

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	AMST
Number	1150
Title	Introduction to SW Studies
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	AMST
Number	1150
Title	Introduction to SW Studies

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Upon the completion of this course will:

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

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

NA

C. Narrative

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

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

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

C. Narrative

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

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

In course readings, films, and other assignments, students learn how to use specific critical terms to describe the histories of communities and how relationships are created across race, class, and gender in the American Southwest. Students explore how cultures imagine and construct claims to place that often cross imaginary political, economic, social, and cultural boundaries. Homework assignments guide them in applying these terms to individual works, enabling them to acquire evidence about communities assemble elements to produce meaning. Course materials include readings, virtual museum exhibits, films, primary documents, and material culture that students, individually and in on-line discussion posts, relate each week's assignments to the course title and the themes described in the course description. Students collect evidence offered in the course materials, pose questions that scholars, educators, and community-based people ask, and articulate reasons for specific issues and topics, then move to problem framing to seek solutions and directions. For example, students read narratives, poetry, and southwestern recipes to identify how people across cultures define the southwest as a distinct region and then explore how identities are formed through cultural traditions, and finally, they pose questions about the present that have roots in the past. Students thus develop the vocabulary, historical and critical awareness, identification of specific cases, and exploration of validated research and cultural opinion that strengthen their capacity to think critically about different types of representations including visual culture, primary documents, and films.

For this unit, students review an on-line exhibit about the Native social movements in the 1970s, examine the images in the exhibit, listen to a panel discussion with Acoma poet Simon Ortiz, Acoma activist Marus Chino, educator Jennifer Denetdale, & moderator Nick Estes.

The students describe social movements in the 1970s through a discussion post in which they respond to their classmates.

C. Narrative

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

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

C. Narrative

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

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

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

This course draws upon a variety of materials that focus on the American Southwest as a distinct region of the United States and which offers histories of communities where people across race, class, and gender find both commonalities, but also differences that may lead to struggles over what community and nation means, calls to engage for justice, equality, and liberation, and ultimately, the need to work together to bring about cohesiveness. Students describe various communities that inhabit the southwest, identify the issues and topics that have led to sites of struggle and tension, and examine paths for resolution, reconciliation, and paths to address situations, issues and problems, that are historical in its roots. Students define how nations and communities engage in theory and practice to articulate ways to create and foster a sense of belonging across cultural differences and where commonalities across race, class, and gender are possible. For example, in this course, students describe the term "nuclear West" and its application to the southwest. They describe the history of the southwest and its role in producing atomic and nuclear bombs, as well as how the production of nuclear energy has effects on their communities. Students explore how civic knowledge and engagement may lead to responding to the effects of a history of atomic and nuclear energy in the southwest in ways that bring communities together to uphold their cultural and traditional values.

In discussion posts and written responses to assigned readings and a video, students describe the history of the Southwest's place in the atomic and nuclear industry, recognize how these industries intersect with national and global histories, and analyze the impact on Southwestern communities across race, class, & gender.

C. Narrative

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

Students are introduced to mixed media, from podcasts, visual images, websites, audios, and films, to find, evaluate, and communicate information about current digital platforms. Students learn how to access websites for information, evaluate sources and make decisions about verifying sources as credible. Students apply key terms in American Studies, such as "American exceptionalism," define the term by looking for information on the web, locate various forms of media that are examples of the key term, and pose questions about how information is structured, and ask questions about the importance of digital literacy. An example of a lesson is to have students screen Alex Rivera's *Sleep-Dealer* and discuss terms such as "dystopian sci-fi," "immigration," and "technology" to examine how technology shapes a community's values and connect to the film's messages about technology, oppression, and resistance. Students thus develop digital literacy by describing forms of media, how these forms must be evaluated for their impact on communities and nation-building, and explore validated research to make critical assessments of the issues and problems that communities address through digital sharing of information.

For this unit, students describe how societies respond to the construction of international borders such as the Mexico-US border by exploring how people have responded to US laws and policies around border-crossing, immigration, and labor by isolating relevant themes in the film. Students research for current reviews and stories about these topics and relate to the film and write a response.

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Art
Prefix	ARTS
Number	1310
Title	Ceramics
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	ARTS
Number	1310
Title	Introduction to Ceramics

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

1. Explain the transformation of the ceramic material from raw clay form to glazed ceramic object
2. Demonstrate proficiency of technical ceramic skills
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Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.

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

Genre and Medium Awareness, Application, and Versatility— Artworks that share characteristic approaches to content, form, style, and design. Each of the four arts disciplines is associated with different genres. Ceramic objects are made by combining naturally occurring raw materials, such as clay, earthen minerals, and water and shaping them into forms using hand-building, wheel-throwing, or mold casting techniques. In this ceramics class, the genre and medium awareness can be identified based on five ceramic techniques and mediums, including 1) pinching, 2) slab construction, 3) coil construction, 4) wheel throwing, and 5) slip casting. To explore the natural composition, application, and adaptive nature of clay, students will gain insight into the infinite possibilities these materials provide. They will attain the skill to manipulate the material, understand how clay functions in the different stages, apply their knowledge in producing clay. Technical insight into the glazing, staining, and finishing of clay pieces will be covered in this class. In addition, students will gain perspectives in various historical and cultural knowledge related to ceramics.

Strategies for Understanding and Evaluating Messages— The methods of evaluation in this course apply to student-self, group/teamwork, and instructor. The evaluating messages include

1. student attendance and participation,
2. student performance on objective and subjective contents,
3. completion of classroom and assignment/project,
4. student ability to produce artwork of quality rather than quantity, and
5. a mature attitude toward the program, tools, equipment, and materials.

Evaluation and Production of Arguments— In this course, students need to meet several criteria for the growth of self-evaluation, such as personal development, social competence, creativity, aesthetic understanding, and ability. Throughout the length of this course, students will be evaluated based on completing the required ceramic pieces. In addition, each student will maintain a folder that will contain a detailed description of pieces constructed, sketches, techniques, and processes used for building a big idea.

C. Narrative

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

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

Problem Solving— Clay is different from other art mediums in that it requires an understanding of the three-dimensional world. In this course, students begin to really look and see the world around them and discover their place in that world. They will gain knowledge of planning methods and problem solving as they map out their three-dimensional project. Building a ceramic piece could cause many problems, including clay creaking and clay body fell. During solving the clay issue, students can develop their motor skills, self-esteem, and self-expression.

Evidence Acquisition— In this ceramics course, students will acquire conceptual understanding from both theoretical and practical perspectives. Students will understand that the study of ceramics history adds an integral part of a well-rounded and contextual understanding of art history and the origin of clay's formation, functional, non-functional, and aesthetic. The evidence to understanding student's learning progress includes

1. a variety of different clay bodies used in ceramic artwork,
2. what plasticity is as well as the different levels of plasticity of clay,
3. how to utilize textures on clay surfaces,
4. the effects of temperature on different clay bodies,
5. multiple hand-building techniques used to create ceramic artwork,
6. the difference between pinch, coil, and slab methods,
7. the difference between a drape and press mold,
8. use of multiple techniques and processes to form pieces,
9. use of advanced planning methods to structurally plan for the form desired,
10. how to control and utilize glaze,
11. use of a variety of sizes, shapes, and textures to create visual interest,
12. use of various tools.

Evidence Evaluation— In this ceramics course, the individual and group work is evaluated by the observation responsible for the criteria per student based on ceramics contents, clay bodies, hand-building techniques, forms and forming techniques, glazes, kiln operation, the process for clay design, and wheel throwing.

Reasoning/Conclusion— This class teaches the skills students need to create their own pieces of artwork, and they learn common techniques in hand building both non-functional and functional ceramic pieces, along with hand-forming and wheel-throwing skills. In addition, this course allows students to experiment with glazes and other finishes while also exploring finishing techniques and aesthetics in more depth.

C. Narrative

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

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

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

Intercultural reasoning and intercultural competence— In this course, students will respond to their artworks with

1. developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods,
2. perceive artworks from structural, historical, cultural, and aesthetic perspectives,
3. perform in a chosen area of the arts with developing technical ability, as well as the ability to recognize and conceive solutions to artistic problems, and
4. understand how various types of art knowledge and skills are related within and across the arts disciplines.

Collaboration skills, teamwork and value systems— The arts are hands-on, have immediate rewards, focus on positive achievements, develop concrete products, and fosters collaboration. This course is designed to foster students a collaborative skill that creates a workspace to facilitate learning.

C. Narrative

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 477

Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution (UNM-Main), Chief Academic Officer Name (Pamela Cheek), Chief Academic Officer Email (pcheek@unm.edu), Registrar Name (Michael Raine), Registrar Email (mraine@unm.edu), Department (Registrar), Prefix (DANC), Number (1170), Title (Hip Hop I), and Number of Credits (3).

Was this course previously part of the general education curriculum?

[X] Yes [] No

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

[X] Yes [] No

Co-Requisite Course Information

Table with 2 columns: Field Name and Value. Fields include Prefix (NA), Number (NA), and Title (NA).

New Mexico Common Course information

Table with 2 columns: Field Name and Value. Fields include Prefix (DANC), Number (1170), and Title (Hip Hop I).

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Checkboxes for Communications, Mathematics, Science, Social & Behavioral Sciences, Humanities, Creative & Fine Arts (checked), and Other.

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Demonstrate appropriate skeletal alignment
2. Demonstrate a wide range of movement qualities and dynamics
3. Critique their own work and their peers' work in a constructive manner
4. Work collaboratively with their peers to create choreography
5. Perform a series of short choreographed pieces

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

NA

C. Narrative

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

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

Students often enroll in the, beginning, Hip Hop 1 course for its physicality and connection with a dance form that they are familiar with, that they can connect with its musicality and aesthetic, or that they have the vision of what they have seen on visual media.

In this course students are challenged to work towards developing awareness of their bodies through a series of basic exercises that strengthen their muscles, enhances their attention to details and memorization of a new vocabulary (physical and verbal). The biweekly performance of exercises that are either the same of a previous class, or a variation of it, allow students to develop awareness of their body placement and alignment as well as their placement in the space they perform. The group format of this particular practice supports physical communication, a dialogue with the space they inhabit as a society of students. The instructor performs the exercise providing physical and verbal instructions, students observe, memorize and perform. While performing students are able to evaluate their ability to memorize and execute the movement with accuracy and strive for the particular style. Assignments provide students with opportunities to observe performances, opening a window to current and historical stages. Through class discussions and written assignments, students are able to share their perspectives and interact with each other, drawing conclusions about the changes from time periods and the different approaches towards dance technique, and how performers express and share cultural ideas. Genre and medium awareness are present in the course through student critique of performances, that ask them to comment on the importance and relevance of the work presented following directions specified in the syllabus. performed.

C. Narrative

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

Throughout the course, the instructor models how to perform movement to different tempos, dynamics, and styles in the Hip Hop cannon, often describing the evolution of technique influencing body alignment, form and performance, while providing instruction on key terminology. In written assignments, students are asked to describe and explain the material, which allows for understanding and comprehension instead of simple repetition during classes; with other assignments, students are asked to describe and analyze the use of technique and how it changed through different time periods; how performances are influenced by when they are performed and its cultural importance, they are asked to evaluate and develop conclusions on relevant topics.

Through each kind of assessment, students are asked to apply critical thinking skills to familiar and often unfamiliar movement.

The study of Hip Hop is intertwined with American history, and it examines those elements of the technique that make it particular, and students are encouraged to place them in its larger historical context, looking at relevant events considering how it influenced the approach to movement and its actual performance. Since the movement in class has been performed in different historical times and is still performed today, students are able to critically consider issues from the past with a modern viewpoint.

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

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

Hip Hop dance is culturally charged and its influence extends to all corners of the globe. Its richness and appeal have been seen not only on the streets but abundantly on screen, which is an easy way to explain its fast globalization. This course provides information, and practice, in a very accessible way to whomever desires to experience and learn from and with it.

This course presents how the technique, is full of cultural diversity, how it influences other dance forms and continues to grow influenced by societal changes.

The topic in itself allows for intercultural reasoning and culturally specific perspectives as it explores the role of dance in society, how that continues to be an active part of life impacting modern audiences' relationship with their own bodies.

Throughout the course the instructor creates bridges between historical moments in history and how it shaped its structure and continues to be part of current dance/movement trends; the instructor opens students' eyes to the importance and relevance of cultural changes in the performance and practice of dance as a movement form, showing that the process is ever changing and the results, although expected and planned, are always surprising and inherently fresh.

Students arrive with expectations of entertainment and leave with a deeper appreciation of this art form and understanding of new possibilities.

Viewings, papers and discussions cover ethical topics from representation and musical choices that students are confronted with while looking at the social-cultural context of the dance.

Throughout the semester course materials emphasize the impact of human activity on the arts, specifically the role that civil rights played on development of technique and the topics presented in practices and performances.

As we see changes in various aspects of society, the importance of equality and the sharing of responsibilities as creators, performers and audience, becomes clear and students develop a deeper awareness to the role that movement plays in society; how the rules that govern aesthetics can, and must, change in order to be a sustainable way of life.

Students are able to apply ethical reasoning as they encounter choreographers and performers in a historical context and study the choices, they made, that altered the path of dance, its history and practice; they are also able to apply this reasoning to modern day performers and performances understanding the strength of their voices.

Some of the most encouraging results come from the understanding that to move is to dance, that movement can create changes, and that theory and practice work well together.

