of strategies for understanding and evaluating messages. They also evaluate the effectiveness of strategies they use for interpreting messages in different rhetorical situations.
Students identify and develop claims that are supported by evidence and reasoning; evaluate and integrate arguments of others into their own written and spoken arguments.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students state, define, and describe components of an open-ended problem/question appropriate to the context.
Students gather an appropriate scope and depth of evidence sufficient to address a problem/question in context
while demonstrating awareness of acquisition process, including personal assumptions.
Students are able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.
Students can identify common logical fallacies. Students can differentiate weak and strong arguments.
Students can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions
based on the evidence.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

Students evaluate personal and social justice issues as they relate to specific contexts and compare and contrast multiple solutions across social and cultural relationships. Students analyze specific local or global issues and develop strategies for creating just, sustainable systems in the natural and human world.
Students compare a range of ethical perspectives and propose an ethical solution based on one or more of those perspectives.
Students effectively complete a group project, reflect on the impact and effectiveness of teamwork, and, based on that reflection, describe ways to improve future collaborative work.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

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This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 3 2020

Upload Assessment

Completed - Jan 8 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MUSC2150-Assessment

Filename: MUSC2150-Assessment.pdf **Size:** 225.6 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001359

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

ID: 0000001359
Status: Under Review
Last submitted: Dec 22 2020 10:50 AM (MST)

Application Form

Completed - Dec 22 2020

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	David Smith
Title	Associate Provost for Curriculum and Assessment
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Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Honors College

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	HNRS
Number	1135G and 1135L
Title	Introduction to Biological Anthropology and Introduction to Biological Anthropology Lab
Number of credits	4

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	HNRS
Number	1135G and 1135L
Name	Introduction to Biological Anthropology and Introduction to Biological Anthropology Lab

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

SLOs are equivalent to those for ANTH 1135 and ANTH 1135L

Lecture:

1. Summarize the basic principles of evolution and recognize how they apply to the human species.
2. Recognize the biological and behavioral continuity of humans with all life, and especially other modern primate species.
3. Identify ways in which the human species is biologically and behaviorally unique.
4. Summarize fossil evidence for human evolution.
5. Distinguish the major Paleolithic industries and outline the behavioral and cognitive changes indicated by the fossil and archeological evidence.
6. Critically evaluate popular accounts of human variation and human evolution.
7. Interpret modern human dilemmas (e.g., overpopulation, co-evolution of disease, and genetic engineering) from an evolutionary perspective.
8. Discuss in class and analyze in writing scholarly arguments concerning course concepts.

Laboratory:

1. Demonstrate an understanding of the scientific method.
2. Employ principles of Mendelian genetics to determine genotype and phenotype probabilities, and calculate gene, genotype, and phenotype frequencies using the Hardy-Weinberg Equilibrium formula.
3. Demonstrate an understanding of cell structure and functions.
4. Use common lab and anthropometric equipment such as a compound microscope and calipers.
5. Discuss primate evolution, and compare and contrast members of the Primate order in terms of structure, behavior, and phylogeny.
6. Classify hominid species based upon selected traits such as anatomical changes associated with bipedalism, changes in the size and structure of the brain, and the development of culture.
7. Locate and describe the major bones of the human skeleton, and identify characteristics of human skeletons or skulls such as gender, age, and ancestry.
8. Discuss current research in genome analysis of various hominid populations.

Institution-specific Student Learning Outcomes

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

None

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Note: This is an Honors version of ANTH 1135G/1135L, a course previously approved to be included in the NM GE curriculum. GE instruction for the ANTH and HNRS versions are not differentiated, so the narratives used previously for the ANTH courses have been adopted here as well.

These (lecture + laboratory) courses use scientific methods and principles to examine human evolutionary history and family tree relationships, as well as the biological foundations of human behavior. Lectures and readings introduce students to the history and development of modern evolutionary biology, molecular and population genetics, primate and human fossil record, and modern human biological diversity. Inquiry based labs provide data (fossil specimens or genetic material, among other data) that train students to identify a research question related to scientific context examined in class (problem setting). Through these lab experiments, students carry out procedures to collect data to study research questions (evidence acquisition). Students learn how to analyze data and to report data and analysis results (see Sample Assessment ANTH 130G: Natural Selection in Action) (evidence evaluation). These assignments also require that students draw conclusions from their analysis (reasoning/conclusion). In both lab assignments and written assignments, students are required to apply critical thinking and to examine the broader implications of the research results, both for the scientific community and for the course of humankind.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

In both the lecture and laboratory sections, students are required to develop quantitative skills and reasoning in order to understand and interpret the documentary evidence in the fossil record, molecular and population genetics, and modern human biological diversity. In lectures, students interpret quantitative data presented in graphs and/or tables (communication/representation of quantitative information) and use their analysis to draw conclusions from the data presented. In labs, students measure and analyze skeletal and fossil remains, presenting their measurements and describing the data in writing. Students then analyze the results and compare their results to what is known in the field (analysis of quantitative arguments and application of quantitative models). In other assignments, students apply this set of procedures to the analysis of population genetics and modern human biological diversity (see Sample Assessment ANTH 130G: Natural Selection in Action). Here students examine the relationship between natural selection and the persistence of the sickle cell gene (and their carriers), analyzing how the sickle-cell trait imparts increased tolerance to malaria (analysis of quantitative arguments and application of quantitative methods).

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

In both lecture and laboratory sections, students learn about human evolutionary history, molecular and population genetics, and modern human biological diversity. In so doing, they come to recognize the commonalities shared across different human populations and complex relationship between human populations and their respective natural environments. This scientific evidence forms the basis for recognizing, appreciating, and understanding the biological foundations of cultural diversity (intercultural reasoning and intercultural competence). Through different cases presented in the class, students examine the complexity of the relationship between the natural and human worlds (as in the case of sickle cell anemia examined in Sample Assessment ANTH 130G: Natural Selection in Action) (sustainability and the natural and human worlds). By the end of the semester, the class turns to applying the knowledge gained from studying evolution, population genetics, and human biological diversity to current challenges and modern world problems. Applying scientific thinking to current issues requires the application of critical thinking to civic discourse and engagement. Through student assignments (as depicted in Sample Assessment ANTH 130G: The Concept of Race), students discuss and present anthropological ideas and insights into the notion of race in a multicultural environment (ethical reasoning; collaboration skills, teamwork and value systems). Contrary to general assumptions about the biological basis of race, anthropologists have documented the genetic intra-ethnic variation within racial classifications and the blurring of racial boundaries through intermarriage, population movements, among other biological factors. Thus, anthropologists recognize that "race" and racial differences are culturally, economically, and politically constructed. Sample Assessment ANTH 130G: The Concept of Race asks students to examine the range of different factors leading to the establishment and maintenance of "race" as a category and cultural construction (civic discourse, civic knowledge - local and global). In particular, this assignment impresses upon students the important role of scientific inquiry and analysis in the questioning, reflection, and reassessment of concepts commonly accepted in the public discourse.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 17 2020

Upload Assessment

Completed - Dec 17 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HNRS 1135G and HNRS 1135L Sample Assessment

Filename: HNRS_1135G_and_HNRS_1135L_Sample_Assessment.pdf **Size:** 122.3 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001365

Jeff Frawley - jeff.frawley@enmu.edu
NM General Education Curriculum

Summary

ID: 0000001365
Status: Under Review
Last submitted: Jan 19 2021 03:28 PM (MST)

Application Form

Completed - Jan 19 2021

Application Form

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Jeff Frawley
Title	Dept. Chair
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Submitting Institution

Name of HEI	Eastern New Mexico University-Ruidoso Branch Community College
Submitting Department	Language and Fine Arts

Chief Academic Officer

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Registrar

Name	Amy Means
Email	amy.means@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2620
Title	American Literature II
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2620
Name	American Literature II

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students complete an early-semester discussion via the Learning Management System for which they must delineate a question about the concept of what it means to be "American," and then must define this term as they see it. They are prompted in several discussions and in an end-of-semester essay to use literature to revisit and redefine this term "American." Throughout the semester, students complete online discussions for which they must acquire evidence from literature to make arguments about texts, oftentimes focusing on defining common characteristics of a period within American literature. For instance, they read several authors writing during the Gilded Age and then describe using evidence how these authors fit within common features of Gilded Age literature. Students use online discussions to also contrast experiences of white Americans with those of Americans of color during different periods of American literature. For instance, they must compare and contrast the writings of white Americans during the Gilded Age with those of Indigenous and Black writers during the same time period. Students, at the start of the semester, complete an exercise on close reading of literature, so as to be able to acquire evidence from texts, and then use this evidence to support their reasoning and conclusions. For a mid-semester essay, students pose a question about how a specific author/text fits within the Gilded era of American literature; they must then use textual evidence to support their evaluation. Later in the semester, students complete short essays using textual evidence to conclude how two different texts represent common characteristics of both the Modernist and Postmodernist eras. Lastly, at the end of the semester, when returning to their early definitions of "American," students must use the semesters' work to reason how their perception of what it means to be an American has changed.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

Throughout the semester students complete discussions, short writing assignments, and longer essays on a variety of cultural and historical contexts and groups of people. In all assignments, students ground their reasoning and competence in evidence from texts. Students complete readings and units on the experiences of Indigenous peoples, Americans living through the Civil War, Black Americans, Americans working in the industrial South, and feminist activists and authors. These literatures also provide exposure to the experiences of a variety of social and labor classes, and also provide a critical lens through which to analyze the experiences of different genders throughout American history. In recurring online discussions, students are asked to explore how literature captures the experiences of those living through various social movements in America, including desegregation, labor movements, women's rights movements, etc. Students oftentimes encounter narratives of civic discourse and disobedience and then use textual evidence to describe in discussions how these narratives have developed or changed their perceptions of American civics. For instance, students complete a Modernist unit discussion for which they must use the writings of Black writers living during segregation to discuss how their knowledge of segregation has been changed or influenced by the literature. Throughout the semester, students practice collaboration by completing full-class online discussions about literature, while also partaking in feedback discussions on one another's rough drafts of essays.

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

In this box, provide a narrative that explains how the proposed course addresses ***3*** *of the components of digital literacy.*

For several discussions on literature, students are asked to use historical context and author biographies to evaluate the writer's authority on a particular historical event or era. For instance, students complete a unit on Mark Twain, for which they complete a short writing assignment on how Twain's biography influenced his authority to write about and critique elements of American culture. Students also use this contextual and biographical information to guide their research and inquiry when completing three short essays; for these essays, they must research the texts and authors to analyze the value of the literature and its place in a literary movement or era. Students also work to understand the authority and value of information by studying how to ethically use textual evidence to support their arguments, then put this understanding into practice when drafting essays. Multiple short discussions ask students to pose questions about common ideals or principles of American history, including equality and civil rights, and then use textual evidence to provide reasoning on whether these ideals are realities for all Americans. Students practice digital literacy by using the Learning Management System to complete collaborative online discussions, to give feedback to one another on their drafts of essays, and to complete short writing assignments.

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

Link to Institution's General Education Assessment Plan

The link to the college assessment plan is under construction as part of the college's new web site.

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Jan 19 2021

Upload Assessment

Completed - Jan 19 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Eng 2620 Paper 1- The Gilded Age

Filename: Eng_2620_Paper_1-_The_Gilded_Age.pdf **Size:** 15.1 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001340

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001340
Status: Under Review
Last submitted: Jan 8 2021 04:45 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

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Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

Contact Information

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

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Registrar

Name	Sherri Schaaf
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ARTS
Number	1211
Title	Color Theory 2
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTS
Number	1211
Name	Color Theory 2

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Through the study of color theory and projects completed, the students will develop an intuitive use of color.
2. Be familiar with other color systems.
3. Learn about color harmonies, form, spatial effect, composition, impression and expression.
4. Understand the creative process as it involves a willingness to explore and go beyond first attempts and to take an idea all the way.
5. Awareness of universal communication through the visual arts and the role of artists and art in the development of human kind.

Institution-specific Student Learning Outcomes

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

1. Through the study of color theory and projects completed, the students will develop an intuitive use of color.
2. Be familiar with other color systems.
3. Learn about color harmonies, form, spatial effect, composition, impression and expression.
4. Understand the creative process as it involves a willingness to explore and go beyond first attempts and to take an idea all the way.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

As students learn and apply the principles of Color Theory to their chosen field of study, they will come to understand how those principles can become invaluable tool in there efforts to communicate with their viewer.
Appling the principles of Color Theory will allow student to communicate with their viewers and guild them through the image/project they have created. Students gain the ability to guild their viewer eye through an image or project by creating focal points in the image using color and value. They will also learn what makes an image more appealing or less so.
Colors have inherent cultural meanings attached to them. Some colors invoke a feeling of calm while others give the viewer a feeling of anger, fear or passion. By using these inherent meaning the students will learn to use their images to invoke an emotional response in their viewers. They will also be learning cultural meaning common in other cultures and the understanding of how similar images and colors communicate different meaning to different people.
By manipulating how the viewer sees and experiences an image/project through the proper use of Color Theory principles, the student will be able to direct a viewer to experience of that image/project in a controlled way. They will also be able to communicate energy, emotions and meanings and help the viewer to understand what is most important about that image/project.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in this class will be challenged to think creatively and to apply each principle to their own work. With each new assignment they must contemplate how best to demonstrate the current principle we are working on. Each of the seven principle that we study builds on top of each other. You cannot make use of color complements without understanding Hue contrast. Likewise, simultaneous contrast will be hard to understand without first understanding how complementary contrasts work within an image or project. The challenge for the student comes when applying those contrasts to an actual project in a way that gives them the desired result.

One of the assignment that we work on asks the students to create a focal point within an image by only controlling saturation of colors within an image. Students must decide which of the several ways to control the saturation they will use order to create that focal point. While they use the information that they are learning from the current color contrast that we are studying, Contrast of Saturation, they are also drawing on knowledge that they have already learned such as hue contrast. Thus, students are forced to draw on all the knowledge that they have learn in the course to date to solve the problems posed in any given assignment.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

In this box, provide a narrative that explains how the proposed course addresses ***2*** *of the components of personal & social responsibility.*

Upon the completion of each assignment students has a chance to present that project to the class for review. In doing this they are required to explain to the class their understanding of each of the seven principles as we complete them. As they can express their understanding of each principle to the group, they have the chance to help others in the class further their understanding of the principle that we are learning. Others in the class are also allowed to comment on the students completed assignment, giving respectful feedback. This skill is first demonstrated by the instructor. Not only does this activity allow for civic discourse but also helps to build a feeling of teamwork with in the class. We are all working together to help everyone master the color theory principles
Student in the class come from many different backgrounds and ethnicities. These are naturally expressed in the images and project that each of the students presents. As we present, students learn and become aware of individuals of different cultures within the class. As they become more aware of those different cultures, they begin to develop intercultural awareness and competence.
While in class and on work days the students also have the responsibility of helping to talk care of the room. The Painting lab which we use for the class is a shared space and students learn to be conscientious and respectful of the space that we use.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

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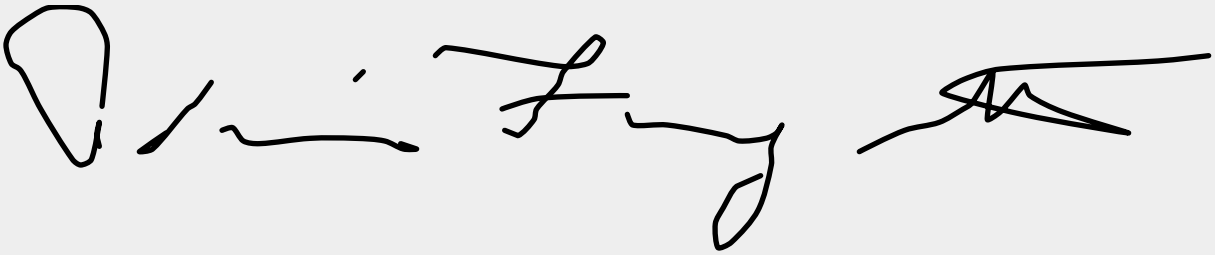
This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 3 2020

Upload Assessment

Completed - Dec 3 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTS1211-Assessment

Filename: ARTS1211-Assessment.pdf **Size:** 232.3 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001327

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001327
Status: Under Review
Last submitted: Dec 3 2020 09:49 AM (MST)

Application Form

Completed - Dec 2 2020

Application Form

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Alyssa Russo
Title	Learning Services Librarian, Assistant Professor
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Email	arusso@unm.edu

Submitting Institution

Name of HEI	UNM Main
Submitting Department	Library

Chief Academic Officer

Name	Pamela Cheek
Email	pcheek@unm.edu

Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	OILS
Number	101
Title	Introduction to Information Studies
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	In progress
Number	In progress
Name	Introduction to Information Studies

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

NA

Institution-specific Student Learning Outcomes

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

1. Students will be able to articulate a practical definition of information in order to use it intentionally and effectively.
2. Students will be able to identify and use relevant and authoritative information formats appropriate to their information needs.
3. Students will be able to discuss how organizing systems work in order to retrieve and manage information stored in them.
4. Students will be able to engage in the iterative research process to create an information product.
5. Students will be able to make informed decisions about the information they use and share online.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

1. Communication:
Students examine how information (knowledge that has been encoded into documents, objects, etc.) facilitates communication. Students identify “information formats” (a concept akin to “genre”, e.g. receipts, scholarly articles, newspaper articles, etc.). Students learn Genre and Disciplinary Conventions by identifying the purposes, processes, and products of information formats, which includes addressing audience and context. Additionally, students learn about Genre and Disciplinary Conventions through their work on Wikipedia, which has a robust community of editors and users; Wikipedia has its own editorial standards that students learn to use so they can edit articles. Before students complete the main Wikipedia editing assignment, they learn Strategies for Understanding and Evaluating Messages by finding one fact and adding it to an article. Students examine the main points of the article (thereby finding the missing points) and then locate resources to support their addition. In order to adhere to Wikipedia’s editorial standards, students must paraphrase sources. Throughout the course, students paraphrase quotations from the weekly readings, engaging comprehension and analytical skills that help them make meaningful contributions to Wikipedia. Another project students complete before editing Wikipedia involves evaluating their chosen article to identify what information to add (see attached assignment). Through this project, students learn Evaluation and Production of Arguments, which requires creativity by identifying areas in need of improvement. They must first understand the current content and then identify additional worthwhile information to add. All facts need to be cited, and students can both find supporting sources for “citation needed” and add new sections. Editors do not add their own opinion, so students differentiate facts, unsupported claims, and opinions.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

3. Critical Thinking Component skills:
In this course, students think critically about information literacy core concepts. Through the Wikipedia article analysis (see example assignment), students learn Problem Setting by finding appropriate, relevant improvements to contribute for the remaining Wikipedia projects. Students learn Evidence Acquisition by assessing and gathering evidence to fill gaps in Wikipedia articles. For practice, students are assigned a pair of articles. The first is an encyclopedia, journal, or newspaper article and the second is a topically corresponding Wikipedia article. Students address a gap in the Wikipedia article by using the paired article as evidence to contribute a fact to Wikipedia. This work scaffolds their larger projects where they contribute significant edits to a Wikipedia article of their own choosing. Students propose their edits beforehand, including a rationale for their source selection, and receive feedback on the strength and appropriateness of the fact and the source before making the live, public-facing edits. Students learn Evidence Evaluation through the Wikipedia projects. While Wikipedia is commonly labeled as a “bad source”, OILS 101 focuses on breaking down binary thinking about information (e.g. scholarly vs. popular sources) to support students’ development of critical understanding of sources. Students learn Reasoning/Conclusion by interrogating the principle of net neutrality. Students hear opposing viewpoints about what fair internet access should look like and then weigh the implications and consequences -- Who is for and against net neutrality? What are the basic positions/arguments of each side? Should the FCC regulate broadband internet or leave market players to do it? The module culminates with students drawing their own conclusions on net neutrality by writing an opinion piece, using facts and anecdotes to support their argument.

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

In this box, provide a narrative that explains how the proposed course addresses ***3*** *of the components of digital literacy.*

2. Information and Digital Literacy:
This class explores what information is; how it is created, organized, and valued; and what authorities and influences in/validates or privileges information. Students learn Authority & Value of Information by analyzing a Wikipedia article (see attached assignment). Students find references from their Wikipedia article to verify. They judge the qualifications of the article's editors as well as the article's quality by examining clarity, tone, and positionality of the content. Finally, students use this information to assess the accuracy, reliability, and credibility of the article. Students learn about Value of Information by examining copyright lawsuits and arguing if the case should be considered fair use. Additionally, students choose an online platform's terms of service to critique in order to examine one aspect of the monetization of personal information. Students learn Information Structures by organizing and classifying information based on various principles. For example, students create subject terms and classification schema for foods. Additionally, students draft simple database schemas using everyday items (like buttons or shoes). Students learn Research as Inquiry when they take a trip to the Center for Southwest Research at the University Libraries (if hybrid) or use a digital collection (if online) to work with archival material. They ask questions about the material, do research to answer their questions, and then synthesize what they learned. By the end of this exercise, students create their own original research project -- the product of research as inquiry. There is a heavy focus on information and the internet in this class. Students learn Digital Literacy by interrogating the effects algorithms have on their ability to find and distribute information online. Students learn about online privacy and then examine their own practices of protecting their personal information as well as their own tolerance for what information they share online.

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

Link to Institution's General Education Assessment Plan

http://assessment.unm.edu/assessment-types/gened-assessment/index.html

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Nov 12 2020

Upload Assessment

Completed - Dec 2 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

OILS101 UNM GenEd Certification Form_and Assessment HED 1327

Filename: OILS101_UNM_GenEd_Certification_Form_a_0WsQ0TZ.pdf **Size:** 192.9 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001366

Jeff Frawley - jeff.frawley@enmu.edu
NM General Education Curriculum

Summary

ID: 0000001366
Status: Under Review
Last submitted: Jan 21 2021 02:42 PM (MST)

Application Form

Completed - Jan 21 2021

Application Form

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the course.

Contact Information

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Submitting Institution

Name of HEI	Eastern New Mexico University-Ruidoso Branch Community College
Submitting Department	Language and Fine Arts

Chief Academic Officer

Name	Coda Omness
Email	Coda.Omness@enmu.edu

Registrar

Name	Amy Means
Email	amy.means@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2630
Title	British Literature I
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2630
Name	British Literature I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

Institution-specific Student Learning Outcomes

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. Exp;lain 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 skills. 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.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

During a unit on medieval poetry, students complete an online discussion for which they must delineate whether the text Beowulf presents a heroic character; students must create their own criteria for heroic qualifications using modern superheroes, and then must use evidence from the text to support their conclusions. Also in the Beowulf unit, students complete a discussion for which they must use contextual readings on Medieval times before using evidence from the text to evaluate how well this text sheds light on this time period. Students complete a writing assignment for which they must compare a modern-day Arthur legend (TV show, film, graphic novel, etc.) with the Medieval version from the textbook; they must provide evidence from both texts in the form of quotes and examples in completing their evaluation. Students, during a Renaissance literature unit, use supplementary historical texts to complete a writing assignment on how philosophical and religious concepts from the time period are appearing in well-known texts; they must use quotes and examples from both historical readings and literature to support their conclusions. Throughout the semester, students complete similar online discussions, for which they must either compare two texts using evidence to support their conclusions, or they must discuss how a text fits within or illuminates a historical time period, again using evidence from texts. For a discussion on Shakespearean plays, students must pick a passage from the assigned play and then "translate" it for the rest of the class into modern language, also providing a reflective explanation that uses evidence from their translation to describe their reasoning. For a midterm essay exam, students choose a text to analyze, arguing how they used evidence from literature to make connections to historical contexts and author biography. For multiple essay assignments, students must complete a practice exercise for which they synthesize and cite quotes from texts so as to properly acquire and use evidence in their longer essays.

Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Students, through a variety of online discussions, short writing assignments, and longer essays, practice intercultural reasoning and develop intercultural competence by studying a variety of time periods, cultures, and experiences. They are asked to demonstrate a competence with Medieval, Renaissance, early 17th Century, Restoration, and 18th Century British cultures and history. For many of the writing assignments, students must use both historical and literary texts to demonstrate a competence with understanding the social, religious, economic, and political contexts of these time periods. To support their reasoning, they are required to provide evidence from the texts. Furthermore, they use online discussions to develop intercultural competence and ethical reasoning by describing social issues that impacted various groups of people as witnessed through literature. For instance, while discussing excerpts from Daniel Defoe's Robinson Crusoe, students are asked to describe how issues of colonization of Indigenous peoples appear in and influence the literary text. Elsewhere, during a discussion on Shakespearean plays, students analyze the portrayals of women in theatre from this era. During two different discussions, students are prompted to explain how literary texts from periods of British literature resonate with contemporary culture and politics. For instance, students complete a writing assignment for which they must compare a modern-day Arthur legend (TV show, film, graphic novel, etc.) with the medieval version from the textbook. They also are asked to complete a discussion for which they compare a current-day political figure with a character from satirist literature. Students throughout the semester, given the discussion-heavy nature of the course, hone their collaboration and teamwork skills through full-class discussions. They also collaborate to provide feedback on one another's rough drafts of essays, which they can use to develop final drafts.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

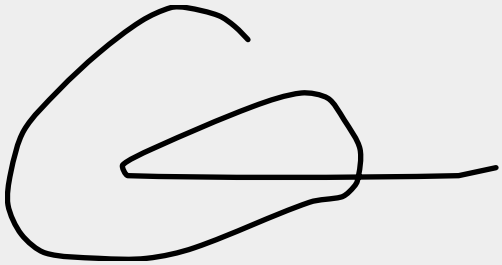
For several discussions on literature, students are asked to use historical context and author biographies to evaluate the writer's authority on a particular historical event or era. For instance, students are asked in an online discussion to analyze how historical and biographical information on Thomas More influenced the author's reputation as a canonical thinker and writer, analyzing excerpts from his text Utopia for the value of information found within. Students also use contextual and biographical information to guide their research and inquiry when completing two short essays; for these essays, they must research the texts and authors to analyze the value of the literature and its place in a literary movement or era. For instance, students must complete an essay analyzing the work of two prominent satirists, Pope and Swift, using both evidence from their texts and historical writings to analyze the authority of these writers to criticize elements of society. Students also work to understand the authority and value of information by studying how to ethically use and cite textual evidence to support their arguments, then put this understanding into practice when drafting essays. Students practice digital literacy by using the Learning Management System to complete collaborative online discussions, to give feedback to one another on their drafts of essays, and to complete short writing assignments.

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

Link to Institution's General Education Assessment Plan

The link to the college assessment plan is under construction as part of the college's new web site.

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Jan 20 2021

Upload Assessment

Completed - Jan 21 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 2630 Sample Assignment

Filename: ENGL_2630_Sample_Assignment.pdf **Size:** 67.3 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001360

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

ID: 0000001360
Status: Under Review
Last submitted: Dec 22 2020 10:50 AM (MST)

Application Form

Application Form

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6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
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****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	English

Chief Academic Officer

Name	Dr. Carol Parker
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Registrar

Name	Dacia Sedillo
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Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	ENGL
Number	2210M
Title	Professional and Technical Communication
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2210M
Name	Professional and Technical Communication

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Choose professional communication appropriate for audiences and situations.
2. Write in different genres of professional communication.
3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
4. Employ appropriate design/visuals to support and enhance various texts.
5. Demonstrate effective collaboration and presentation skills.
6. Integrate research and information from credible sources into professional communication.

Institution-specific Student Learning Outcomes

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

None

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Note: This is a multilingual version of ENGL 2210G, a course that was previously certified for inclusion in the NM GE curriculum. The narratives for this application are adopted from the ENGL 2210G application.

In this course, students will have exposure to multiple genres and mediums within Technical and Professional Communication, such as memos, business letters, proposals, white papers, instructions, descriptions, resumes/CV's, cover letters, brochures, websites, and oral presentations, in order to understand their application and versatility in diverse contexts. Analyzing documents as arguments, students will learn to evaluate a) how rhetorical strategies are used to persuade readers in a variety of contexts, b) how authors communicate credibility through anticipated counter arguments and documented research, and c) how cultural sensitivity enables persuasive and ethical communication practices. Further, students will learn to question the authority and credibility of sources, both in others' work and within their own. Students will first engage with concepts in each unit through low-stakes individual and group activities which serve to introduce and reinforce new ways of seeing, analyzing, and evaluating such concepts. To further demonstrate their proficiency in all three skills for the Communication component -- Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments -- students will participate in higher-stakes projects in which they will articulate and demonstrate their understanding of the concepts discussed. Examples of projects include the following: addressing a particular problem in a given community by designing a document that fills an important need; participating in a scenario in which they are responsible for gathering, analyzing and summarizing data from other sources; making recommendations and creating a timeline for a project proposal; analyzing and critiquing a text and proposing improvements through a formal document; or creating instruction documents for specific audiences. In each case, students will both demonstrate their ability to integrate new concepts into their projects, and reflect upon and articulate their process, why they made the choices they did, and what their intended effects were.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

With the goal to develop facility in their understanding and production of technical and professional communication-as it extends across academic, industry, public, and civic spaces-in this course students will be asked to develop and demonstrate critical thinking in class discussions, activities, and small and large assignments. The curriculum of the course invites students to respond to critical questions posed by their instructor and by course materials (i.e. reading and writing assignments) as well as create and use questions to identify appropriate scope and parameters for original research projects. Students will also be asked to demonstrate their ability to analyze problems in their cultural specificity, making connecting between divers contexts, purposes, and audiences. Such projects might take various forms, and thus students will be required to critically consider how specific genres of technical and professional writing take shape through conventions (which include conventions of evidence use). This consideration-of a variety of texts and their conventions-will prepare students to evaluate evidence appropriate to respond to the problems set by their research projects. These skills will be practiced throughout the semester as students evaluate and discuss (through class participation and through small writing assignments) how sample and model texts set problems in specific ways that invite particular types of evidence in respond. Sample and model texts will include a range of media and require students to consider the relationships between technical and professional texts and their technologies and media for delivery. As students develop original research projects through problem setting, they will be assessed in terms of (1) how they evaluate the types of evidence necessary for ethical response and (2) demonstrate their ability to acquire such evidence through primary and secondary research. They will also be assessed in terms of their ability to justify the choices they make-for how they identify and set problems in complex contexts, acquire and evaluate evidence, and draw conclusions-effectively showing how critical thinking informed their decisions as researchers and writers.

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

In this box, provide a narrative that explains how the proposed course addresses ***3*** *of the components of digital literacy.*

With the goal to develop facility in their understanding and production of technical and professional communication-as it extends across academic, industry, public, and civic spaces-in this course students will be asked to develop and demonstrate information and digital literacies in class discussions, activities, and small and large assignments. Students will study technical and professional information as it is presented in a broad range of media, which include print and digital media. By using research to inquire into the relationships between technologies, mediums, genres, and diverse contexts, students will identify and explore the essential relationship between the content and information structures. That is, rather than be told what and how structures of information define specific texts, students will study specific texts-and patterns among them-to understand these relationships and be assessed on their ability to identify and name these structures and their effects. They will discuss and reflect on how authority and value of information are contextual and can be constructed in a variety of diverse, culturally-sensitive. Students will use class discussion and writing assignments (large and small, in class and homework) to practice systematic evaluation of texts presented in class (through instruction and course material) as well as of texts that they collect (through informal and formal research); and through careful and comparative evaluation, students will identify textual patterns that alternately define or exceed specific mediums and genres. In addition to practicing identifying patterns, students will practice writing with different media, and they will be assessed in their ability to demonstrate making choices that reflect emerging digital literacy. Students will also be assess in their ability to justify their choices, showing critical awareness of their own digital literacy.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Dec 17 2020

Upload Assessment

Completed - Dec 17 2020

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 203G 218G Sample Assessment

Filename: ENGL_203G_218G_Sample_Assessment.pdf **Size:** 268.5 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001363

Cheryl Jordan - jordanc@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001363
Status: Under Review
Last submitted: Jan 15 2021 04:20 PM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

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Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Cheryl Jordan
Title	Professor, Computer Science
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Computer Science

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	COSC
Number	137
Title	Energy Industry Microcomputers
Number of credits	3

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

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	(No response)
Number	(No response)
Name	(No response)

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

Choose 3 Skills

Responses Selected:

Communication
Critical Thinking
Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

The state computer science group has not yet assigned common course numbering.

Institution-specific Student Learning Outcomes

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

1. Utilize the Windows operations system
2. Manipulate and maintain applications and documents in the Windows operating system.
3. Use Windows accessories.
4. Create files and folders; copy and move files and folders.
5. Use word-processing as a useful tool in the workplace.
6. Create announcements, business letters, resumes, research papers, reports, and form letters.
7. Create and design worksheets and charts.
8. Create PowerPoint presentations
9. Utilize Outlook and perform email as well as calendar tasks

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students enrolled in Industry Microcomputer Applications will interact with course materials and application software (Microsoft Word, Excel, PowerPoint and Outlook) to communicate their learned understanding through in-class and Learning Management System (LMS) discussions.

Genre and Medium Awareness/Application and Versatility: Student-centered, in-class discussions focus on examples of how students have used the current application software in the past, how confident they felt about using the software before starting the application. At the end of the application, students discuss how their confidence in software usage had changed or not changed. Students also respond to discussions topics on the LMS on each application software covered. Students discuss specific features and commands learned, how useful these are to the student, and how the student could use those features and commands in other courses and in their future careers.

Strategies for Understanding and Evaluating Messages/Evaluation and Production of Arguments: Students gain useful knowledge and understanding of application programs from the varying hands-on assignments throughout the course. With each application (Word, Excel, PowerPoint, and Outlook) students will learn how to use the various software applications as they relate to oil/gas and other technology-based businesses. During lab time, are encouraged to help each other to solve problems. Student will be assessment comes in the form of exams after step-by-step instruction assignments, quizzes, and end-of-chapter assignments that provide minimal information to complete tasks. Students will also complete two large projects for the Excel application that relates to them and their future technical careers or daily living. Students will create a Technical Report based on their field of study. They will create the report in Word and will create and add Excel tables and charts from their researched data that is entered into Excel. In the PowerPoint application, students will create presentations that effectively disseminate quality information. The students will take their Technical Report and create a PowerPoint presentation from their Technical Report information to condense and incorporate it into meaningful slides for public viewing (in person or online).

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students successfully completing the course should be able to correctly use various features from all three of the application software that is covered from Microsoft 365 (Word, Excel, PowerPoint, and Outlook), apply their knowledge to analyze data, determine proper software usage and create usable technical files.

Problem Setting; and Evidence Acquisition: Students will practice critical reasoning from all assignments, but most importantly from the student projects and production exams assigned where students will be given the basics of what they need to accomplish and using their knowledge of the programs, will create useful and meaningful results. Students will practice critical reasoning and draw logical conclusions based on data for all the assignments provided. Students will be asked to read, analyze, and synthesize data and draw conclusions. Required assignments will include projects, simulations, quizzes, and hands-on ending projects and exams for each chapter.

Evidence Evaluation; and Reasoning/Conclusion: Students will submit projects, simulations, quizzes, and hands-on ending projects and exams for each chapter. Students will practice critical reasoning from their Technical Report assigned where they are given the basics of what the project needs to accomplish and using their knowledge of the Word and Excel programs, create useful and meaningful results. Students will practice critical reasoning and draw logical conclusions based on data for all the assignments provided. Students will be asked to read, analyze, and synthesize data and draw conclusions. Required assignments will include beginning projects, simulations, quizzes and ending projects. For example, in the Technical Report, students create a report on their career field, including the employment opportunities within the location they wish to live as well as pay scales. Within this report, students are required to include various listed components from their learning as they create their document.

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

In this box, provide a narrative that explains how the proposed course addresses ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: Students will learn to use Excel chart tools to communicate information in a meaningful and visually attractive way. Students will be provided more focused learning on the Excel application. Using What-If analysis and goal seek, students will visually demonstrate the relationships given different sets of information. Students will use regular workbooks of data, turn the data into meaningful information, and interpret the results for their respective technical education program. Throughout the Excel assignments for this course, students will learn to construct formulas for mathematical operations, and students apply many of the most popular pre-built Excel functions for technical use. Students will learn to resolve mathematical operation errors by use of the Excel error messages. All assignments in the Excel section of this course will assist in student learning from beginning projects, simulations, and quizzes to ending projects in each chapter.

Analysis of Quantitative Arguments/Application of Quantitative Models: In the Excel assignments for this course (projects, simulations, quizzes and ending projects), students will use computer skills with Excel workbooks in this course learn essential skills for quantitative reasoning. Students will learn to think logically and produce meaningful workbooks using various Excel skills. Students will take raw data and turn it into useful information for decision making. Students will construct formulas using pre-built Excel functions and will construct formulas using mathematical operations. Students will learn how what-if analysis helps them to answer questions on business production, sales, personnel, etc., in order to make the best decisions based on the information created. Students will also create a final technical report using their skills from the program courses and using Excel will create various charts, graphs and tables to provide visual information for their report.

Personal & Social Responsibility. ***Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

N/A

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

N/A

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

Date

Jan 8 2021

Upload Assessment

Completed - Jan 8 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

COSC 137 Excel Project Assessment

Filename: COSC_137_Excel_Project_Assessment.pdf **Size:** 196.4 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000001345

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001345
Status: Under Review
Last submitted: Jan 9 2021 08:50 AM (MST)

Application Form

Completed - Jan 8 2021

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

Contact Information

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	MUSC
Number	1210
Title	Fundamentals of Music for Non-Majors
Number of credits	3

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

Yes

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	MUSC
Number	1210
Name	Fundamentals of Music for Non-Majors

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Demonstrate and apply standard notation of pitch, rhythm, scales, intervals, key signatures, triads, and simple melodic and harmonic composition.
2. Develop and improve basic aural skills.
3. Read musical notation.
4. Improve and expand understanding of fundamental musical techniques and concepts.

Institution-specific Student Learning Outcomes

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

1. Demonstrate and apply standard notation of pitch, rhythm, scales, intervals, key signatures, triads, and simple melodic and harmonic composition.
2. Develop and improve basic aural skills.
3. Read musical notation.
4. Improve and expand understanding of fundamental musical techniques and concepts.

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. Exp;lain 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 skills. 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 box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Through the text and online Student Learning Center provided, students will complete rhythmic, melodic, and theory exercises and examples, communicating with their peers and instructor. During completion of these exercises, peers will provide review and corrections for each other. Through classroom and online discussion students will recognize and respond to meter, mode, rhythm, tempo, instrumentation and era. Students will respond to other peers' posts for online discussions. Students will read for main points as they navigate through the course's text and prepare for each module's quiz. Applying rhythmic knowledge, students will notate rhythmic and melodic dictation. Through concert attendance, students will describe their experiences at concerts by using musical terms learned in the class and their own personal opinions as well as their knowledge of accepted concert etiquette.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will analyze, problem solve, interpret, identify, and evaluate music. Students learn to recognize musical symbols and vocabulary and apply this to musical works. Students learn to discern between different tonalities, chords, and sequences. Through analytical thought and creativity, students explore musical ideas, make connections to various genres and time periods, draw conclusions, and solve problems. Students will be actively involved in listening, composing, and ear training as assigned through the text. Students will analyze and explore the fundamentals of written music.

Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

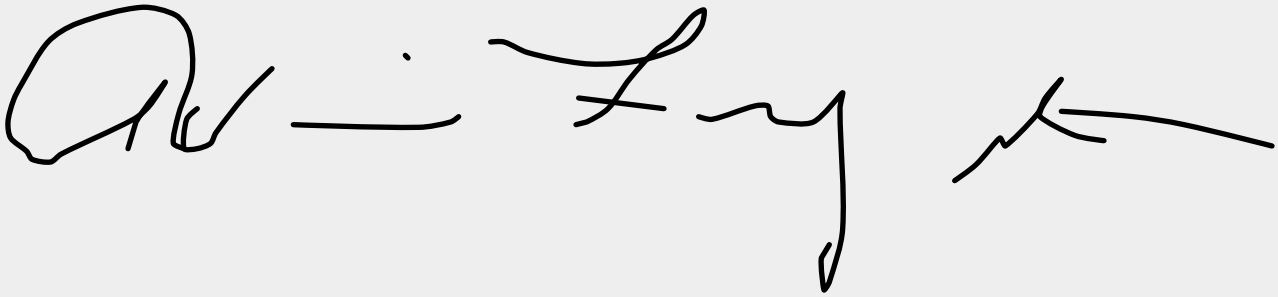
Students will be assigned written work and quizzes that they must complete for evaluation, and are required to practice the musical concepts on the piano outside of class time. Through live concert attendance and review, students will develop a knowledge and practice of civic engagement and will be assessed on their participation and attendance as an audience member. Students will recognize and articulate the role music plays in our society as a whole. Through independent thought and classroom discussion students will be urged to look at the intersection between society and music theory/performance.

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

Link to Institution's General Education Assessment Plan

https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Dec 3 2020

Upload Assessment

Completed - Jan 8 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MUSC1210-Assessment

Filename: MUSC1210-Assessment.pdf **Size:** 225.3 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

COSC 137

Excel Project #1

PROJECT FROM CENGAGE SAM

GETTING STARTED

- Open the file **SC_EX19_CS1-3a_*FirstLastName*_1.xlsx**.
- Save the file as **SC_EX19_CS1-3a_*FirstLastName*_2.xlsx** by changing the "1" to a "2".
    - If you do not see the **.xlsx** file extension in the Save As dialog box, do not type it. The program will add the file extension for you automatically.

STEPS

1. Carla Arranga is a senior account manager at Ensight Healthcare Consultants, a consulting firm that works with hospitals, clinics, and other healthcare providers around the world. Carla has created a workbook summarizing the status of the consulting project for Everett Hospital. She asks for your help in completing the workbook.

   Go to the *Project Status* worksheet. **Unfreeze** the first column since it does not display information that applies to the rest of the worksheet.

2. In cell J1, enter a formula using the **NOW** function to display today's date. Apply the **Short Date** number format to display only the date in the cell.

    a. Format the worksheet title as follows to use a consistent design throughout the workbook:
    b. Fill cell B2 with the **Dark Red, Accent 6, Lighter 40%** shading color.
    c. Change the font color to **White, Background 1**.
    d. **Merge and center** the contents of cell B2 across the range B2:H2.
    e. Use **AutoFit** to resize row 2 to its best fit.
    f. Format the billing rate data as follows to suit the design of the worksheet and make the data easier to understand:
    g. **Italicize** the contents of cell I2 to match the formatting in cell I1.
    h. Apply the Currency number format to cell J2 to clarify that it contains a dollar amount.

3. Format the data in cell A4 as follows to display all of the text:

    a. Merge the cells in the range A4:A13.
    b. Rotate the text up in the merged cell so that the text reads from bottom to top.
    c. Middle-align and center the text.
    d. Remove the border from the merged cell.
    e. Resize column A to a width of **4.00**.

4. Format the data in row 4 as follows to show that it contains column headings:

    a. Change "Description" to use Service Description as the complete column heading.
    b. Apply the Accent 6 cell style to the range B4:H4.
    c. Use AutoFit to resize column D to its best fit.

5. Carla wants to include the actual dollar amount of the services performed in column E. Enter this information as follows:

    a. In cell E5, enter a formula without using a function that multiplies the actual hours (cell D5) by the billing rate (cell J2) to determine the actual dollar amount charged for general administrative services. Include an absolute reference to cell J2 in the formula.

b. Use the Fill Handle to fill the range E6:E13 with the formula in cell E5 to include the charges for the other services.
c. Format the range E6:E13 using the Comma number format and no decimal places to match the formatting in column F.

6. Carla needs to show how much of the estimate remains after the services performed. Provide this information as follows:

    a. In cell G5, enter a formula without using a function that subtracts the actual dollars billed (cell E5) from the estimated amount (cell F5) to determine the remaining amount of the estimate for general administrative services.
    b. Use the Fill Handle to fill the range G6:G13 with the formula in cell G5 to include the remaining amount for the other services.
    c. Format the range G6:G13 using the **Comma** number format and no decimal places to match the formatting in column F.

7. Carla also wants to show the remaining amount as a percentage of the actual amount. Enter this information as follows:

    a. In cell H5, enter a formula that divides the remaining dollar amount (cell G5) by the estimated dollar amount (cell F5).
    b. Copy the formula in cell H5 to the range H6:H14, pasting only the formula and number formatting to display the remaining amount as a percentage of the actual amount for the other services and the total.

8. Calculate the project status totals as follows:

    a. In cell D14, enter a formula using the SUM function to total the actual hours (range D5:D13).
    b. Use the Fill Handle to fill the range E14:G14 with the formula in cell D14.
    c. Apply the Accounting number format with no decimal places to the range E14:G14.

9. Carla also wants to identify the services for which Ensight has billed more than the full estimate amount.

    In the range H5:H13, use **Conditional Formatting** Highlight Cells Rules to format values less than 1% (0.01) in **Light Red Fill with Dark Red Text**.

10. Carla imported data about the consultants working on the Everett Hospital project and stored the data on a separate worksheet, but wants to include the data in the *Project Status* worksheet.

    Copy and paste the data as follows:

    a. Go to the Consultants worksheet and copy the data in the range B2:G12.
    b. Return to the Project Status worksheet. Paste the data in cell J3, keeping the source formatting when you paste it.

11. Carla needs to list the role for each consultant. Those with four or more years of experience take the Lead role. Otherwise, they take the Associate role. List this information as follows:

    a. In cell N5 on the Project Status worksheet, enter a formula that uses the IF function to test whether the number of years of experience (cell M5) is greater than or equal to 4.
    b. If the consultant has four or more years of experience, display "Lead" in cell N5.
    c. If the consultant has less than four years of experience, display "Associate" in cell N5.
    d. Copy the formula in cell N5 to the range N6:N13, pasting the formula only.
    e. Use AutoFit to resize column N to its best fit.

12. Carla wants to include summary statistics about the project and the consultants. Include this information as follows:
    In cell D16, enter a formula that uses the **AVERAGE** function to average the number of years of experience (range **M5:M13**).

13. Make the 3-D Clustered Column chart in the range B17:H31 easier to interpret as follows:

a. Change the chart type to a Clustered Bar chart.
b. Use Actual Project Hours as the chart title.
c. Add a primary horizontal axis title to the chart, using Hours as the axis title text.
d. Add data labels in the **center** of each bar.

14. Delete row 33 since Carla has reformatted the clustered column chart.

15. Go to the *Schedule* worksheet. Rename the *Schedule* worksheet tab to **Project Schedule** to use a more descriptive name.

16. Each service starts on a different date because the services depend on each other. Enter the starting dates for the remaining services as follows:

    a. In cell D6, enter a formula without using a function that adds 4 days to the value in cell C6.
    b. In cell E6, enter a formula without using a function that subtracts 3 days from the value in cell C6.
    c. In cell F6, enter a formula without using a function that adds 2 days to the value in cell E6.
    d. In cell G6, enter a formula without using a function that adds **2** days to the value in cell **C6**.

17. Copy the formulas in Phase 2 to the rest of the schedule as follows:

    a. Copy the formula in cell D6 to the range D7:D9.
    b. Copy the formula in cell E6 to the range E7:E9.
    c. Copy the formula in cell F6 to the range F7:F9.
    d. Copy the formula in cell G6 to the range G7:G9.

18. In cell C11, enter a formula that uses the **MIN** function to find the earliest date in the project schedule (range **C6:G9**).

19. In cell C12, enter a formula that uses the **MAX** function to find the latest date in the project schedule (range **C6:G9**).

20. Save your changes, close the workbook, and then exit Excel. Follow the directions on the SAM website to submit your completed project.

ARTS-2310 – Bowl Assignment

Practice on the wheel. Practice makes it easier and better.

1. Make 12 bowls on the potter's wheel, trim them and decorate them.
2. They must have their bottoms trimmed on the wheel and signed by you before they are dry. Trimming is to be done before the bowls ae dry, but after they are leather hard.
3. They must be decorated before they are dry. Wrap them in plastic until decorated. Spray water on them and wrap better if they are getting dry too soon.
4. After our class critique of all 12 bowls with your peers, select the best 5 and bisque fire them. Soak 5 in the clay reprocessing can. Glaze and glaze fire the 5 that you bisque fired. Keep 2 on your shelf without firing. After you have made more work you can decide whether to fire them.

The assignment purposes are to gain skill on a potter's wheel, to gain experience decoration, and to learn about the merits of various bowl ideas and features.

Preparation.

Carefully observe the instructor's demonstration. Mimic hand positions while watching to help your memory. Select soft enough clay so it will be easy to wedge and center, but not too sticky. Wedge or knead 5-pound ball of clay. Wedge until there are no harder lumps or softer areas in the clay (throwing is impossible if clay has lumps). About 50 actions on the clay while wedging generally does a good job. Divide the 5-pound ball into several pieces from which to make bowls. You may make the bowls any size you wish as long as they are 6 inches minimum.

Hints: Follow procedures suggested in the throwing demonstration. Refer to the instruction sheet or poster for hand positions. Ask advice if things aren't going well. Have the instructor or assistant watch you do the part which gives you difficulty so that he/she can suggest possible corrections. Almost everyone benefits from some individual tutoring at this point.

Assessment ARTS-2310 - Bowl

Observation: What can you consider about a bowl?

1. A bowl is a container. Consider the inside form. Consider its contour. Does it form a smooth continuous contour sweeping down, across the bottom, and up the other side? Does the outside form match the inside form (after trimming)?

2. A bowl is used. Is the rim sturdy? Are the edges of the rim nicely rounded off? Are the edges sharp and prone to chipping?

3. Is any part of the bowl significantly thicker than the rest. Bowls generally have a uniform thickness except for a slight thickening at the top rim. They may have foot rim which is trimmed to relate closely to other aspects of the bowl. Often a trimmed foot rim is about as thick or slightly thicker than the top rim of the bowl.

4. Do the contour lines flow gracefully or do they hesitate? Does it have strong angles and rims, or does the bowl feel undecisive? Compare various ideas and study them to see how you want to refine the shape and the rim.

5. What about the proportions. What is the height and width size relationships? Do you want it deep or wide? Why? What do the proportions say about the bowl's function? Does it appear generous or restrictive?

6. Does the size of the foot make the bowl look larger or smaller by comparison? Does the foot appear to be a supporting ring or does it make the piece appear to emerge from the table? The maker of bowl, you, decides on the visual effects and feelings you want from your vessels.

7. Do your surface decorations make the form more important or do they contradict the form? What is symbolized by the decoration? Does the decoration add to the feeling of motion, stability, formality, casualness, joy, sadness, etc.?

UNM General Education Certication Form for Submission to NMHED

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of seven content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Physical & Natural Sciences: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Arts and Design: Communication, Critical Thinking, Personal & Social Responsibility
7. Second Language: Communication, Critical Thinking, Personal & Social Responsibility

Faculty teaching courses within any given content area must weave the three related essential skills (and component skills) throughout their course while also addressing content knowledge and skills.

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Alyssa Russo
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Institutional Course Information

Prefix	OILS
Number	101
Title	Introduction to Information Studies
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	No

A. Content Area and Essential Skills

To which area should this course be added? (select one/delete others)

Communication

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

This is a UNM unique course.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor. (tip for success: Institution-specific SLOs should not be more than 20% of total Common Course SLOs and Instutions-specific SLOs)

1. Students will be able to articulate a practical definition of information in order to use it intentionally and effectively.
2. Students will be able to identify and use relevant and authoritative information formats appropriate to their information needs.
3. Students will be able to discuss how organizing systems work in order to retrieve and manage information stored in them.
4. Students will be able to engage in the iterative research process to create an information product.
5. Students will be able to make informed decisions about the information they use and share online.

C. Three Narratives on How Students Learn the Essential Skills for the Content Area

Write a short (~300 words) narrative for each essential skill aligned with the content area in which your course falls. Explain how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

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

1. Communication:

   Students examine how information (knowledge that has been encoded into documents, objects, etc.) facilitates communication. Students identify "information formats" (a concept akin to "genre", e.g. receipts, scholarly articles, newspaper articles, etc.). Students learn *Genre and Disciplinary Conventions* by identifying the purposes, processes, and products of information formats, which includes addressing audience and context. Additionally, students learn about *Genre and Disciplinary Conventions* through their work on Wikipedia, which has a robust community of editors and users; Wikipedia has its own editorial standards that students learn to use so they can edit articles. Before students complete the main Wikipedia editing assignment, they learn *Strategies for Understanding and Evaluating Messages* by finding one fact and adding it to an article. Students examine the main points of the article (thereby finding the missing points) and then locate resources to support their addition. In order to adhere to Wikipedia's editorial standards, students must paraphrase sources. Throughout the course, students paraphrase quotations from the weekly readings, engaging comprehension and analytical skills that help them make meaningful contributions to Wikipedia. Another project students complete before editing Wikipedia involves evaluating their chosen article to identify what information to add (see attached assignment). Through this project, students learn *Evaluation and Production of Arguments*, which requires creativity by identifying areas in need of improvement. They must first understand the current content and then identify additional worthwhile information to add. All facts need to be cited, and students can both find supporting sources for "citation needed" and add new sections. Editors do not add their own opinion, so students differentiate facts, unsupported claims, and opinions.

2. Information and Digital Literacy:

   This class explores what information is; how it is created, organized, and valued; and what authorities and influences in/validates or privileges information. Students learn *Authority & Value of Information* by analyzing a Wikipedia article (see attached assignment). Students find references from their Wikipedia article to verify. They judge the qualifications of the article's editors as well as the article's quality by examining clarity, tone, and positionality of the content. Finally, students use this information to assess

the accuracy, reliability, and credibility of the article. Students learn about *Value of Information* by examining copyright lawsuits and arguing if the case should be considered fair use. Additionally, students choose an online platform's terms of service to critique in order to examine one aspect of the monetization of personal information. Students learn *Information Structures* by organizing and classifying information based on various principles. For example, students create subject terms and classification schema for foods. Additionally, students draft simple database schemas using everyday items (like buttons or shoes). Students learn *Research as Inquiry* when they take a trip to the Center for Southwest Research at the University Libraries (if hybrid) or use a digital collection (if online) to work with archival material. They ask questions about the material, do research to answer their questions, and then synthesize what they learned. By the end of this exercise, students create their own original research project -- the product of research as inquiry. There is a heavy focus on information and the internet in this class. Students learn *Digital Literacy* by interrogating the effects algorithms have on their ability to find and distribute information online. Students learn about online privacy and then examine their own practices of protecting their personal information as well as their own tolerance for what information they share online.

3. Critical Thinking Component skills:

In this course, students think critically about information literacy core concepts. Through the Wikipedia article analysis (see example assignment), students learn *Problem Setting* by finding appropriate, relevant improvements to contribute for the remaining Wikipedia projects. Students learn *Evidence Acquisition* by assessing and gathering evidence to fill gaps in Wikipedia articles. For practice, students are assigned a pair of articles. The first is an encyclopedia, journal, or newspaper article and the second is a topically corresponding Wikipedia article. Students address a gap in the Wikipedia article by using the paired article as evidence to contribute a fact to Wikipedia. This work scaffolds their larger projects where they contribute significant edits to a Wikipedia article of their own choosing. Students propose their edits beforehand, including a rationale for their source selection, and receive feedback on the strength and appropriateness of the fact and the source before making the live, public-facing edits. Students learn *Evidence Evaluation* through the Wikipedia projects. While Wikipedia is commonly labeled as a "bad source", OILS 101 focuses on breaking down binary thinking about information (e.g. scholarly vs. popular sources) to support students' development of critical understanding of sources. Students learn *Reasoning/Conclusion* by interrogating the principle of net neutrality. Students hear opposing viewpoints about what fair internet access should look like and then weigh the implications and consequences -- Who is for and against net neutrality? What are the basic positions/arguments of each side? Should the FCC regulate broadband internet or leave market players to do it? The module culminates with students drawing their own conclusions on net neutrality by writing an opinion piece, using facts and anecdotes to support their argument.

D. Sample Assignment

Provide here or as an attachment a sample assignment (exam, project, paper prompt, etc.) demonstrating how students will be assessed on learning an essential skill and one or more related component skills.

(Tip for success: refer to the assignment in one of your narratives on how essential skills are taught)

MRP #1: Wikipedia Article Analysis

For this assignment, you will select one Wikipedia article to analyze. Select an article from the list of articles in our WikiEd course and assign it to yourself. You may also choose one of your own, but you must get instructor approval beforehand. Respond to the guiding questions as they apply to your article (some questions do not apply to all Wikipedia articles). Write in complete sentences and paragraphs. In total, you should write at least 1000 words.

Analysis:

- Read the entire Wikipedia article that you have chosen -- so pick something you don't mind reading!
- Click on the Talk tab.
    - What WikiProjects does this page belong to?
    - What class and importance is it ranked?
    - What are people talking about? Are those discussions about facts and content or opinions about the topic?
- Click on the View history tab.
    - Have there been changes made recently?
    - What kinds of changes have been made recently?
- Who are the editors?
    - Click on the Revision history statistics link in the View History tab (where you can see who the top contributors are for the article) or click on prominent user names in the Talk tab.
    - Explore the User pages of a few of the top editors or Talk-ers to see what kind of background they have, other pages they have edited, barnstars, etc. What barnstars/userboxes/Wikipedia accomplishments do they have and what does that tell you about them?
- Verify at least two of the references/notes.
    - Find two sources that the article cites and verify that the sources support the claims made in the article.
    - Include scans of the original sources (all UNM Libraries have a free scanner for print sources, or, for online sources, you can just take a screenshot).
- Check for elements of quality articles :
    - A lead section that gives an easy-to-understand overview.
    - A clear structure with several headings and subheadings, images and diagrams at appropriate places, and appendices and footnotes at the end.
    - The various aspects of the topic are balanced well. No aspect takes over the article, and all significant aspects are covered.
    - Coverage is neutral. Articles should not read like persuasive essays, but instead like encyclopedia articles.