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Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

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NEW MEXICO HIGHER EDUCATION DEPARTMENT



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Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	ARTS
Number	1220
Title	Art Practices I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	ARTS
Number	1220
Title	Arts Practices I

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Produce create works that explore, interpret, and/or question LIGHT, FRAME, and MARK in relation to the creative arts
2. Apply and organize the elements of 2-D, 3-D, and 4-D form
3. Incorporate various materials, processes, and spatial concepts into the creation of objects
4. Integrate research into content based reasoning during the development of creative works
5. Produce creative works using time-based mediums such as performance, experimental film and video, sound art, and/or installations
6. Critically analyze personal, contemporary, and historical works of art as well as the artwork created by peers for both aesthetic and conceptual quality
7. Revise personal creative works in response to constructive critique by instructors and/or students

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

NA

C. Narrative

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

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

Assignments for this course introduce students to the formal vocabularies and problem solving strategies of 2D, 3D and 4D artworks. The assignments Light and Value, Light and Color, Frame as Boundary are discipline specific and introduce the descriptive and evaluatory language of drawing and painting and sculpture. Assignments introduced later in the semester include a consideration of time based media and offer students an opportunity to respond to a prompt with an artwork made in the medium/genre of their choice. Evaluation in group critique settings later in the semester include an assessment of the appropriateness or effectiveness of these choices in communicating the artist's intent. Students are required to each other's artwork in a variety of ways that include both short and more extended written assessments and verbal articulation in group critique settings. The instructor models incisive questioning, focused observation, and articulation of the formal qualities of artworks in both student artwork critiques and slide lectures of ground breaking artists working in a variety of media and genres. Students are required to write and sketch their own ideas as well as their assessments of their classmates and assigned artists in sketchbooks that are collected and graded several times during the semester. They are also required to write a project statement articulating their experience with each assignment and a self evaluation of the artwork they created.

C. Narrative

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

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

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

This course introduces students to creative work as problem setting by modeling it - creating specific questions for each assignment, questions such as " What function might a sculpture afford you to break beyond the bounds of your body", or " How can you trick a viewer" and "How will you create a ten-second artwork that shares a specific moment with the class and what evidence will remain in the world?" Problem setting is inherent to the assignments- and students are guided to respond to these problems with research that takes the form of small scale, preparatory experiments with materials and tools, experiential experiments, or online research into the work of established and influential artists whose work is relevant to these questions. For example, students responding to the question "what function might a sculpture afford you to break beyond the bounds of your body" would be guided through technical demonstrations of sewing techniques or how to manipulate other wearable materials such foam, leather and wire. They are also instructed to list everything they touch during class, and to write about how some of these things that are part of their daily life might be thought of as virtual prosthetics. Readings for this particular assignment posit the human body as both animal and machine, and slide lectures would include the work of prominent artists working with the body as a moving point on this spectrum. Students write responses to these readings and artists that guide class discussions.. After acquiring the evidence necessary to respond to the assigned problem, students create artworks that are evaluated for effectiveness as part of the critique process. The instructor then contextualizes the critique discussions and evaluations with the initial problem setting question.

C. Narrative

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

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

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

C. Narrative

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

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

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

Intercultural reasoning and intercultural competence are taught in this course in several ways- by a selection of required readings and discussions delving into the artwork of artists of multiple ethnicities that directly address conflicts arising from migration, layered identities and cultural appropriation. Instructors model civil discourse by setting discussion protocols and boundaries for critiques that allow for difference and respectful disagreement. A collaborative project is included in this course, teams of four or more are introduced to collaboration strategies such as clear role designation, timed speaking in turn, and movement exercises to shift group mood. Groups are guided to experiment with working together by both speaking and writing, in proximity and online, or with working together but in silence. Ethical reasoning and sustainability are critique criteria for student artwork effectiveness throughout the course and are introduced by the instructor as factors to consider as important to evaluation in group critique settings. What an artwork does, how it might function and engage outside of the classroom is a criteria for measuring its success.

The mapping assignment of this course is prefaced by an image lecture exposing the cultural biases and prejudices of supposedly objective historical maps- students then construct their own art/maps of a place of their choosing as artworks that have the potential to

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	ARTS
Number	1230
Title	Art Practices II
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	ARTS
Number	1230
Title	Arts Practices II

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Produce creative works that explore, interpret, and/or question issues of ethics, audience, identity, sustainability, invention, time, and change in relation to creative arts
2. Employ materials that reinforce their conceptual goals in each project
3. Integrate research into content based reasoning during the development of creative works, taking into consideration global and multi-cultural influences in contemporary art practices
4. Identify, analyze, and apply the artistic qualities of 3-D design
5. Critically analyze personal, contemporary, and historical works of art, as well as the artwork created by peers for both aesthetic and conceptual quality
6. Revise personal creative works in response to constructive critique by instructors and/or students
7. Promote personal and group welfare by using safe work procedures and maintaining a safe working environment

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

NA

C. Narrative

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

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

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

Assignments for this course, Art Practices II, are designed to be a logical development of assignments in Art Practices I, widening and deepening the exploration of the motives for artmaking and addressing issues of identity, ethics, sustainability, invention, audience and change in assignments that introduce students to the formal strategies and medium choices most effective for particular themes. The class is structured with specific readings, slide lectures, class discussions and sketchbook writing assignments for each theme, and evaluation of student artworks in group critique settings include an analysis and assessment of the appropriateness or effectiveness of these choices in communicating the artist's intent. Creative production is framed as a research based activity, and data collection and dialogical research are introduced as a starting point for both individual and collaborative assignments. Students are taught to record information in their sketchbooks using a variety of data collection methods, and to consider the choices at their disposal to best communicate their research results.

Students are required to collaborate in Art Practices II to a greater extent than AP I. Two assignments require group creative production, exercises designed to enhance teamwork are introduced, The instructor models respectful and civil dialog, incisive questioning, focused observation, and articulation of the formal qualities of artworks in both student artwork critiques and slide lectures and discussions of ground breaking and sometimes provocative artists working in a variety of media and genres. Students are required to write and sketch their own ideas as well as their assessments of their classmates and assigned artists in sketchbooks that are collected and graded several times during the semester. They are also are required to write a project statement articulating their experience with each assignment and a self evaluation of the artwork they created.

C. Narrative

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

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

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

For an assignment titled Ethics, students are assigned to choose an artist from an extensive list of contemporary artists whose work has been deemed provocative or controversial, to research the work of that artist, citing at least 5 sources, and to make a 15 minute powerpoint presentation to the class to explain the controversy surrounding the artists work and to then weigh in with their own assessment of the value of the artist's work, citing sources to support their own conclusions. This assignment generates lively discussions in which students are reminded to make distinctions between opinions and reasoned arguments, and to articulate the contexts and values that inform their assessments.

As in AP I, AP II also introduces students to creative work as problem setting by modeling it - creating specific questions for each assignment, questions such as " How can you create a self portrait without using an image of yourself?" Problem setting is inherent to the assignments- and students are guided to respond to these problems with research that takes the form of small scale, preparatory experiments with materials and tools, experiential experiments, or online research into the work of established and influential artists whose work is relevant to these questions.

C. Narrative

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

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

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

C. Narrative

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

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

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

Intercultural reasoning and intercultural competence are taught in this course in several ways- by a selection of required readings and discussions delving into the artwork of artists of multiple ethnicities that directly address conflicts arising from migration, layered identities and cultural appropriation. Instructors model civil discourse by setting discussion protocols and boundaries for critiques that allow for difference and respectful disagreement. Two collaborative projects are included in this course, teams of four or more are introduced to collaboration strategies such as clear role designation, timed speaking in turn, and movement exercises to shift group mood. Groups are guided to experiment with working together by both speaking and writing, in proximity and online, or with working together but in silence. Ethical reasoning and sustainability are critique criteria for student artwork effectiveness throughout the course and are introduced by the instructor as factors to consider as important to evaluation in group critique settings. An entire assignment is devoted to sustainability- students are asked to think deeply about sustainability at different scales, both personal and global as they encouraged to link to the health of the planet. Artists as activists are introduced in this course, what an artwork does, how it might effectively function and engage outside of the classroom is a criteria for measuring the success of student projects as well as the importance and relevance of the work of professional artists.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	ARTS
Number	1810
Title	Jewelry & Small Scale Metal Construction I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	ARTS
Number	1810
Title	Jewelry & Small Scale Metal Construction I

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Apply basic jewelry fabrication techniques (such as: piercing, cold connections, soldering, metal forming, casting and stone setting) to complete projects.
2. Create design sketches of the objects prior to fabrication.
3. Demonstrate knowledge of materials and safe practices for making jewelry, as well as small functional and non-traditional objects.
4. Analyze projects through critiques, oral presentations, and discussions.

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

NA

C. Narrative

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

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

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

Small Scale Metals Construction provides students with an introduction to the basic safety skills and techniques in the small scale metal lab within the sculpture area. Students are introduced to basic three-dimensional fabrication skills providing medium and genre awareness through assignments utilizing small metals. This course lays a foundation of basic literacy to safely and effectively utilize the core equipment and hand tools in the labs, while providing the groundwork and strategies to successfully produce three dimensional artworks in upper level sculpture courses.

Each student is required to complete projects with particular parameters, requiring participants to effectively and safely manipulate materials to achieve desired results. Genre medium awareness working with the materials of small scale metals, along with equipment and associated techniques, application of techniques to achieve desired results, and versatility (selection of appropriate tools/techniques to achieve desired results) are skills acquired by completion of the projects assigned in this course.

For example, in the GEOMETRIC FORM(S) project, students build fluency with grooving techniques with sheet metal, in addition to furthering cutting, joining/soldering, surfacing/polishing techniques and safety utilizing the necessary equipment in the small scale metals lab, while designing and building a geometric, wearable form of their own design. First, the safety and basic use of each tool is demonstrated and practiced by each student. An image presentation of about 15 contemporary and historical artist works that utilize these tools and techniques to produce work is presented, and students are asked to evaluate one of these artwork examples in an oral artist presentation, while applying acquired skills to design and produce their own artwork. Finally, all student artworks are individually critiqued through group dialogue, employing strategies for understanding and evaluating the forms created both in technical craft, as well as design and composition.

C. Narrative

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

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

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

Small Scale Metals is a practical course providing core fabrication skills, while equipping students with basic safety and use direction on lab equipment available in the Small Scale Metals area. Each project required in the course necessitates that students establish a design problem (problem setting), break down the fabrication steps necessary to achieve building their designed object (evidence acquisition), evaluate which equipment and/or hand tools are necessary to fabricate components of their design, and finally safely utilize that equipment to generate and assemble their material components into a completed design. Group critiques of individual artworks through group dialogue for understanding and evaluating meaning production further employs evidence evaluation.

For each project in this course, a student is required to research their own creative objective that fits within the parameters of the assignment rubric. This begins with image searches of artworks that they find appealing, analysis of what that attraction is specifically regarding three dimensional visual elements and principles of design, and then a series of sketches and plans of their objective. The project is then presented to the class as a group where fabrication issues are discussed and then finally presented one on one to the instructor. The student must be able to achieve their creative vision while maintaining the grading rubric requirements. This is evaluated through overall success and completion of the work and measuring it against the grading rubric requirements and skills (issued at the start of the project).

C. Narrative

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

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

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

C. Narrative

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

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

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

The core function of this course is to equip students with the skills, knowledge, and hands-on experience to independently work in the Small Scale Metals labs, and prepare fundamental visual and oral vocabulary for more advanced courses in this area. All equipment in the lab is utilized by many classes, and has many open hours during each week throughout the semester. It is essential for the communal nature of working in a shared lab environment that appropriate skills are built to create a culture of safety and personal responsibility, teamwork and a shared value system. Small Scale Metals Construction requires students to work both independently and collaboratively to achieve project results. Upon completion of this course, students will have achieved a level of proficiency that can serve as an example to future students and lab users of collaboration, teamwork, and shared responsibility for this community resource.

Small Metals Construction also addresses Personal and Social responsibility where applicable to the critique of student pieces investigating topics brought up by work in context I.e., Reliquary piece--the preciousness of the item encased may bring up political social or ethical issues to be elevated and focused on in a piece and require discussion. Additionally critiques address these responsibilities in the context with sustainable work practices both to the environment, the materials used, mined or recycled and the ethical disposal of materials and byproducts of the making of the piece. The materiality of metal and stone lend themselves many times to ecological and earth based content and that comes up in critique.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 481

Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution (UNM-Main), Chief Academic Officer Name (Pamela Cheek), Chief Academic Officer Email (pcheek@unm.edu), Registrar Name (Michael Raine), Registrar Email (mraine@unm.edu), Department (Registrar), Prefix (THEA), Number (1220), Title (Beginning Acting), and Number of Credits (3).

Was this course previously part of the general education curriculum?

[X] Yes [] No

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

[X] Yes [] No

Co-Requisite Course Information

Table with 2 columns: Field Name and Value. Fields include Prefix (NA), Number (NA), and Title (NA).

New Mexico Common Course information

Table with 2 columns: Field Name and Value. Fields include Prefix (THEA), Number (1220), and Title (Beginning Acting).

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Checkboxes for Communications, Mathematics, Science, Social & Behavioral Sciences, Humanities, Creative & Fine Arts (checked), and Other.

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Develop fundamental physical, vocal, analytical, and imaginative skills for acting for the stage.
2. Apply fundamental techniques of voice and movement for the stage.
3. Apply principles of play text analysis to understand story, character, and meaning.
4. Gain a better understanding of an actor's approach to goals, tactics, and obstacles.
5. Engage in character creation and development while preparing and performing monologues and scenes.
6. Learn a common vocabulary to help discuss the process of acting.
7. Employ collaborative methods of work with a partner and in groups.
8. Observe and evaluate acting skills of other actors.

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

NA

C. Narrative

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

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

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

Students in THEA 1220 use a variety of artistic communication avenues such as writing and reading scripts, creating physical devised theatre (group generated performance), and interpreting published scripts for performance. The fundamentals of the actor's process include well rounded approaches to understanding and evaluating messages. Students are taught a variety of techniques through their character work including analysis of objectives, obstacles, tactics, conflict, and relationship. Students are taught to research and interpret the body of the work, i.e. written scripts, the choreography, and devised outlines from their character's point of view as well as understanding the given circumstances including the historical, political, social, and cultural context. Students are given the tools to see situations from multiple perspectives as both their character and their actor self.

These essential skills are assessed through performance pieces coupled with written analysis. THEA 1220 allows time at the end of each class for discussion and reflection of the work allowing for peer review and personal evaluation. This allows the growth of these skills to be articulated by the students and observed by the professor.

C. Narrative

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

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

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

THEA 1220 directly addresses critical thinking daily through artistic interpretation. In researching roles and creating characters for the stage, students must continually be asking questions. As a student is developing a character and learning the skills of playing action, the question of "what does my character want?" is at the heart of every moment. This serves as the acting student's objective. Understanding objective while questioning it, evaluating it, seeking evidence, and a conclusion is how students create powerful performances. Students must also develop the skills to use critical thinking as their character and also as their actor self. They must understand and believe their character's situation, while also objectively looking at it as the actor. Students are taught the tools to thoughtfully evaluate questions from multiple perspectives which enhances their critical thinking while also building emotional intelligence.