    - References to reliable sources.
- Assess the accuracy, reliability, credibility of the article. Questions to consider and potentially answer:
    - Is everything in the article relevant to the article topic? Is there anything that distracted you?
    - How is the information organized? Is this an effective way of organizing the information? Why or why not?
    - What information is missing? What information seems unnecessary?
    - Are there any claims, or frames, that appear heavily biased toward a particular position?
    - Are there viewpoints that are overrepresented, or underrepresented?
    - Is each fact referenced with an appropriate, reliable reference? Where does the information come from? Are these neutral sources? If biased, is that bias noted?
    - Is any information out of date? Is anything missing that could be added?
    - Has the entry been "flagged" in any way (for being incomplete, biased, unreferenced, etc.)? This flag may appear on the main page or on the "discussion" page. How does this "flag" affect the article?
    - Head back to the Talk tab, is there anything controversial about the entry? Is there anything stated on this page that makes you question the reliability of the entry?
    - What recommendations would you make for changes to this article that would lead to it becoming a featured article? Check out the Featured Article Criteria.

Extra credit:

- Locate a published encyclopedia article about the same topic in a UNM Library reference database (Gale Virtual Reference Library).
- The article should be substantial (not just a 200-300 word blurb)
- Compare and contrast the published encyclopedia article with the Wikipedia article.

Remember:

- You are not making any Wikipedia edits for this assignment.
- Font size 10-12 point. Minimum 1000 words.
- Double-spaced, .doc or .docx or .rtf
- Please see the rubric (click on the title above) for details on how your work will be evaluated. You may submit your paper as many times as you like, we will only grade the last version submitted before the due date.
- Due date: Sunday, March 31st by midnight.

MUSC 2150 - MUSIC CONCERT REVIEW & CRITIQUE

In order to fulfill the assignment, you must attend an approved fine arts musical concert. The following are the structural elements to be contained within the paper, format of the paper and grading considerations.

Structural Elements:
Get the Facts (0-15 Points):

- Name of the artist / ensemble
- Title of event / subject matter
- Date and location of event
- Size of ensemble and audience

Analyze (0-15 Points):

- Review the various aspects of the concert event and how they fit together aesthetically.
- Consider the ensemble and how it generally contributes to the individual selections within the concert.
- How does the ensemble influence the expression of the various individual compositions?
- Drawing upon your knowledge of music history, define how the musical selections fit into the time period in which they were created.
- Discuss the musical form of the individual works.

Evaluate (0-15 Points):

- Discuss the overall composition of the concert event.
- How was the musical material programmed? Did the material cohesively flow from one selection to the next?
- How were the program and ensemble musically effective?

Personal Opinion (0-15 Points):
Support your opinions utilizing terminology and understanding of music gleaned from information covered in this course.

- Provide your opinion and impression of the event.
- What were the specific aspects of the concert that you liked or disliked?
- What did you learn?
- Why did you select *this concert event* to attend?

Format (0-15):
Must be proofed at the "Writing Lab" prior to submission or they will receive a "0" grade.

- Papers will be at least 1 page in length, but not more than 2, with a minimum of two reputable sources recorded in an APA format (References will be appropriately cited throughout the paper).
- Papers will be single-spaced in a block format; double space between paragraphs; Garamond-12 font; and 1" margins on all sides.
- Attach a ticket stub and/or printed program.

Grading Considerations:

- Accuracy of the content and connectivity of the concert material to era and/or culture
- Support of your opinion of the event – Beyond "I like it"
- Readability of paper – No fragments; run on sentences; or unsupported pathways to nowhere
- Following defined format and site source quotes and concepts appropriately within the paper
- Composition, spelling, punctuation or other general errors

San Juan College Music Department

Student's Name:_____

Concert Review and Critique Rubric

Criteria	Exemplary (15)	Developed (10)	Limited (0-5)
Structural Elements	All of the relevant information listed in the assignment is correct and included.	One piece of relevant information is missing from the assignment.	More than one piece or all of the information is missing from the assignment.
Analyze	All five topics in the category are addressed in the review.	One category is missing.	More than one category is missing.
Evaluate	The evaluation is thorough, thoughtful, and demonstrates a working understanding of the purpose of fine arts performance.	The evaluation is limited in scope or length; demonstrates limited understanding.	The evaluation is incomplete, missing, or does not address the questions in the assignment.
Personal Opinion	Opinion address all four questions in the assignment clearly.	One question is unaddressed.	More than one question is unaddressed.
Format and Considerations	Student meets all editing and format criteria. Syntax/grammar/spelling errors are limited or non-existent.	Some minor errors are present in grammar/syntax/spelling.	Paper is unedited and format has not been followed.

Grade: _____/75 points =

Points Range	% Range	Grade
68-75	100% - 90%	A
60-67	89% - 80%	B
53-66	79% - 70%	C
45-52	69% - 60%	D

MUSC 1130 - MUSIC CONCERT REVIEW & CRITIQUE

In order to fulfill the assignment, you must attend an approved fine arts musical concert. The following are the structural elements to be contained within the paper, format of the paper and grading considerations.

Structural Elements:
Get the Facts (0-15 Points):

- Name of the artist / ensemble
- Title of event / subject matter
- Date and location of event
- Size of ensemble and audience

Analyze (0-15 Points):

- Review the various aspects of the concert event and how they fit together aesthetically.
- Consider the ensemble and how it generally contributes to the individual selections within the concert.
- How does the ensemble influence the expression of the various individual compositions?
- Drawing upon your knowledge of music history, define how the musical selections fit into the time period in which they were created.
- Discuss the musical form of the individual works.

Evaluate (0-15 Points):

- Discuss the overall composition of the concert event.
- How was the musical material programmed? Did the material cohesively flow from one selection to the next?
- How were the program and ensemble musically effective?

Personal Opinion (0-15 Points):
Support your opinions utilizing terminology and understanding of music gleaned from information covered in this course.

- Provide your opinion and impression of the event.
- What were the specific aspects of the concert that you liked or disliked?
- What did you learn?
- Why did you select *this concert event* to attend?

Format (0-15):
Must be proofed at the "Writing Lab" prior to submission or they will receive a "0" grade.

- Papers will be at least 1 page in length, but not more than 2, with a minimum of two reputable sources recorded in an APA format (References will be appropriately cited throughout the paper).
- Papers will be single-spaced in a block format; double space between paragraphs; Garamond-12 font; and 1" margins on all sides.
- Attach a ticket stub and/or printed program.

Grading Considerations:

- Accuracy of the content and connectivity of the concert material to era and/or culture
- Support of your opinion of the event – Beyond "I like it"
- Readability of paper – No fragments; run on sentences; or unsupported pathways to nowhere
- Following defined format and site source quotes and concepts appropriately within the paper
- Composition, spelling, punctuation or other general errors

San Juan College Music Department

Student's Name:_____

Concert Review and Critique Rubric

Criteria	Exemplary (15)	Developed (10)	Limited (0-5)
Structural Elements	All of the relevant information listed in the assignment is correct and included.	One piece of relevant information is missing from the assignment.	More than one piece or all of the information is missing from the assignment.
Analyze	All five topics in the category are addressed in the review.	One category is missing.	More than one category is missing.
Evaluate	The evaluation is thorough, thoughtful, and demonstrates a working understanding of the purpose of fine arts performance.	The evaluation is limited in scope or length; demonstrates limited understanding.	The evaluation is incomplete, missing, or does not address the questions in the assignment.
Personal Opinion	Opinion address all four questions in the assignment clearly.	One question is unaddressed.	More than one question is unaddressed.
Format and Considerations	Student meets all editing and format criteria. Syntax/grammar/spelling errors are limited or non-existent.	Some minor errors are present in grammar/syntax/spelling.	Paper is unedited and format has not been followed.

Grade: _____/75 points =

Points Range	% Range	Grade
68-75	100% - 90%	A
60-67	89% - 80%	B
53-66	79% - 70%	C
45-52	69% - 60%	D

MODULE FIFTEEN B DISCUSSION

Chapter 4.10: IDENTITY AND GENDER IN ART

This chapter explores the way that personal identity can be seen as a crucial component

of the production and reception of works of art.

As a result, identity has become a focus for artists

expressing personal experience

presenting social and political opinions

exploring historical values and behaviors

posing ideological questions.

Both contemporary and historical examples of art

have been inspired by explorations of identity.

In the later twentieth century many of those explorations

centered around a reaction to,

or even a rejection of,

Eurocentric (i.e. "white male") perspectives.

Some of the most exciting works of art challenge our comfort levels by providing insight

into the lives and experiences either of individuals we thought we understood very well

or of those whom we had previously dismissed outright.

Gendered Terminology

What words can you think of that are specifically **gendered?**

Instructions:

Open a Word document

- **Save** this document as **yourname.Module15B.discussion**
- Create a list of five **"male/female"** ***gender specific***adjectives.
  - **Find** five images to illustrate these ***gender specific*** adjectives.
  - **Save** these images as jpegs:
    - **yourname.15B.discussion1**
    - **yourname.15B.discussion2**
    - **etc.**
  - **Insert** these images by the ***gendered*** term it illustrates
- **Create** a list of five ***non-gender specific*** **adjectives**
  -
    - **List** five images to illustrate these ***non-gender specific***adjectives
    - **Save** these images as jpegs:
      - yourname.15B.discussion6
      - yourname.15B.discussion7
      - etc.
      - **Insert** these images by the *non-gender* term it illustrates
- **Write a brief paragraph about why we should be sensitive to these adjectives.**
- **Save this document as**
  - **yourname.mod15B.discussion**

Judy Chicago

The Dinner Party

Installation, 1974-79

When you have composed your post, deliver it to this forum.

- **Copy** your Word document
- **Paste** your Word document into the reply box that has opened.

Upload your images as jpegs or incorporate them into your post

using the "insert picture" button

Remember to post to at least two students work

- **Read** *several posts* from other students.
  - **Describe** how the vocabulary they have used to explain their post helps you understand what they are describing.

English 2010: Sample Assignment/Assessment

Instructional Manual Project
(End of the Semester Assessment Assignment)

Description: For this assignment you are tasked with creating an instruction manual to fit a particular purpose—or need—of a defined audience. This will require that you identify a purpose/need and then produce a manual that fulfills that need. By critically considering who *needs* this manual, you will also be able to conjecture what knowledge they have about the task you are describing; what expertise, assumptions, and limitations they bring to it; and thus what you must supply in the instructions to be an ethical technical communicator. As practiced to this point in the semester, this will include choosing a genre appropriate to the task as well as using technical style, descriptions, and organization that account for your audience and the complexity of the task.

This assignment will fulfill the following Student Learning Objectives (SLO): Effectively communicate technical information to a specific audience in a particular genre, drawing on critical thinking to identify and apply conventions that respond to the needs, values, and cultural context of your audience. Set the problem by defining the scope and audience for your instructions, and respond to the problem by identifying credible and relevant research. **This is your Final Exam.** For this assignment, you will create a User Instructional Manual/Guide by giving **step by step instructions** for a task to be completed in your current or in future field of work.

You can create a User Instructional Manual/Guide for a technical task or work related process you follow in your field. Select a task that could be accomplished in a reasonable time frame **(A task that will not take a prolonged period of time).**

- The topic selection is up to you, but we suggest you create instructional manuals that are applicable to your areas of study and/or your current or future field of work. **For example,** if you are a Criminal Justice or Fire Science major, you could create instructions for what to do if someone's identity has been stolen or how to evacuate a building in case of fire.
- If you are going into a medical or public health related field, you could create instructions for how to care for a patient with a contagious disease; for conducting a routine medical checkup; or how to stop mosquito infestation in an area.
- If you are majoring in the trade related fields, the instructions could be about repairing, assembling, or dismantling a piece of specific equipment required for your discipline or for your profession.

You will submit a proposal describing the topic, genre selection for the instructions, and your rationale for your choices, and I will provide you with feedback.

Research: Given that you are tasked with creating instructions for a specific, defined audience and purpose, you will need to do research to ensure that the step-by-step instructions you provide are supported by current thinking on the topic. That is, rather than assume that you know the steps involved in a process, you should identify and use relevant sources to help you create instructions. It will be important that you not only find information on the topic you have

selected but draw on credible sources (i.e. sources that you and your audience trust, that are appropriate in the context).

Audience: You need to communicate information using strategies and language that are audience friendly. Friendliness, in this case, suggests that you have anticipated your audience's needs, values, prior knowledge, and organization and cultural context. Consider that instructions will be used by people who may not have knowledge about the task they intend to accomplish but who may have other types of knowledge that are relevant. For example, a member of the audience may not know how to operate a piece of equipment or may not have the technical or mechanical expertise required to complete a certain task. Or, if you are imagining a multi-national organization, a member of the audience may not be familiar with U.S. colloquialisms or turns of phrase. Therefore, you need to be thorough in providing step by step specific instructions people would be able to follow to accomplish technical tasks without putting themselves or others in danger. Additionally, as future professionals in your chosen fields, you should be cognizant about the ethical and legal obligations you have to your employers and the users of instructions.

You must keep an audience in your mind that do not know how to use the equipment or do not know how to follow the process. Therefore, you need to be thorough and provide step by step instructions, as you do not want the user to be in danger, get hurt, or make mistakes. Remember that as a professional, you have Ethical and Legal obligations **(revisit the Chapter 2 on Ethics**).

Genre: One of the best ways to anticipate audience needs is to first consider the medium and genre through which they will access and use your instructions. Once you have made this decision, you should identify the conventions appropriate to that genre and make choices about the text that best allow your audience to use it. Some items that you might include, for example:

- A Table of Contents
- Introduction to the task
- Technical descriptions of components
- Step-by-step instructions for the task to be finished
- Appropriate graphics (i.e. illustrations, images, labelled parts, etc.).
- Genre appropriate citations of research and graphics
- Cautions and Warning Signs (Visual images and/or text)
- Glossary of Terms (For unfamiliar technical or scientific terms)
- Conclusion

General Information for the Final assignment:

1. **Summary Response Assignment: chapter 14**
2. **Guidelines and Example:** Please view the Keys to Creating a Manual (*Document 1A*) and a student example (*Document 1B*).
3. **Submission**: Save your Final assignment as a PDF file and submit
4. **Resources:** Following PowerPoint Presentation and the links are excellent resources for getting started on user guides, instructional design, and use of graphics.

- Manual PPP
- https://www.prismnet.com/~hcexres/textbook/user_guides.html (Links to an external site.)Links to an external site. **(User Guides)**
- https://www.prismnet.com/~hcexres/textbook/instrux.html (Links to an external site.)Links to an external site. **(Instructions)**
- https://www.prismnet.com/~hcexres/textbook/graphics.html (Links to an external site.)Links to an external site. **(Graphic Design)**

Keys to Creating a Manual (Document 1A)

Student Manual Example (Document 1B)

(**Note*** the student example is just **"a"** sample. This should not be considered as the **Best or the Worst** example. Please review the assignment instructions carefully. Use your critical thinking and skills, and learning to create your very best instructional manual that meets the standards of the assignment rubric.

Examples of Professional Manual

Published Example (Document 2B)

Published Example (Document 3B)

Do Not Print the above Example Documents as they are 40+ pages long.

Format/Template: Please feel free to use the format/templates exhibited in the above examples. Select a format that is suitable for your purpose. These **examples** should be considered as starting places for you think about your own design choices based on audience and purpose.

Use YOUR critical and practical thinking skills in creating a step by step manual for a task related to your field of work keeping in mind your audience or client.

Assessment: A Rubric will be used for the final exam.

DO NOT COPY a manual from the internet; create your own document. This is the final exam. **Showcase** what you have learned from developing previous assignments and earn your success. Please revisit the syllabus for the policy regarding this issue.

Points: 100

A file Upload

English 2010: Sample Rubric (for Instructional Manual)

Rubric, Instructional Manual				
Criteria	**Rating**			**Pts**
Step-by-Step Instructions These should include step by step, specific, appropriate, well organized, clear, and sequential instructions for completing a professional and scientific field related task.	**20 pts** **All requirements met**	**15 pts** **Most requirements are met**	**5 pts** **Bare minimum requirements are met**	**20 Pts**
Introduction/Conclusion Introduction should let the audience know what this document will be about. Conclusion should summarize the purpose of the document and solicit feedback.	**20 pts** **All requirements met**	**15 pts** **Most requirements are met**	**5 pts** **Bare minimum requirements are met**	**20 Pts**
Visuals/Graphics/ Format This includes, but is not limited to, the use of document design, format scheme, organization of information for instructions, images, bulleted/numbered lists, etc.	**25 pts** **All requirements met**	**20 pts** **Most requirements are met**	**10 pts** **Bare minimum requirements are met**	**25 Pts**
Appropriate caution/warning signs These might include image and/or text warning about the product or the procedure.	**15 pts** **All requirements met**	**10 pts** **Most requirements are met**	**5 pts** **Requirements are not met**	**15Pts**
APA Documentation Convention is fully and correctly applied.	**20 pts**	**15 pts**	**5 pts**	**20 Pts**

In-text citations are appropriately added for borrowed visuals and texts used in the document. Sources are listed correctly in the References page	**All requirements met**	**Most requirements are met**	**Bare minimum requirements are met**	
			Total Points	**100**

LESSON 2: COLOR SPHERE

We will learn to use a color sphere to not only find color complements but also complementing values.

The Art of Color : Excerpt

color sphere.pdf

Color sphere handout.pdf

Kuler

https://color.adobe.com/create/color-wheel/ (Links to an external site.)

Assignment:

I would like you to experiment with the color sphere and come up with several different color harmonies using both the color sphere and the online application Kuler. Kuler is an online application that allows you to create color schemes. It doesn't totally follow the color sphere but by adjusting the individual colors it will allow you to get a color combination that will follow the color sphere model. So get familiar with both and how they are used and how they differ.

Then go on and create three costume designs that use these color harmonies. You can print out line drawings of the character of your choice and then using the color schemes that you have created Design three different versions of your character's costumes.

You can pick a single character similar to the one below and print out several copies of it. You can then apply your different color harmonies to your character. Tracing paper or a digital application might be a good way to experiment.

Assessment Action Plan

School: Humanities Program: Fine Arts/Color Theory II	Dean John Boggs	ARTS 1210 – Color Theory II - Complementary Contrast Plan Author: Lisa Bautista
Assessment Cycle:	Projected Completion Date:	

Purpose: (Identify why you chose this project and anticipated use of project outcomes)	Students will apply the principles of Color Mixing by completing an exercise using their own set of paints and then applying the knowledge gained in the exercise to their own piece of art.

Identify			Develop	
	Expected or Desired Outcomes	Mapped to Other Outcomes	Assessment to be Used	Plan to acquire data and results.
List Individual courses (separate row) And List course Syllabus outcomes to be measured	Identify the desired outcome and What will be measured (i.e. 80% of students will demonstrate proficiency, etc.)	List specific program, CSLO, and other relevant outcomes: i.e. HED Competencies, accreditation etc.	Identify artifacts, assignments, projects or exams used to collect data	Specify data and results expected to collect.
ARTS 1211 student will gain understanding of the different methods of color mixing. The student will develop the understanding of those methods by first completing a color chart with their own limited pallet. The	Student will demonstrate proficiency in at least 85% of the mapped outcomes. Student will use their own paints to create a limited pallet. Using that limited pallet the student will then complete a color chart	Critical thinking, Effective Communication and personal & Social Responsibility	The student will complete the limited pallet color chart accurately. Student will then use those same colors in painting their own work of art. Student will demonstrate good craftsman ship in	Works of Art and color charts will be presented before the class for critique. Students will be required to explain the results of their experimentation to the class and answer any questions that the class has. Student will

student will continue to experiment with that limited pallet by applying the color that they have mixed to their own works of art.	experimenting with the range of colors that the can mix. The student will then use the same limited pallet to create their own work of art. Student will be expected to produce good workmanship on both items.		completing both their color chart and their work of art.	use the information gained in the critique to improve the work they have completed.

American Literature I: Beginning to 1865

Paper 2

We have reached the end of our readings for this class. It is fitting that we end with texts focused on freedom and the Civil War. Many of our texts this semester have been related to looking at the marginalization of peoples of color. As our country became its own entity, we began to focus away from groups into the needs of individual. We see this in the popularity of slave narratives explaining first-hand the intricate horrors of that institution and we see it in the poetry and nonfiction narratives of others we have read.

For paper 2, writer a 3-5 page paper exploring the idea of individuality and individualism from our readings in this unit. Why do you think there might have been this shift? How do you see this in specific texts from our readings? How do you see our readings upholding the idealism of individuality and where do those ideals fall short? You need to be specific here and you need to carefully explain the connections you are seeing between the texts and these questions.

You should use any concepts, readings, and authors encountered during these recent units:

- Religious Expressions
- Marginalized Voices
- Famous Early American Writers
- Slave Narratives

You must speak to at least 3 of the texts we've read during these units. The best papers will not only cite specific quotes but will also cite specific moments from these texts.

This paper is due no later than midnight Wednesday 12/11. As with all of our assignments this semester, please feel free to ask any questions and if you would like me to look at a section before you submit the paper, please feel free to email me.

Lab 3: Counting by Measuring Mass

Purpose

Determine the mass of sever samples of chemical elements and compounds and use the data to count atoms.

Procedure

Start *Virtual ChemLab* and select *Counting by Measuring Mass* from the list of assignments. The lab will open in the Calorimetry laboratory.

Part 1, Measuring Metal

1. Click on the *Stockroom*. Click on the *Metals* sample cabinet. Open the top drawer by clicking on it. When you open the drawer, a petri dish will show up on the counter. Place the sample of gold (Au) in the sample dish by double-clicking on it. *Zoom Out*. Double-click on the petri dish to movie it to the stockroom counter. Click the green arrow to *Return to Lab*.
2. Drag the petri dish to the spotlight near the balance. Click on the *Balance* area to zoom in. Drag the gold sample to the balance pan and record the mass in Table 1.
3. Click on the red disposal bucket to clear the lab after sac sample. Repeat for lead (Pb), uranium (U), sodium (Na) and a metal of your choosing.

Table 1

	Gold (Au)	**Lead (Pb)**	**Uranium (U)**	**Sodium (Na)**	**Your Choice**
Mass **(Grams)**					
Molar Mass **(g/mol)**					
Moles of each **element**					
Atoms of each **element**					

Analyze

1. Calculate the moles of Au contained in the sample and enter into Table 1.

2. Calculate the atoms of Au contained in the sample and enter into Table 1.

3. Repeat steps 1 and 2 for the other metals and fill in the table. Clear the laboratory when you are finished by clicking on the disposal bucket.

Part 2, Measuring Compounds

1. Click on the *Stockroom*. Double-click on sodium chloride (NaCl) on the Salts shelf. The right and left arrows allow you to see additional bottles.
2. *Return to Lab.* Move the sample bottle to the spotlight near the balance area. lick on the *Balance* area to zoom in and open the bottle by clicking on the lid (*Remove Lid*). Drag a piece of weigh paper to the balance pan and *Tare* the balance.
3. Pick up the *Scoop* and scoop out some sample: as you drag your cursor and the scoop down the face of the bottle it picks up more. Select the largest sample possible and drag the scoop to the weigh paper until it snaps in place which will place the sample on the paper. Record the mass of the sample in Table 2.
4. Repeat steps 1-3 for table sugar (sucrose, $C_{12}H_{22}O_{11}$), NH_4Cl, C_6H_5OH (phenol), and a compound of your choice. Record the mass of each sample in Table 2.

Table 2

	NaCl	**$C_{12}H_{22}O_{11}$**	**NH_4Cl**	**C_6H_5OH**	**Your Choice**
Mass **(grams)**					
Molar Mass **(g/mol)**					
Moles of **each element**					
Atoms of **each element**					

Analyze

1. Calculate the moles of $C_{12}H_{22}O_{11}$ contained in the sample and record your results in Table 2.

2. Calculate the moles of each element in $C_{12}H_{22}O_{11}$ and record your results in Table 2.

3. Calculate the atoms of each element in $C_{12}H_{22}O_{11}$ and record your results in Table 2.

4. Repeat steps 1-3 for the other compounds and record your results in Table 2.

5. Which of the compounds contains the most total atoms?

Thinking Outside the Box:
1. Compare and contrast atomic weight ratios and the number of moles.
2. Some people value gold and silver above other elements because of their rare accessibility and value. How does this sometimes get misunderstood with some people valuing other people based on their material worth?
3. If you could develop an inference on this lab, what would it be?

COSC 116
Excel Chapter 5
Grader 03

You manage several apartment complexes in Phoenix, Arizona. You created a dataset that lists details for each apartment complex, such as apartment number, including number of bedrooms, whether the unit is rented or vacant, the last remodel date, rent, and deposits. You will use the datasets to aggregate data to analyze the apartments at the complexes.

Sort, Subtotal, and Outline Data

You want to use the Subtotal feature to display the average total deposit by number of bedrooms for each apartment complex. Before using the Subtotal command, you will sort the dataset on the Summary worksheet first. After subtotaling the data, you will apply an automatic outline and consolidate the columns.

1. Open *e05c1Apartments* and save it as **e05c1Apartments_LastFirst**.
2. Select the Summary sheet. Sort the data by Apartment Complex in alphabetical order and further sort it by # Bed (the number of bedrooms) from smallest to largest.
3. Use the Subtotal feature to insert subtotal rows by Apartment Complex to calculate the average Total Deposit.
4. Add a second subtotal (without removing the first subtotal) by # Bed to calculate the average Total Deposit by the number of bedrooms.
5. Use the outline symbols to display only the subtotal rows.
6. Create an automatic outline and collapse the outline above Total Deposit.

Create a PivotTable

You want to create a PivotTable to determine the total monthly rental revenue for occupied apartments. After creating the initial PivotTable, you will format the values, set a filter, and name the PivotTable.

7. Display the Rentals sheet and create a blank Pivot-Table on a new worksheet. Do *not* add the data to the data model.
8. Place the **Apartment Complex** and **# Bed fields** in Rows and the **Rental Price field** as Values.
9. Format the Sum of Rent for **Accounting Number Format** with **0** decimal places and enter the custom name **Total Rent Collected**.
10. Select the **Occupied field** for the filter and set the filter to **Yes** to display data for occupied apartments.
11. Name the PivotTable **Rental Revenue** and change the name of Sheet1 to **Rental Revenue**.

Change Value Field Settings and Create a Calculated Field

Periodically, you increase the rental rates to account for increased operating costs. You want to perform a what-if analysis to calculate the total monthly rental revenue if the rates increase by 5% for the occupied apartments.

12. Insert a calculated field to multiply the Rental Price by 1.05.
13. Customize the calculated field by completing the following steps:
    - Change the custom name to **New Rental Revenue**.
    - Apply **Accounting Number Format** with **0** decimal places.
14. Select the **range B3:C3** and apply these formats: wrap text, **Align Right** horizontal alignment, **30** row height, and **15** column widths.

Apply a Style, Insert a Slicer, and Insert a Timeline

You want to apply a different PivotTable style to have a similar color scheme as the dataset. In addition, you will insert a slicer to facilitate filtering apartments by the number of bedrooms. Finally, you will insert a timeline so that you can filter data by year apartments were last remodeled.

15. Apply **Light Orange, Pivot Style Medium 10** to the PivotTable.
16. Display banded rows.
17. Insert a slicer for **# Bed** so that you can filter the dataset by number of bedrooms. Then complete the following steps to customize the slicer:
    - Change the slicer caption to **# of Bedrooms**.
    - Change the slicer height to **1.4"** and width to **1.75"**.
    - Apply **Light Orange, Slicer Style Light 2**.
    - Cut the slicer and paste it in **cell E2**.
18. Insert a timeline for the Last Remodel field and complete the following steps:
    - Change the time period to **YEARS**.
    - Apply **Light Orange, Timeline Style Light 2**.
    - Change the timeline height to **1.4"** and width to **3.75"**.

Create a Relationship Between Tables, Create a PivotTable, and Create a PivotChart

The Databases sheet contains two tables. You will create a relationship between those tables and create a PivotTable using fields from both tables so that you can calculate the percentage of apartments within each complex that have 1-, 2- and 3-bedroom units.

> ### Mac Troubleshooting
>
> Because Excel for Mac does not support relationships, you must use Excel for Windows to complete the rest of this exercise.

19. Display the Databases sheet.
20. Create a relationship between the **APARTMENTS table** using the **Code field** and the **COMPLEX table** using the **Code field**.
21. Create a PivotTable using the data model on a new sheet. Change the sheet name to **Bedrooms**. Select the **Apartment Name field** from the COMPLEX table for Rows, the # **Bed field** for Columns, and the # **Bed field** as Values.

22. Display the values as a percentage of row totals.
23. Create a Clustered Column PivotChart. Cut the chart and paste it in **cell A13**.
24. Customize the PivotChart by completing these steps:
    - Select the 3-bedroom data series and apply the **Black, Text 1, Lighter 50% solid fill color**.
    - Apply **Black, Text 1 font color** to the vertical axis and category axis.
    - Change the chart height to **3.4"** and the width to **5.2"**.
    - Hide the field buttons in the PivotChart.

Finalizing Your Workbook

You will finalize your workbook by adding a footer to the worksheets you changed and created.

25. Create a footer on all worksheets with your name, the sheet name code, and the file name code.
26. Save and close the file. Based on your instructor's directions, submit e05c1Apartments_LastFirst.

MUSC 1415 - MUSIC CONCERT REVIEW & CRITIQUE

In order to fulfill the assignment, you must attend an approved fine arts musical concert. The following are the structural elements to be contained within the paper, format of the paper and grading considerations.