These essential skills are evaluated through written character analysis and their midterm. THEA 1110 allows time at the end of each class for discussion and reflection of the work allowing for peer evaluation. This allows the growth of these skills to be articulated by the students and observed by the professor.

C. Narrative

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

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

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

C. Narrative

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

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

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

THEA 1220 engages with personal and social responsibility in every assignment. The first six weeks of every semester are focused on ensemble building and original creation. Ensemble building teaches students how to work in a group setting. They develop skills to build trust and understand balanced communication and equitable participation. Original creation assignments (group generated scripts and physical theatre work) is sourced from current events and engages students in learning and interpreting complicated human issues. Assignments designed to connect body and mind are often created from images and an understanding of the natural world.

Traditional acting teachers, theatre movements, and classic scripts are introduced through a wide historical lens. The culture of global theatre and acting styles are thread throughout the class work. Every semester has 1-3 international guest teachers. Safety standards are set on the first day which allow students a safe space to bring their own stories and culture into the work. Students are encouraged to find scripted work and source material that reflects their values. Mutual respect is taught daily allowing for individual values to be shared.

These essential skills are evaluated through conversation, devised work, and their final monologues. THEA 1220 allows time at the end of each class for discussion and reflection of the work allowing for open conversations. This allows the growth of these skills to be articulated by the students and observed by the professor.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	THEA
Number	1130
Title	Ballet I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	DANC
Number	1130
Title	Ballet I

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

NA

C. Narrative

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

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

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

One of the realities present in a beginner ballet class at university level, is the fact that students are either fulfilling a childhood dream or reconnecting to an earlier passion. Students often begin the course thinking of classical ballet as something surreal and light, almost a fantasy. They are challenged to work towards developing awareness of their bodies through a series of basic exercises that strengthen their muscles, enhances their attention to details and memorization of a new vocabulary (physical and verbal). The biweekly performance of exercises that are either the same of a previous class, or a variation of it, allow students to develop awareness of their body placement and alignment as well as their placement in the space they perform. The center work supports physical communication, a dialogue with the space they inhabit as a society of students. The instructor performs the exercise providing physical and verbal instructions, students observe, memorize and perform. While performing students are able to evaluate their ability to memorize and execute the movement with accuracy. Assignments provide students with opportunities to observe live and pre-recorded performances, opening a window to current and historical stages. Through class discussions and written assignments, students are able to share their perspectives and interact with each other, drawing conclusions about the changes from time periods and the different approaches towards dance technique, and how performers express and share cultural ideas. Genre and medium awareness are present in the course through student critique of performances, that ask them to comment on the importance and relevance of the work presented following a rubric, provided by the instructor, that also requires research on artists and the period it was performed.

C. Narrative

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

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

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

Throughout the course, the instructor models how to perform movement to different tempos and dynamics, often describing the evolution of technique influencing body alignment, form and performance, while providing instruction on key terminology. In quizzes, students are asked to describe and explain the material, which allows for understanding and comprehension instead of simple repetition during classes; in other writing assignments, students are asked to describe and analyze the use of technique and how it changed through different time periods; how performances are influenced by when they are performed and its cultural importance, they are asked to evaluate and develop conclusions on relevant topics.

Through each kind of assessment, students are asked to apply critical thinking skills to familiar and often unfamiliar movement.

The study of ballet in history examines those elements of the technique that make it particular, and students are encouraged to place them in its larger historical context, looking at relevant events at the time, and consider how it influenced the approach to movement and its actual performance. Since the movement in class has been performed in different periods and is still performed today, students are able to critically consider issues from the past with a modern viewpoint.

C. Narrative

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

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

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

C. Narrative

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

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

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

Ballet has been perceived, and is still, as an elitist expression and part of a small privileged society. This course provides information, and practice, that shows that this was historically true in its beginnings (and in some places still is) but makes it accessible to whomever desires to experience and learn from and with it.

This course presents how the technique, that is perceived for lacking of cultural diversity, has benefited from other dance forms and continues to grow influenced by societal changes.

The topic in itself allows for intercultural reasoning and culturally specific perspectives as it explores the role of dance in society, how that continues to be an active part of life impacting modern audiences' relationship with their own bodies.

Throughout the course the instructor creates bridges between so call traditional ballet technique forms with current dance trends; the instructor opens students' eyes to the importance and relevance of cultural changes in the performance and practice of ballet, showing that while much of the traditional results are still delivered, the process has dramatically changed. Students arrive with understandable bias and leave of deeper appreciation of this art form and understanding of new possibilities.

Viewings, papers and discussions cover ethical topics such as the patriarchal pressure that ballet suffered from who was training, who was trained, to whom it was performed and what was performed (can you still see Giselle as a true love story after understanding that the white rich male subverted, lied, cheated and caused the death of the peasant female?), and the implications of the ability/inability to do so as well as looking at the social-cultural context of the dance.

As the course covers the evolution of ballet technique, performance and choreographic creations through history, course materials emphasize the impact of human activity on the arts, specifically the role that women emancipation and rights played on new interpretations of historical ballets (like Giselle, where contemporary choreographers change the settings from a peasant village and graveyard to a factory or asylum for instance).

As we see changes in various aspects of society, the importance of the rich male as a patron of the ballerinas, for example, the role that ballet plays in society and the rules that govern aesthetics change as well in order to be a sustainable part of that society. Students are able to apply ethical reasoning as they encounter choreographers and performers in a historical context and study the choices they made that altered the path of ballet, and dance, history; they are also able to apply this reasoning to modern day performers and performances.

Some of the most encouraging outlooks come from the understanding that if changes can happen even in a rigid structure as ballet why can't other significative change happen when time and dedication are applied.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

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

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	DANC
Number	1140
Title	Flamenco I

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

NA

C. Narrative

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

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

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

Some students enroll in the, beginning, Flamenco 1 course for their heritage, the musicality and ability to create their own sound, other because of its physicality and connection with a dance form that they admire and can find themselves routed at.

In this course students are challenged to work towards developing awareness of their bodies and its possibilities through a series of basic exercises that strengthen their muscles, enhances their attention to details and memorization of a new vocabulary (physical and verbal) as well as the ability to create music and rhythm with their hands (palmas), and feet (sapateado). The biweekly performance of exercises that are either the same of a previous class, or a variation of it, allow students to develop awareness of their body placement and alignment as well as their placement in the space they perform. The group format of this particular practice supports physical communication, a dialogue with the space they inhabit as a society of students. The instructor performs the exercise providing physical and verbal instructions, students observe, memorize and perform. While performing students are able to evaluate their ability to memorize and execute the movement with accuracy and strive for the particular style. Assignments provide students with opportunities to observe performances, opening a window to current and historical stages. Through class discussions and written assignments, students are able to share their perspectives and interact with each other, drawing conclusions about the changes from time periods and the different approaches towards dance technique, and how performers express and share cultural ideas. Genre and medium awareness are present in the course through student critique of performances, that ask them to comment on the importance and relevance of the work presented following directions specified in the syllabus.

C. Narrative

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

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

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

Throughout the course, the instructor models how to perform movement to different tempos, dynamics, and styles in the Flamenco and Spanish dance cannon, often describing the evolution of technique influencing body alignment, form and performance, while providing instruction on key terminology. In written assignments, students are asked to describe and explain the material, which allows for understanding and comprehension instead of simple repetition during classes; with other assignments, students are asked to describe and analyze the use of technique and how it changed through different time periods; how flamenco and its performance influence their way of living and how it impacts their embodied experience and presence, impacting their lives and societal behavior; this allows them to evaluate and develop conclusions on relevant topics.

Through each kind of assessment, students are asked to apply critical thinking skills to familiar and often unfamiliar movement.

The study of Flamenco and Spanish forms is intertwined with global history, and it examines those elements of the technique that make it particular, and students are encouraged to place them in its larger historical context, looking at relevant events considering how it influenced the approach to movement and its actual performance.

Since the movement in class has been performed in different historical times and is still performed today, students are able to critically consider issues from the past with a modern viewpoint.

C. Narrative

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

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

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

C. Narrative

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

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

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

Flamenco dance is culturally charged and its influence extends to all corners of the Globe. Its richness and appeal have been seen not only on the streets and festivities but abundantly on screen, which is another way to see its globalization.

This course provides information, and practice, in a very accessible way to whomever desires to experience and learn from and with it.

This course presents how the technique, is full of cultural diversity, how it influences other dance forms and continues to grow influenced by societal changes.

The topic in itself allows for intercultural reasoning and culturally specific perspectives as it explores the role of dance in society, how that continues to be an active part of life impacting modern audiences' relationship with their own bodies.

Throughout the course the instructor creates bridges between historical moments in history and how it shaped its structure and continue to be part of current dance/movement trends; the instructor opens students' eyes to the importance and relevance of cultural changes in the performance and practice of dance as a movement form, showing that the process is ever changing and the results, although expected and planned, are always surprising and inherently fresh.

Students arrive with expectations of entertainment and leave of deeper appreciation of this art form and understanding of new possibilities.

Viewings, papers and discussions cover ethical topics from representation and musical choices that students are confronted while looking at the social-cultural context of the dance.

Throughout the semester course materials emphasize the impact of human activity on the arts, and the role that dance as an artistic expression played on development of technique and the topics presented in practices and performances.

As we see changes in various aspects of society, the importance of equality and the sharing of responsibilities as creators, performers and audience, becomes clear and students develop a deeper awareness to the role that movement plays in society; how the rules that govern aesthetics can, and must, change in order to be a sustainable way of life.

Students are able to apply ethical reasoning as they encounter choreographers and performers in a historical context and study the choices, they made, that altered the path of dance, its history and practice; they are also able to apply this reasoning to modern day performers and performances understanding the strength of their voices.

Some of the most encouraging results and come from the understanding that to move is to dance, that movement can create changes, and that theory and practice work well together.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 484

Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution (UNM-Main), Chief Academic Officer Name (Pamela Cheek), Chief Academic Officer Email (pcheek@unm.edu), Registrar Name (Michael Raine), Registrar Email (mraine@unm.edu), Department (Registrar), Prefix (DANC), Number (1150), Title (Modern Dance I), and Number of Credits (3).

Was this course previously part of the general education curriculum?

[X] Yes [] No

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

[X] Yes [] No

Co-Requisite Course Information

Table with 2 columns: Field Name and Value. Fields include Prefix (NA), Number (NA), and Title (NA).

New Mexico Common Course information

Table with 2 columns: Field Name and Value. Fields include Prefix (DANC), Number (1150), and Title (Modern Dance I).

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Checkboxes for Communications, Mathematics, Science, Social & Behavioral Sciences, Humanities, Creative & Fine Arts (checked), and Other.

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

NA

C. Narrative

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

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

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

Students often enroll in the, beginning, modern 1 course for its physicality and thinking of a dance form that is different than classical ballet, and is closer to what they know, and are familiar with. Students are challenged to work towards developing awareness of their bodies through a series of basic exercises that strengthen their muscles, enhances their attention to details and memorization of a new vocabulary (physical and verbal). The biweekly performance of exercises that are either the same of a previous class, or a variation of it, allow students to develop awareness of their body placement and alignment as well as their placement in the space they perform. The practice supports physical communication, a dialogue with the space they inhabit as a society of students. The instructor performs the exercise providing physical and verbal instructions, students observe, memorize and perform. While performing students are able to evaluate their ability to memorize and execute the movement with accuracy. Assignments provide students with opportunities to observe performances, opening a window to current and historical stages. Through class discussions and written assignments, students are able to share their perspectives and interact with each other, drawing conclusions about the changes from time periods and the different approaches towards dance technique, and how performers express and share cultural ideas. Genre and medium awareness are present in the course through student critique of performances, that ask them to comment on the importance and relevance of the work presented following a rubric, provided by the instructor, that also requires research on artists and the period it was performed.

C. Narrative

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

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

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

Throughout the course, the instructor models how to perform movement to different tempos and dynamics, often describing the evolution of technique influencing body alignment, form and performance, while providing instruction on key terminology. In quizzes, students are asked to describe and explain the material, which allows for understanding and comprehension instead of simple repetition during classes; in other writing assignments, students are asked to describe and analyze the use of technique and how it changed through different time periods; how performances are influenced by when they are performed and its cultural importance, they are asked to evaluate and develop conclusions on relevant topics.

Through each kind of assessment, students are asked to apply critical thinking skills to familiar and often unfamiliar movement.

The study of modern dance in history examines those elements of the technique that make it particular, and students are encouraged to place them in its larger historical context, looking at relevant events at the time, and consider how it influenced the approach to movement and its actual performance. Since the movement in class has been performed in different historical times and is still performed today, students are able to critically consider issues from the past with a modern viewpoint.

C. Narrative

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

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

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

C. Narrative

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

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

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

Modern dance was born with the intention of being as different as possible from ballet, to be free of its limitations, from its movement aesthetics, musical choices, costumes and even performance venues. This course provides information, and practice, that shows that, while this was true then, now these two techniques can and do coexist. The course is accessible to whomever desires to experience and learn from and with it.

This course presents how the technique, is full of cultural diversity, how it benefits from other dance forms and continues to grow influenced by societal changes.

The topic in itself allows for intercultural reasoning and culturally specific perspectives as it explores the role of dance in society, how that continues to be an active part of life impacting modern audiences' relationship with their own bodies.

Throughout the course the instructor creates bridges between historically structure modern dance forms and current dance/movement trends; the instructor opens students' eyes to the importance and relevance of cultural changes in the performance and practice of dance as a movement form, showing that the process is ever changing and the results, although expected and planned, are always surprising and inherently fresh.

Students arrive with expectations of familiar territory and leave of deeper appreciation of this art form and understanding of new possibilities.

Viewings, papers and discussions cover ethical topics such gender equality and the implications of the ability/inability to confront them while looking at the social-cultural context of the dance.

As the course covers the evolution of modern dance technique, performance and choreographic creations through history, course materials emphasize the impact of human activity on the arts, specifically the role that civil rights played on development of technique and the topics presented in practices and performances.

As we see changes in various aspects of society, the importance of equality and the sharing of responsibilities as creators, performers and audience, becomes clear and students develop a deeper awareness to the role that movement plays in society; how the rules that govern aesthetics can, and must, change in order to be a sustainable way of life.

Students are able to apply ethical reasoning as they encounter choreographers and performers in a historical context and study the choices they made that altered the path of modern dance, its history and practice; they are also able to apply this reasoning to modern day performers and performances understanding the strength of their voices.

Some of the most encouraging results and come from the understanding that to move is to dance, that movement can create changes, and that theory and practice work well together.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	UNM-Main
Chief Academic Officer Name	Pamela Cheek
Chief Academic Officer Email	pcheek@unm.edu
Registrar Name	Michael Raine
Registrar Email	mraine@unm.edu
Department	Registrar
Prefix	ARTS
Number	1610
Title	Drawing I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	ARTS
Number	1610
Title	Drawing I

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Produce drawings that demonstrate techniques and mechanics of observational drawing.
2. Demonstrate competency in the following practices: measuring and sighting, gesture, contour line, negative space, shape, value, space, volume, plane and texture.
3. Create drawings primarily from observation with black and white traditional drawing media.
4. Demonstrate effective verbal or written response to one's own art and the art of others.

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

NA

C. Narrative

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

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

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

Communication is expressed in different genres including still-life, portraiture, landscape, abstraction, and photo-based realism where students produce a photo-realistic drawing with an emphasis on value and mark making. Students also experiment with less traditional strategies for image making and thinking about drawing including abstraction (Abstraction Through Repetition) and non-objective imagery (Grid Drawing). With each new genre discussed, students are introduced to a variety of drawings throughout art history and the meanings or messages in the work are discussed. Techniques we discuss in Drawing I include hatching, crosshatching, stippling and blending. The emphasis in Drawing I is on observational drawing. Students explore achromatic mediums including vine and compressed charcoal, graphite, powdered graphite, carbon, conté crayon, oil stick, pen and ink. We discuss the limitations and strengths of each medium. Students are encouraged to experiment with other media as well for their Abstraction Through Repetition projects. Strategies for Understanding, Evaluating, and Communicating as it pertains to composition are discussed in presentations of drawings from art history. Students are taught how to “read” the composition of a drawing, discussing effective visual communication through drawing. Evaluation comes in the form of critiques, individual conferences, and through the implementation of rubrics. Critique assesses the strength or shortcomings of students work. Students present and defend their work to the class on assigned due dates throughout the semester. Critiques after each project will assess what was learned, what was successful and what was not while also assessing comprehension of vocabulary, formal or conceptual ideas and techniques. Evaluation and Production of Arguments occurs during critique. During critique, students evaluate and consider integrating arguments of others into their work. Evaluation of a student’s work is by means of individual and group critiques which assess presentation, effort, composition, creativity, and the formal elements/principles of design. The student must acquire the necessary means to foster objectivity in assessing their own work to ensure an honest self-evaluation. There is also public exhibitions/displays throughout the semester. This is often students first experience publicly showing their work and they are encouraged to discuss their ideas with visitors from the university and community. Students also write a reflective essay evaluating their choices and overall performance over the duration of the semester. Students turn in a final portfolio of all work at the end of the semester.

C. Narrative

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

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

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

Implementing critical thinking skills to realize solutions, students are confronted with a still-life (open ended problem) that the instructor constructs. Students must apply their critical thinking skills in the problem of translating the three-dimensional world onto a two-dimensional plane. They will be applying concepts we learn in class to help assist in this translation. Students will be given the tools to depict illusionistic space and three-dimensional form through an applied understanding of linear and atmospheric perspective, value, scale change, and contour lines. Figuring out how to manipulate each respective media successfully is another problem for Drawing I students. Evidence Acquisition is evidenced in students' sketchbooks (development of compositional ideas) as well as the drawings themselves. Value, composition and mark making are discussed in determining the success of the drawing. Evidence Evaluation occurs during critique when the class assesses the evidence presented to them, evaluating the credibility and relevance of the work as it relates to how it is being presented. Personal assumptions are discussed and championed or challenged. All student drawings are photographed to document student growth for course and program assessment purposes. With regard to Reasoning/Conclusion, students and instructor present informed, well-reasoned evaluations at critique. Students learn to differentiate between strong and weak drawing.

C. Narrative

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

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

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

C. Narrative

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

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

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

Intercultural Reasoning and Intercultural Competence is developed through looking at work from other cultures, specifically outside the canon of art history, in order to locate and understand ideas beyond western culture and to introduce students to new and unfamiliar ideas. We discuss and consider how drawings from the same time period differs between cultures and why. With regards to Sustainability and the Natural and Human Worlds, the course curriculum includes a landscape drawing unit where students meet at designated spots in and around the wilderness. Students are encouraged to slow down and pay reverence to what they see in the natural world when drawing from direct observation. Students produce a sustained, tonal, charcoal landscape drawing as well as an outside of class project documenting light's effect on form by drawing the landscape observed at two different times of day. Also included in this unit is a master copy of a landscape drawing taken from the canon of art history and replicated in proportion, media and tone of paper. Students give a short presentation on this artist at critique sharing with the class where the artist is from, what movement they belonged to, and what contributions they made towards the advancement of landscape drawing. By spending time in nature and observing closely what they see, students develop an appreciation for the natural world. We discuss personal responsibility with regards to sustainability before embarking into the landscape to draw. Critiques provide moments of self-reflection on assignments that include Social/Personal Responsibility assessment. Students are encouraged to honestly assess each other's work and objectively take responsibility for any issues in their work. Students are responsible for maintaining a clean and safe studio. Ethical Reasoning applies to each assignment. Students are shown multiple past examples that reflect differing value sets. The student compares this range of perspectives to locate an ethical solution that is their own. For Collaboration Skills, Teamwork and Value Systems students work together to create a mural size graphite and carbon drawing of an image collectively chosen from a selection of achromatic images picked out by the instructor.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	http://assessment.unm.edu/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	SFCC
Chief Academic Officer Name	Margaret Peters
Chief Academic Officer Email	margaret.peters@sfcc.ed
Registrar Name	Bernadette Gonzales
Registrar Email	bernadette.gonzales@sfcc.edu
Department	English, Reading, and Speech
Prefix	ENGL
Number	1410
Title	Introduction to Literature
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	ENGL
Number	1410
Title	Introduction to Literature

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

- 1. Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.**
- 2. Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts.**

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

NA

C. Narrative

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

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

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

C. Narrative

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

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

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

Problem Setting

Students practice problem-setting in frequent oral classroom discussions and/or written discussions in Canvas. These routine oral and written assignments ask students to apply foundational concepts and methods of understanding and analyzing literary works of fiction, poetry, and drama. The concepts and methods of understanding and analyzing literary texts may include addressing questions such as the following: Who is the author? When was the text written? What structures and literary devices is the author using in the creation of the literary work? What effects result from the author's choices? What are the major features of the text (ie for fiction & drama setting, point of view, character, plot, and theme(s), and for poetry images, diction, rhythm, meter, figurative language, formal structure, etc.). What are the strengths and limitations of the text?

Students extend and apply their grasp of key concepts in more formal activities such as oral presentations and short essays. Toward the end of the course, in a culminating, formally researched "term paper," students develop and refine a thesis statement that serves to "set the problem" by delineating a central problem or question that the paper will discuss. The initial thesis may reflect what the students think they may find, but their final position is determined by their research and analysis.

Evidence Acquisition

Throughout the course, students practice finding and identifying in the primary sources (the literary works at hand) specific examples of each of the key aspects of a text's form and effects. In discussions (oral and written), quizzes, and short writing assignments, students practice logically supporting analytical claims about specific poems, plays, and stories with evidence and discussion drawn from the primary sources—the literary works themselves.

Later in the course, students use SFCC's library databases to access literary criticism and other scholarly articles that add to students' understandings of the texts, illuminate the historical, social, artistic, and other contexts of the literary work, and demonstrate the range of scholarly and critical lenses that may be used in studying, understanding, and analyzing literary works.

Evidence Evaluation

In routine discussion and short essays or presentations, students explain how the evidence within a text meets the criteria for key elements of literature. To document their research processes for short essays and the term paper, students create annotated bibliography entries for the materials they find in the scholarly databases. In the annotated bibliography, students summarize the central point of each entry; assess the author's expertise; evaluate the article's credibility; and discuss the article's applicability (or lack thereof) to their proposed problem or question.

Reasoning/Conclusion

Through the routine discussions and shorter papers and presentations, students practice drawing conclusions from the evidence in and of the texts themselves. For the term paper used to assess all four components of the critical thinking ESO, the students' explicit goal is to synthesize their research findings with evidence from the primary literary sources and to demonstrate this synthesis in a polished formal academic argument

C. Narrative

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

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

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

C. Narrative

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

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

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

Intercultural Reasoning and Intercultural Competence

Because this course offers a range of literature written by authors of diverse backgrounds, ethnicities, locations, points of view and time periods, students will have a window into the realities of authors and characters in terms of historical, political, social, economic, legal, religious etc., situations/movements of when and where the text was written and when and where it is set. Students will gain insight into different cultures/ethnicities/religions etc., by reading the texts in the light of the constraints or freedoms in the evolution of different literary forms. In their discussions and presentations, different students may develop and share somewhat differing interpretations of the text based on their own cultural contexts as well as the different literary critical lenses they're using to study literary works. The term paper then requires that students incorporate such multiplicity of perspectives into their analysis and argument.

Civic Discourse, Civic Knowledge and Engagement – Local and Global

In this introductory literature course, students will discuss and experience the power of the literary arts in constructing civic ties and healthy communities. Students will read and discuss at least one critical theory of the dynamics (such as those embodied in ancient Greek drama and Aristotle's definition of tragedy) of how the literary arts contribute to defining and unifying communities.

Further, students will participate in discussions that no doubt prompt disagreement because of the diverse historical, political, cultural, sociological, and aesthetic contexts of the students' lives, the primary sources studied, and the range of scholarship with regard to the literary arts. In oral and written discussion and more formal papers and presentations, students will practice recognizing and acknowledge different perspectives and the possibility of multiple valid responses.

Students' learning and development related to the two above component skills of the Personal & Social Responsibility ESO will be assessed through one or more assignments such as the following:

- 1) Written reflection and/or oral class presentation showing how the reading of literature has contributed to the student's intercultural competence and local & global civic discourse, knowledge, and engagement.
- 2) Participation in a service-learning activity using literature as a means of intercultural civic engagement.
- 3) Explicit incorporation of the above two Personal and Social Responsibility component skills into the students' choices of topic, primary literary sources, and secondary (researched) critical sources for the final term paper.

C. Narrative

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

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

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

Authority and Value of Information

Students use SFCC's library databases to access peer-reviewed literary criticism and other scholarly articles that add to students' understandings of the primary source literary texts; this information illuminates the historical, social, artistic, and other contexts of the literary work, and demonstrates the range of scholarly and critical lenses that may be used in studying, understanding, and analyzing literary works.

Students use this research from authoritative, credible sources to help support their analyses of literary texts. The annotated bibliography assignment requires students to articulate the authority, value, and applicability of the researched information to their own purposes in constructing meaningful arguments and other communications.

Information Structures

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

Research as Inquiry

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

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

Link to Institution's General Education Assessment Plan	https://www.sfcc.edu/54536-2/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	SFCC
Chief Academic Officer Name	Margaret Peters
Chief Academic Officer Email	margaret.peters@sfcc.edu
Registrar Name	Bernadette Gonzales
Registrar Email	bernadette.gonzales@sfcc.edu
Department	Social Sciences and Humanities
Prefix	HIST
Number	1130
Title	World History I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	HIST
Number	1130
Title	World History 1

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for global history from ancient times to the 16th century
2. Distinguish between primary and secondary sources, identify, and evaluate evidence and empathize with people in their historical context
3. Summarize and appraise different historical interpretations and evidence in order to construct past events
4. Identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance
5. Create well-supported historical arguments and narratives that demonstrate an awareness of audience
6. Apply historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present”

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

C. Narrative

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

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

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

C. Narrative

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

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

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

The history survey courses (U.S. History I and II; Western Civilization I and II; World History I and II) all have closely aligned course descriptions, course learning outcomes, and course topics, and identical essential skills outcomes. This is because each history course introduces the same fundamental analytical and research approaches. The differences between them stem from the application of those skills and methods to the era, region, and themes explored in each specific survey.

The method of assessing the ESOs is the capstone project for the semester, a short research paper (historical thinking (research) paper). This 3–5-page paper that includes citations and an annotated bibliography, is the final component in a series of assignments designed to build different skills and methods. The thesis statement for this paper is a separate assignment turned in at the mid-point of the semester. A rubric is used to both for grading and assessment; it is available to the students to use as an additional guide to what an exemplary paper should include, and to what makes a poor paper.

Problem Setting. Students will develop a thesis statement that meets several criteria, including that it is on a topic appropriate to the course and pertains in some way to one of the broad course themes. In addition, the thesis should lend itself to analysis and exploration using historical methods. Students are encouraged to continue to refine and develop their thesis as they work on their paper, as it will only be assessed at the end of the process using the sample rubric attached.

Evidence Acquisition. Students will be required in their paper to use SFCC library and selected other online resources to find appropriate sources of different types (primary, secondary, maps, and other non-print sources) that are appropriate for their paper and reflect multiple diverse points of view. This will be assessed using the sample rubric attached.

Evidence Evaluation. Students will analyze examples of different types of sources in a series of short assignments exploring topics such as bias, reliability, validity, and relevance. They will then demonstrate these skills in the paper and assessed using the sample rubric attached.

Reasoning/Conclusion. These will be assessed using the sample rubric attached, both as part of the analysis and as they are demonstrated in the paper through historical empathy and historical thinking.