Structural Elements:
Get the Facts (0-15 Points):

- Name of the artist / ensemble
- Title of event / subject matter
- Date and location of event
- Size of ensemble and audience

Analyze (0-15 Points):

- Review the various aspects of the concert event and how they fit together aesthetically.
- Consider the ensemble and how it generally contributes to the individual selections within the concert.
- How does the ensemble influence the expression of the various individual compositions?
- Drawing upon your knowledge of music history, define how the musical selections fit into the time period in which they were created.
- Discuss the musical form of the individual works.

Evaluate (0-15 Points):

- Discuss the overall composition of the concert event.
- How was the musical material programmed? Did the material cohesively flow from one selection to the next?
- How were the program and ensemble musically effective?

Personal Opinion (0-15 Points):
Support your opinions utilizing terminology and understanding of music gleaned from information covered in this course.

- Provide your opinion and impression of the event.
- What were the specific aspects of the concert that you liked or disliked?
- What did you learn?
- Why did you select *this concert event* to attend?

Format (0-15):
Must be proofed at the "Writing Lab" prior to submission or they will receive a "0" grade.

- Papers will be at least 1 page in length, but not more than 2, with a minimum of two reputable sources recorded in an APA format (References will be appropriately cited throughout the paper).
- Papers will be single-spaced in a block format; double space between paragraphs; Garamond-12 font; and 1" margins on all sides.
- Attach a ticket stub and/or printed program.

Grading Considerations:

- Accuracy of the content and connectivity of the concert material to era and/or culture
- Support of your opinion of the event – Beyond "I like it"
- Readability of paper – No fragments; run on sentences; or unsupported pathways to nowhere
- Following defined format and site source quotes and concepts appropriately within the paper
- Composition, spelling, punctuation or other general errors

San Juan College Music Department

Student's Name:_____

Concert Review and Critique Rubric

Criteria	Exemplary (15)	Developed (10)	Limited (0-5)
Structural Elements	All of the relevant information listed in the assignment is correct and included.	One piece of relevant information is missing from the assignment.	More than one piece or all of the information is missing from the assignment.
Analyze	All five topics in the category are addressed in the review.	One category is missing.	More than one category is missing.
Evaluate	The evaluation is thorough, thoughtful, and demonstrates a working understanding of the purpose of fine arts performance.	The evaluation is limited in scope or length; demonstrates limited understanding.	The evaluation is incomplete, missing, or does not address the questions in the assignment.
Personal Opinion	Opinion address all four questions in the assignment clearly.	One question is unaddressed.	More than one question is unaddressed.
Format and Considerations	Student meets all editing and format criteria. Syntax/grammar/spelling errors are limited or non-existent.	Some minor errors are present in grammar/syntax/spelling.	Paper is unedited and format has not been followed.

Grade: _____/75 points =

Points Range	% Range	Grade
68-75	100% - 90%	A
60-67	89% - 80%	B
53-66	79% - 70%	C
45-52	69% - 60%	D

COSC 125
Word Student Project

Objective:

Create a three- to four-page paper (at least two, full pages of written content and a works cited page) based on your chosen career path after San Juan College. The Word Student Project is used to determine the student's ability and mastery of the skills necessary to be proficient with the unit material on Word.

Criteria:

The document must follow MLA guidelines. The contents of document should also contain proper grammar, correct spelling, logically constructed sentences, flowing paragraphs, and sound ideas.

Requirements:

Two complete pages of text and one works cited page (for a minimum of three pages). Include all the following components. Name your document – "Your Name – Word Student Project"

- MLA Header on all pages
- MLA ID Block:
  - Your Name
  - Course
  - Instructor
  - Date
- MLA Title
- MLA document formatting
- One table
  - Two columns and four rows
  - First row heading
  - Remaining rows based on your research of career opportunities and salary levels
- Logically constructed sentences, flowing paragraphs (remember that a paragraph is about one topic)
  - Each paragraph must have at least five sentences
- One image inserted within a paragraph of text:
  - Between 1 inch and 1 1/2 inches in height
  - Proper text wrapping
- One single bulleted list or numbered list
  - Minimum of four and maximum of six list items
  - Logically placed within document
- Minimum of three, distinct inline citations using the Insert Citations Tool in Word

- Create a new page using the proper command
    - Use the Bibliography Tool in Word (use the insert bibliography tool -- method learned in the Word Unit) to create a Works Cited page.
- Proper grammar, spelling and punctuation

Once completed, upload your file in the proper assignment in Canvas. Please do not hesitate to ask your instructor for assistance if you do not understand exactly what you are required to do. The project will be graded according to the rubric in Canvas.

MATH 1512 - Calculus I **Name:** _____
Fall 2021
Final Exam
December 2021
Time Limit: 150 Minutes

This exam contains 3 pages (including this cover page) and 13 questions.
Total of points is 105.

Answer each of the following questions to the best of your ability in your bluebook. Even if you are unsure of how to solve a problem, do as much as you can to receive partial credit. You must show all of your work in order to receive any credit. A correct answer with no work shown will not receive credit.

Grade Table (for teacher use only)

Question	Points	Score
1	9	
2	6	
3	5	
4	8	
5	5	
6	12	
7	8	
8	8	
9	8	
10	8	
11	8	
12	8	
13	12	
Total:	105	

---

1. (9 points) Let $g(x) = \begin{cases} x^3 - 1 & x \leq 0 \\ 1 & x > 0 \end{cases}$. Find the following limits, if they exist. If the limit does not exist, explain why.

   a) $\lim_{x \to 0^-} g(x)$

b) $\lim_{x\to 0^+} g(x)$

c) $\lim_{x\to 0} g(x)$

2. (6 points) Let $f(x) = \begin{cases} \dfrac{x^2+3x+2}{x+2} & x \neq -2 \\ k & x = -2 \end{cases}$. Find the value of k that makes f continuous over the real numbers.

3. (5 points) State the precise definition of limit. Hint: Complete the statement, "Let $f(x)$ be defined for all $x \neq a$ over an open interval containing a. Let L be a real number. Then $\lim_{x\to a} f(x) = L$ if...".

4. (8 points) Let $h(x) = -x^2 - x + 1$. Use the limit definition of the derivative to find the equation of the line tangent to $h(x)$ at $x = 2$.

5. (5 points) Determine if the following statement is true or false. If the statement is false, explain the mistake being made.
Let $f(x)$ be a function and a be in its domain. If $f(x)$ is continuous at a, then f is differentiable at a.

6. (12 points) For each of the following functions, $f(x)$, determine $f'(x)$.

a) $f(x) = 4x^2 - 7x$

b) $f(x) = (x+2)(2x^2-3)$

c) $\dfrac{x+9}{x^2-7x+1}$

7. (8 points) Consider the equation. $3x^3 + 9xy^2 = 5x^3$. Use implicit differentiation to find $\dfrac{dy}{dx}$.

8. (8 points) Two airplanes are flying in the air at the same height: airplane A is flying east at 250 mi/h and airplane B is flying north at 300 mi/h. If they are both heading to the same airport, located 30 miles east of airplane A and 40 miles north of airplane B, at what rate is the distance between the airplanes changing?

9. (8 points) Graph the function $y = 3x^2 + 2x + 4$ without using a calculator. Be sure to describe all important features of the graph: local maxima and minima, increasing/decreasing, inflection points, and concavity.

10. (8 points) You are constructing a cardboard box with the dimensions 2m by 4m. You then cut equal-size squares from each corner so you may fold the edges. What are the dimensions of the box with the largest volume?

11. (8 points) Solve the initial-value problem $\dfrac{dy}{dx} = \sin x$, $y(0) = 5$.

12. (8 points) Find the antiderivative of the function $f(x) = e^x - 3x^2 + \sin x$.

13. (12 points) Calculate each of the following definite integrals using the Fundamental Theorem of Calculus, Part 2. You may need to use substitution.

a) $\int_{-1}^{2} (x^2 + 3x - 5)\, dx$

b) $\int_{1}^{4} \dfrac{2 - \sqrt{t}}{t^2} dt$

c) $\int_{0}^{\pi} \cos^2(2\theta) \sin(2\theta) d\theta$

d) $\int_{1}^{2} \dfrac{1 + 2x + x^2}{3x + 3x^2 + x^3} dx$

ARTS-1320 – Cylinder Assignment

Purposes: To gain skill in creating vertical forms on a potter's wheel. To gain experience with slip decoration.

Skill Requirements:

1. Throw 5 cylindrical vertical vase forms from no more than 2.5 pounds each.
2. None may be saved until you are able to achieve a 6-inch cylinder from 2.5 pounds. The signature of an assistant or instructor is required to permit keeping forms.
3. It must have a bottom in it. No water in bottom. You must be able to place your hand in it and reach bottom.
4. Decorate, trim and sign 5 before they are dry.

While raising the cylinders: Practice Practice Practice

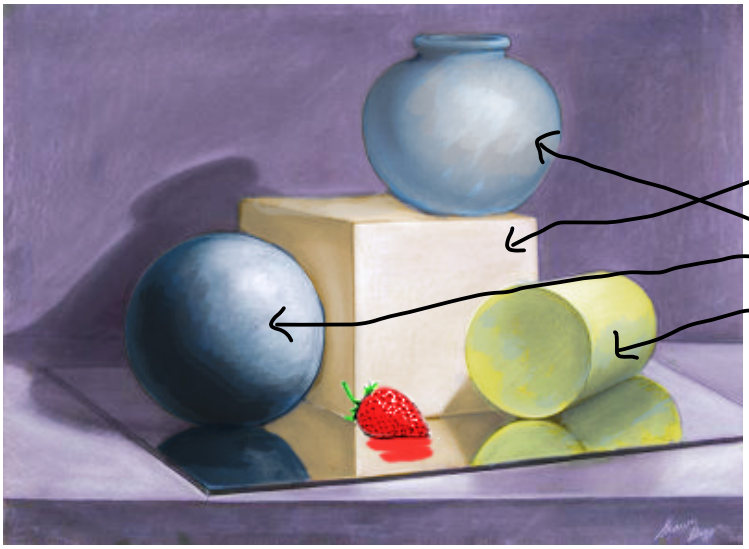
1. Don't begin raising until centering and opening is accurately completed.
2. Open the bottom several inches wide and flatten the inside bottom before raising.
3. Do not let the top opening get larger than you need to insert your left hand for raising. Practice using outside pressure only to bring up a cone shaped cylinder with a top smaller than the bottom.
4. Sit very close and brace arms to body to hold them steady while raising. Depend on your body to keep yourself steady, not just your arms, hands and fingers.
5. As you bring the clay up, most of the pressure will be from the outside of the cylinder – especially in the top half.
6. When you get near the top, always release the inside (left hand) first while the right hand stays steady to even out the top before slowly moving sideways to take the outside hand away (never slide up off the top).
7. When it gets a wobble, wet the cylinder and straighten by using a raising motion without raising the cylinder. Keep your forearms clamped to your body very close and steady. Don't try to raise the cylinder – just straighten it.
8. If the top is uneven, practice trimming with a needle tool. Brace your right arm on the pan of the wheel. Place your left index finger against the inside of the top rim. Lay the side of the needle tool against the side of the clay cylinder and move it against the bracing finger in the cylinder.
9. With a stick or ruler, measure the height after each raise to see if you are pressing enough to make a difference. Be assertive enough to raise it without tearing it off.
10. When it falls or twist always use the wire to cut it in half to see what you can learn before smashing it.

Assessment ARTS-1320 – Cylinder

What to consider when making a vertical form? How to make them better?

1. Proportions. Pay attention to size relationship. How tall is it related to how high it is?
2. Consider an important top rim. A rim can make the form look like you intended it to be whatever it is instead of simply running out of clay at the top. A top rim can make the cylinder confident looking.
3. Consider design lines. Design lines are well defined edges and changes in contour. A form with definite changes in contour may look more intentional and less accidental – if that is the feeling you are after.
4. Make the decoration relate to the form in ways which enhance the form. Consider repetition and expressiveness. Use symbols or abstract marks. Consider the size and shapes of the blank areas just as much as areas you fill in.

Contrast of Saturation



Four ways to control saturation
- With White
- With Gray
- With Black
- With the complementary color

Assignment:

Create an image using the four different ways that we have discussed to control the saturation of an image. This is a way to control the focus of your image. It is not a wash or a filter over an image. I want you to control the saturation of different elements in your image. Either to suppress them or emphasize them.

Rubric for Assessment of Essential Skills for Color Theory I

Name: Date:

Project:

	5	4	3	2	1	Value
Communication	The student has demonstrated understanding of color theory principles and has applied them in a way that communicates a strong message. Student have considered cultural and emotional connotation connected to color and have used them to further communicate their message to their viewer.	The student has demonstrated understanding of color theory principles and has applied them in a way that communicates message. Student have attempted to use cultural and emotional connotation connected to color to communicate their message to their viewer.	The student has demonstrated some understanding of color theory principles but have not attempted to communicate a message using them. Student have applied some cultural and emotional awareness of color to communicate with their viewer.	The student has demonstrated some understanding of color theory principles but have not attempted to communicate a message using them. Student have demonstrated any cultural and emotional awareness of color.	Student has not shown understanding of or used color theory principles to communicate with their viewer, nor have they demonstrated any understanding of cultural or emotional significants of color.	
Critical Thinking	Students have developed their knowledge of color theory principles and have used that knowledge to problem solve, evaluate and to improve the quality of their work.	Students have developed their knowledge of color theory principles and have used that knowledge to problem solve and evaluate the effectiveness of their work.	Students have some knowledge of color theory principles and have used that limited knowledge to improve the quality of their work but find it hard to evaluate the effectiveness of it.	The student has limited knowledge of color theory principles and so their ability to effect their work is also limited only able to affect their work	Student have a very poor working knowledge of color theory principles and find it difficult to those principles to problem solve and evaluate their work	
Personal & Social Responsibility	Through interactions with other students, students have learned to constructively critique the work of peers and participate in civil discourse. Through interacting with individuals in the class the student has developed intercultural awareness.	Through interactions with other students, students have learned to critique the work of peers and participate in civil discourse. the student has developed some intercultural awareness.	Student has learned to accept the critique of peers and participate in civil discourse. the student has not shown any intercultural awareness.	Student has learned to accept the critique of peers. The student has not shown any intercultural awareness.	The student has a difficult time accepting the critique of peers. The student has a difficult time understanding the actions of other that are not like him/her.	
Teachers Score:					Student Score:	

Assessment Action Plan

School: Humanities Program: Fine Arts/Color Theory I	Dean John Boggs	ARTS 1210 – Color Theory I - Complementary Contrast Plan Author: Lisa Bautista
Assessment Cycle:	Projected Completion Date:	

Purpose: (Identify why you chose this project and anticipated use of project outcomes)	Students will apply the principle of Complementary contrast to a piece of art, demonstrate understanding of that principle, demonstrate effort and workmanship, develop an understanding of how

Identify			Develop	
	Expected or Desired Outcomes	Mapped to Other Outcomes	Assessment to be Used	Plan to acquire data and results.
List Individual courses (separate row) And List course Syllabus outcomes to be measured	Identify the desired outcome and What will be measured (ie 80% of students will demonstrate proficiency, etc.)	List specific program, CSLO, and other relevant outcomes: ie HED Competencies, accreditation etc.	Identify artifacts, assignments, projects or exams used to collect data	Specify data and results expected to collect.
ARTS 1210 student will demonstrate understanding of the color theory principle of complementary contrast. The student will demonstrate effort and creativity in applying knowledge learn to a piece of artwork. The student will also demonstrate the ability to explain to the class how they applied that knowledge and their understanding of that principle.	Student will demonstrate proficiency in at least 85% of the mapped outcomes. Student will produce a work of art that clearly demonstrates the principle. Student should be able to verbalize their understanding or that principles and be able to explain how it was used in their work of art. Student will be able to answer correctly to questions about the color theory principle. Student will also be able to comment knowledgeably on the work of other students.	Critical thinking (how they apply the principle), Effective Communication (Communicating a clear understanding of the color theory principle) and personal & Social Responsibility	Student will produce a work of art that clearly demonstrates the principle. Students will present that work of art before the class. Student should be able to verbalize their understanding or that principles and be able to explain how it was used in their work of art. Student will be able to answer correctly to questions about the color theory principle. Student will also be able to comment knowledgeably on the work of other students.	Works of Art will be presented before the class and the students will be required to demonstrate their knowledge of the given principle. Students will also be required to participate in a class discussion of how they have applied the principle and demonstrate their understanding of that principle.

British Literature I: Midterm Paper Assignment Sheet

Due dates:

Quotation Sandwich exercise	10/9
Midterm final paper	10/16

Requirements:

Write a 3-4 page, double spaced paper. (Three pages means three FULL pages, not two with a couple of sentences on the third). You MUST incorporate AT LEAST three quotation sandwiches (which means at least three direct quotes). The paper should reflect use of the elements in the "Claims, Evidence, and Warrants" handout.

Writing Prompt:

So far this semester we have read a wide variety of texts from the Medieval period until the Renaissance/ Early Modern period. We have been reviewing the texts and exploring how historical context impacts writing. For this paper you will need to choose one set of the readings we have done this far and consult lecture notes, the autobiographical blurb at the beginning of each readings, and the writer's texts and explore how that writer's work (as represented by what we have read) was influenced by the world around them. You will need to articulate the connections you see between the writing itself with the writer's autobiography and the lecture notes.

To be clear: you will choose ONE writer's work to explore in this paper. For example, if you want to explore Queen Elizabeth I you would only review the texts we read from her, not the other writers we examined that week.

1- Choose the writer/texts you found most interesting, most identifiable, most captivating and review the texts themselves.
2- Review both the biographical blurb on the writer as well as the lecture notes from that time period.
3- Take notes on connections you see. Choose **at least three different connections** you see *between the historical context and the texts and writer themselves.*
4- Carefully craft a draft in which you begin to articulate those connections. Take this as your opportunity to think outside the box or make complex connections.
5- Ask me questions.
6- Revise, edit, submit the best work you can do for this paper.

Tips:
- Make sure you carefully and slowly explain the connections you see. While you might think it is obvious or that some element is obvious, odds are that your reader won't. Don't ever assume your readers are making the same connections as you are. You ALWAYS need to explain how and why you have arrived at your conclusions.
- Review MLA citations

- Take your time with writing too. A little distance between drafts and finals is needed to really be able to revise adequately
- Choose a text you like and would like to work with.

MUSC 1210 - MUSIC CONCERT REVIEW & CRITIQUE

In order to fulfill the assignment, you must attend an approved fine arts musical concert. The following are the structural elements to be contained within the paper, format of the paper and grading considerations.

Structural Elements:
Get the Facts (0-15 Points):

- Name of the artist / ensemble
- Title of event / subject matter
- Date and location of event
- Size of ensemble and audience

Analyze (0-15 Points):

- Review the various aspects of the concert event and how they fit together aesthetically.
- Consider the ensemble and how it generally contributes to the individual selections within the concert.
- How does the ensemble influence the expression of the various individual compositions?
- Drawing upon your knowledge of music history, define how the musical selections fit into the time period in which they were created.
- Discuss the musical form of the individual works.

Evaluate (0-15 Points):

- Discuss the overall composition of the concert event.
- How was the musical material programmed? Did the material cohesively flow from one selection to the next?
- How were the program and ensemble musically effective?

Personal Opinion (0-15 Points):
Support your opinions utilizing terminology and understanding of music gleaned from information covered in this course.

- Provide your opinion and impression of the event.
- What were the specific aspects of the concert that you liked or disliked?
- What did you learn?
- Why did you select *this concert event* to attend?

Format (0-15):
Must be proofed at the "Writing Lab" prior to submission or they will receive a "0" grade.

- Papers will be at least 1 page in length, but not more than 2, with a minimum of two reputable sources recorded in an APA format (References will be appropriately cited throughout the paper).
- Papers will be single-spaced in a block format; double space between paragraphs; Garamond-12 font; and 1" margins on all sides.
- Attach a ticket stub and/or printed program.

Grading Considerations:

- Accuracy of the content and connectivity of the concert material to era and/or culture
- Support of your opinion of the event – Beyond "I like it"
- Readability of paper – No fragments; run on sentences; or unsupported pathways to nowhere
- Following defined format and site source quotes and concepts appropriately within the paper
- Composition, spelling, punctuation or other general errors

San Juan College Music Department

Student's Name:_____

Concert Review and Critique Rubric

Criteria	Exemplary (15)	Developed (10)	Limited (0-5)
Structural Elements	All of the relevant information listed in the assignment is correct and included.	One piece of relevant information is missing from the assignment.	More than one piece or all of the information is missing from the assignment.
Analyze	All five topics in the category are addressed in the review.	One category is missing.	More than one category is missing.
Evaluate	The evaluation is thorough, thoughtful, and demonstrates a working understanding of the purpose of fine arts performance.	The evaluation is limited in scope or length; demonstrates limited understanding.	The evaluation is incomplete, missing, or does not address the questions in the assignment.
Personal Opinion	Opinion address all four questions in the assignment clearly.	One question is unaddressed.	More than one question is unaddressed.
Format and Considerations	Student meets all editing and format criteria. Syntax/grammar/spelling errors are limited or non-existent.	Some minor errors are present in grammar/syntax/spelling.	Paper is unedited and format has not been followed.

Grade: _____/75 points =

Points Range	% Range	Grade
68-75	100% - 90%	A
60-67	89% - 80%	B
53-66	79% - 70%	C
45-52	69% - 60%	D

ANTH 130G Name:_____

Description

"Anthropology, the study of humankind everywhere throughout time, produces knowledge about what makes people different from one another and what we all have in common" (Haviland et al. *Anthropology: The Human Challenge*, 2012). This assignment focuses on human cultural and social institutions, both present and past; how these institutions have affected human development and continue to influence cultures in an increasingly multicultural environment; and other topics traditionally studied by anthropologists.

Addresses the following Student Learning Objective:

- Describe the key concepts and methods of anthropology

Assignment

Based on the video, *Understanding Race*, please write a short essay (5 to 7 sentences) that explains how this video relates to specific topics that have been discussed in class and/or the textbook. Please identify at least **3** specific examples and explain how the video addressed those topics. For example, we talked about the race concept in class, do not simply say this video talks about race and we did too. Your essay needs to include more information about exactly what the video said and how that connects to class lectures and/or the textbook. **Lastly, explain how this video provides additional information on topics covered in this course.**

ANTH 130G: Natural Selection in Action Name:_____

Please answer the following questions based on the video Malaria and Sickle Cell Anemia. Make sure to read all questions thoroughly and answer **all** parts of each question, using complete sentences. Your answers should include information that you learned from the course materials and/or information from the textbook.

1) Using information from your textbook, lectures, and Malaria and Sickle Cell Anemia, please explain why there are higher frequencies of the sickle cell allele in areas where malaria is more prevalent.

2) Define natural selection and explain how Dr. Allison's work provides an example of natural selection in humans.

3) Why are we discussing natural selection, malaria, and sickle cell in a class on "human's place in nature?" Why is this research relevant to anthropology (the study of humankind)?

4) How can we benefit from understanding how genetic mutations, like the sickle cell allele, have had an impact on us as humans over time?

Criteria	Ratings			Pts
On-Time	**10.0 pts** **On-Time**	**5.0 pts** **1 day late**	**0.0 pts** **2 days late**	10.0 pts
Spelling and Grammar	**10.0 pts** **Few spelling and grammatical mistakes**	**5.0 pts** **Some spelling and grammatical mistakes**	**0.0 pts** **Numerous spelling and grammatical mistakes**	10.0 pts
Content	**20.0 pts** **Answers all questions**	**10.0 pts** **Answers most questions**	**5.0 pts** **Answers few questions**	20.0 pts
Ideas	**10.0 pts** **Includes student's own ideas**	**5.0 pts** **Includes some ideas, opinions**	**0.0 pts** **No ideas or opinions included**	10.0 pts
				Total Points: 50.0

ARTH1115 – Critique Paper – Student Name

The art piece that you select needs to be from one of the eras, or regions, discussed in the textbook. The following are the Structural Elements to be contained within the paper, Format of the paper, and Grading Considerations:

Structural Elements:

Get the Facts (0-5 Points):
Name of the artist, title, date, subject matter, medium, size and location of the work.

Analyze (0-15 Points):
Review the parts of the art piece and how they fit together esthetically. Consider the medium and how it generally contributes to the work and how it influences the expression of the content/subject. Define how the piece fits into the time period in which it was created, or does it brandish the pathway for a new movement. Does the art piece constitute the apex of the artist's career?

Evaluate (0-15 Points):
Discuss the composition of the work (use appropriate art composition terms) and how the artist may have been influenced by earlier works of other artists, mentors, or schools of art. Emphasize how the elements of the composition come together to create the visual experience (Utilize "Seven Key Principles of Design", "Visual Balance" and "Four Color Principles" in CH4).

Personal Opinion (0-15 Points):
Provide your opinion and impression of the piece. What are your "Likes" and/or "Dislikes" and what were the reasons that you selected the piece for your critique. Support your opinion utilizing terminology and understanding of art gleaned from information covered in this course.

Format:

- Papers will be at least 1 page in length, but not more than 2, with a minimum of two reputable sources recorded in an APA format (References will be appropriately sited throughout the paper). Papers will be single-spaced in a block format; single space between paragraphs; Garamond-12 font; and 1" margins on all sides
- A 5" x 5", or larger, picture of the art work on a separate page (resources can also be contained on this page)
- **Must be proofed at the "Writing Lab" prior to submission or they will receive a "0" grade**

Grading Considerations:

- Accuracy of the content and connectivity of the art work to the artist, era and/or culture
- Support of your opinion of the art work – Beyond "I like it"
- Readability of paper – No fragments; run on sentences; or unsupported pathways to nowhere
- Following defined Format and site source quotes and concepts appropriately within the paper
- Composition, spelling, punctuation or other general errors

Points Range	% Range	Grade
50 – 45	100% - 90%	A
44.5 – 40	89% - 80%	B
39.5 – 35	79% - 70%	C
34.5 – 30	69% - 60%	D

MATH 1522 - Calculus II **Name:** _____
Spring 2022
Final Exam
May 2022
Time Limit: 150 Minutes

This exam contains 2 pages (including this cover page) and 13 questions.
Total of points is 105.

Answer each of the following questions to the best of your ability in your bluebook. Even if you are unsure of how to solve a problem, do as much as you can to receive partial credit. You must show all of your work in order to receive any credit. A correct answer with no work shown will not receive credit.

Grade Table (for teacher use only)

Question	Points	Score
1	9	
2	9	
3	9	
4	5	
5	8	
6	12	
7	8	
8	8	
9	8	
10	8	
11	8	
12	8	
13	5	
Total:	105	

1. (9 points) Consider the equations $y = x^2$ and $y = -x^2 + 18x$. Graph the two equations and shade the area of the region between the curves. Determine its area by integrating over the x-axis.

2. (9 points) Find the volume generated when the region between the curves $y = x^3$, $y = 0$, and $y = 8$ is rotated around the y-axis.

3. (9 points) Find the surface area of the volume generated when the curve $y = \sqrt{4 - x^2}$ is revolved around the x-axis from $x = 0$ to $x = 2$.

4. (5 points) Use integration by parts to evaluate

$$\int_0^{\pi/2} x^2 \sin x dx$$

.

5. (8 points) Evaluate

$$\int \frac{dx}{\sqrt{x^2 - a^2}}$$

using the method of trigonometric substitution. Express the final answer in terms of the variable.

6. (12 points) Determine whether the improper integral

$$\int_{-\infty}^{\infty} \frac{e^x}{1 + e^{2x}} dx$$

converges or diverges. Determine the value of the integral if it converges.

7. (8 points) Draw the directional field for the differential equation $y' = 1 - y^2 - x^2$. What can you say about the behavior of the solution? Are there equilibria? What stability do these equilibria have?

8. (8 points) Find the solution to the initial-value problem $y' = y^2(x + 1)$, $y(0) = 2$.

9. (8 points) Find an explicit formula for the nth term of the sequence satisfying $a_1 = 0$ and $a_n = 2a_{n-1} + 1$ for $n \geq 2$.

10. (8 points) Consider the series

$$\sum_{n=1}^{\infty} (1 - (-1)^n).$$

Use the sequence of partial sums to determine whether the series converges or diverges.

11. (8 points) Use the integral test to determine whether the sum

$$\sum_{n=2}^{\infty} \frac{1}{n \ln n}$$

converges.

12. (8 points) Use the comparison test to determine if the series

$$\sum_{n=1}^{\infty} \frac{1}{n(n + 1/2)}$$

converges.

13. (5 points) Find the Taylor polynomial of degree two approximating $f(x) = \ln x$ centered at $a = 1$.

Lab 4: Thomson Cathode Ray Tube Experiment

Purpose

To duplicate the Thomson cathode ray tube experiment and calculate from collected data the charge to mass ratio (q/m_e) of an electron.

Background

As scientist began to examine atoms, their first discovery was that they could extract negatively charged particles from atoms. They called these particles electrons. In order to understand the nature of these particles, they wanted to know how much charge they carried and how much they weighed. In 1897, John J. Thomson showed that if you could measure how much a beam of electrons were bent in an electric field and in a magnetic field, you could determine the charge to mass ratio (q/m_e) for the particles (electrons). Knowing the charge to mass ratio (q/m_e) and either the charge on the electron or the mass of the electron would allow you to calculate the other. Thomson could not obtain either in his cathode ray tube experiments and had to be satisfied with just the charge to mass ratio.

Procedure

1. Start *Virtual ChemLab* and select *Thomson Cathode Ray Tube Experiment* from the list of assignments. The lab will open in the Quantum laboratory.
2. What source is used in this experiment? (The source is on the left. Drag your cursor over it to identify it.)

-

What type of charge do electrons have?

-

What detector is used in this experiment?

-

3. Turn on the *Phosphor Screen*. What do you observe?

-

4. Drag the lab window down the left and the phosphor screen window up and right in order to be able to minimize overlap. Push the *Grid* button on the phosphor screen, and set the Magnetic Field to 30 μT. (Click the button above the tens place three times.) What happens to the spot from the electron gun on the phosphor screen?

-

5. Set the *Magnetic Field* back to zero and set the *Electric Field* to 10 V. What happens to the spot from the electron gun on the phosphor screen?

   -

   Where should the signal on the phosphor screen be if the electric and magnetic forces are balanced?

   -

6. Increase the voltage of the Electric Field to move the spot several centimeter from the center. To make your measurements more accurate, move the spot until it aligns with a grid marking. What is the voltage?

   -

   What is the distance from the center that the spot has moved (in cm)?

   -

7. Increase the magnetic field strength until the spot reaches the center of the screen. What magnetic field creates a magnetic force that balances the electric force?

   -

Deflected Distance (d)	Electric Field (v)	Magnetic Field (B)

Summarize your data.

8. In a simplified and reduced form, the charge to mass ratio (q/m_e) can be calculated as follows:

$$q/m_e = (5.0826 \text{ X } 10^{12}) \cdot V \cdot d/B^2$$

where V = the electric field in volts, d = the deflected distance from center in cm, and B = magnetic field in μT.

What is your calculated value for the charge to mass ratio for an electron (q/m_e)?

-

The modern accepted value is 1.76 X 10^{11}. Calculate your percent error as follows:

$$\% \text{ Error} = | \text{your value} - \text{accepted value} | \div \text{accepted value X } 100$$

-

Think Outside the Box:

1. Compare and contrast regular sunlight with the beam emitted from the Cathode Ray Tube.
2. When comparing the beam emitted from the Cathode Ray Tube and regular sunlight, we notice that some particles are more dominant than others. What do we do when we come in contract with people who are more dominant than others?
3. What would be an application for a modern day Cathode Ray Tube that has not been invented yet? (Can be as creative as you would like and does not have to be 100% realistic).

American Literature II
Paper 1:
The Gilded Age

For this first unit we have explored texts written in the Gilded Age. We have examined how the ideals of realism and naturalism, in particular, have influenced writers during this time and how it impacted their writing.

Write a 2 1/2- 3 page (double spaced) paper in which you focus on one of the elements of the Gilded age (realism or naturalism). You will first need to define the characteristics of the element. You will need to explain what some of the components of either element are AND why this element was important during the Gilded Age. Make sure you show your reader why this element was so important during the Gilded Age and define the characteristics that help us to identify this element in literature. This section should be at least one or two paragraphs.

Once you have explained what the element is and why it is important, choose at least two of the texts we have read and show your reader how that element is present in that text. You must provide specific examples from the texts to show your readers how the element is present in your text. (see the quotation sandwich handouts and the claims and evidence handout). It isn't enough to just tell us that it is in there. You will need to provide textual evidence that it is in there. You will want to provide a combination of direct quotes and paraphrases to provide that evidence.

While you explore how the element is present in the text, you also need to explain why this is important to helping us understand either the text or the element. For example: how does naturalism in Wordsworth help us to understand better what naturalism is? Or, how do the components of realism impact the meaning or emotion in “The Story of an Hour”? Answering why is the most important element of the paper (and most writing in general). Don't just provide a list of components of naturalism and examples from the texts. Make sure you also show why this is important.

You may wish to review our discussions throughout the semester to gain ideas. You may use some of your previous work to act as prewriting but the work in this paper should be more developed than our discussions were. Cutting and pasting prior discussion responses will not be accepted. Also, while your classmates' post can certainly spark new ideas for the paper, you should not plagiarize from their responses.

Make sure you provide in text citations using MLA format (see the MLA Guide provided by OWL at Purdue to help you) and you must also provide a Works Cited page at the end of your paper (this doesn't apply to your page number).

General Education Course NMHED Recertification Form

This form has been designed to guide you through the recertification process for the UNM General Education course in question. Please fill out your contact information below, and then review the information about the course provided to us by the New Mexico Department of Higher Education *(*NMHED*). After this, you will be instructed to fill out three separate narratives concerning the course and its relevance to NMHED's area and skills associated with the course.*

UNM Course Information

Prefix	**ASTR**
Number	**1115L**
Name	**Introduction to Astronomy Lab**

Contact Information

Name	Jessica Dowell
Title	Lecturer III
Phone	(505) 277-2616
Email	jldowell@unm.edu

NMHED's Description and Outcomes for the Common Course

The description and student learning outcomes below come from NMHED's Common Course Catalog, *which can be found here, and is meant to designate standard descriptions and outcomes of courses registered as a NMHED* Common Course.

ASTR 1115L: Introduction to Astronomy Lab

Introduction to Astronomy Lab will include hands-on exercises that work to reinforce concepts covered in the lecture, and may include additional components that introduce students to the night sky.

Student Learning Outcomes:

Upon successful completion of the course,
1. Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
2. Students will list and apply the steps of the scientific method.
3. Students will describe the scale of the Solar System, Galaxy, and the Universe.
4. Students will explain telescope design and how telescopes and spectra are used to extract information about Astronomical objects.
5. Students will describe the formation scenarios and properties of solar system objects.
6. Students will describe gravity, electromagnetism, and other physical processes that determine the appearance of the universe and its constituents.
7. Students will describe methods by which planets are discovered around other stars and current results.
8. Students will describe the structure, energy generation, and activity of the sun.
9. Students will compare our sun to other stars and outline the evolution of stars of different masses and

Objective 1: Knowledge of Basic Laws of Physics Related to Astronomy and Use of Units
Students will be able to demonstrate that they can use basic laws of physics related to astronomy to estimate answers to various problems, and recognize metric units and the correct units in which to measure various astronomical properties. Addresses NM HED Area III competency 2 and 4: Solve problems scientifically. Apply quantitative analysis to scientific problems including showing familiarity with the metric system.

Objective 2: Basic Astronomical Phenomena
Students will be able to explain basic everyday concepts like seasons, the rising and the setting of the Moon and its appearance, and our place in the universe, and a recognition of valid explanations of these phenomena. Addresses NM HED Area III competency 3. Communication of scientific information.

Objective 3: Origin and Nature of the Universe
Students will be able to summarize the theory of the origin and nature of the universe---subjects with relevance to contemporary societal issues. Addresses NM HED Area II competency 3 and 5. Communicate scientific information. Apply scientific thinking to real world problems.

Area and Essential Skills

Below gives information concerning the area and associated skills of the course to be re-certified. The area here matches the General Education Area of UNM; the "Essential Skills" and their respective Component Skills are characterizations of the area determined by NMHED. You will use this information to fill out the narratives below.

Area in which *ASTR 1115L* resides: Science

Essential Skills in the Area:

Critical Thinking

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

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

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

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

Personal and Social Responsibility

Intercultural reasoning and intercultural competence

Sustainability and the natural and human worlds

Ethical Reasoning

Collaboration skills, teamwork and value systems

Civic discourse, civic knowledge and engagement -- local and global

Quantitative Reasoning

Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.

Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.

Application of Quantitative Models: Apply appropriate quantitative models to real world or other contextual problems.

Narrative Input

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 skills. The number of component skills that must be addressed by your narrative is listed.

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

In Astronomy 1115L students learn how to apply the tools of physics and mathematics to observations of the light from stars and galaxies in order to understand their properties and the nature of the Universe. Students perform a combination of computer-based activities and hands-on experiments throughout the course that require them to solve problems and implement the principles of scientific reasoning. In order to successfully be able to perform these types of activities, critical thinking is a fundamental skill that students must be able to exercise.

Problem Setting: After reading the introductory material and performing the experiments, students must answer a series of questions. These include mathematical word problems that require students to be able to identify what the problem is asking them to find as well as the appropriate mathematical equation to use.

Evidence Acquisition: Students must regularly gather data and record observations in order to complete the experiments in the course. To do this, they use a combination of real lab equipment and computer-based tools. Some example activities include: using a computer simulated telescope to make measurements from images of astronomical objects, measuring light levels with a light meter, and estimating the distance to an object by counting floor tiles. Students also must complete observing projects in which they are asked to go outside and look at the Sun, Moon, or planets every day over the course of several days or weeks and sketch what they see.

Evidence Evaluation: The questions that accompany each lab activity require students to interpret the data that they have recorded and information that they have read. Students are asked to determine whether their answers make sense and are reasonable. As an example, after students have completed an experiment in the Parallax lab, they are asked "In

Personal and Social Responsibility: *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical Reasoning; Collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement -- local and global.*

Collaboration skills, teamwork and value systems: Students are required to work with a lab partner for all labs. Each pair of students must turn in a single set of solutions to the lab questions. This teaches collaboration and teamwork since each lab partner will get the same grade on the assignment, and so they must work together to come up with answers that they agree upon. There is also limited equipment available for some experiments, which requires the entire class to practice teamwork to share resources.

Ethical Reasoning: Science relies on the careful, transparent performance of experiments and the honest, unbiased analysis of data. Students are expected to model this as they perform experiments during lab. During the lab students also explore examples of cases where new information has forced scientists to adopt a new understanding of the Universe, such as the sun-centered solar system or the change in the planethood status of Pluto.

Intercultural reasoning and intercultural competence: Astronomy is an ancient and global science. The earliest astronomers included (but were not limited to) the Greeks, Native Americans, Mayans, Aztecs, Europeans, and Chinese. There are many archeological monuments that have astronomical significance that were left by these early scientists. The first lab of the course introduces students to these ideas, and as the students complete their observing projects, they practice using the same tools and techniques of observation that have been used by astronomers across the world for centuries.

Sustainability and the natural and human worlds and Civic discourse, civic knowledge and engagement -- local and global: The goal of astronomy is to understand the natural world at the grandest level. However, this course demonstrates that the universe can look vastly different at different scales. A galaxy seen close up looks like a huge group of individual stars, but seen from a distance, it appears as a fuzzy smudge. The sun looks like a perfect yellow ball from a distance, but with a solar telescope, it has spots on its surface. Understanding the difference between "local" and "global" is crucial for students to make sense of climate science and other sustainability/scientific issues and to have meaningful discussions with others about the challenges facing our world.

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

Since Astronomy as a science depends on the tools of physics and mathematics, quantitative reasoning is an integral part of this course.

Analysis of Quantitative Arguments: In any laboratory course, students must be able to analyze and interpret data in the form of tables or graphs in order to make sense of their experiments. When working with a partner, students must also be able to critique the data reported to them by their colleague.

Application of Quantitative Models: The Universe is complex and vast in scale. We do not have the ability to travel to a star or galaxy to take measurements. As a result, astronomers rely heavily on quantitative models to help interpret the information obtained from observations. Students in the lab are routinely presented with new models in the form of graphs, scale-drawings, and mathematical equations, that they must then interpret and apply to solve a problem. As an example students must be able to read the properties of a star from an HR diagram, or use Kepler's laws for the orbits of planets to calculate the distance of Mars from the Sun.

Communication/Representation of Quantitative Information: The large scale of the universe means that astronomy students must learn how to work with extremely large numerical values. Consequently, from the very beginning of the course, students are asked to represent numbers using scientific notation. Also, in science, the number of digits provided in a numeric value for a measurement communicates to scientists the precision of that measurement. Students are asked to practice this by providing values with the correct number of significant figures. Students are also asked to explain or show their procedure for calculation problems. Finally, students must be able to communicate quantitative information in written form using ratios and proportionalities. For example: "If the distance between two stars is doubled, the force of gravity between the stars will be 4 times weaker".

Additional Information

Course Materials

NMHED requires that both a syllabus and a sample course assignment (project, paper, exam,etc.) from the course in question to be attached to the recertification form. Be sure and pick an assignment that correlates with the descriptions provided in the narratives above.

Assessment Plan

When it is submitted to NMHED, each general education course will also have attached the assessment plan that is used for General Education Assessment at UNM. For more information on this process, please visit this page from UNM's Office of Assessment.

ASTR1115L: Introduction to Astronomy Lab Fall 2020
(Labs overseen by Prof. Jessica Dowell, jldowell@unm.edu)

Fall 2020 TAs:

Sara Jeffries, sjeffreys@unm.edu (Sections 007, 008, and 009)
Craig Taylor, ctaylor98@unm.edu (Section 011)
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Dominic Oddo, doddo@unm.edu (Sections 016 and 020)

Course Description

Welcome to ASTR1115L online.

The main goal of this lab is for students to discover how astronomers use physics and observations with telescopes to gain an understanding of how the universe works. To that end, you will learn the process of doing astronomical observations, measurements, and analysis, applying many physics concepts that arise in astronomy. The class is divided into weekly modules, which generally consist of computer-based labs. You will also be required to carry out projects involving naked-eye observations. Please read all the information here carefully, and check it before contacting me or your TA with questions.

Course Objectives

The course objectives below are taken from the UNM core course assessment that is mandated by department. Each lab, and the Discussion Forums, will have specific learning objectives listed on the Overview Page for the weekly module. The activities in each weekly module are developed so that you can demonstrate that you have met these objectives:

Objective 1: Knowledge of Basic Laws of Physics Related to Astronomy and Use of Units

Students will be able to demonstrate that they can use basic laws of physics related to astronomy to estimate answers to various problems, and recognize metric units and the correct units in which to measure various astronomical properties. Addresses NM HED Area III competency 2 and 4: Solve problems scientifically. Apply quantitative analysis to scientific problems including showing familiarity with the metric system.

Objective 2: Basic Astronomical Phenomena

Students will be able to explain basic everyday concepts like seasons, the rising and the setting of the Moon and its appearance, and our place in the universe, and a recognition of valid

explanations of these phenomena. Addresses NM HED Area III competency 3. Communication of scientific information.

Objective 3: Origin and Nature of the Universe

Students will be able to summarize the theory of the origin and nature of the universe---subjects with relevance to contemporary societal issues. Addresses NM HED Area II competency 3 and 5. Communicate scientific information. Apply scientific thinking to real world problems.

Prerequisites and Corequisites

Pre- or corequisite: ASTR 1115 online or otherwise

Specific Course Requirements

Please note that Astronomy 101L is a math-based course. It is much more math-intensive than the lecture, and you will be doing many calculations. You will be expected to know algebra and geometry, and you will be making use of it in nearly every class. If you cannot solve the equation below for x, you will have a great deal of difficulty passing this class:

$$\mathbf{5x - 3 = 7}$$

Many questions will ask you to compare two numbers. This means understanding their ratio. It does not mean subtracting one from the other. For instance, in comparing the mass of Jupiter with the mass of the Earth, we are asking how many times more massive is Jupiter than the Earth (the answer is 318 times).

You will also be making many measurements of physical quantities and doing calculations with them. It is important to understand the units of each measurement, and to be able to convert between different units. For instance, you may be asked:

"If two galaxies approach each other at 1000 km/s and they are 1 million parsecs apart, how long (in years) will it take them to collide?"

First convert parsecs to km (such conversions you will learn): a parsec is 3.1×10^{13} km, so 1 million parsecs is 3.1×10^{19} km. Since velocity equals distance divided by time, divide this distance by 1000 km/s to get 3.1×10^{16} seconds, which when converted to years is about 100 million years.

If you are having trouble following this calculation, please contact your TA. You will also be using math equations in physical contexts. For instance, you should know how to answer the following problems:

If a car goes 5 miles in 10 minutes, what is its average speed in miles per hour? If a car travels at 10 miles per hour for 6 minutes, how many miles does it go?

Finally, you will need a ruler and a calculator.

Technical Skills

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use UNM Learn (help documentation located in "How to Use Learn" link on left course menu, and also at http://online.unm.edu/help/learn/students/).
- Use a web browser
- Download, save, print and upload PDF files.
- Download files for use in online applets.

Technical Requirements

Computer:

- A high speed Internet connection is highly recommended.
- Supported browsers include: Internet Explorer, Firefox, and Safari.
- Detailed Supported Browsers and Operating Systems: http://online.unm.edu/help/learn/students/
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance.
- Many locations offer free high-speed Internet access including UNM's Computer Pods.
- Microsoft Office products are not needed but are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: http://it.unm.edu/software/index.html)

For UNM Learn Technical Support: (505) 277-0857 or use the "Create a Support Ticket" link in your course.

Tracking Course Activity: UNM Learn automatically records all students' activities including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion

topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty.

Textbook and Supplementary Materials

There are no required textbooks.

Your Introduction to Astronomy textbook (whichever one is used) can be useful for background material. A link to a free online introductory textbook is included on the Course Information page in case you don't have one anymore.

Coursework and Participation

Instructor Response Time: Your TA instructor's main role is to provide you with help understanding the concepts presented in the labs. You should not hesitate to contact your TA with your questions! Use the Course Message tool or email to contact your TA. It is your TA's responsibility to you that you shouldn't have to wait more than 24 hours during the week or 48 hours on weekends for a response. Labs should generally be graded within one week of the due date.

Finally, all of the lab TAs will be available during scheduled question and answer hours in Zoom throughout each week. You may ask questions of any of the TAs during these times (you are not restricted to your own TA). Zoom links and schedule will be posted in Learn.

Procedures for Completing Coursework: The course consists of 15 laboratory modules, Lab 0 to Lab 14

❖ There is also a Discussion Forum that runs all term. As mentioned above, each week's module contains an Overview which describes what you will be studying, what the learning goals are and how they relate to the above Objectives, and links for the labs due that week and the Discussion Forum.

Labs and Discussion Board

Labs

Check the Schedule for the lab due dates, but typically one lab is assigned every week and is due at the end of the weekend. In the first week, read about the Observing Projects in Lab 0 (see below), and start planning for them. The labs will become visible to you two weeks in advance of their due date (so you can get ahead a bit if you want), and remain visible after their due date (for reference).

To start a lab, click on the link within the weekly module. You will see a Table of Contents on the left side of the page, where there will be links to an Introduction, the Problems page for this lab, and the lab content itself. The lab content includes the reading you need to do and the questions you will need to answer.

To record your answers, you must click on the Problems link and enter them there. Click on "Save Answer" after answering each question. Be careful not to close the problems tab until you are finished and want to submit or your answers may be lost and you will have to re-enter your answers. Check your work carefully. There is no time limit except the due date for the lab, so you can return to the lab later in the week if you want. When you are ready to finish, click on "Save and Submit". After that, you cannot change your answers.
All of the material needed to answer the questions should be in the labs, but you are of course welcome to consult other sources, such as the ASTR 1115 textbook if you are taking the lecture class, or the free one mentioned above. You will also find a useful Reference Sheet on the Course Information page that contains a summary of some of the fundamental mathematical concepts and equations that will arise in most of the labs.

Of course, please ask for help! The lab TAs will also be holding virtual question and answer sessions through Zoom and be providing weekly feedback on the lab problems that students had the most difficulty with, in order to address misunderstandings and misconceptions. Pay particular attention to Lab 0 – Observing Projects. It describes two observing projects that you must do. Observing Project 1 is due three weeks into the class and Observing Project 2 is due near the end of the semester. These involve naked-eye observations that can be done from anywhere, BUT YOU NEED TO PLAN YOUR TIME IN CASE YOU RUN INTO PERIODS OF BAD WEATHER!

For Observing Project 2, you need to do just one of the four possible projects. For the exact due dates of the Observing Projects, check the Schedule document. Look at the Observing Projects carefully and decide which ones you want to do and plan your time! Sheets you need to fill out for the Observing Projects are provided in Learn. You will need to upload your completed pages in .pdf or .jpeg format using the "Submit Observing Projects" link (see Lab 0 for details). Lab 0 also has a brief set of Problems to do that are due the end of the first week.

If you run into a technical problem (such as a Learn crash) that prevents you from completing the lab at any time during the week, create a Support Ticket (see Course Menu) and send your TA a Course Message right away, and they can give you another chance once the problem is fixed. I recommend for the first lab that you start the process early so that you have time to fix any problems that might occur.

Apart from delays due to technical problems and other situations beyond your control, any assignment submitted late will be marked "Late". LATE LABS WILL NOT BE GRADED. If you know in advance that you will not be able to complete a lab on time due to a situation beyond your control, you must send your TA a course message before the week starts. If a situation beyond your control arises during the week that prevents you from completing the lab on time,

you must send your TA a course message as soon as you are able to. In these cases an extension can be given.

It is fine to work with someone else on the labs but make sure that each person is contributing substantially to the effort. And each person should do their own calculations. Many questions require written answers. Make sure that these are in your own words---this is how we learn. No proctoring will be used in this class.

Discussion Forums

There is an initial, ungraded discussion forum which gives you a chance to introduce yourself to the class. Why are you taking the class and what are you majoring/might you major in? Feel free to respond to each other's posts.

As this lab is about astronomical observations, the main discussion forum focuses on forefront telescopes and observations. For telescopes, start a thread by writing a post about a current or future forefront telescope. Get credit for a post by describing some of its capabilities in terms of the following:

- ❖ angular resolution
- ❖ what part of the spectrum does/will it observe
- ❖ what kinds of objects emit in that part of the spectrum
- ❖ how faint an object can/will it see?
- ❖ does/will it do imaging, spectroscopy, or both?
- ❖ ground-based or space-based (or even balloon based)?

You don’t have to address all of these but just ones you find interesting and accurate information on. You can get credit by replying to a post if you address questions above that haven’t been addressed in previous posts. Note that more than one post can address such questions by adding new information.

For observations, write a post about an astronomy observation you read about in the news. Try to give a good background and put it into context.

- ❖ what telescope was used and why?
- ❖ what can you find out about the instrument used on the telescope?
- ❖ what questions were the astronomers trying to address?
- ❖ what is new about the discovery?

Note that “telescope” can be interpreted broadly to include facilities such as gravitational wave detectors.

You must make two posts during the term to this forum. To get credit (and there is no partial credit), posts must be "substantial" ---i.e. at least 100 words, and reflect that you have done some real research into the telescope or that you have understood the observation. Your instructor is good at detecting "filler." If you don't get credit for a substantial post, you can try again as often as you want until you get credit for two. Grading is described in Grading Procedures below. This forum is available all semester (check the closing date in the Schedule). The forum addresses Objectives 1 and 3.

Here are examples of insubstantial and substantial contributions for an observation:
Insubstantial: "I read about a project which found that the Milky Way is warped, not flat"

Substantial: "I read about a project which found that the Milky Way is warped, not flat. The astronomers used observations of a class of stars called Cepheids, observed with NASA's Wide-Field Infrared Survey Explorer satellite. It used infrared cameras to image essentially the whole sky and found over a thousand Cepheids in the outskirts of the galaxy. They wanted to study the shape of the layer of stars in the galaxy to see if it is flat or warped. The Cepheids showed that the stellar layer is warped, like the layer of gas. But now they have characterized the warp better because the location of each Cepheid can be very well determined."

This post provides information about the discovery, the telescope and instrument, and why it is new and important. Your TA will be providing feedback on your posts. As I'm sure you will find good items to write about, this feedback will be mostly positive!

Assignments

The Discussion Forum is open all term. Please see the Schedule and the weekly Overview pages for more details. Weekly lab assignments are given below:

Week 1:
Lab 0 – Observing Projects *(note due dates for Observing Projects 1 and 2)*

Week 2:
Lab 1 – Foundations

Week 3:
Lab 2 – Properties of Planets

Week 4:
Lab 3 – Kepler's Laws

Week 5:
Lab 4 – Parallax

Week 6:
Lab 5 – Astro-Photometry and Imaging

Week 7:
Lab 6 – Spectra and Atoms

Week 8:
Take a break week! – Nothing Due

Week 9:
Lab 7 – Properties of Stars (plus tutorial)

Week 10:
Lab 8 – Stellar Evolution

Week 11:
Lab 9 – Binary Stars

Week 12:
Lab 10 – Star Clusters and the Milky Way

Week 13:
Lab 11 – Galaxies & Cepheids

Week 14:
Lab 12 – Cosmology

Week 15:
Thanksgiving Week – Nothing Due

Week 16:
Lab 13 – Quasars
Lab 14 – Extraterrestrial Life

Week 17 (Finals Week):
There is no final for this lab and nothing is due.

Expectations for Participation

- ❖ students are expected to spend 3-5 hours per week on this class
- ❖ students are expected to learn how to navigate in Learn
- ❖ students are expected to keep abreast of course announcements
- ❖ students are expected to use the Learn course messages as opposed to regular email
- ❖ students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation
- ❖ students are expected to address technical problems immediately
- ❖ students are expected to observe course netiquette at all times

Netiquette

In following with the UNM Student Handbook, all students will show respect to their fellow students and instructor when interacting in this course. Take Netiquette suggestions seriously. Flaming is considered a serious violation and will be dealt with promptly. Postings that do not reflect respect will be taken down immediately.

This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Link to Netiquette document: http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf

Grading Procedures

Most of the 15 lab quizzes are worth 100 points. Labs 3, 4 and 5 are worth 50 points each. Lab 7 is worth 70 points, but there is an additional tutorial worth 30 points. Point values of individual questions can be seen in each quiz.

The Observing Projects are worth a total of 300 points. Rubrics for grading these are included in the Week 1 module.

Each substantial (see above) post you make in the discussion forum is worth 50 points, up to a maximum of 100 for the class. This means that you need to make two substantial posts over the entire class to get the maximum possible score. They can be in either forum and at any time. You can have as many attempts as you like to make a substantial post. Of course, I hope you continue to contribute posts after you reach 100 points, although there is no extra credit. This all adds up to a total of 1750 points. Grading is on a standard scale, i.e. 97-100% = A+, 93-97% = A, 90-93% = A-, etc.

You will be able to see your grade on the problems, and see all the correct answers, once the due date has passed and they have been graded. We expect to have this done by one week after the due date. Discussion forum posts will be graded once a week.

UNM Policies

Title IX: Gender Discrimination

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Copyright Issues

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

Accessibility

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact the UNM Accessibility Resource Center in 2021 Mesa Vista Hall at 277-3506 or http://arc.unm.edu/. Information about your disability is confidential.

- Blackboard's Accessibility statement: http://www.blackboard.com/accessibility.aspx

- Mastering: https://support.pearson.com/getsupport/s/article/Mastering-Accessibility-for-Userswith-Disabilities
- Microsoft: https://www.microsoft.com/enable/microsoft/mission.aspx

Academic Misconduct

You should be familiar with UNM's Policy on Academic Dishonesty and the Student Code of Conduct which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

Drop Policy:

Students who have not completed any work after the first three weeks will be dropped (i.e. receive a grade of W). Students who complete less than 30% of the labs by the end of the term will also be dropped.

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see http://www.unm.edu/studentinfo.htmlor the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

UNM Resources

There are a variety of ways UNM supports students academically in their classes. Please visit http://ssstrio.unm.edu/.

UNM's CAPS, the Center for Academic Program Support, also offers free online tutoring for introductory astronomy. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor. See http://caps.unm.edu/services/online-tutoring/index.php.

UNM Libraries

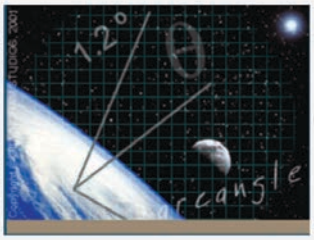
http://library.unm.edu/

Student Health & Counseling (SHAC) Online Services

http://online.unm.edu/help/learn/support/shac

Introduction

Parallax



The greatest distance we have dealt with in these labs so far is the distance to the dwarf planet Eris. In terms of light travel time the distance from the Sun to Eris is about 9 light hours. No one really knows how to define the boundary of our Solar System but Eris may be representative of objects in the outermost parts. The next nearest major object is the star Proxima Centauri. In terms of light travel time Proxima Centauri is 4.3 light years away. Think about that a little bit. It takes light 9 hours to get from the Sun to Eris and 4.3 *YEARS* to get to the Sun's nearest neighbor.

Purpose

The purpose of this lab is to teach you how astronomers find distances to nearby stars. The specific method we will explore is called parallax. Parallax forms the basis for finding distances to most astronomical objects. You will learn how parallax is used through hands-on activities and you will apply what you have learned to determine distances to some objects.

Instructions

1. After reading this Introduction, click on the Problems link for this lab in the left menu, and the questions you need to answer for this lab will appear in a new tab. The questions are also given in the lab itself.
2. Read the background material by clicking in order on the topics listed on the menu on the left side of this page. For a given topic there may be multiple pages, each of which can be accessed using the drop down navigation buttons.
3. Figure out your answer for the questions on each page, and enter it in the Problems tab. Click "Save Answer" for each question when you want to save your answer, or "Save All Answers" to save all that you have done so far. You can still change it as long as you don't click on "Save and Submit".
4. When you are satisfied with your answers for the whole lab, click on "Save and Submit".
5. Do you have a lab partner? If so, please type that person's name for the last question of the quiz.