C. Narrative

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

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

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

C. Narrative

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

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

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

Personal and social responsibility in a history survey course is linked to the development of historical empathy and historical thinking. Historical empathy is a mindset necessary to avoid “presentism” (looking at the past through the lens of the present), and to take history “on its own terms,” in its own historical context. Historical thinking is the deeper understanding that comes from being able to contextualize the actions of people in the past, and achieve a better understanding of the complexity of, and the consequences of human actions perpetrated in the past. Students will gain practice in historical methods by applying them to the historical events covered in the class, and these methods will help them to develop the beginnings of both historical empathy and historical thinking. For some of them this will be an ongoing process that will both help them understand history, but also start to engage history in ways that help them to understand how our history is central to the creation of our present. Or in the words of James Baldwin, “it is to history that we owe our frames of reference, our identities, and our aspirations.” (“White Man’s Guilt”, Collected Essays, Library of America, 1998).

Intercultural reasoning and intercultural competence. Students explore diverse sources with different points-of-view, in their historical context, to recognize the limitations of their own perspectives, including ethnocentrism. Assessed using the sample rubric attached.

Civic discourse, civic knowledge and engagement. Students will use their recognition of the diversity of positions and different perspectives, as well as critical analysis, to define historical problems from different eras and societies, and explore different solutions. Assessed using the sample rubric attached.

C. Narrative

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

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

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

Authority and value of information. Students will be evaluating sources for bias, validity, and relevance here as well as critical thinking. The authority of information comes from being able to document their sources and connect their written work with that documentation through proper citations and the annotated bibliography. This is assessed using the sample rubric attached.

Information structures. Students will gain practice in the use of a major citation and bibliographic system, either the MLA, APA, or Chicago/Turabian method of citing sources. This will be demonstrated in the citations and the annotated bibliography, which are assessed using the sample rubric attached.

Research as inquiry. Students will be conducting their own research using multiple sources to answer the questions raised in their own thesis, including diverse sources with different points-of-view. This will be assessed using the sample rubric attached.

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

Link to Institution's General Education Assessment Plan	https://www.sfcc.edu/54536-2/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	SFCC
Chief Academic Officer Name	Margaret Peters
Chief Academic Officer Email	margaret.peters@sfcc.edu
Registrar Name	Bernadette Gonzales
Registrar Email	bernadette.gonzales@sfcc.edu
Department	Social Sciences and Humanities
Prefix	HIST
Number	1140
Title	World History II
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	NA
Number	NA
Title	NA

New Mexico Common Course information

Prefix	HIST
Number	1140
Title	World History II

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for global history from the 16th century to the present
2. Distinguish between primary and secondary sources, identify, and evaluate evidence and empathize with people in their historical context
3. Summarize and appraise different historical interpretations and evidence in order to construct past events
4. Identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance
5. Create well-supported historical arguments and narratives that demonstrate an awareness of audience
6. Apply historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present”

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

NA

C. Narrative

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

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

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

C. Narrative

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

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

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

The history survey courses (U.S. History I and II; Western Civilization I and II; World History I and II) all have closely aligned course descriptions, course learning outcomes, and course topics, and identical essential skills outcomes. This is because each history course introduces the same fundamental analytical and research approaches. The differences between them stem from the application of those skills and methods to the era, region, and themes explored in each specific survey.

The method of assessing the ESOs is the capstone project for the semester, a short research paper (historical thinking (research) paper). This 3–5-page paper that includes citations and an annotated bibliography, is the final component in a series of assignments designed to build different skills and methods. The thesis statement for this paper is a separate assignment turned in at the mid-point of the semester. A rubric is used to both for grading and assessment; it is available to the students to use as an additional guide to what an exemplary paper should include, and to what makes a poor paper.

Problem Setting. Students will develop a thesis statement that meets several criteria, including that it is on a topic appropriate to the course and pertains in some way to one of the broad course themes. In addition, the thesis should lend itself to analysis and exploration using historical methods. Students are encouraged to continue to refine and develop their thesis as they work on their paper, as it will only be assessed at the end of the process using the sample rubric attached.

Evidence Acquisition. Students will be required in their paper to use SFCC library and selected other online resources to find appropriate sources of different types (primary, secondary, maps, and other non-print sources) that are appropriate for their paper and reflect multiple diverse points of view. This will be assessed using the sample rubric attached.

Evidence Evaluation. Students will analyze examples of different types of sources in a series of short assignments exploring topics such as bias, reliability, validity, and relevance. They will then demonstrate these skills in the paper and assessed using the sample rubric attached.

Reasoning/Conclusion. These will be assessed using the sample rubric attached, both as part of the analysis and as they are demonstrated in the paper through historical empathy and historical thinking.

C. Narrative

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

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

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

C. Narrative

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

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

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

Personal and social responsibility in a history survey course is linked to the development of historical empathy and historical thinking. Historical empathy is a mindset necessary to avoid “presentism” (looking at the past through the lens of the present), and to take history “on its own terms,” in its own historical context. Historical thinking is the deeper understanding that comes from being able to contextualize the actions of people in the past and achieve a better understanding of the complexity of, and the consequences of, human actions perpetrated in the past. Students will gain practice in historical methods by applying them to the historical events covered in the class, and these methods will help them to develop the beginnings of both historical empathy and historical thinking. For some of them this will be an ongoing process that will both help them understand history, but also start to engage history in ways that help them to understand how our history is central to the creation of our present. Or in the words of James Baldwin, “it is to history that we owe our frames of reference, our identities, and our aspirations” (“White Man’s Guilt,” *Collected Essays*, Library of America, 1998).

Intercultural reasoning and intercultural competence. Students explore diverse sources with different points-of-view, in their historical context, to recognize the limitations of their own perspectives, including ethnocentrism. Assessed using the sample rubric attached.

Civic discourse, civic knowledge and engagement. Students will use their recognition of the diversity of positions and different perspectives, as well as critical analysis, to define historical problems from different eras and societies, and explore different solutions. Assessed using the sample rubric attached.

C. Narrative

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

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

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

Authority and value of information. Students will be evaluating sources for bias, validity, and relevance here as well as well as critical thinking. The authority of information comes from being able to document their sources and connect their written work with that documentation through proper citations and the annotated bibliography. This is assessed using the sample rubric attached.

Information structures. Students will gain practice in the use of a major citation and bibliographic system, either the MLA, APA, or Chicago/Turabian method of citing sources. This will be demonstrated in the citations and the annotated bibliography, which are assessed using the sample rubric attached.

Research as inquiry. Students will be conducting their own research using multiple sources to answer the questions raised in their own thesis, including diverse sources with different points-of-view. This will be assessed using the sample rubric attached.

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

Link to Institution's General Education Assessment Plan	https://www.sfcc.edu/54536-2/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Music
Prefix	MUSC
Number	1503
Title	Fundamentals of Bagpipes
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	n/a
Number	n/a
Title	n/a

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Perform a variety of band literature suitable to a small group of bagpipers. 2. Learn to perform with a smaller group of people by: A. Stronger tone, B. Better intonation, C. Better balance, D. Musicality, E. Interpretation, F. Teamwork. 3. Perform with stage presence. 4. Work with sound reinforcement. 5. Develop a sense of cooperation and mutual trust in each other essential for performance. 6. Strengthen instrumental technique and ability.

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

Demonstrate an understanding of basic musical terminology in relation to the music studied.
Demonstrate improved listening skills, through an awareness of the elements of music.
Demonstrate an appreciation for live musical performance through attendance at relevant musical events.

C. Narrative

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

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

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

Students develop the foundation of strong instrumental technique including how to apply the techniques to a musical performance. Students enjoy familiarization with bagpipe music from a variety of musical styles. Students learn to understand and interpret the terminology used in music from a wide variety of styles. Students learn to communicate and perform for others through music. Identify and perform in various musical genres. Attend to various performance aspects including audience, purpose of performance and context. Evaluate the authority of musical sources. Establish ability and understanding to enable class participants to effectively argue personal claims to musical effectiveness in personal experience, school use, local culture and national significance.

C. Narrative

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

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

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

Students develop bagpipe techniques and instrumental skills individually and in group settings. Students learn how to apply instrumental techniques and skills to a diverse range of music. Students learn to assess personal and group performance using a diverse range of musical styles. Quantify musical information symbolically, graphically and through written and oral expressions. Delineate challenges or questions. Educate students to ensure the ability to express problem, challenge, or question in an appropriate context. Identify, gather and express information necessary to address a specific challenge or question. Respond with conclusions, solutions and outcomes reflecting a well-reasoned and informed evaluation of the challenge.

C. Narrative

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

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

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

C. Narrative

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

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

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

Students collaborate with peers through rehearsals and performances of bagpipe music literature in order to engage local, regional and global communities. Students learn the value of musical performance for self-improvement and societal engagement. Students engage audiences through musical selections using teamwork and musical skill. Students learn the value of musical engagement with society. Students will be able to express the range of personal, social, cultural, or social issues relating to personal and other' perspectives. Describe the relationships to environmental, cultural, political, and economic systems interacting with the stability of natural and human worlds. Describe responsibilities in ethical and moral norms with group members. Discuss ethical issues and propose potential solutions using ethical and theoretical perspectives. Demonstrate ethical collaboration effectively in support of identified group goals. Demonstrate the ability to effectively explain and support one's personal position on identified local and global issues while recognizing to possibility of other possible perspectives or outlooks.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 517

Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution (NMMI), Chief Academic Officer Name (Orlando Griego), Chief Academic Officer Email (ogriego@nmmi.edu), Registrar Name (Chris Wright), Registrar Email (wright@nmmi.edu), Department (Modern Languages), Prefix (CHIN), Number (1110), Title (Chinese I), and Number of Credits (3).

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Table with 2 columns: Field Name and Value. Fields include Prefix (N/A), Number (N/A), and Title (N/A).

New Mexico Common Course information

Table with 2 columns: Field Name and Value. Fields include Prefix (CHIN), Number (1110), and Title (Chinese I).

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Approach a novice-mid proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness
2. Demonstrate knowledge of the phonetic system in Mandarin Chinese
3. Pronounce Chinese pinyin in correct tones
4. Demonstrate the mastery of the most commonly used characters (approximately 400-500)
5. Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms
6. Understand greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China
7. Apply the language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China
8. Develop basic reading and writing skills in Chinese
9. Develop initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities

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

- | | |
|--|------------|
| 1. Approach a novice-mid proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness | Approach a |
| 2. Demonstrate knowledge of the phonetic system in Mandarin Chinese | Demonstra |
| 3. Pronounce Chinese pinyin in correct tones | Pronounce |
| 4. Demonstrate the mastery of the most commonly used characters (approximately 400-500) | Demonstra |
| 5. Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms | Use basic |
| 6. Understand greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China | Understand |
| 7. Apply the language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China | Apply the |
| 8. Develop basic reading and writing skills in Chinese | Develop |
| 9. Develop initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities | Develop |

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, introducing oneself in China. Students identify the medium in which they are communicating, acquire the necessary cultural and linguistic information to understand and produce linguistic communication. For example, when learning Chinese honorifics and spoken etiquette students practice face-to-face spoken interaction, apply culturally and linguistically appropriate language, understand their interlocutor's communication and evaluate it for meaning.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in spoken and written communication, the ability to apply culturally and linguistically appropriate language, and understand their interlocutor's communication and evaluate it for meaning.

A full example of this process. The class reads two dialogues in which a person introduces themselves to a peer and to a teacher. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to properly address both situations. Students then take two quizzes that assess acquired understanding. Students evaluate and present the differences between introducing oneself to a peer and a teacher in China with doing the same in their home. Students take a written test to assess strategies for understanding and evaluating messages in written and spoken Chinese, as well as their awareness of medium and application of appropriate language. Students also create a presentation to assess the same competences in presentational speaking format.

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, introducing oneself in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, Chinese honorifics and spoken etiquette. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, introducing oneself to a peer versus a teacher in Chinese.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which a person introduces themselves to a peer and to a teacher. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to properly address both situations. Students then take two quizzes that assess acquired competences. Students write a comparison of the differences between introducing oneself to a peer and a teacher in China with doing the same in their home. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

C. Narrative

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

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

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

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem they will encounter when living/working/studying abroad, for example, introducing oneself in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, Chinese honorifics and spoken etiquette. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, introducing oneself to a peer versus a teacher in China.

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which a person introduces themselves to a peer and to a teacher in Chinese. The class identifies and carries out civic discourse regarding the cultural differences and differences in values systems present in the dialogues. Students take two quizzes that assess acquired competences. Students write a comparison of the differences between introducing oneself to a peer and a teacher in China with doing the same in their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value system

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	CHIN
Number	1120
Title	Chinese II
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	CHIN
Number	1120
Title	Chinese II

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Maintain a novice-mid and approach a novice-high proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural awareness
2. Demonstrate continued mastery of the four tones used in Mandarin Chinese
3. Demonstrate continued mastery of the most commonly used characters (approximately 500-600)
4. Apply basic grammatical concepts and structures, and begin exploring intermediate grammatical concepts
5. Demonstrate continued growth in vocabulary and expressions necessary for conversation in and about real life situations
6. Understand basic phone calls, discussion of studies, school life, shopping and transportation
7. Continue developing basic reading and writing skills in Chinese
8. Develop further understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities

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

- | | |
|---|-------------|
| 1. Maintain a novice-mid and approach a novice-high proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural awareness | Maintain a |
| 2. Demonstrate continued mastery of the four tones used in Mandarin Chinese | Demonstra |
| 3. Demonstrate continued mastery of the most commonly used characters (approximately 500-600) | Demonstra |
| 4. Apply basic grammatical concepts and structures, and begin exploring intermediate grammatical concepts | Apply basic |
| 5. Demonstrate continued growth in vocabulary and expressions necessary for conversation in and about real life situations | Demonstra |
| 6. Understand basic phone calls, discussion of studies, school life, shopping and transportation | Understand |
| 7. Continue developing basic reading and writing skills in Chinese | Continue |
| 8. Develop further understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities | Develop |

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, shopping in China. Students identify the medium in which they are communicating, acquire the necessary cultural and linguistic information to understand and produce linguistic communication. For example, when learning the linguistic etiquette involved in speaking with unfamiliar professionals in casual and mercantile settings.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in spoken and written communication, the ability to apply culturally and linguistically appropriate language, and understand their interlocutor's communication and evaluate it for meaning.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies the distinction between casual language and the language used in this setting. The class reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address the new audience. Students take two quizzes that assess acquired understanding. Students take a written test to assess strategies for understanding and evaluating messages in written and spoken Chinese in said setting, as well as their awareness of medium and application of appropriate language. Students also create a presentation to assess the same competences in presentational speaking format.