Angles & the Celestial Sphere

In the Solar System we can measure distances directly with radar ranging and space probes. However, even for the nearest stars these are not viable options and we must rely on a trigonometric method called parallax. As you might have guessed this will involve making angular measurements, so before we go on to parallax proper we will explain some things about these type of measurements.

One of the concepts we have to get used to when looking at the sky is that there is a difference between linear measurement and angular measurement. Linear measure gives the actual length of something in units like inches or meters. Angular measure gives the angle covered by an object. We looked at linear measure in the Foundations lab.

Why does this matter when we look at the sky? When we look at the sky, we are not looking at a flat, two-dimensional surface. Most objects we see in the sky are so far away that we can't tell at a glance how far away they are or how far apart things are in space. What we can do is look in different directions and say things like, "object **A** is in this part of the sky and object **B** is this part". What we really mean when we say that is that object **A** lies in a different direction compared to object **B**. If you imagine two straight lines, one extending from you to **A** and the other from you to **B**, then the angle those two lines make represents the angular separation between **A** and **B** (as opposed to the linear distance between **A** and **B** which would be a straight line in space connecting **A** and **B**).

To illustrate these points, consider the below photo of the Moon and an airplane.

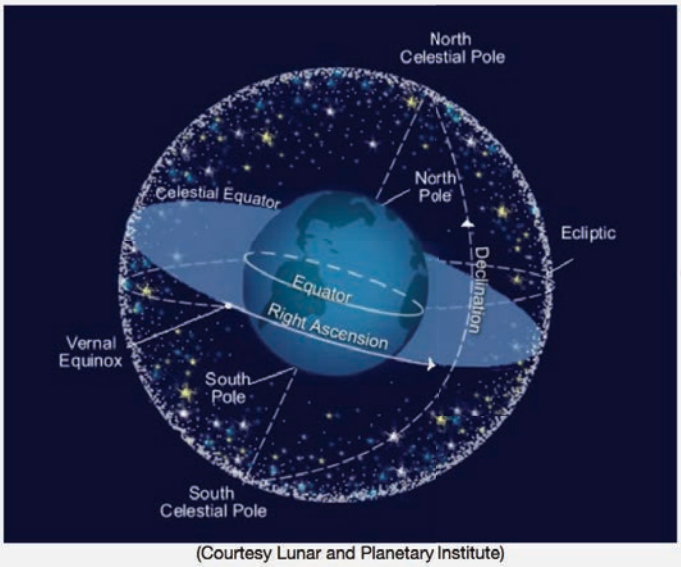
Copyright 2001 C. Gino

The Moon subtends about 0.5° on the sky, as we learned in the Foundations lab. So the angular separation of the Moon and the airplane must be about three times that, or 1.5° or so. The angular size of the airplane is also easy to measure. We can measure these without worrying about how big the Moon or the airplane are in, say, km or m, or how far apart they are in space. Likewise, a point on the eastern horizon is separated from a point straight overhead by 90°.

Question 1

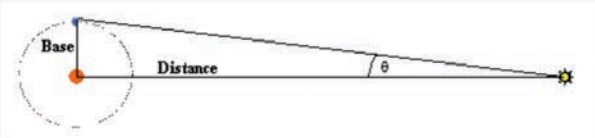
Look at the image of the Moon and airplane above. Approximately how many of these airplanes fit across the diameter of the Moon? Using this answer, what is the angular size of the airplane in degrees? (Example: if 2 airplanes fit across the Moon's diameter, the airplane is approximately half the angular size of the Moon, or 0.25 degrees.)

The fact that angles are used instead of linear measurements makes it better to think of the sky as an imaginary sphere on whose surface all the celestial object lie. Astronomers call this the Celestial Sphere (see the figure below). So remember to think in terms of angles when measuring distances on the Celestial Sphere. Parallax is an example of an angular measurement which you will be making in this lab.



(Courtesy Lunar and Planetary Institute)

Small Angles & Trigonometric Parallax



We have an idea of why we use angular measure. Now we will see how to use it.

Our goal is to use the effect of parallax to measure the distances to stars, at least the nearest ones. This forms the bottom rung of what is called "the distance ladder". Other distance measurement techniques build on the parallax method. That is why we are going to explore this method in detail. Let's start with the question: How do we measure the distance to something that is far away?

First, consider the figure above. It shows a triangle with a "base" or baseline, a "distance", and an angle. One example of how to use this geometry is to consider that the baseline is the actual extent of an object, such as the diameter of the Moon, and the angle is therefore the angular size of the object as it appears to us, at a distance D away.

When the angle is very small, and in astronomy we usually deal with very small angles, we can say that the object's angular size (in radians) = Baseline / distance, that is

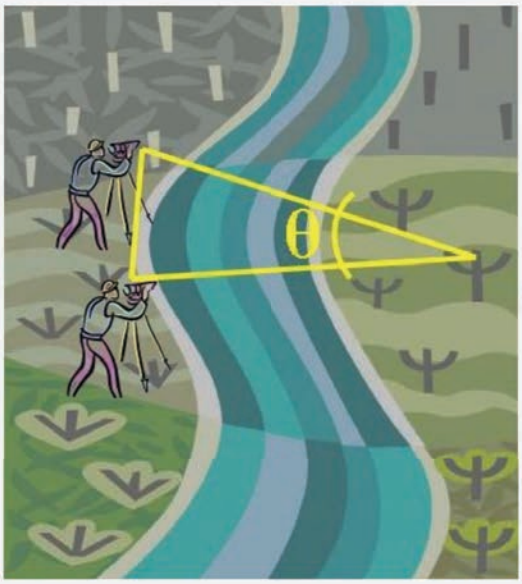
$$\measuredangle Object_{radians} = \frac{\text{Baseline}\,(length\ of\ opposite\ side\ of\ triangle)}{\text{Distance}\,(length\ of\ adjacent\ side\ of\ triangle)}$$

On the left of the equation we have the angular size of the object, which we labeled as θ in the figure. For this to work θ must be in radians, and the two lengths must both be in the *same* distance units for this equation to be used. This is known as the **Small Angle Approximation**.

How do we use the Small Angle Approximation in astronomy? Two ways. First, if we observe an object from two different locations at the ends of a baseline, and measure the change in angle of the object in our field of view, we can get the distance to the object. This is called **Trigonometric Parallax**.

Terrestrial examples:

1) The figure below shows two surveyors separated by a **baseline** they've determined, measuring the change in viewing angle, θ, of a tree across the river. The further the tree, the smaller the change in viewing angle. In this way, they can determine the distance to the tree.



Distance = Baseline / θ

For astronomy, replace the surveyors with telescopes and the tree with a planet or star.

The second way to use the Small Angle Approximation is to measure the angle subtended by an object in space, as in our example of the Moon above. We have to know how far away it is before we can work out the size of the object.

2). Now that the surveyors know the distance to the tree, one measures the angular size and uses the equation below to measure its height:

Size = θ x Distance

Again, for astronomy, replace the surveyor with a telescope and the tree with a planet, moon or comet, for example.

Astronomical example:

The Sun subtends (covers) about 0.5° (0.0085 radians) of the sky. We know the Sun is 1.5e8 km from the Earth. Plugging these numbers into the above Small Angle Approximation equation we get:

Size = 0.0085 radians x 1.5e8 km = 1.3e6 km in diameter (note that Size and Distance are both in km). The actual size is slightly different but once again this is an approximation and a pretty good one at that.

Note that the angle going around 1 full circle is 360 degrees, or 2 π radians. So, 1 radian = 57.3 degrees. You will need to use this in the quiz.

Question 2

The two surveyors above are separated by a baseline of 3 meters. The shift in angle of the tree across the river they measure is 10°. What do they find for the distance to the tree in meters? Remember to convert the angle to radians.

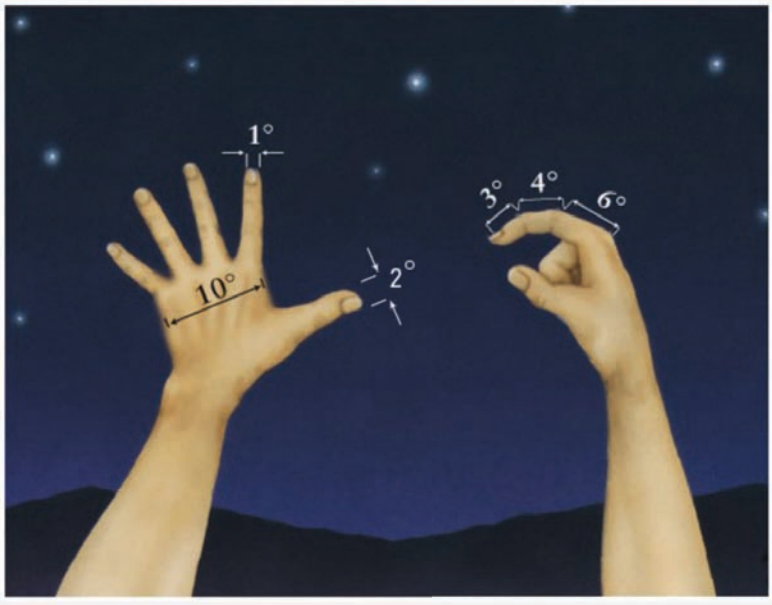
Question 3

Now they know the distance to the tree, they can measure its height. The surveyor in the second picture finds that the tree subtends an angle of 10°. How high is the tree in meters?

Eclipses and Parallax

Let's consider one more example of parallax in astronomy. You may have heard that when a solar eclipse occurs the path of totality is very narrow. Why is that? Well, it's because of parallax. The picture below shows the path of the 2017 solar eclipse in North America. Those living along the central path see the Moon aligned with the Sun. Those on either side of the path see it sufficiently offset from the Sun that the Moon does not cover all of the Sun. That is because of parallax. The Moon is so much closer to us than the Sun that viewing it from either side of the path introduces enough parallax that it appears to be displaced relative to the center of the Sun.

Using your hand to measure angles.



Adapted from Universe, 10/e, Freedman et al. (Freeman)

Let's do a few experiments to get comfortable with angle measurements.

Question 4

We'll start by predicting how far away we would have to be from a 1 foot across object if it was exactly 2 degrees (0.035 radians) across. Use the formula below to get your answer for the distance. Don't forget the units on your answer.

Distance d = 1 foot / 0.035 radians

Question 5

Now go out into the hall outside the lab. A 1 foot long ruler is taped up in the window down the hall to the left. Stand a few feet away from the ruler and hold your thumb up, horizontally, at arms length. Close one eye and slowly back away, until the width of your thumb just blocks your view of the ruler. Remember, your thumb "subtends," or blocks, about 2 degrees of your field of view. Each of the floor tiles is roughly a foot across. Use the tiles to make a measurement of the distance to the ruler.

Question 6

In Question 4 you predicted how far away you should be. In Question 5 you made an actual measurement. The difference between your measured value and the predicted value is the measurement error in this experiment. If the two values disagree, what do you think is the reason? Give specific examples for possible sources of error in the measurement (note: "human error", i.e. "we made a mistake", is not an acceptable answer).

Question 7

Consider the following simple exercise.

Have your partner hold up a pencil about six inches from the wall. Stand 3 feet from the pencil. Alternately close your left and right eye noting how much the pencil shifts compared to a fixed location on the wall. Now back away from the pencil and blink your eyes again. Note again how much the pencil shifts compared to the fixed location on the wall. At what distance can you no longer detect any shift of the pencil? Is there any point in trying to make this measurement for even greater distances?

Question 8

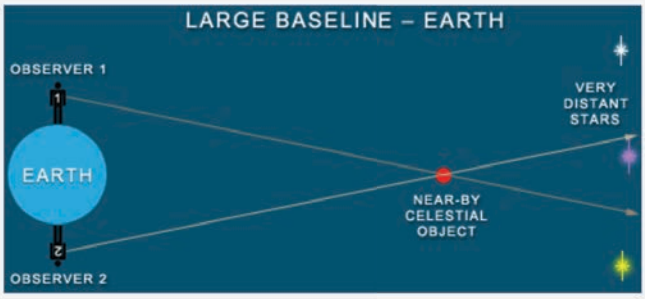
Stand at the last distance from the pencil you wrote down in the previous question. Keep both of your eyes open and take three steps to the left, then back to your original spot, then three steps to the right. Does the pencil appear to shift relative to the wall again? How, then, does the length of the baseline affect your ability to measure parallax?

Using Larger Baselines

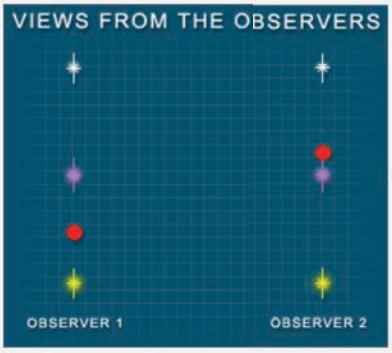
Earth as a Baseline

It should be evident that the greater the baseline used the greater the distance that can be measured. Suppose that instead of measuring the distance across a river, you'd like to measure the distance to some object outside the Earth. What about using the Earth itself as a large baseline?

Now you stand on one side of the Earth and your friend stands on the other. You both look at the same object, say Jupiter, and by cell phone compare where the object is located against the background stars.



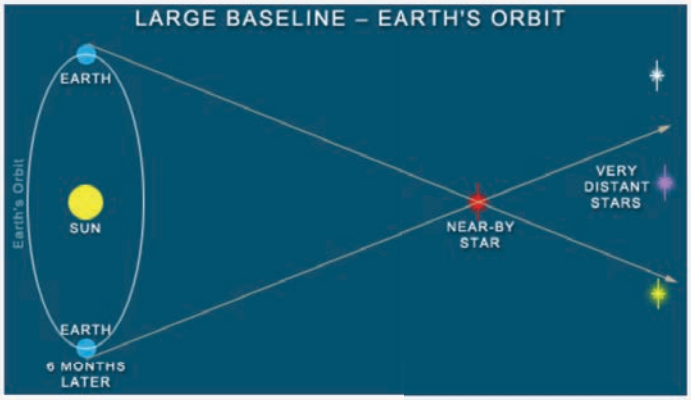
your views would look like this:



You and your friend would see the object in two DIFFERENT places. This shift is due to **parallax.**

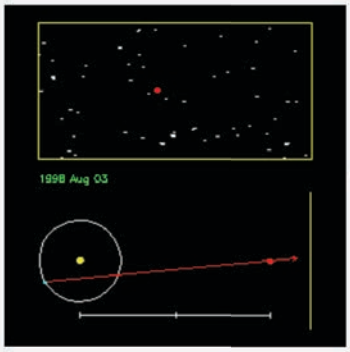
Earth's Orbit as a Baseline

Within the Solar System we can use the diameter of the Earth as a long baseline to measure distances. But, it is still not big enough if we want to measure distances to the nearest stars. We do however have an even larger baseline that we can use: the Earth's Orbit. Now we can measure the position of a nearby star on the sky using observations separated by six months. Most stars are distant enough so that they won't appear to move - any star that does must be nearby. So we measure the shift of the nearby star relative to the distant ones.



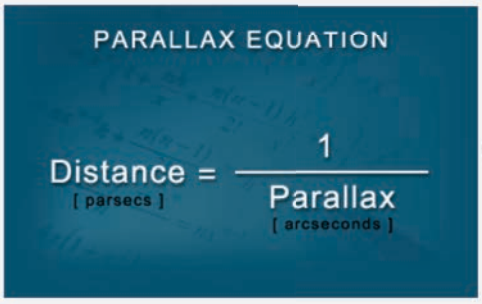
Let's look at the whole parallax cycle, that is, the effect of making parallax measurements continuously as the Earth orbits the Sun.

View the movie below. It consists of two parts. The first shows the parallax for a nearby star, the second for a more distant star. (Animation courtesy of R. Pogge, Ohio State University.)

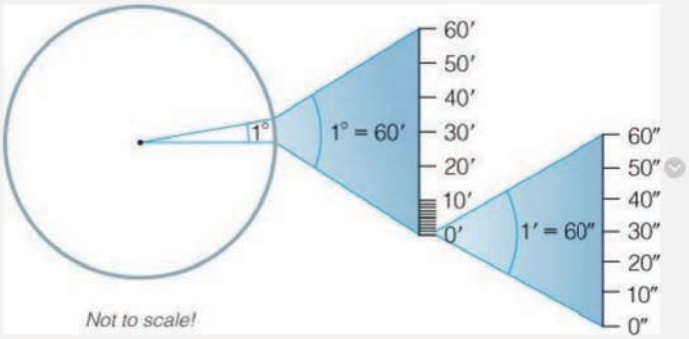


Now we must be precise in the definition of "parallax" that astronomers use. The parallax is actually defined as *half* of the shift in angle the object makes, not the entire shift. So if the side-to-side motion of the above star covers two arcseconds, the parallax is one a rcsecond. So by "parallax" we mean both the general concept and the specific definition of the angle.

In order to make finding large distances as easy as possible, astronomers invented a new unit of distance called the parsec (abbreviated " pc"). One parsec is the distance to an object that has a parallax of one arcsecond, using the Earth's orbit as the baseline. In terms of other units of length, 1 pc = 3.26 lightyears = 3.08e13 km. The formula to convert parallax to parsecs is very simple, which makes it a very powerful and easy to use tool for calculating distances. The smaller the parallax, the more distant the star:



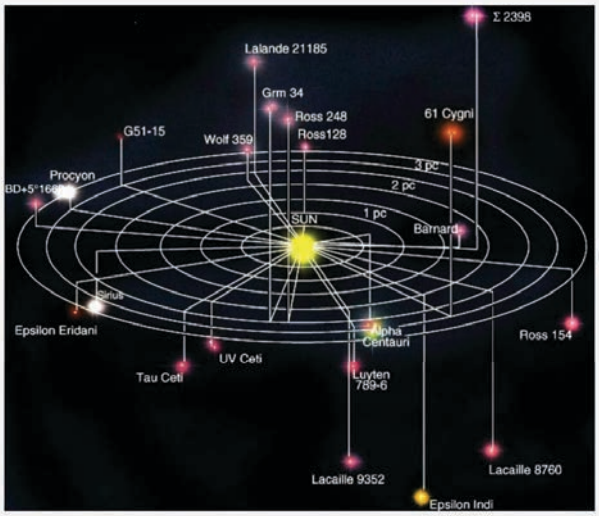
Remember that 1 degree (°) = 60 arcminutes (′), and 1 arcminute (′) = 60 arcseconds (″)



Question 9

The closest star to the Earth (except the Sun) is associated with the brightest star in the southern constellation of Centaurus. It is known as Proxima Centauri and it has a parallax of 0.77 arcsec. Calculate the distance, in parsecs, of this star from the Earth.

Question 10



The figure above shows the distribution of the nearest stars to the Sun (including the Alpha Centauri triple star system, of which Proxima Centauri is a member). Our little patch of the Milky Way is quite a typical one.

Examine this figure. What is the approximate distance between a star and its nearby neighbors?

a) 0.01 pc
b) 0.1 pc
c) 1 pc
d) 10 pc

Question 11

Betelgeuse, (typically pronounced "beetle juice," but some people insist it should be " bet el geese") is the bright red star in the constellation Orion (top left in picture below).

Its parallax is 0.0076 arcsec. Calculate the distance, in parsecs, of this star from the Earth.

Question 12

In order to measure the large distances you found in the questions above, what baseline must astronomers be using?

Question 13

Is the parallax for Betelgeuse larger or smaller than that of Proxima Centauri? What does that tell you about the general relationship between parallax and distance?

Question 14

If a star has a parallax of .005 arcsec, what is its distance? How does your calculated distance compare to the size of our Milky Way Galaxy (about 30,000 pc)? The Large Magellanic Cloud is one of the closest galaxies to us at 50,000 pc away. If .005 is the smallest parallax we can measure, do you think trigonometric parallax is a useful technique for measuring distances to galaxies? Explain your answer.

Question 15

If a star is known to be 100pc away, what will its parallax be? Don't forget your units!

Question 16

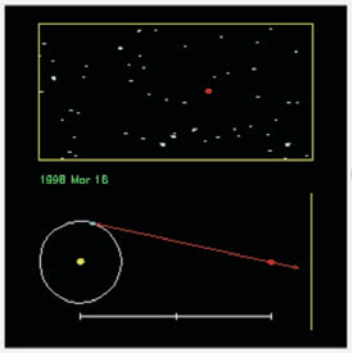
a) How would your ability to measure parallax (using the orbit as the baseline) change if you were taking measurements from Jupiter? Think about how the ability to measure distance is affected.
b) If you were taking measurements from Venus? Think about how the ability to measure distance is affected.
c) How long would it take you to make the measurements? Hint: It takes Venus 0.62 years (7.4 months) to make one orbit around the Sun. Jupiter takes 11.86 years to make one orbit around the Sun.

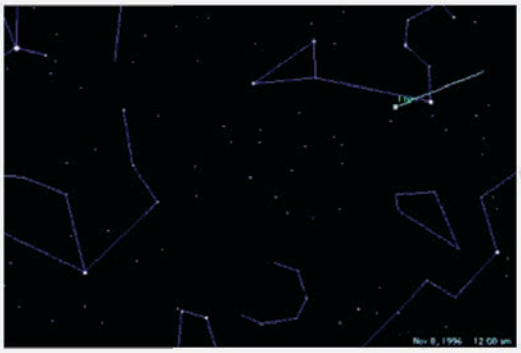
Question 17

If the Earth's orbit were very elliptical, what points of the orbit would you use to make the largest possible distance measurement?

Question 18

Look at the movies for Parallax (left movie) and for Retrograde Motion (right movie) below.





Note that in the parallax movie (left) the star being observed appears to move relative to the background stars while in the retrograde movie (right) the planet being observed appears to move relative to the background stars.

How is the concept of parallax similar to the concept of retrograde motion we discussed in the previous lab? Hint: Do the objects observed to move in parallax or retrograde really move that way?

Question 19

Write down the full name of your lab partner, if you have one.

CLST 2120 Mini-Paper 1-Pager

PROMPT 1

Due: Tuesday, February 11th

In **NO MORE** than 1 page, 12pt Times New Roman font, 1.5–Double-spaced. Due Tuesday, February 11th, in **HARDCOPY** at the **START OF CLASS.** ***NO EXCEPTIONS!!*** (cf. Guidelines):

READ the stories of Lucretia (1.57-59, pgs. 98-104) and Verginia (3.43-50, pgs. 245-255) in Livy's *History of Rome* posted on *Learn* in the folder "Mini-Papers" (see "Lucretia and Verginia Episodes (from Livy)" file).

Answer the following multi-part question:

According to Livy's accounts what do the stories about Lucretia and Verginia impart about Roman cultural values and expectations of Roman women? What do Lucretia and Verginia symbolize/serve as a foil to in Livy's accounts? Explain.

MATH 1522 - Calculus II **Name:** _____
Spring 2022
Final Exam
May 2022
Time Limit: 150 Minutes

This exam contains 2 pages (including this cover page) and 13 questions.
Total of points is 105.

Answer each of the following questions to the best of your ability in your bluebook. Even if you are unsure of how to solve a problem, do as much as you can to receive partial credit. You must show all of your work in order to receive any credit. A correct answer with no work shown will not receive credit.

Grade Table (for teacher use only)

Question	Points	Score
1	9	
2	9	
3	9	
4	5	
5	8	
6	12	
7	8	
8	8	
9	8	
10	8	
11	8	
12	8	
13	5	
Total:	105	

1. (9 points) Consider the equations $y = x^2$ and $y = -x^2 + 18x$. Graph the two equations and shade the area of the region between the curves. Determine its area by integrating over the x-axis.

2. (9 points) Find the volume generated when the region between the curves $y = x^3$, $y = 0$, and $y = 8$ is rotated around the y-axis.

3. (9 points) Find the surface area of the volume generated when the curve $y = \sqrt{4 - x^2}$ is revolved around the x-axis from $x = 0$ to $x = 2$.

4. (5 points) Use integration by parts to evaluate

$$\int_0^{\pi/2} x^2 \sin x dx$$

.

5. (8 points) Evaluate

$$\int \frac{dx}{\sqrt{x^2 - a^2}}$$

using the method of trigonometric substitution. Express the final answer in terms of the variable.

6. (12 points) Determine whether the improper integral

$$\int_{-\infty}^{\infty} \frac{e^x}{1 + e^{2x}} dx$$

converges or diverges. Determine the value of the integral if it converges.

7. (8 points) Draw the directional field for the differential equation $y' = 1 - y^2 - x^2$. What can you say about the behavior of the solution? Are there equilibria? What stability do these equilibria have?

8. (8 points) Find the solution to the initial-value problem $y' = y^2(x + 1)$, $y(0) = 2$.

9. (8 points) Find an explicit formula for the nth term of the sequence satisfying $a_1 = 0$ and $a_n = 2a_{n-1} + 1$ for $n \geq 2$.

10. (8 points) Consider the series

$$\sum_{n=1}^{\infty} (1 - (-1)^n).$$

Use the sequence of partial sums to determine whether the series converges or diverges.

11. (8 points) Use the integral test to determine whether the sum

$$\sum_{n=2}^{\infty} \frac{1}{n \ln n}$$

converges.

12. (8 points) Use the comparison test to determine if the series

$$\sum_{n=1}^{\infty} \frac{1}{n(n + 1/2)}$$

converges.

13. (5 points) Find the Taylor polynomial of degree two approximating $f(x) = \ln x$ centered at $a = 1$.

SAMPLE ASSESSMENT ALAS 1825

Homework/Assessment - Reflective Essay 2- what is the good life?

At the end of module 2, students will write a reflective essay on the idea of the "good life". The essay needs to include the lessons from the first module. The first module includes the analysis on Applied Liberal Arts & Sciences (ALAS) concept. The student will answer the question; what is the good life? while presenting/reflecting on the following concepts discussed in Module 1 and 2; the role of business in society, the entrepreneurial planning process, and current ethical business practices in relation to the ALAS concept. Students will use key terms and philosophies introduced in module 2. The essay will be 3 to 5 pages long, double space, Arial font, and size 11 font. Please include a title page with your name, course, and the ALAS question.

Introduction to International Studies INTS 1101[101] — CRN 52369

University of New Mexico—Albuquerque, Spring 2020

T/R 11:00-12:15, Dane Smith — room 226

"The classroom should be an entrance into the world, not an escape from it."

– John Anthony Ciardi

Instructor: Dr. Ian Stewart
Phone: 505-277-1991
Email: ianstew@unm.edu
Office: 416 Humanities Building
Hours: TR 9;00-10:00; W. 12:30-2:30;
or by appointment.
Skype available by appt.

Teaching Assistant: Alin Badillo-Carrillo
505-277-1991
Email: abadillo@unm.edu
Office: 418 Humanities Building
Office Hours: M 10:00-11:30;
or by appointment.
Skype available by appt.

Course Introduction:

Unlike many traditional academic concentrations, International Studies is interdisciplinary, allowing students to approach their course of study from multiple and combined academic perspectives such as historical, anthropological, political, economic, and geographic. This gateway course is designed to reflect that approach while introducing students to the degree requirements and expectations in International Studies. To do so, this course will explore major issues and trends in contemporary global affairs. Students will acquire an understanding of how the past has and continues to shape the issues of our lives.

Note: This is a survey course that is designed to introduce students to broad concepts that are crucial to International Studies; it is also designed to help students acquire some basic academic skills including critical reading, thinking, research and writing. To acquire a deeper understanding of any one particular topic introduced in this course, students will need to take more advanced courses that are geared to the details of that specific topic. The following components will be emphasized simultaneously throughout the course:

1. Cross-disciplinary concepts of knowledge and learning;
2. Region-based issues and area studies;
3. Environmental, economic, cultural, and political globalization;
4. The intersection of content topics such as peace and conflict, International Institutions, gender, religion, indigenous populations.

Student Learning Outcomes:

By the end of this course, you will:

1. Understand interdisciplinary scholarship as it applies to International Studies
2. Be able to question dogmas and taboos in today's society
3. Have developed an awareness of differing perspectives and diversity
4. Understand world issues and trends
5. Understand the impact and legacy of colonialism/imperialism on developing nations
6. Have developed the skills to identify and critically engage with the transnational processes that define globalization and international issues in the contemporary world;
7. Be aware of intercultural learning strategies/skills
8. Be able to identify the UNM course offerings that satisfy the area concentration requirements for International Studies, including:
    a. Africa;
    b. Asia/Middle East + Eastern Russia

c. Europe + Western Russia
d. Latin America

9. Be able to identify the UNM course offerings that satisfy the thematic concentration requirements for International Studies, including:

a. Culture & Arts in the Contemporary World (CACW)
b. Religion and Belief Systems (RABS)
c. Indigenous, National and Transnational Identities (INTI)
d. Women and Gender in the Contemporary World (WGCW)
e. Global Markets, International Institutions, and Global Governance (GMGG)
f. Conflict, Peace & Diplomacy (CPAD)

Course format: lecture and discussion.

Required Texts: The following books are required and are available at the UNM Bookstore, or Amazon.com, They are also available as eBooks through UNM libraries:

- *Introduction to International and Global Studies*, 2nd edition by Shawn Smallman and Kimberly Brown, University of North Carolina Press 2015; this text is also available directly from the publisher — UNC Press.
- *Victims of Progress*, 6th edition by John Bodley, Altamira Press 2015; this text is also available directly from the publisher — Altamira Press.
- All supplementary materials (chapters, articles, or videos, etc.) will be made available on **Blackboard Learn**.

Grades:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	> 59

Note: A letter grade of C or better is required for this course to count for International Studies majors.

Assignments:

—	Assignment	Dates	Weighted Value
1	Map Quizzes x 4	Feb.4, Feb. 27, Apr. 7, Apr. 30	5% each = 20%
2	Terms/Reading Quizzes x 3	Feb. 18, Mar. 24, Apr. 21	5% each = 15%
3	Current Affairs Posts x 2	Feb. 21 and Apr. 24	5% each = 10%
4	Research Paper Proposal	Mar. 20 (During Spring Break)	20%
5	Debate Presentations	Mar. 31, Apr. 9, May 5	10%
6	Film Reflection Paper	May 10	10%
7	Attendance & Participation	Assessed at the end of the semester	15%
-	Total	-	100%

1. **Map Quizzes 20% —** Students will learn the country names and locations for each of the 4 area concentrations (Europe, Asia/Middle East, Latin America, and Africa). The maps are included at the end

of this syllabus. Online practice quizzes are available on **Bb Learn** to assist with your preparation. Each map quiz is worth 5% of the final grade.

2. **Reading/Terms Quizzes 15% —** Students will take 3 online in-class quizzes to assess their knowledge of key concepts and terms that are important to informed critical thinking in general and International Studies in particular. Quizzes will be taken online through **Bb Learn**. Each terms quiz is worth 5% of the final grade.

3. **Current Affairs/Reading Responses 10% —** students must submit eight (2) 150-200 word response posts to **Bb Learn**. Each response will identify a current international news event and explain how it relates to any of the course readings. Each post must include the URL address of the news article and a proper citation for any course reading(s) used to analyze the news event. See the **"Assignments" folder** in **Bb Learn** for full instructions and a model example.

4. **Research Paper Proposal 20% -** Students must identify a question on any international issues and identify they would like to examine through independent research. The draft should clearly explain the background of the international issue - what is at stake, who is involved, what is the historical background, etc. The paper must be no less than 750 words (~3 pages) and no more than 1,000 words (~4 pages) and must 1) identify the area where the event is taking place in accordance with UNM's International Studies **Area Concentrations**, and 2) identify at least two (2) **thematic concentrations** that can be used to analyze this world event. See the **"Assignments" folder** in **Bb Learn** for full instructions and examples.

5. **Debate Presentation 10%** — Students will be randomly assigned to a "pro" or "con" team for debates on (**modern slavery**, **carbon tax**, and **social media during study abroad**). Students debate presentations will be assessed on based on i) substance of arguments/supporting evidence for arguments; ii) organization and presentation of the arguments; iii) responses to questions from instructors & classmates. See the **"Assignments" folder** in **Bb Learn** for full instructions and examples.

6. **Film Reflection Paper 10% —** Students must write a 2-3 page reflection paper on any of the following films screened in class this semester — i) Islam Unveiled; ii) Migrant Road to Canada; iii) Modern Slavery: Debt Bondage and Child Soldiers; iv) Bill Nye's Global Meltdown; v) Banksy vs. Robbo; vi) Tribal Religions. These films remain available on **Bb Learn** to review a second time. See the **"Assignments" folder** in **Bb Learn** for full instructions and examples.

7. **Attendance, Participation and Professor Meeting - 15%:**

    a. **Attendance** is mandatory. Attendance and participation are crucial components of successfully completing this course. Students are permitted **3 unexcused absences. Any unexcused absence beyond three will result in a deduction of 1 percent per absence from the course final grade.** As per university policy, absences will be excused only with proper documentation (e.g., doctor's note, funeral program, court summons, etc.). Consult with the graduate assistant if you are unsure as to what constitutes an excused absence.

    b. **Participation:** Throughout the semester, you will be expected and required to not just attend every class but to be fully engaged in every activity as an active learner. This ultimately means that you will be expected to come to class on time and fully prepared by completing all readings and assignments beforehand, raising well thought-out and intelligent questions during class, and actively and positively engaging in discussions and activities.

c. **Meeting with the Professor:** Students are required to meet with the professor at least once during the semester.

8. **Extra credit** - There will be opportunities throughout the course for extra credit.

Course and classroom policies:

1. **Civility and courtesy –** Given that this course will closely examine different ways of understanding social, political and cultural issues, it is expected that dissenting points of view will arise. It is important that students respect this process of critical engagement, which includes the rights of others to have informed opinions. **Civility** will be expected at all times. Furthermore, as an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations.
2. **Cell phones and Laptops -** Laptops are not permitted for use in class except for certain assignments that have been specified ahead of time. Similarly, smartphones and cell phones must be turned off unless otherwise specified. Students failing to observe this small act of consideration can expect to see it reflected in your participation grade.

3. **Late Assignments:**
   - **Deadline Extensions** must be requested at least **24 hours prior** to an assignment due date.
   - Without an extension, late assignments will be assessed an initial **3% penalty, followed by an additional 3% per 24 hours** thereafter. Without written approval of an extension, late work **will not be accepted** later than one week past the original due date.
   - Make-up quizzes will not be granted without an excused absence (see attendance in assignments section above).
4. **Academic Integrity:** The University of New Mexico promotes the assumption of personal responsibility and integrity and prohibits any and all forms of academic dishonesty. Conduct that violates the academic integrity and ethical standards of the university community, including, but not exclusive of plagiarism will not be tolerated. Students who violate the university's policy on academic dishonesty as outlined in the **Student Code of Conduct** will be held accountable, which could result in a failing grade for the course.

5. **Sexual Harassment or Misconduct:** Our classroom must be a space of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the **LoboRESPECT** Advocacy Center and the support services listed on its website. Please note that, because UNM faculty are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported by that faculty member to the university's Title IX coordinator. Please see the university **policy on sexual misconduct** For more information.

6. **Students with Special Needs or Learning Differences:** Students with Learning Differences or who need special accommodations should contact the instructor during the first week of classes to work out any special arrangements needed. The **UNM Accessibility Resource Center** has a wide range of programs for students and will work with you and your instructors to support your academic success.

Weekly Class Schedule

(Subject to change)

Week & Dates	Topic & Readings	Activity/Assignment/Notes
Week 1 Tu. Jan.21	**Course Introduction: Syllabus, Assignments, Expectations, etc.** • **Readings:** How to Read a Source; Guide to Reading Efficiently **Bb Learn**	Review Syllabus - Q & A
Week 1 Th. Jan. 23	**International Studies & Global Citizenship** • **Readings:** Brown & Smallman & Brown, Chapter 1; Zemach-Bersin, "American Students Abroad Can't be 'Global Citizens'" **Bb Learn**	**Discussion:** Thematic & Area concentrations at UNM; Your Question; Can Americans be Global Citizens?
Week 2 Tu. Jan. 28	**History & Histories - Silencing and Unsilencing the Past** • **Reading:** Smallman & Brown, Chapter 2 (History); Learner, Why History Matters **Bb Learn.**	**Discussion:** Does History Matter? Why?
Week 2 Th. Jan. 30	**Class visit by ISI Director Steve Bishop.**	
Week 3 Tu. Feb. 4	**Geography, Globalization & Transnationalism** • **Reading: Dator, What is Globalization?"; Lewis & Wigen, Introduction to "The Myth of Continents" Bb Learn.**	**Europe Area Map Quiz** (20 min.)
Week 3 Th. Feb. 6	**Library Session with Liz Cooper - details to follow** **Library Assignment due on Bb Learn**	Meet in Zimmerman Library Room B30 during regular class hours.
Week 4 Tu. Feb. 11	**Global & National Security (CPAD thematic)** • **Readings:** Smallman & Brown, chapter 7 (Security); Freedman "Can There be Peace with Honor in Afghanistan?" **Bb Learn**	—
Week 4 Th. Feb. 13	**Violence, Othering & Orientalism (CPAD thematic)** • **Readings:** Damerdash, "Orientalism"; Lewis, "What is Structural Violence" **Bb Learn**.	
Week 5 Tu. Feb. 18	**Othering & Sexual/Gender Violence (WGCW & CPAD)** • **Readings:** Fausto-Sterling, "The Five Sexes"; Jha, "Ten Ways of Looking at Patriarchy: Everyday instances of Male Privilege" **Bb Learn**	**Reading/Terms Quiz 1** (20 min.)
Week 5 Th. Feb. 20	**Class Visit by Peace Corps Recruiter Maria Goodfellow**	
Week 5 Fri. Feb. 21	**ASSIGNMENT DUE** **Via Bb Learn by 11:59 pm on Fri., Feb. 21**	Submit a 200-250 word Current Affairs Response. See **Bb Learn** for details.

Week & Dates	Topic & Readings	Activity/Assignment/Notes
Week 6 Tu. Feb. 25	**Women's Rights/Human Rights (WGCW, GMGG, CPAD, CAGC, RABS thematics)** • **Film/Discussion:** Islam Unveiled (49 min.) • **Readings:** Spelman, "Introduction"	
Week 6 Th. Feb. 27	**Cultural Globalization (CAGP thematic)** • **Readings:** Smallman & Brown, Chapter 5 (Cultural Globalization).	**Africa Map Quiz** (20 min.)
Week 7 Tu. Mar. 3	**Religion and Intolerance (RABS, CPAD, CAGP thematics)** • **Readings:** Bowie, pages 12-26 in "Theories and Controversies"; McTernan, "Religious Violence" **Bb Learn**.	—
Week 7 Th. Mar. 5	**Indigenous Peoples - Culture & Scale (CAGP or INTI thematics)** • **Readings:** Bodley Chapters 1 & 2	
Week 8 Tu. Mar. 10	**Migration, Nationalism & National Identity (CPAD, INTI, GMGG thematics)** • **Film/Discussion:** The Migrant Road to Canada (53 min.) • **Reading:** McColl - International Refugees	
Week 8 Th. Mar. 12	**Library session for research**	**Check-in with the instructor at Zimmerman - Details to Follow**
Week 9 Tu. Mar. 17	**Spring Break**	
Week 9 Th. Mar. 19	**Spring Break**	—
Week 9 Fr. Mar. 20	**ASSIGNMENT DUE** **Via Bb Learn by 11:59 pm on Fri., Mar. 20**	Submit a 2-3 page Research Proposal See **Bb Learn** for details.
Week 10 Tu. Mar. 24	**Economic Globalization (GMGG, INTI, CPAD Thematics)** • **Reading:** Smallman & Brown, chapter 3;	**Reading/Terms Quiz 2**
Week 10 Th. Mar. 26	**Slavery & Unfree labor (GMGG, INTI, CPAD Thematics)** • **Film: "Modern Slavery: Debt Bondage and Child Soldiers"** (45 min.) • **Reading: Bales, Chapter 1 "The New Slavery"**	**Discussion:** Can we stop modern slavery? How?
Week 11 Tu. Mar. 31	**Modern Slavery Debate**	**Details to Follow**
Week 11 Th. Apr. 2	**Climate Change (ENSS or INTI thematics)** • **Reading:** Smallman & Brown, chapter 11; Bodley, chapter 11.	

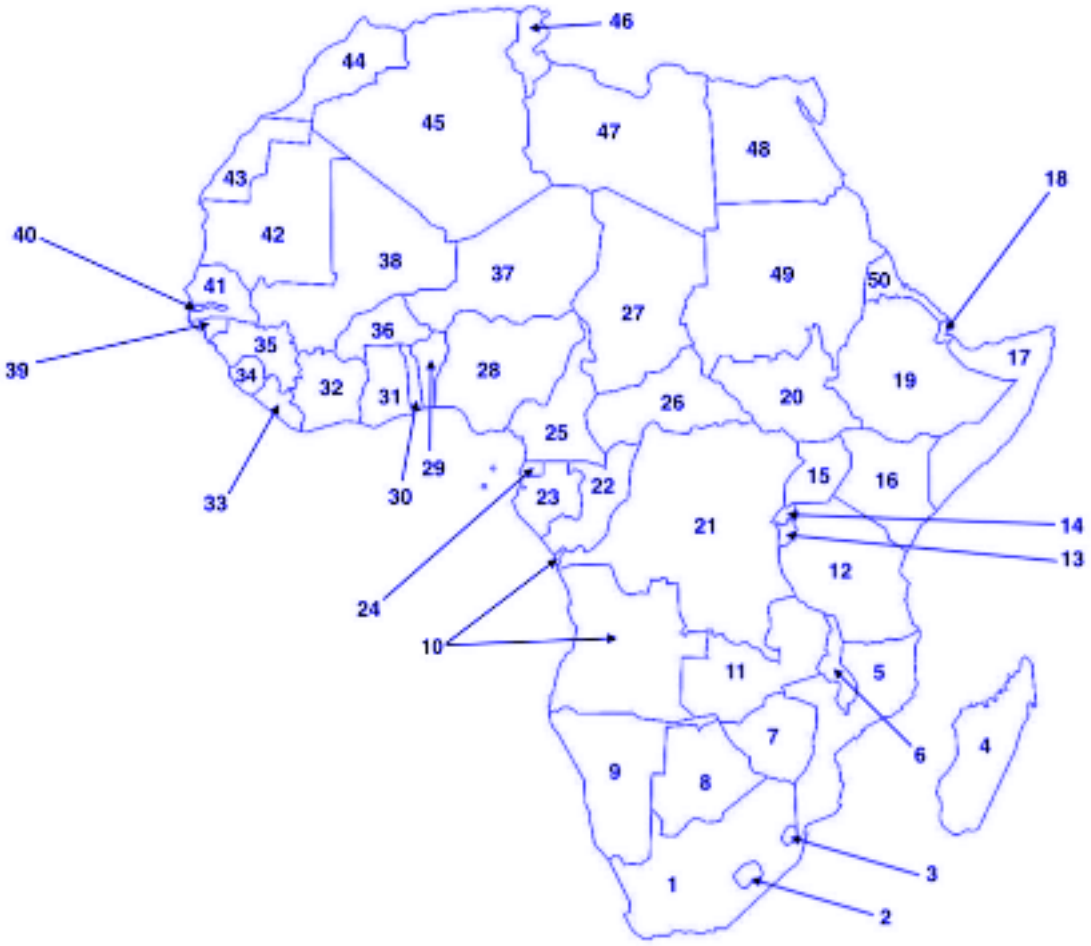
Week & Dates	Topic & Readings	Activity/Assignment
Week 12 Tu. Apr. 7	**Climate Change Deniers (ENSS or GMGG thematics)** • **Film:** Bill Nye's Global Meltdown (45 min.) • **Reading:** Bullard, "Confronting Environmental Racism in the 21st Century." • Patrick, "Sunk Coast Fallacy: How Island Nations Should Approach Climate Diplomacy" • **Reading**: Ball, "Why Carbon Pricing Isn't Working?"	**Asia/Middle East Map Quiz**
Week 12 Th. Apr. 9	**Carbon Tax Debate**	**Details to Follow**
Week 13 Tu. Apr. 14	**The UN and the Post-colony (GMGG Thematic)** **Readings:** Smallman & Brown, pages 71-82; Kennedy & Russett, "Reforming the United Nations" **Bb Learn**.	
Week 13 Th. Apr. 16	**Diversity of the Arts (CAGP thematic)** • **Film/Discussion: "Banksy vs Robbo"** (47 min.) • **Reading:** Ellsworth-Jones, "The Story Behind Banksy; Brown, "Is Graffiti Art?"	Discussion on Art
Week 14 Tu. Apr.21	**Anthropology & Politics of Culture (CAGP thematic)** • **Readings:** Sally Merry Engle, pages 10-21 "Deconstructing Culture"; Williams "Culture" in Keywords; **Bb Learn**.	**Reading/Terms Quiz 3**
Week 14 Th. Apr. 23	**Rituals and Social Structure** • **Film: "Tribal Religions"** (55 min) • **Readings:** Spindler, "The Transmission of Culture";	—
Week 14 Fr. Apr. 24	**ASSIGNMENT DUE** **Via Bb Learn by 11:59 pm on Fri., Apr. 24**	Submit a 200-250 word Current Affairs Response. See **Bb Learn** for details.
Week 15 Tu. Apr. 28	**Study Abroad Options/Resources** • **Guest Speaker: Mary Phibbs (Study Abroad Advisor**	
Week 15 Th. Apr. 30	**Study Abroad & Intercultural Learning** • **Readings:** Hess chapters 1 & 2 **Bb Learn.**	**Latin America Map Quiz**
Week 16 Tu. May 5	**Classwide Debate: Does Social Media Ruin Study abroad?** • **Readings: Huesca, "How Facebook can ruin Study**	**Details to Follow**
Week 16 Th. May 7	**Film:** Living on One Dollar a Day	—
Week 16 Sun. May 10	**ASSIGNMENT DUE** **Via Bb Learn by 11:59 pm on Sun., May 10**	Submit a 2-3 page Film Reflection Paper See **Bb Learn** for details

EUROPE

1. Greece	16. Belarus	31. Czech Republic or Czechia
2. Albania	17. Lithuania	32. Germany
3. North Macedonia	18. Latvia	33. Netherlands
4. Kosovo	19. Estonia	34. Belgium
5. Montenegro	20. Finland	35. Luxembourg
6. Bosnia and Herzegovina	21. Sweden	36. Switzerland
7. Croatia	22. Norway	37. Italy
8. Slovenia	23. Iceland	38. San Marino
9. Hungary	24. Ireland	39. Malta
10. Serbia	25. United Kingdom	40. Vatican City
11. Bulgaria	26. Denmark	41. Monaco
12. Romania	27. Poland	42. France
13. Moldova	28. Slovakia	43. Andorra
14. Ukraine	29. Austria	44. Spain
15. Russia	30. Liechtenstein	45. Portugal

Link to online practice quiz

AFRICA

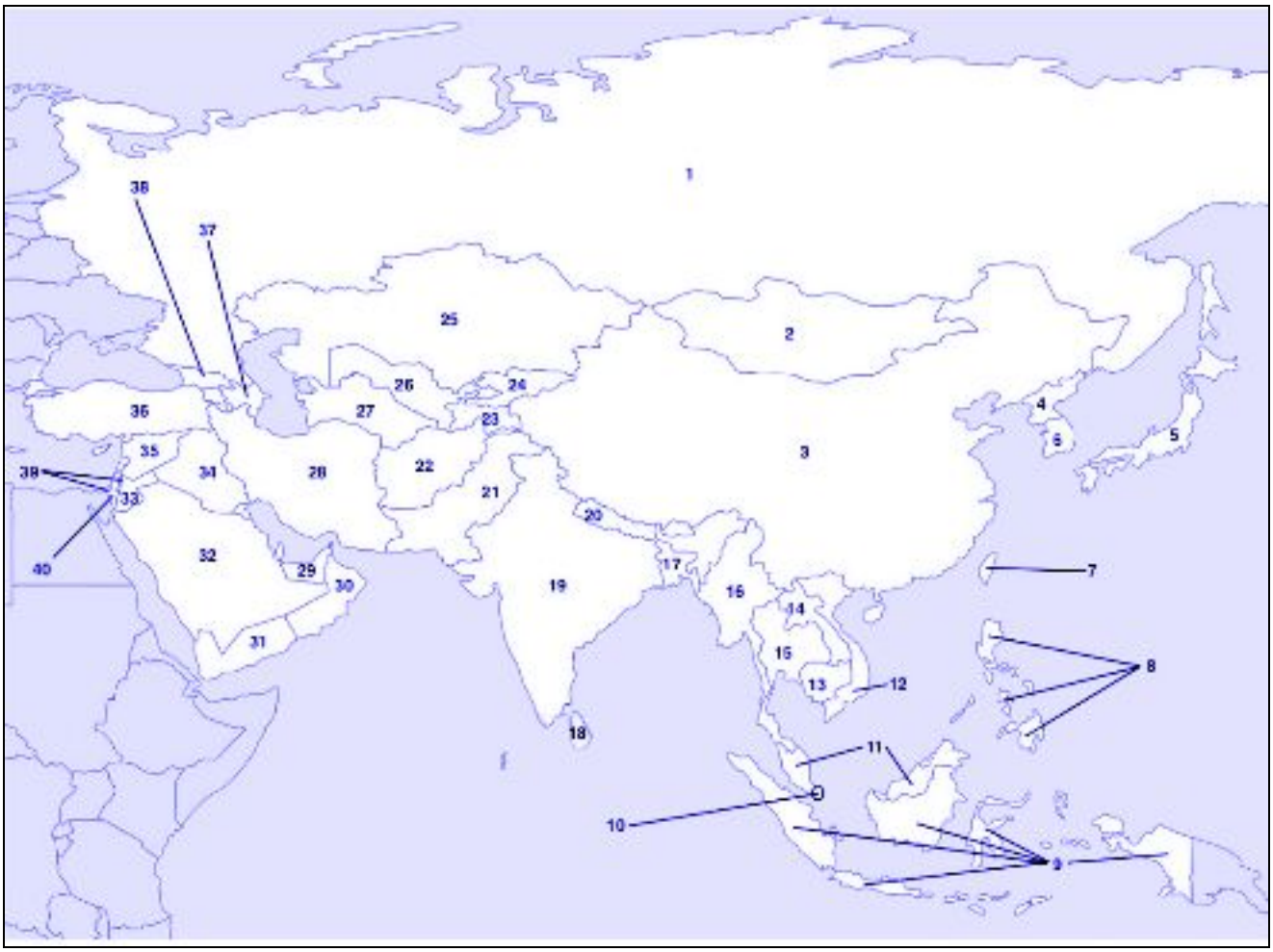


1. South Africa	18. Djibouti	35. Guinea
2. Lesotho	19. Ethiopia	36. Burkina Faso
3. Eswatini (or Swaziland)	20. South Sudan	37. Niger
4. Madagascar	21. Democratic Republic of Congo	38. Mali
5. Mozambique	22. Republic of Congo	39. Guinea-Bissau
6. Malawi	23. Gabon	40. The Gambia
7. Zimbabwe	24. Equatorial Guinea	41. Senegal
8. Botswana	25. Cameroon	42. Mauritania
9. Namibia	26. Central African Republic	43. Western Sahara
10. Angola	27. Chad	44. Morocco*
11. Zambia	28. Nigeria	45. Algeria*
12. Tanzania	29. Benin	46. Tunisia*
13. Burundi	30. Togo	47. Libya*
14. Rwanda	31. Ghana	48. Egypt*
15. Uganda	32. Ivory Coast	49. Sudan
16. Kenya	33. Liberia	50. Eritrea
17. Somalia	34. Sierra Leone	

*Although geographically part of the African continent, the North African nations of Morocco, Algeria, Tunisia, Libya, and Egypt are often identified as part of the Middle East because of their close ties historic and cultural to the Arab World.

Link to online practice quiz

ASIA/MIDDLE EAST

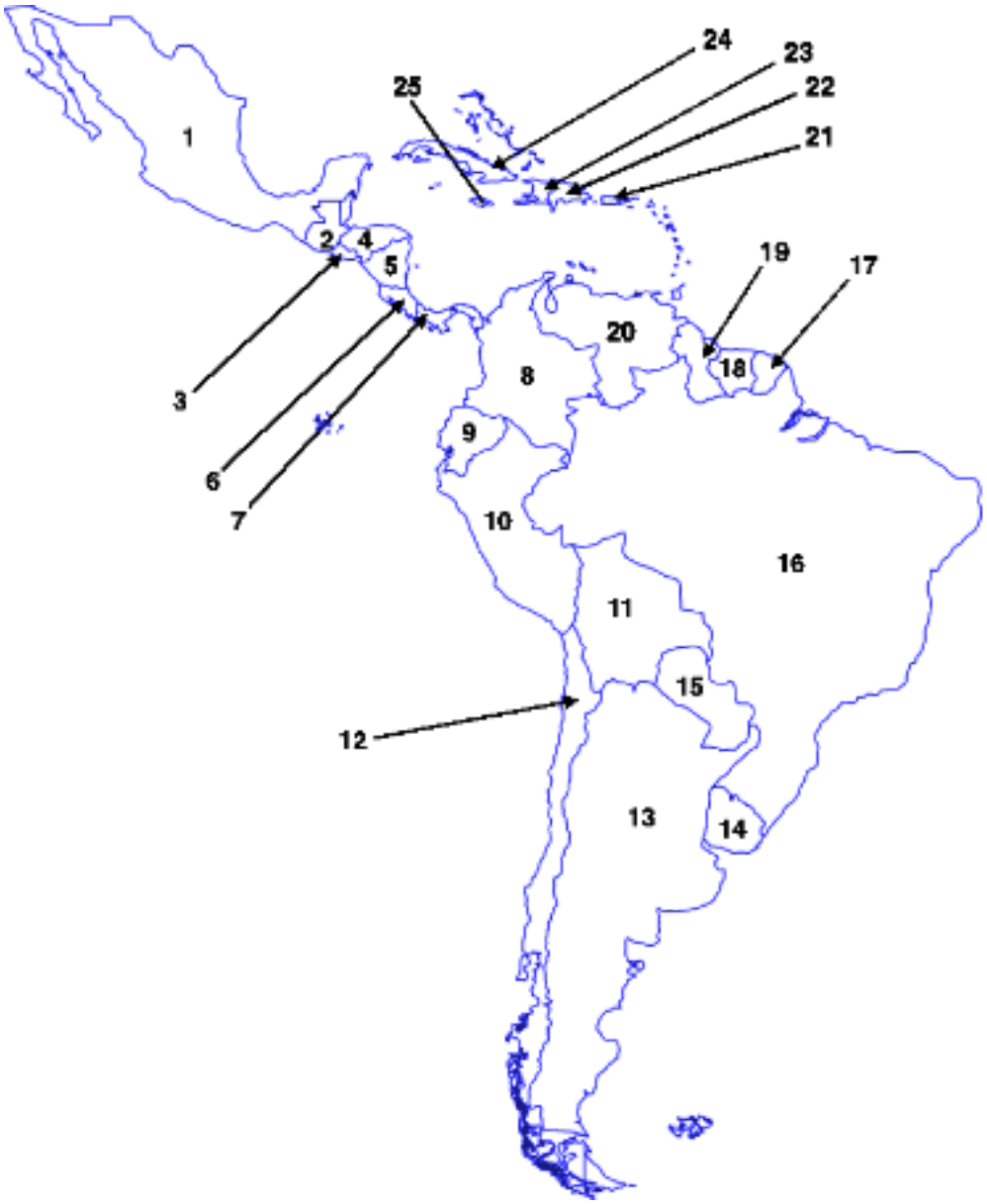


1. Russia*	11. Malaysia	21. Pakistan	31. Yemen
2. Mongolia	12. Vietnam	22. Afghanistan	32. Saudi Arabia
3. China	13. Cambodia	23. Tajikistan	33. Jordan
4. North Korea	14. Laos	24. Kyrgyzstan	34. Iraq
5. Japan	15. Thailand	25. Kazakhstan	35. Syria
6. South Korea	16. Myanmar	26. Uzbekistan	36. Turkey*
7. Taiwan	17. Bangladesh	27. Turkmenistan	37. Azerbaijan
8. Philippines	18. Sri Lanka	28. Iran	38. Georgia
9. Indonesia	19. India	29. United Arab Emirates	39. Palestine
10. Singapore	20. Nepal	30. Oman	40. Israel

*Russia spans from Eastern Europe to the Pacific Ocean and so is considered both a European and Asian nation. Sitting at the crossroads between Europe and Asia, Turkey is also considered both an Asian and a European nation. It is actually a member of the European Union.

Link to online practice quiz

LATIN AMERICA



1. Mexico	8. Colombia	14. Uruguay	20. Venezuela
2. Guatemala	9. Ecuador	15. Paraguay	21. Puerto Rico*
3. El Salvador	10. Peru	16. Brazil	22. Dominican Republic
4. Honduras	11. Bolivia	17. French Guiana	23. Haiti
5. Nicaragua	12. Chile	18. Suriname*	24. Cuba
6. Costa Rica	13. Argentina	19. Guyana	25. Jamaica*
7. Panama			

* Territorially, Suriname and Jamaica are in the Latin American world, but as a former Dutch and English colonies they are often excluded from Latin America due to their linguistic and cultural ties to the Netherlands and Great Britain respectively; Puerto Rico is technically a U.S. possession, but given its close linguistic and cultural ties to Spain it is considered part of Latin America.
Link to online practice quiz

Interview Assignment

In this assignment you are to interview (either in person, skype, facetime, or good ol' fashion telephone), one of your oldest family members. If by chance you do not have access to a family member older than 70, then you may barrow one. Use the following 5 questions and come up with 2 of your own that would allow you to better understand their generation.

1. How have things changed since you were a kid?
2. How has our society's thoughts about America changed since you were a kid?
3. What was a typical day like for you when you were growing up?
4. Who was your role model? (not counting family members)
5. What was the best thing about growing up as a child in your generation?
6. What change in medical care has had the largest impact in your lifetime?
7. Schools have changed in many areas such as size and technology. What was the strength of schools year ago and what is the strength of schools today?

The write up for this assignment is to include their answers to each question, as well as your personal thoughts on how society has changed for the better and for the worse.