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, shopping in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, when learning the linguistic etiquette involved in speaking with unfamiliar professionals in casual and mercantile settings. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating interactions in a Chinese market.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students compare differences between shopping etiquette and styles in China versus their home countries. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

C. Narrative

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

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

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

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem they will encounter when living/working/studying abroad, for example, shopping in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, Chinese honorifics and spoken etiquette. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, introducing oneself to a peer versus a teacher in China. To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies and carries out civic discourse regarding the cultural differences and differences in values systems present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between shopping etiquette and styles in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	CHIN
Number	1806
Title	Accelerated Chinese I
Number of Credits	6

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	CHIN
Number	1130
Title	Mandarin Chinese I Intensive

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Approach a novice-high proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness
2. Demonstrate knowledge of the phonetic system in Mandarin Chinese
3. Pronounce Chinese pinyin in correct tones
4. Demonstrate the mastery of the most commonly used characters (approximately 500-600)
5. Understand basic Chinese grammatical concepts and begin exploring intermediate grammatical concepts
6. Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms
7. Demonstrate growth in vocabulary and expressions necessary for conversation in and about real life situations
8. Understand basic phone calls, discussion of studies, school life, shopping and transportation
9. Apply the language to make simple phone calls, discuss studies, talk about school life, go shopping and use transportation
10. Understand greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China
11. Apply the language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China
12. Develop basic reading and writing skills in Chinese
13. Develop initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities

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

- | | |
|--|------------|
| 1. Approach a novice-high proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness | Approach a |
| 2. Demonstrate knowledge of the phonetic system in Mandarin Chinese | |
| 3. Pronounce Chinese pinyin in correct tones | Pronounce |
| 4. Demonstrate the mastery of the most commonly used characters (approximately 500-600) | Demonstra |
| 5. Understand basic Chinese grammatical concepts and begin exploring intermediate grammatical concepts | Understand |
| 6. Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms | Use basic |
| 7. Demonstrate growth in vocabulary and expressions necessary for conversation in and about real life situations | Demonstra |

8. basic phone calls, discussion of studies, school life, shopping and transportation	Understand
9. language to make simple phone calls, discuss studies, talk about school life, go shopping and use transportation	Apply the
10. greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China	Understand
11. language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China	Apply the
12. basic reading and writing skills in Chinese	Develop
13. initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities	Develop

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, shopping in China. Students identify the medium in which they are communicating, acquire the necessary cultural and linguistic information to understand and produce linguistic communication. For example, when learning the linguistic etiquette involved in speaking with unfamiliar professionals in casual and mercantile settings.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in spoken and written communication, the ability to apply culturally and linguistically appropriate language, and understand their interlocutor's communication and evaluate it for meaning.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies the distinction between casual language and the language used in this setting. The class reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address the new audience. Students take two quizzes that assess acquired understanding. Students take a written test to assess strategies for understanding and evaluating messages in written and spoken Chinese in said setting, as well as their awareness of medium and application of appropriate language. Students also create a presentation to assess the same competences in presentational speaking format.

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, shopping in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, when learning the linguistic etiquette involved in speaking with unfamiliar professionals in casual and mercantile settings. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating interactions in a Chinese market.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students compare differences between shopping etiquette and styles in China versus their home countries. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

C. Narrative

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

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

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

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem they will encounter when living/working/studying abroad, for example, shopping in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, Chinese honorifics and spoken etiquette. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, introducing oneself to a peer versus a teacher in China. To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people interact with two different merchants in different settings. The class identifies and carries out civic discourse regarding the cultural differences and differences in values systems present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between shopping etiquette and styles in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	CHIN
Number	2110
Title	Chinese III
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	CHIN
Number	2110
Title	Mandarin Chinese III

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. **Maintain a novice-high and approach an Intermediate-low proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural understanding**
 2. **Pronounce the four tones used in Mandarin Chinese comfortably**
 3. **Demonstrate continued mastery of the most commonly used characters (approximately 600-800)**
 4. **Apply intermediate grammatical concepts and structures**
 5. **Demonstrate continued growth in vocabulary and expressions in a variety of conversations in and about real life situations**
 6. **Understand topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor**
 7. **Apply the language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (theses are suggested topics, no intention to limit the topic range)**
 8. **Continue developing paragraph-length reading and writing skills in Chinese**
- Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily, and build stronger links among communities**

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

- | | |
|----|---|
| 1. | Maintain a novice-high and approach an Intermediate-low proficiency (ACTFL) in speaking, listening, reading and writing, as well as to enhance their cultural understanding |
| 2. | Pronounce the four tones used in Mandarin Chinese comfortably |
| 3. | Demonstrate continued mastery of the most commonly used characters (approximately 600-800) |
| 4. | Apply intermediate grammatical concepts and structures |
| 5. | Demonstrate continued growth in vocabulary and expressions in a variety of conversations in and about real life situations |
| 6. | Understand topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor |
| 7. | Apply the language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (theses are suggested topics, no intention to limit the topic range) |
| 8. | Continue developing paragraph-length reading and writing skills in Chinese |
- Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily, and build stronger links among communities**

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, discussing the weather and understanding weather forecasts in China. Students identify the medium in which they are communicating, acquire the necessary cultural and linguistic information to understand and produce linguistic communication. For example, learning the colloquial manner of discussing weather compared to the abbreviated language used in print and media.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in spoken and written communication, the ability to apply culturally and linguistically appropriate language, and understand their interlocutor's communication and evaluate it for meaning.

A full example of this process. The class reads two dialogues in which two people discuss the current weather and the weather forecast as well as view several weather reports. The class identifies the distinction between casual language and the language used in print and media. The class reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to interpret and communicate in the separate mediums. Students take two quizzes that assess acquired understanding. Students take a written test to assess strategies for understanding and evaluating messages in written and spoken Chinese in said setting, as well as their awareness of medium and application of appropriate language. Students also create a presentation to assess the same competences in presentational speaking format.

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, discussing the weather and understanding weather forecasts in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, how to interpret colloquial language regarding weather compared to the abbreviated language used in print and media. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating discussions of and reports about the weather in China.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in which two people discuss the current weather and the weather forecast as well as view several weather reports. The class identifies this distinction, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

C. Narrative

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

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

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

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, discussing the weather and understanding weather forecasts in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, how to interpret colloquial language regarding weather compared to the abbreviated language used in print and media. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, simulating discussions of and reports about the weather in China.

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people discuss the current weather and the weather forecast as well as view several weather reports. The class identifies and carries out civic discourse regarding the cultural and linguistic differences and similarities present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	CHIN
Number	2120
Title	Mandarin Chinese IV
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	CHIN
Number	2120
Title	Mandarin Chinese III

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

At the conclusion of this course, students should be able to:

1. Maintain an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as strengthen their cultural understanding
2. Pronounce the four tones used in Mandarin Chinese fluently
3. Demonstrate continued mastery of the most commonly used characters (approximately 800-1000)
4. Apply more intermediate grammatical concepts and structures
5. Demonstrate continued growth in vocabulary and expressions in a variety of conversations in and about real life situations as well as simple academic settings
6. Demonstrate language skills that would help them travel or live in China
7. Understand topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport
8. Apply the language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport
9. Continue developing multiple-paragraph-length reading and writing skills in Chinese
10. Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities

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

At the conclusion of this course, students should be able to:

- | | |
|--|------------|
| 1. | Maintain |
| an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as strengthen their cultural understanding | |
| 2. | Pronounce |
| the four tones used in Mandarin Chinese fluently | |
| 3. | Demonstra |
| te continued mastery of the most commonly used characters (approximately 800-1000) | |
| 4. | Apply more |
| intermediate grammatical concepts and structures | |
| 5. | Demonstra |
| te continued growth in vocabulary and expressions in a variety of conversations in and about real life situations as well as simple academic settings | |
| 6. | Demonstra |
| te language skills that would help them travel or live in China | |
| 7. | Understand |
| topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport | |

8. language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport	Apply the
9. developing multiple-paragraph-length reading and writing skills in Chinese	Continue
10. understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities	Deepen

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Students identify the medium in which they are communicating, acquire the necessary cultural and linguistic information to understand and produce linguistic communication. For example, learning the manner in which homes and apartments are advertised and described in colloquial language and print/media.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in spoken and written communication, the ability to apply culturally and linguistically appropriate language, and understand their interlocutor's communication and evaluate it for meaning.

A full example of this process. The class reads two dialogues in people discuss and negotiate renting, utilities, and security deposits. The class identifies the distinction between casual language and the language used in print and media. The class reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to interpret and communicate in the separate mediums. Students take two quizzes that assess acquired understanding. Students take a written test to assess strategies for understanding and evaluating messages in written and spoken Chinese in said setting, as well as their awareness of medium and application of appropriate language. Students also create a presentation to assess the same competences in presentational speaking format.

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating discussions of and reports about the weather in China.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in people discuss and negotiate renting, utilities, and security deposits. The class identifies the distinction between this in China and their home communities, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

C. Narrative

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

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

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

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, discussing rental practices in both communities as well as reading print advertisements.

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people discuss renting, utilities, and security deposits. The class identifies and carries out civic discourse regarding the cultural and linguistic differences and similarities present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Modern Languages
Prefix	CHIN
Number	2806
Title	Accelerated Chinese II
Number of Credits	6

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

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

New Mexico Common Course information

Prefix	CHIN
Number	2806
Title	Mandarin Chinese II Intensive

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

At the end of this course, students should be able to:

1. Maintain an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as to strengthen their cultural understanding
2. Pronounce the four tones used in Mandarin Chinese fluently
3. Demonstrate continued mastery of the most commonly used characters (approximately 800-1000)
4. Apply intermediate grammatical concepts and structures
5. Demonstrate continued growth in vocabulary and expressions in a variety for conversation in and about real life situations as well as simple academic settings
6. Understand topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor
7. Apply the language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (these are suggested topics, no intention to limit the topic range)
8. Demonstrate language skills that would help them travel or live in China
9. Understand topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport
10. Apply the language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport (these are suggested topics, no intention to limit the topic range)
11. Develop multiple-paragraph-length reading and writing skills in Chinese
12. Deepen understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities

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 this course, students should be able to:

- | | |
|---|-----------|
| 1. | Maintain |
| an intermediate-low and approach an intermediate-mid proficiency (ACTFL) in speaking, listening, reading and writing, as well as to strengthen their cultural understanding | |
| 2. | Pronounce |
| the four tones used in Mandarin Chinese fluently | |
| 3. | Demonstra |
| te continued mastery of the most commonly used characters (approximately 800-1000) | |
| 4. | Apply |
| intermediate grammatical concepts and structures | |
| 5. | Demonstra |
| te continued growth in vocabulary and expressions in a variety for conversation in and about real life situations as well as simple academic settings | |

<p>6. topics including but not limited to simple weather reports, dining, directions, birthday party stories, and seeing a doctor</p>	<p>Understand</p>
<p>7. language to talk about weather, order food, ask and give directions, describe birthday parties, and see a doctor (these are suggested topics, no intention to limit the topic range)</p>	<p>Apply the</p>
<p>8. te language skills that would help them travel or live in China</p>	<p>Demonstra</p>
<p>9. topics including but not limited to dating, renting an apartment, sports, traveling, conversations at an airport</p>	<p>Understand</p>
<p>10. language to extend/decline invitations, rent an apartment, talk about sports, travel, check in and arrive at an airport (these are suggested topics, no intention to limit the topic range)</p>	<p>Apply the</p>
<p>11. multiple-paragraph-length reading and writing skills in Chinese</p>	<p>Develop</p>
<p>12. understanding of Chinese culture, compare aspects of different cultures, make further connections to their daily life, and build stronger links among communities</p>	<p>Deepen</p>

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Students identify the medium in which they are communicating, acquire the necessary cultural and linguistic information to understand and produce linguistic communication. For example, learning the manner in which homes and apartments are advertised and described in colloquial language and print/media.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in spoken and written communication, the ability to apply culturally and linguistically appropriate language, and understand their interlocutor's communication and evaluate it for meaning.

A full example of this process. The class reads two dialogues in people discuss and negotiate renting, utilities, and security deposits. The class identifies the distinction between casual language and the language used in print and media. The class reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to interpret and communicate in the separate mediums. Students take two quizzes that assess acquired understanding. Students take a written test to assess strategies for understanding and evaluating messages in written and spoken Chinese in said setting, as well as their awareness of medium and application of appropriate language. Students also create a presentation to assess the same competences in presentational speaking format.

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Upon delineating the scope of the problem, students acquire the necessary information to address said linguistic and cultural challenges, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this linguistic and cultural information and use reasoning to simulate real-life interactions in a lexically and culturally appropriate way by, for example, simulating discussions of and reports about the weather in China.

To assess skill development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. These tasks assess students' competence in identifying linguistic and cultural problems before them, using prior acquisition and evaluation of linguistic and cultural information to resolve said problem.

A full example of this process. The class reads two dialogues in people discuss and negotiate renting, utilities, and security deposits. The class identifies the distinction between this in China and their home communities, reviews the vocabulary, grammar and cultural nuance present in the dialogues necessary to address both situations. Students then take two quizzes that assess acquired competences. Students take a written test to assess linguistic and cultural information as well as their ability to negotiate the linguistic challenge presented in the lesson. Students create a presentation to assess linguistic and cultural information as well as their ability to resolve the challenge presented in the lesson.

C. Narrative

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

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

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

C. Narrative

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

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

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

The focus of each lesson is a specific linguistic and cultural problem students will encounter when living/working/studying abroad, for example, renting an apartment in China. Students identify areas of intercultural difference and similarity and then acquire the necessary intercultural information to address said linguistic challenges and cultural barriers, for example, how to interpret colloquial language regarding renting compared to the abbreviated language used in print and media. Students evaluate this sociolinguistic information and simulate real-life interactions in a lexically and culturally appropriate way that acknowledges other value systems and communication differences, for example, discussing rental practices in both communities as well as reading print advertisements.