Then answer the following questions:

Thinking Outside the Psychology Box:

1. Which area of Ericksons Developmental Crisis Theory was the person you interviewed coming from?

2. Based on Plutchik's Wheel, do you think the person you interviewed was more of a left-brained or right-brained thinking individual?

3. Which do you think had the greatest impact on the interviewee: time, culture, or personality?

Unit Two Chapter Essay Exam: Access to the chapter essay questions will not open until Sunday, April 12th @ noon and will close @ midnight April 14, 2020 @ midnight.

You can use your textbook or outside resources to answer the questions but whatever source you use it is required that you cite the source. Directly quoting or rewriting in your own words sources without citing them is not acceptable it is still considered plagiarism.

1. **In a paragraph or two explain the historical significance of FDR's so called "Hundred Days?" What was it? What did the Hundred Days try to accomplish?**

2. **In a paragraph or two describe historical significance of the Double V campaign. What was it? What were its objectives?**

3. **In a paragraph or two Identify and describe the historical significance of the "Freedom Train." What was it? What was its purpose in post war America?**

4. **In a paragraph or two Identify and give the historical significance of the term "consumer culture." How did it de ne American society in the 1950s? What societal problems did it create?**

COSC 116
Excel Chapter 5
Grader 03 Rubric

Step	Instructions	Exemplary	Proficient	Partially Proficient	Unsatisfactory
1	Start Excel. Download and open the file named *Exp19_Excel_Ch05_Cap_Apartments.xlsx*. Grader has automatically added your last name to the beginning of the filename.				
2	Before subtotalling the data, you need to sort the data. Select the Summary sheet. Sort the data by Apartment Complex in alphabetical order and further sort it by # Bed (the number of bedrooms) from smallest to largest.				
3	You want to use the Subtotal feature to display the average total deposit by number of bedrooms for each apartment complex. Use the Subtotal feature to insert subtotal rows by Apartment Complex to calculate the average Total Deposit. Add a second subtotal (without removing the first subtotal) by # Bed to calculate the average Total Deposit by the number of bedrooms.				
4	Use the outline symbols to display only the subtotal rows. Create an automatic outline and collapse the outline above Total Deposit.				
5	You want to create a PivotTable to determine the total monthly rental revenue for occupied apartments. Display the Rentals sheet and create a blank PivotTable on a new worksheet to the left of the Rentals sheet. Change the name of the worksheet to **Rental Revenue**. Name the PivotTable **Rental Revenue**.				

Step	Instructions	Exemplary	Proficient	Partially Proficient	Unsatisfactory
6	Display the Apartment Complex and # Bed fields in Rows and the Rental Price field as Values.				
7	Format the Sum of Rental Price for Accounting Number Format with zero decimal places and enter the custom name **Total Rent Collected**.				
8	Select the Occupied field for the filter and set the filter to Yes to display data for occupied apartments.				
9	You want to calculate the total monthly rental revenue if the rates increase by 5% for the occupied apartments. Insert a calculated field to multiply the Rental Price by **1.05**. Change the name to **New Rental Revenue**. Apply Accounting Number Format with zero decimal places.				
10	Select the range B3:C3 and apply these formats: wrap text, Align Right horizontal alignment, and **30** row height. Select column B and set **9.29** column width. Select column C and set **14.43** column width.				
11	Apply Light Orange, Pivot Style Medium 10 to the PivotTable and display banded rows.				
12	Insert a slicer for # Bed so that you can filter the dataset by number of bedrooms. Change the slicer caption to **# of Bedrooms**.				
13	Change the slicer height to **1.4** inches and width to **1.75** inches. Apply Light Orange, Slicer Style Light 2. Cut the slicer and paste it in cell E2.				
14	Insert a timeline for the Last Remodel field. Change the time period to YEARS. Apply Light Orange, Timeline Style Light 2. Change the timeline height to **1.4** inches and with to **3.75** inches.				
15	The Databases sheet contains two tables. You will create a relationship between those tables. Display the Databases sheet. Create a relationship between the APARTMENTS table				

Step	Instructions	Exemplary	Proficient	Partially Proficient	Unsatisfactory
	using the Code field and the COMPLEX table using the Code field.				
16	You want to create a PivotTable from the related tables. Create a PivotTable using the data model on a new sheet. Change the sheet name to **Bedrooms**. Name the PivotTable **BedroomData**.				
17	Select the Apartment Name field from the COMPLEX table for Rows, the # Bed field for Columns, and the # Bed field as Values. This will display the number of apartments with the specified number of bedrooms per apartment complex. Display the values as a percentage of row totals.				
18	Create a Clustered Column PivotChart. Cut the chart and paste it in cell A13 using the Destination Theme.				
19	Select the 3-bedroom data series and apply the Black, Text 1, Lighter 50% solid fill color. Apply Black, Text 1 font color to the vertical axis and category axis. Change the chart height to 3 inches and the width to 5 inches, if necessary. Hide the field buttons in the PivotChart.				
20	Create a footer on all worksheets with your name in the left, the sheet name code in the center, and the file name code in the right.				
21	Save and close *Exp19_Excel_Ch05_Cap_Apartments.xlsx*. Exit Excel. Submit the file as directed.				

COSC 125
Word Student Project

Word Student Project Rubric

Criteria	Exemplary	Proficient	Partially Proficient	Unsatisfactory
Two complete pages of text				
MLA Header				
MLA ID Block				
MLA Title				
MLA document formatting				
Table created from directions				
Sentence construction				
Paragraph structure				
Image and placement				
Image size				
Image text wrapping				
Bulleted or numbered list				
In-line citations created				
Page break				
Works Cited Page created using required tool				
Works Cited Page Format				
Spelling, grammar & punctuation				

Clovis Community College
MATH 1512 – Calculus I – Section 301
Fall 2021

INSTRUCTOR:	Brandon J. Finney
OFFICE:	Faculty Office 4, Room B (403-B)
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MESSAGE PHONE:	(575) 769-4945 (Faculty Office 4 Secretary)
OFFICE HOURS:	TBA
E-MAIL:	brandon.fnney@clovis.edu

TEXTBOOK:
This course uses the OpenStax book *Calculus, Volume 1,* which is free for students. There are three versions of the book students can use:

1. The online version of the book, which can be accessed at https://openstax.org/books/calculus-volume-1/pages/1-introduction.
2. The PDF version of the book, which is available on Canvas.
3. The print copy of the book, which can be purchased at the CCC bookstore. The ISBN for the print copy of the book is 9781938168024.

MATERIALS REQUIRED:
For this course, students should have the following:

1. Access to the textbook (see above)
2. Scientific Calculator (optional) – **Graphing calculators are not allowed in this course**
3. Spiral/Notebook/Paper to take notes
4. Pencil and Eraser – Students should avoid using pen in this course
5. Graph paper

COURSE DESCRIPTION:
Limits. Continuity. Derivative: definition, rules, geometric interpretation and as rate-of-change, applications to graphing, linearization and optimization. Integral: definition, fundamental theorem of calculus, substitution, applications such as areas, volumes, work, averages.

COURSE OBJECTIVES:
Students that successfully complete the course will, by the end of the course, be able to:

1. State, motivate and interpret the definitions of continuity, the derivative, and the definite integral of a function, including an illustrative figure, and apply the definition to test for continuity and differentiability. In all cases, limits are computed using correct and clear notation. Student is able to interpret the derivative as an instantaneous rate of change, and the definite integral as an averaging process.
2. Use the derivative to graph functions, approximate functions, and solve optimization problems. In all cases, the work, including all necessary algebra, is shown clearly, concisely, in a well-organized fashion. Graphs are neat and well-annotated, clearly indicating limiting behavior. English sentences summarize the main results and appropriate units are used for all dimensional applications.
3. Graph, differentiate, optimize, approximate and integrate functions containing parameters, and functions defined piecewise. Differentiate and approximate functions defined implicitly.
4. Apply tools from pre-calculus and trigonometry correctly in multi-step problems, such as basic geometric formulas, graphs of basic functions, and algebra to solve equations and inequalities.
5. State the main theorems of calculus correctly, including all conditions, and give examples of

applications. These include the Intermediate Value Theorem, the Mean Value Theorem, the Extreme Value Theorem, and the Fundamental Theorem of Calculus.

6. Solve simple first and second order differential equations, either initial or boundary value problems, including problems where the derivative is given by a piecewise function, or when the initial value problem is described in words, such as in applications from physics, biology and engineering. Be familiar with the harmonic oscillator and describe period, amplitude, and phase shift of the trigonometric functions that appear.
7. Compute integrals using the method of substitution, including changing the bounds in the case of definite integrals.

ATTENDANCE REQUIREMENTS:
Attendance is required at all sessions in each course. When circumstances make attendance impossible, you should notify the instructor of your absence. You are responsible for making sure you are caught up with the class lectures and assignments, so you're able to attend the next class session prepared.

WITHDRAW:
If you are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, you should withdraw from the class after you have spoken with your instructor and academic advisor. **Instructors do not withdraw students.** Dual credit students must contact their high school counselor.

STUDENT EMAIL:
Any announcements or messages sent through Canvas will also be sent to students' CCC email address. Students should check their CCC email at least daily in order to stay up-to-date on course information.

CANVAS SHELL:
The Canvas Shell for this course will be used to post grades, send announcements, communicate via messaging, post homework assignments, and post handouts. Students should sign into the Canvas Shell at least once per day to ensure they are up-to-date with course information.

TECHNOLOGY REQUIREMENTS:
Canvas is designed for maximum compatibility and minimal requirements. It is recommended to use a computer that is 5 years old or newer. Please click here to see basic computer specifications for Canvas.

COMPUTERS ON CAMPUS:
Computers for student use are available on campus in the Center for Student Success (Room 171) or the Library. Staff will not instruct and/or tutor students regarding assignments. When in doubt, CONTACT YOUR INSTRUCTOR. Students needing tutoring assistance should go to the Tutoring Center (Room 415A).

STARFISH:
Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at http://www.clovis.edu/students/starfish.aspx . If you need assistance with

Starfish, email the help desk at helpdesk@clovis.edu.

MAKE-UP WORK:
No make-up work is available for this course, but each student's two lowest homework grades will be dropped and will not count towards their final course grade. If a student must be absent on the day of an exam, they should let the instructor know before the scheduled test time so that a make-up exam can be scheduled.

GRADING POLICY:
Grades in this course will be based on the following:

1. Homework Assignments – Homework assignments will be assigned from the textbook. For each assignment, students will be given a list of problems from the book to complete. The problems should be completed on notebook paper (or graph paper, if appropriate) and be written neatly and in order. For an example of how a proper homework assignment should look, see the example that is posted on Canvas. Homework assignments will be due at the beginning of class every Monday. No late work will be accepted. Each question on the homework will hold equal weight, with the points-per-question being determined by the total number of questions. The lowest two homework grades will be dropped.
2. Unit Exams – This course is separated into three units. The first unit consists of Chapters 1, 2, and Sections 3.1 and 3.2; the second unit consists of Section 3.3-3.9 and Chapter 4; and the third unit consists of Chapter 5. The first two units will have an accompanying Unit Exam. The third unit will not have a separate exam due to time constraints. Each Unit Exam will only consist of questions from that unit. The exams will be held in class on the listed date. Point values for the questions on the exam will be listed on the exam itself. Each Unit Exam will have a review which will count as a homework grade.
3. Final Exam – The Final Exam for this course will be comprehensive, meaning it will consist of questions from the entire semester. Students must take the exam at the assigned day/time, which is listed in the syllabus. There will be a review for the Final Exam which will count as a homework grade

ASSIGNMENTS: POINTS /PERCENT OF COURSE GRADE:

Homework	35%
Unit Exams	40%
Final Exam	25%

GRADING SCALE: Student final grades are based on overall performance in class.

900-1000 points	A
800-899 points	B
700-799 points	C
600-699 points	D
599 and below	F

QUALIFIED STUDENTS WITH DISABILITIES:
Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early

Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

COPYRIGHT:
It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

EMERGENCY ALERT:
In case of campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website (www.clovis.edu) to announce the cancellation of classes or closure of the college. You may sign up for text and email alerts at www.clovis.edu/getrave.

ACADEMIC DISHONESTY:
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COURSE SCHEDULE / CALENDAR

Week #	In-Class Lessons and Homework Due
1	In-Class: 1. Course Introduction 2. Section 1.1: Review of Functions 3. Section 1.2: Basic Classes of Functions 4. Section 1.3: Trigonometric Functions
2	**Homework Assignment #1 due on Monday** In-Class: 1. Section 1.4: Inverse Functions 2. Section 1.5: Exponential and Logarithmic Functions 3. Section 2.1: A Preview of Calculus
3	**Homework Assignment #2 due on Monday** In-Class: 1. Section 2.2: The Limit of a Function 2. Section 2.3: The Limit Laws 3. Section 2.4: Continuity
4	**Homework Assignment #3 due on Monday** In-Class: 1. Section 2.5: The Precise Definition of a Limit 2. Section 3.1: Defining the Derivative 3. Section 3.2: The Derivative as a Function
5	**Homework Assignment #4 due on Monday** **Unit Exam #1 Review due on Wednesday** In-Class: 1. Review for Unit Exam #1 on Monday 2. **Unit Exam #1 on Wednesday**
6	**Homework Assignment #5** In-Class: 1. Section 3.3: Differentiation Rules 2. Section 3.4: Derivatives as Rates of Change 3. Section 3.5: Derivatives of Trigonometric Functions
7	**Homework Assignment #6 due on Monday** In-Class: 1. Section 3.6: The Chain Rule 2. Section 3.7: Derivatives of Inverse Functions 3. Section 3.8: Implicit Differentiation

8	**Homework Assignment #7 due on Monday** In-Class: 1. Section 3.9: Derivatives of Exponential and Logarithmic Functions 2. Section 4.1: Related Rates 3. Section 4.2: Linear Approximations and Differentials
9	**Homework Assignment #8 due on Monday** In-Class: 1. Section 4.3: Maxima and Minima 2. Section 4.4: The Mean Value Theorem 3. Section 4.5: Derivatives and the Shape of a Graph
10	**Homework Assignment #9 due on Monday** In-Class: 1. Section 4.6: Limits at Infinity and Asymptotes 2. Section 4.7: Applied Optimization Problems 3. Section 4.8: L'Hopital's Rule
11	**Homework Assignment #10 due on Monday** In-Class: 1. Section 4.10: Antiderivatives 2. Review for Unit Exam #2 on Wednesday
12	**Homework Assignment #11 and Unit Exam #2 Review due on Monday** In-Class: 1. **Unit Exam #2 on Monday** 2. Section 5.1: Approximating Areas
13	**Homework Assignment #12 due on Monday** In-Class: 1. Section 5.2: The Definite Integral 2. Section 5.3: The Fundamental Theorem of Calculus
14	**Homework Assignment #13 due on Monday** In-Class: 1. Section 5.4: Integration Formulas and the Net Change Theorem 2. Section 5.5: Substitution
15	**Homework Assignment #14 due on Monday** In-Class: 1. Section 5.6: Integrals Involving Exponential and Logarithmic Functions 2. Section 5.7: Integrals Resulting in Inverse Trigonometric Functions
16	**Final Exam Review due on Monday** **FINAL EXAM ON MONDAY**

Clovis Community College
MATH 1522 – Calculus II – Section 301
Fall 2021

INSTRUCTOR:	Brandon J. Finney
OFFICE:	Faculty Office 4, Room B (403-B)
OFFICE PHONE:	(575) 769-4933
MESSAGE PHONE:	(575) 769-4945 (Faculty Office 4 Secretary)
OFFICE HOURS:	TBA
E-MAIL:	brandon.fnney@clovis.edu

TEXTBOOK:
This course uses the OpenStax book *Calculus, Volume 2,* which is free for students. There are three versions of the book students can use:

1. The online version of the book, which can be accessed at https://openstax.org/books/calculus-volume-2/pages/1-introduction.
2. The PDF version of the book, which is available on Canvas.
3. The print copy of the book, which can be purchased at the CCC bookstore. The ISBN for the print copy of the book is 9781938168062.

MATERIALS REQUIRED:
For this course, students should have the following:

1. Access to the textbook (see above)
2. Scientific Calculator (optional) – **Graphing calculators are not allowed in this course**
3. Spiral/Notebook/Paper to take notes
4. Pencil and Eraser – Students should avoid using pen in this course
5. Graph paper

COURSE DESCRIPTION:
Transcendental functions, techniques of integration, numerical integration, improper integrals, sequences and series, Taylor series with application, complex variables, differential equations.

COURSE OBJECTIVES:
Students that successfully complete the course will, by the end of the course, be able to:

1. Know the definitions, graphs, special values, derivatives and integrals (when possible) of transcendental functions, including exponential, logarithmic, inverse trigonometric and hyperbolic functions.
2. Use the methods of substitution, integration by parts, partial fractions and trigonometric substitution to compute proper and improper integrals. Evaluate improper integrals using correct mathematical limit notation.
3. Use rectangles or trapezoids to approximate integrals. Explain the difference between a first order and a second order approximation method.
4. Solve separable differential equations. Plot direction fields and solution curves. Find equilibrium solutions.
5. State the definition of the value of a series, as well as necessary conditions for convergence. Use the definition to determine the value of a series. Determine the value of known Taylor series at particular points. State various tests for convergence, including all conditions, and apply them. Approximate alternating series and estimate the error.
6. Determine the asymptotic behavior of functions f(x) as $x \to \pm\infty$, and the limit of indeterminate forms.
7. State the definition of the Taylor series of a function and describe its properties. Find Taylor series

using the definition, or by substitution into, or differentiation or integration of known series, and determine their interval/radius of convergence. Approximate functions by Taylor polynomials within the domain of convergence and estimate the error. Include approximations of definite integrals or quantities depending on parameters, such as arise in applications in physics, biology, and engineering.

8. Use Taylor series to derive Euler's formula for the exponential of a complex number. Evaluate sums, products, powers, roots, and exponentials of complex numbers. Evaluate integrals of complex functions.

ATTENDANCE REQUIREMENTS:
Attendance is required at all sessions in each course. When circumstances make attendance impossible, you should notify the instructor of your absence. You are responsible for making sure you are caught up with the class lectures and assignments, so you're able to attend the next class session prepared.

WITHDRAW:
If you are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, you should withdraw from the class after you have spoken with your instructor and academic advisor. **Instructors do not withdraw students.** Dual credit students must contact their high school counselor.

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COMPUTERS ON CAMPUS:
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MAKE-UP WORK:
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GRADING POLICY:
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3. Final Exam – The Final Exam for this course will be comprehensive, meaning it will consist of questions from the entire semester. Students must take the exam at the assigned day/time, which is listed in the syllabus. There will be a review for the Final Exam which will count as a homework grade

ASSIGNMENTS: POINTS /PERCENT OF COURSE GRADE:

Homework	35%
Unit Exams	40%
Final Exam	25%

GRADING SCALE: Student final grades are based on overall performance in class.

900-1000 points	A
800-899 points	B
700-799 points	C
600-699 points	D
599 and below	F

QUALIFIED STUDENTS WITH DISABILITIES:
Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

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3	**Homework Assignment #2 due on Monday** In-Class: 1. Section 2.6: Moments and Centers of Mass 2. Section 2.7: Integrals, Exponential Functions, and Logarithms 3. Section 2.8: Exponential Growth and Decay
4	**Homework Assignment #3 due on Monday** In-Class: 1. Section 2.9: Calculus of the Hyperbolic Functions 2. Section 3.1: Integration by Parts 3. Section 3.2: Trigonometric Integrals 4. Section 3.3: Trigonometric Substitution
5	**Homework Assignment #4 due on Monday** In-Class: 1. Section 3.4: Partial Fractions 2. Section 3.5: Other Strategies for Integrations 3. Section 3.6: Numerical Integration 4. Section 3.7: Improper Integrals
6	**Homework Assignment #5 and Unit Exam #1 Review due on Monday** In-Class: 1. **Unit Exam #1 on Monday** 2. Section 4.1: Basics of Differential Equations 3. Section 4.2: Direction Fields and Numerical Methods
7	**Homework Assignment #6 due on Monday** In-Class: 1. Section 4.3: Separable Equations 2. Section 4.4: The Logistic Equation 3. Section 4.5: First-Order Linear Equations

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10	**Homework Assignment #9 and Unit Exam #2 Review due on Monday** In-Class: 1. **Unit Exam #2** 2. Section 6.1: Power Series and Functions
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Clovis Community College
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Fall 2021

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MESSAGE PHONE:	(575) 769-4945 (Faculty Office 4 Secretary)
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Transcendental functions, techniques of integration, numerical integration, improper integrals, sequences and series, Taylor series with application, complex variables, differential equations.

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6. Determine the asymptotic behavior of functions f(x) as $x \to \pm\infty$, and the limit of indeterminate forms.
7. State the definition of the Taylor series of a function and describe its properties. Find Taylor series

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Homework	35%
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Final Exam	25%

GRADING SCALE: Student final grades are based on overall performance in class.

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Homework/Assessment - Reflective Essay 2- what is the good life?

At the end of module 2, students will write a reflective essay on the idea of the "good life". The essay needs to include the lessons from the first module. The first module includes the analysis on Applied Liberal Arts & Sciences (ALAS) concept. The student will answer the question; what is the good life? while presenting/reflecting on the following concepts discussed in Module 1 and 2; the role of business in society, the entrepreneurial planning process, and current ethical business practices in relation to the ALAS concept. Students will use key terms and philosophies introduced in module 2. The essay will be 3 to 5 pages long, double space, Arial font, and size 11 font. Please include a title page with your name, course, and the ALAS question.

Reflective Essay 2- what is the good life?
Rubric

Criteria	Rating			Total Points
Evidence Range (Critical Thinking: Evidence Acquisition)	**Exceeds Expectations (5 points max):** Essay utilizes extensive, specific, and relevant textual evidence from 3-4 sources (plus course materials) to support thesis and main points of the project. The student was able to effectively define the problem, and gather & evaluate evidence.	**Meets Expectations (2 - 4 points):** Essay utilizes relevant if basic textual evidence from several outside sources as well as course materials to support thesis and main points of the project. The student was able to show basic understanding defining the problem, and gathering & evaluating evidence.	**Do Not Meet Expectations (0 - 1 points):** Essay utilizes some textual evidence but it may be too general to be effective or the presentation may not come from quality sources or a variety of sources. The student was not able to show convincing understanding in defining the problem, and gathering & evaluating evidence.	*5 points max*
Structure Range	**Exceeds Expectations (5 points max):** The essay is well organized to show connections across time and to help the reader follow the logic of the thesis.	**Meets Expectations (2 - 4 points):** The essay follows a logical organization that shows connections across time.	**Do Not Meet Expectations (0 - 1 points):** The essay's organization is very difficult to follow.	*5 points max*
Written Communication Range	**Exceeds Expectations (5 points max):** Essay follows essay and writing conventions in a mature and sophisticated manner.	**Meets Expectations (2 - 4 points):** Essay follows basic essay and writing conventions, though errors in formatting, grammar or other areas may be found throughout.	**Do Not Meet Expectations (0 - 1 points):** Essay does not follow fundamental essay/writing conventions.	*5 points max*
Analysis Range(Critical Thinking: Evidence Evaluation/Analysis)	**Exceeds Expectations (5 points max):** Thorough analysis is provided to show how evidence supports claims. The student was able to successfully draw conclusions using the critical thinking steps (define, gather, evaluate, analyze).	**Meets Expectations (2 - 4 points):** Although the analysis may be a bit general at times, the project overall clearly explains how evidence supports claims. The student was able to draw some conclusions using the critical thinking steps (define, gather, evaluate, analyze).	**Do Not Meet Expectations (0 - 1 points):** Little analysis is provided to connect evidence to claims. The student was not able to successfully draw conclusions using the critical thinking steps (define, gather, evaluate, analyze).	*5 points max*
Documentation (Information Literacy Range)	**Exceeds Expectations (5 points max):** Essay follows proper APA format, including citations and the References page.	**Meets Expectations (2 - 4 points):** Essay attempts to follows APA format, including citations and References page.	**Do Not Meet Expectations (0 - 1 points):** The project does not properly cite sources in any logical format.	*5 points max*
Critical Thinking (Conclusions)	**Exceeds Expectations (5 points max):** Excels in critical thinking by raising important and big questions and by conducting research beyond course requirements.	**Meets Expectations (2 - 4 points):** Demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.	**Do Not Meet Expectations (0 - 1 points):** Does not demonstrate critical thinking skills.	*5 points max*
Information Literacy (Research)	**Exceeds Expectations (5 points max):** Excels in demonstrating information literacy by delving into more sophisticated content	**Meets Expectations (3 points):** Demonstrates ability to understand, explain, and evaluate basic content and	**Do Not Meet Expectations (0 - 1 points):** Does not demonstrate basic information literacy in comprehension, interpretation,	*5 points max*

	and/or creating a more sophisticated application, explanation, and/or interpretation. The student was able to provide comprehensive research ready to publish. The data is supported by comprehensive research.	apply basic ideas/information within another context. The student was able to provide some research, although it is not ready for publication. The data is partially supported by research.	explanation, evaluation, and/or application. The student was not able to provide comprehensive research that meet publication standards. The data is not supported by comprehensive research.	
Liberal Arts Foundation	**Exceeds Expectations (5 points max):** Excels in creating a sophisticated, well-articulated response to <u>one or more</u> ALAS 4 Big Questions. Provides substantial support from the course content, reflects a clear understanding of the discipline within the liberal arts, and readily applies that knowledge to real-world application/relevance**.**	**Meets Expectations (2 - 4 points):** Demonstrates the ability to create a basic response (that may start with clichés) to <u>one or more</u> ALAS 4 Big Questions. Provides basic support from the course content, reflects a rudimentary understanding of the discipline within the liberal arts, and demonstrates limited ability to apply that knowledge to real-world application/relevance**.**	**Do Not Meet Expectations (0 - 1 points):** Fails to demonstrate more than a clichéd response to <u>one or more</u> ALAS 4 Big Question. Fails to provide support from the course content, reflect a rudimentary understanding of the discipline within the liberal arts, and/or demonstrate the ability to apply that knowledge to real-world application/relevance**.**	*5 points max*
Course Specific Criteria	Rating			Total Points
Use/incorporate appropriate business concepts and vocabulary	**Exceeds Expectations (5 points max):** Excel in the use of appropriate terms (vocabulary). Create coherent and significant discussions, explanations and commentaries. Integrate the terms in the essay in a cohesive and functional manner.	**Meets Expectations (2 - 4 points):** Demonstrates understanding of the terms (vocabulary). Use the vocabulary in an appropriate manner. Integrate the terms appropriately in the essay.	**Do Not Meet Expectations (0 - 1 points):** Do not show understanding in using financial terms, vocabulary or integration of the terms in a cohesive manner.	*15 points max*
Show understanding of the entrepreneurial planning process	**Exceeds Expectations (5 points max):** Excel in establishing understanding of the entrepreneurial and financial planning process. Incorporate the main aspects of the process in the essay.	**Meets Expectations (2 - 4 points):** Show fair understanding of the entrepreneurial and financial planning process. Incorporate the some aspects of the process in the essay.	**Do Not Meet Expectations (0 - 1 points):** Fail to show understanding of the entrepreneurial and financial planning process or incorporating minimum aspects of the process in the essay.	*15 points max*
Incorporate ethical concepts into the essay (Personal and Social Responsibility: Ethical Reasoning)	**Exceeds Expectations (5 points max):** Excel in establishing understanding of ethical concepts in business. Excel in incorporating main aspects of the concept in the essay.	**Meets Expectations (2 - 4 points):** Demonstrate understanding of the ethical concepts in business. Integrate some aspects of the concept in the essay.	**Do Not Meet Expectations (0 - 1 points):** Fail to show understanding of ethical concepts in business or in including minimum aspects of the concept in the essay.	*15 points max*
Show understanding of the role of business in society	**Exceeds Expectations (5 points max):** Excel in establishing understanding of the role of business in society. Excel in incorporating concepts of management, economics and finance in the essay and provide examples.	**Meets Expectations (2 - 4 points):** Introduce a basic understanding of the role of business in society. Integrate some concepts of management, economics and finance in the essay.	**Do Not Meet Expectations (0 - 1 points):** Fail to introduce a basic understanding of the role of business in society or to integrate examples concepts of management, economics and finance in the essay.	*15 points max*
			Total points	*100 points*

Short Answer Essay Exam Rubric:

25-23	A	• Thorough explanation of event, piece of legislation, etc.. • Correct definition of event, piece of legislation, etc. • Specific historical evidence included. • Required number of paragraphs provided. • Clear organization
22-20	B	• Explanation of event, piece of legislation, etc., but provide more detail. • Correct explanation of event, piece of legislation, etc.. • Specific historical evidence is presented and is correct, but more detail is required. • Required number of paragraphs provided. • Organization apparent.
19-18	C	• Explanation of event, piece of legislation, etc.. lacking specific detail and very general in nature. • Few to no specific examples historical evidence present. • The few events, pieces of legislation, etc. are correct, but require explanation. • Required number of paragraphs are NOT provided. • Organization is unclear at times.
17-15	D	• Descriptions of event, piece of legislation, etc. are incorrect. • No examples are present. • Required number of paragraphs are NOT provided. • Organization is not present.
14-0	F	• Incomplete paragraphs. • Incorrect explanation of event, piece of legislation, etc.. • No specific examples present.