To assess skills development, students complete tri-weekly written tests, oral presentations, written cultural comparisons, as well as weekly vocabulary quizzes. They are also required to pass a final written exam and final oral presentation in which they maintain a dialogue with the instructor. In completing these tasks students are assessed for intercultural competence, intercultural reasoning, understanding of other value systems, civic knowledge, and the ability to appreciate communication differences.

A full example of this process. The class reads two dialogues in which two people discuss renting, utilities, and security deposits. The class identifies and carries out civic discourse regarding the cultural and linguistic differences and similarities present in the dialogues. Students take two quizzes that assess acquired competences. Students compare differences between colloquial speech and that in print and media in China versus their home countries to assess ability to carry out civic discourse, cultural reasoning, and intercultural competence. Students take a written test to assess these competences as well as their ability to recognize different values systems. Students create a presentation that assesses linguistic competence, intercultural competence, and understanding of different value systems.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	CNM
Chief Academic Officer Name	Dr. Sydney Gunthorpe
Chief Academic Officer Email	sydney@cnm.edu
Registrar Name	Glenn Damiani
Registrar Email	gdamiani@cnm.edu
Department	Registrar
Prefix	DGST
Number	1120
Title	Introduction to Digital Humanities
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	DGST
Number	1120
Title	Introduction to Digital Humanities

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

- | | |
|----|--|
| 1. | Compare and contrast humanities methods and inquiry from those of other disciplines. |
| 2. | Analyze traditional texts with a variety of digital tools. |
| 3. | Create hypotheses or theses about traditional or digital texts and test them with digital tools. |
| 4. | Create multi-modal texts to demonstrate understanding of humanistic ideas, questions, and texts. |

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

- | | | |
|----|---|---------|
| 1. | and contrast humanities methods and inquiry from those of other disciplines. | Compare |
| 2. | traditional texts with a variety of digital tools. | Analyze |
| 3. | hypotheses or theses about traditional or digital texts and test them with digital tools. | Create |
| 4. | multi-modal texts to demonstrate understanding of humanistic ideas, questions, and texts. | Create |

C. Narrative

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

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

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

C. Narrative

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

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

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

The sample assessment demonstrates problem setting in two ways. First, at the level of each reading, students must clearly answer to the prompt of who the most important character in Ethan Frome is. Second, at the meta-level, students generate a claim about which means of analysis may be most useful. The evidence gathering and evaluation also happens at two levels in terms of outputs of a text-mining approach vs a traditional reading. The means of gather evidence in the two methodologies are different and demonstrate norms within the humanities fields and domains previously considered outside the humanities. Because the assessment is exegetical but subjective, the evaluation of evidence in parts 1 and 2 largely is in terms of whether it is sufficient to support the claim being made, which demonstrates a process of reasoning to a conclusion. But unlike a traditional single-layer humanities approach to a question about the text, the introduction of a second methodology creates further reflection about what constitutes evidence for a claim about a text and how different kinds of evidence may drive a particular answer to the question at hand. For all three writing assignments, students are presenting a reasoned argument for the conclusion as expressed in their thesis/hypothesis. Further the reflective component of part 3 of the assignment asks students to reflect on their reasoning process itself and may also reveal particular assumptions and biases about how and whether computational approaches, as sets of fixed inputs and outputs, lead to “objective” knowledge about a particular text or how they contribute to subjective understandings of a text.

C. Narrative

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

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

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

C. Narrative

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

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

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

The included sample assessment does not specifically address this outcome (though an answer to the question of which character is most important might turn on an analysis of the moral dilemmas characters in the story pose and whether other characters' responses to those dilemmas are themselves morally justified), but an assignment similarly structured that uses protest songs or poems as the corpus for analysis could help students identify changing norms of civic discourse. An assignment that draws on texts from different cultures could reveal commonalities and different assumptions across time or space about what's valuable to groups under different cultural circumstances. The meta-analysis called for in this assessment or similar also potentially reveals our own assumptions about texts that are culturally generative (is *Ethan Frome* a classic?), what approaches are valued for knowledge production (does computation provide objective knowledge?) and the limits of computational outputs for life (is that algorithm neutral?). Visualizations and mapping of the geography of a story may also reveal cultural or historical context and assumptions useful in arriving at a deeper understanding of a text. Digital tools also create a variety of means of collaborative research and evidence gathering. For example, students might contribute to a timeline or map to co-create a set of evidence for solving a question, and the nature of that collaboration can be connected to assessment criteria or judgments about the depth of a group analysis project.

C. Narrative

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

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

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

The sample assessment addresses the issue of authority in a way perhaps not traditionally conceived by this sub-skill. Contemporary culture invests technological and computational outputs with the value of “objectivity.” The assignment, however, creates an opportunity to consider what might be authoritative in addressing a question about a text. This is related to the question of the value of the information used to generate a thesis or hypothesis. One visualization a student might use in the assignment is a word cloud based on the relative frequencies of the appearance of the name “Ethan” in the text. If it appears more, it will show as larger in such a visualization. But what connection does that have to the question of whether he’s the most important character? Naturally, I’ve loaded the dice by asking a more subjective question, but life is full of assessing the importance of things, and the common occurrence of word clouds supposedly to answer the question shows further reflection on the value of word frequency is a needed skill. Digital literacy is assessed both in terms of technical competency (can students correctly use the digital tool in question) as well as being literate in interpreting the findings of the technical tool based on the presentation of the information. Computational approaches to texts can yield a variety of information visualizations, and reflection on the meaning of these outputs as evidence for a conclusion demonstrates the advantages and disadvantages of different means of structuring information. Further, because the assessment involves the discussion of visual information versus more traditional text analysis, students can reflect on how the presentation of different information structures affects their interpretation of the material. Finally, the assessment allows students to test their research question in two different ways through two different methodologies, offering reflection on the advantages and disadvantages of different modes on different questions. It assesses issues of useful research as well as the research process.

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

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

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

Approval Time Stamp of Chief Academic Officer	Date
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	CNM
Chief Academic Officer Name	Dr. Sydney Gunthorpe
Chief Academic Officer Email	sydney@cnm.edu
Registrar Name	Glenn Damiani
Registrar Email	gdamiani@cnm.edu
Department	Registrar
Prefix	ARCH
Number	1120
Title	Introduction to Architecture
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	ARCH
Number	1120
Title	Introduction to Architecture

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Identify and describe significant architects and iconic buildings
2. Discuss social, cultural, and aesthetic contributions of specific architects and projects
3. Explain architectural concepts via written and graphic communication
4. Recall basic processes and vocabulary of architectural professional practice
5. Understand our built environment and the language of design and architecture
6. Understand how buildings are constructed and explain the process of development
7. Describe and discuss design elements, principles, and theories
8. Understand the relationships among owner, surveyors, designers, architects, engineers, and contractors
9. Research design texts and analyze buildings, landscapes, interiors, sustainability, and products to increase knowledge of important elements of architecture and design
10. Identify the various styles, periods, and movements and their social, historical, and technical impacts on architecture

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

1. Identify and describe significant architects and iconic buildings
2. Discuss social, cultural, and aesthetic contributions of specific architects and projects
3. Explain architectural concepts via written and graphic communication
4. Recall basic processes and vocabulary of architectural professional practice
5. Understand our built environment and the language of design and architecture
6. Understand how buildings are constructed and explain the process of development
7. Describe and discuss design elements, principles, and theories
8. Understand the relationships among owner, surveyors, designers, architects, engineers, and contractors
9. Research design texts and analyze buildings, landscapes, interiors, sustainability, and products to increase knowledge of important elements of architecture and design
10. Identify the various styles, periods, and movements and their social, historical, and technical impacts on architecture

C. Narrative

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

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

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

C. Narrative

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

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

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

There are three main projects in this class. They all require each student to gather information and synthesize a report that is presented to the whole class for discussion and debate.

In the first project, students discuss 3 architectural concepts. They begin by reading from the required text. After sorting through the various architectural concepts presented in the reading, they identify three for further study. They must explore their own surroundings to find examples which demonstrate the studied ideas. Then, they must take their own photos to clearly illustrate specific architectural concepts. Using these images, they create a presentation to share with the class. This project is designed to create a greater critical eye for the surrounding world. Students begin to notice how profoundly the architecture surrounding them affects their lives. Moreover, many begin to engage actively with their environments as a direct result of this one project!

In the second and third projects, students conduct research about specific architects and buildings chosen for their global influence on the design of the built environment. The research requires students to understand the architectural project well enough that they can extract the architectural concepts and express these ideas to the class. They produce original written and graphic analysis to support their interpretation of the architectural construction assigned to them. These projects are published as a recorded presentation with images and voice over. Issues addressed in these projects range from simple design considerations such as building circulation and views, to complex societal issues of national/cultural identity, and economy, to current thinking about sustainability and ecology. In class discussion allows for comparison, and analysis.

In all projects the student must examine external sources and personal preconceptions. They also must engage with classmates and the instructor to defend their conclusions. Over the weeks of each project, there are various deadlines and multiple discussions for re-evaluation of the ideas to refine and debate the architectural merits of the work being shared.

C. Narrative

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

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

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

C. Narrative

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

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

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

As above, students complete various projects that require investigation of architectural projects in three contexts; locally through on-site photographs and personal discovery, historically from assigned reading and library / web based research of groundbreaking international modernist icons, contemporarily from self-directed library / web based research of internationally recognized recent architects. Students learn to see architectural influences on their own lives and environments and discover the roots of these influences from around the world and throughout time and culture.

There is also a group project that requires the entire class to develop a time line illustrating the architectural lineage of mankind globally. The time line project in particular is an excellent example of team work and collaboration as well as civic discourse. The class spends several weeks building and assessing the work as it is assembled. The value of this as an intercultural experience is demonstrated by the simple fact that every student is introduced to architecture they have never seen, from places in the world they have never heard of, and they are engaged in discussion about its cultural roots and international origins.

C. Narrative

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

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

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

Students are exposed to various authoritative sources selected by the instructor as guides for the level of discourse expected in individual research for the projects mentioned above. Students are required to collect credible, accurate, and current information about student selected and instructor selected topics. These are attained from the internet and the UNM Fine Arts library through individual research. Bibliographies are required for all projects. They will, in some cases, be conducting original research of their own built environment using digital photography and hand sketching. Where they are never expected them to produce realistic reproductions of the world around them, they are always required to capture the architectural concept by diagramming and sketching. At this introductory level the authority of the architectural concept is proven by their attempts to capture it. Digital literacy is reinforced in several ways. Students make extensive use of the internet and various platforms for pedagogical and research goals (e.g., Brightspace, Conceptboard, Tiki-Toki-timelines, research for images, data, historical information about architecture). Students use software tools for documentation, recording, and presenting. Students also must manage many files and utilize their skills with basic operating systems. Of course, at the time of this writing, classes are still being held partially on-line due to the pandemic so the need to communicate clearly with email and text and navigate video conferencing tools has never been more acute.

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

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

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

Approval Time Stamp of Chief Academic Officer	Date
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	CNM
Chief Academic Officer Name	Dr. Sydney Gunthorpe
Chief Academic Officer Email	sydney@cnm.edu
Registrar Name	Glenn Damiani
Registrar Email	gdamiani@cnm.edu
Department	Registrar
Prefix	AIML
Number	1010
Title	Introduction to Artificial Intelligence
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	n/a
Number	n/a
Title	n/a

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

Identify and Describe Emerging Technologies In AI,
Recognize and Explain Differences Between AI Reality and AI Myths,
Summarize Basic Function and Structure of AI Systems,
Explain and Discuss the Impact of AI on Your Future,
Describe Issues Relating to Ethics, Bias, Design, AI Training, and Societal Impact of AI Systems,
Identify and Describe the Stages and Significance of The AI Project Cycle,
Compare and Contrast Common Trade Applications of AI,
Create AI Models by Preparing, Training, and Testing with Datasets

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

Identify and Describe Emerging Technologies In AI,
Recognize and Explain Differences Between AI Reality and AI Myths,
Summarize Basic Function and Structure of AI Systems,
Explain and Discuss the Impact of AI on Your Future,
Describe Issues Relating to Ethics, Bias, Design, AI Training, and Societal Impact of AI Systems,
Identify and Describe the Stages and Significance of The AI Project Cycle,
Compare and Contrast Common Trade Applications of AI,
Create AI Models by Preparing, Training, and Testing with Datasets

C. Narrative

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

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

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

C. Narrative

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

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

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

C. Narrative

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

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

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

Essential Skill Rubric Component(s): Application of Quantitative Models

Learning Activity: This course has a learning module related to understanding and creating artificial intelligence (AI) perceptron models. In the Perceptron Worksheet assignment, students translate a real-world task or decision point to a perceptron machine-learning model, creating example scenarios by detailing binary environmental inputs (1 or 0, yes or no, etc.) and determining the relative importance of inputs by assigning weights for each input. Students determine bias weight to allow reasonable outcome possibilities for different scenarios. A weighted sum is then calculated to determine an output, given particular inputs and their associated weights. The project requires that step functions are applied to map a weighted sum result to a binary output (typically, a non-negative weighted sum “steps” to 1 (yes), while negative steps to 0 or -1 (no)).

Assessment: Students complete two Perceptron Worksheets, filling in all elements and showing weighted and final output calculations. The worksheets are assessed using a point-based grading rubric.

Essential Skill Rubric Component(s): Application of Quantitative Models. Analysis of Quantitative Arguments

Learning Activities: This course has six projects, ML Studio Projects, in which students train AI networks utilizing ML Studio to make accurate predictions given test data. Students create, train, and evaluate AI models in the following applications: employee attrition prediction, insurance fraud detection, predictive maintenance, quality assurance systems, product recommendation systems, and viral post prediction. These projects require students to utilize and evaluate various statistical AI models including linear regression, classification, decision forest (two-class and multiclass), matchbox recommender, and others.

Assessment: Students create and train AI Models utilizing ML Studio. Once trained, students test and evaluate accuracy of predications using test datasets. Students then retrain using 2 different AI algorithms, comparing the results. Students submit screenshots of visualized datasets, trained AI Model experiments, and all evaluation results. These projects are assessed using a point-based rubric.

Essential Skill Rubric Component(s): Communication/Representation of Quantitative Information

Learning Activity: In the ML Studio Projects, students examine and visualize large, complicated datasets to gain useful insights to help determine best-fit algorithmic model choices.

Assessment: Students create and train AI Models utilizing ML Studio. Once trained, students test and evaluate accuracy of predications made using test datasets. Students then retrain using 2 different AI model algorithms, comparing the results. Students submit screenshots of visualized datasets, trained AI Model experiments, and all evaluation results. These projects are assessed using a point-based rubric.

C. Narrative

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

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

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

Essential Skill Rubric Component(s): Civic discourse, civic knowledge, and engagement – local and global

Learning Activity: The discussion project, Disruptive Innovation, requires the students to consider, describe, and discuss the impact of disruptive innovation on society and individuals, the impact of exponential growth, and the adoption of new technologies.

Assessment: Discussion forums measure the student's ability to recognize mature technologies in their lives, innovations that might disrupt those technologies, and the impacts of that disruption. The discussion is assessed using a grading rubric.

Essential Skill Rubric Component(s): Collaboration skills, teamwork, and value systems

Learning Activity: In the discussion project, Inclusive AI - Empowering People & Improving Diversity and Inclusion, students describe and discuss how best to ensure AI can benefit as many people as possible, be used to empower people, and how and why to prioritize considerations of equity, diversity, and inclusion when designing, training, and deploying AI applications.

Assessment: Students answer discussion prompts requiring research into AI applications that can empower people and improve quality of life. They discuss ways to ensure AI is freely available to everyone. The discussion is assessed using a grading rubric.

Essential Skill Rubric Component(s): Ethical reasoning

Learning Activity: To better understand ethical issues in AI, students will complete the assignment Ethics Project – Bias in AI Training. In this project, students must complete two web-based simulations. "The Moral Machine" asks students to make a series of moral decisions regarding the behavior of a self-driving car. The AI "learns" as the students select the "correct" scenario. Students reflect on the results of their training, moral choices, and the AI they helped to create. In "Survival of the Best Fit", students are the CEO of a tech startup and must make some quick hiring decisions. The startup decides to use AI to do the hiring faster, training on the student's past hiring choices. The student then reflects on the resultant hiring, hidden bias in previous decisions, and how "innocent" data can create a biased AI.

Assessment: For this project, students will complete the simulations and record their results. Students will then complete a worksheet wherein they will map their results and reflections to an ethics modeling tool called the AI Ethic Canvas. This tool requires that the students reflect upon six elements including Human Rights, Bias, Inclusion, Privacy, Explainable AI, and Level of Autonomy. This worksheet will be assessed using a points-based grading rubric.

C. Narrative

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

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

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

Essential Skill Rubric Component(s): Digital Literacy

Learning Activity: Understanding the basics of AI and how it does (and does not) work will be a critical element of digital literacy in the future. The AI Terms Quiz requires students to demonstrate understanding and familiarity with the concepts and ideas associated with AI, machine learning, and deep-learning techniques.

Assessment: Student complete an objective assessment (quiz) covering a foundational set of artificial intelligence terminology.

Essential Skill Rubric Component(s): Digital Literacy

Learning Activity: Students will also complete the Quiz – AI Application or Not? This quiz requires that the students demonstrate a conceptual understanding of what AI is and is not, including the ability to differentiate between the need for an intelligent agent that can make decisions given novel data and when a programmatic response would be sufficient (mapping an expected input to a predetermined output).

Assessment: Students complete an objective assessment (quiz) demonstrating their understanding of the difference between applications that require AI and those that do not.

Essential Skill Rubric Component(s): Authority and Value of Information

Learning Activity: In the ML Studio Projects, students will learn the value of information as they are required to “clean” data contained in datasets used to train their AI models. Students must remove non-correlative data (data columns that have no or very little relevance to the outcome) and perform other data cleaning activities such as fixing spelling and syntax errors, standardizing data sets, and correcting mistakes such as missing codes, empty fields, and identifying duplicate records.

Assessment: Students create and train AI Models utilizing Microsoft ML Studio. Once trained, students test and evaluate accuracy of predications made using test datasets. Students then retrain using 2 different AI model algorithms, comparing the results. Students submit screenshots of visualize datasets, trained AI Model experiments, and all evaluation results. These projects are assessed using a point-based rubric.

Essential Skill Rubric Component(s): Digital Literacy

Learning Activity: Lastly, students will practice digital literacy as it relates to understanding and incorporating artificial intelligence as an everyday tool for problem solving and personal empowerment by completing the Teachable Machine Project. For this assignment, students will utilize an open, simple-to-use, web-based AI training website to train an image classifier using accessible tools (laptop/ mobile device with a webcam).

Assessment: Student will submit screenshots showing their trained, two-class (minimum) AI model created on the Teachable Machine website. This project is assessed using a point-based rubric.

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

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

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

Approval Time Stamp of Chief Academic Officer	Date
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	CNM
Chief Academic Officer Name	Dr. Sydney Gunthorpe
Chief Academic Officer Email	sydney@cnm.edu
Registrar Name	Glenn Damiani
Registrar Email	gdamiani@cnm.edu
Department	Registrar
Prefix	HIST
Number	2240
Title	Vietnam Era
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	HIST
Number	2240
Title	History of Vietnam

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. examine the cultural and political history of the Vietnamese people.
2. analyze the nature of the European entry into and subsequent colonization of Indo-China.
3. explain the origins of U.S. support for the first Indo-China War.
4. assess the characteristics of American culture and politics which led to major U.S. involvement in the second Indo-China War.
5. give examples of the political, cultural, and environmental connections between past and present that have contributed to interrelations among current communities and nations.
6. articulate a definition of citizenship that emphasizes the common goals and challenges of a global human community.
7. evaluate differences in interpretation generated by diverse primary and secondary sources in historical scholarship.

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

1. examine the cultural and political history of the Vietnamese people.
2. analyze the nature of the European entry into and subsequent colonization of Indo-China.
3. explain the origins of U.S. support for the first Indo-China War.
4. assess the characteristics of American culture and politics which led to major U.S. involvement in the second Indo-China War.
5. give examples of the political, cultural, and environmental connections between past and present that have contributed to interrelations among current communities and nations.
6. articulate a definition of citizenship that emphasizes the common goals and challenges of a global human community.
7. evaluate differences in interpretation generated by diverse primary and secondary sources in historical scholarship.

C. Narrative

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

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

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

C. Narrative

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

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

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

Students will develop critical thinking skills through a pair of examinations, one occurring at the midpoint of the semester and one at the end point of the semester, in which, given a combination of primary and secondary sources, students will analyze, remember, and evaluate each for the objective information necessary to satisfy the problems set in the prompts provided. Students will identify relevant material from the sources provided and apply that information to construct and explain historical processes and personalities. In the examination at the midpoint of the semester, students will summarize and appraise the biography and political behavior of Ho Chi Minh with an emphasis on empathizing with his leadership in a historical context. Students will create and apply their own historical interpretation of the leadership of Ho Chi Minh and distinguish that from the historical interpretations offered in the sources provided. In the examination at the end of the semester, students will remember and understand the work undertaken on Ho Chi Minh and the broader scope of his and his associate's leadership and apply those same creative thinking skills to the biography and leadership of Lyndon Baines Johnson and his associates. Finally, students will create and apply this knowledge to compare and contrast the leadership of each with an emphasis on the ability to empathize and understand the actions of leadership taken in a historical context to identify and apply that knowledge in current and future events.

In addition to the pair of examinations, students will prepare a short paper on the events that occurred at My Lai in 1968. Students will analyze and evaluate a collection of primary sources given by both Vietnamese and American eye witnesses. Students will summarize and appraise those documents to create and construct their own best understanding, based on the primary sources, of what occurred on that day. Students will apply that understanding in the construction of a short paper on those events in a historical context.

C. Narrative

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

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

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

C. Narrative

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

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

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

Students will develop personal and social responsibility through the preparation of a short paper based on reading **Achilles in Vietnam: Combat Trauma and the Undoing of Character** by Jonathan Shay, M.D., PhD. In this assignment, students will identify and remember the clinical definition of Post-Traumatic Stress Disorder. Students will analyze and appraise Dr. Shay's historical interpretation of combat trauma in war in general and Vietnam in particular and will understand and empathize with PTSD in a broader social and cultural context. Students will identify and evaluate ethical reasoning in the historical context of combat. At the end of the course, students will be exposed to a variety of outside speakers some of whom may be combat veterans of U.S. involvement in Vietnam. Students will remember and understand PTSD and empathize with individual perspectives as they evaluate and analyze oral history as primary source material.

C. Narrative

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

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

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

As part of both examinations and both short paper assignments, students will analyze the primary and secondary sources provided with the stated requirement that they must analyze and summarize the authority and value of the information relative to the historical problems provided with the prompts. If the authority and value of the information is evaluated as inadequate, students will undertake research to identify and apply sources that address the stated and summarized inadequacy of the provided sources. Students will distinguish between sources that have the authority and value of established scholarship on the topic(s) and sources that may be biased and contain misinformation. Students will apply that distinction as they create and construct their responses to the historical problems provided by the prompt(s).

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

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

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

Approval Time Stamp of Chief Academic Officer	Date
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	SJC
Chief Academic Officer Name	Adrienne Forgette, PhD
Chief Academic Officer Email	forgettea@sanjuancollege.edu
Registrar Name	Sherri Schaff
Registrar Email	schaafs@sanjuancollege.edu
Department	Office of the Registrar
Prefix	PHIL
Number	2120
Title	Biomedical Ethics
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	ENGL
Number	095
Title	Basic Writing Workshop-Skills

New Mexico Common Course information

Prefix	PHIL
Number	2120
Title	Biomedical Ethics

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Identify strengths and weaknesses of various ethical theories and conceptions of rights.
2. Apply various ethical theories and conceptions of rights to current issues within biomedical ethics.
3. Summarize and examine various positions and arguments in current issues within biomedical ethics.

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

- | | |
|--|------------|
| 1.
the student's ability to read and comprehend biomedical works. | Developing |
| 2.
the student's critical thinking skills. | Developing |
| 3.
students with conceptual frameworks for understanding the issues in biomedical ethics. | Providing |
| 4.
the student's understanding of the great questions of modern medicine and biological research as issues of contemporary life. | Developing |
| 5.
students with a better appreciation of biomedical ethics. | Providing |
| 6.
students to see the underlying issues associated with modern health care and science as challenges to traditional values of society. | Enabling |

C. Narrative

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

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

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

C. Narrative

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

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

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

Students study ethical theories against the reality of current issues in the medical professions and in the fields of biological research. Topics such as euthanasia, genetic experimentation, informed consent, end of life, professional-patient relationship, embryonic stem cell research, and human and animal experimentation are studied from widely different ethical perspectives. Students begin their course of study with a consideration of a variety of alternative ethical frameworks such as consequentialism and deontology which then provide a framework of considering and evaluating the variety of topics. In addition, students learn to view the conflicting alternatives in each topic from the position of the medical and/or scientific professional's perspective in contrast to that of the patient, family, and or a culture. Central to this process is the introduction and consideration of the specific concepts, terms, and issues associated with the topics and then the application of conflicting ethical frameworks to a discussion of specific case studies in those topics – a continuing exercise in Problem Setting. Students are challenged to think beyond the theoretical alternatives of each topic by studying the conflicting opinions of a variety of different historical, legal and/or scholarly sources or Evidence Acquisition; and then apply those lessons to case studies, exercises in Evidence Evaluation. Specifically, each week students are given a quiz on the reading material for the week, before it is discussed in class, to test their acquisition of specific biomedical information. From that point on, students will exercise Reasoning/Conclusions, in class discussions, and exams, when they must make the connections, draw the insights, synthesize information regarding this field of inquiry in general and the specific topics being studied. As a result, students are required to use Critical Thinking in contrasting theoretical issues to very “real world” situations.

C. Narrative

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

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

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

C. Narrative

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

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

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

During this course, students consider a wide range of issues, which in the context of modern science and medicine, represent a challenge to human beings in general and which have the potential to produce conflicts in different societies or cultures. Student resources: readings and documents, Power Point lectures, and videos, focus on these issues and essay exercises test their grasp of this component. For example, the general worth of medical progress is put in a wider context when viewed in the context of clinical trials in developing countries, an example of Intercultural Reasoning and Competence. Ethical reasoning is experienced through the competing lenses of consequentialism (i.e. the utilitarian quest for “the greatest happiness of the greatest number”) verses a deontological focus on the sanctity of individual rights. Students learn that ‘simple answers’ in this field are not readily available – and that “progress” will require the thoughtful consideration of different cultural or value systems. Additionally, students confront the reality that values like medical “best practices” can conflict with personal beliefs as illustrated in issues such as blood transfusions. As most students have, or recognize that they will, face many of these issues in their lives, such debates prepare them for future Civic Discourses. In order for students to further contextualize their experience in the course and to carry some insights forward in their lives, one of the essay questions on the final exam asks them to “Identify and discuss the most important insight in biomedical ethics you have learned this semester. Be certain to explain why your insight is important to you and your future.” Having viewed and confronted the challenging alternatives in this field, will hopefully foster in these students a greater dialogue with more civic engagement both Locally and Globally in the future.

C. Narrative

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

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

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

Students are exposed to and use a wide variety of sources of information, both traditional and digital, including a textbook, PowerPoint lectures, primary documents, videos, and online video clips. Students are required to not only access these resources, but to also evaluate medical and scientific values in contrast to the ethical standards of their society and other cultures consistent with the Authority and Value of Information component. On the most basic level, students are given weekly quizzes on the reading assignments, preparation for which requires evaluating the importance of the elements of that assignment – i.e. which information is more important and therefore, more likely to be on the quiz. The next level happens in the classroom discussions, when students evaluate the merits of information from readings, videos, PowerPoints, and/or primary documents based on issues raised by the instructor. The essay examinations and final exam require a further level of evaluation as students must synthesize information into coherent answers and a ranking of potential information to articulate the student's thesis. With regard to Information Structure, while students are graded on the quality of their responses in class discussions and quizzes, it is on essays and final exam when the most formal judgement of this component takes place. In those exercises, students are not only graded on clarity and grammar, but also on their focus on the specific topic and the level of critical thought. While the class discussions clearly illustrate the component of Research as Inquiry as students start with basic questions/issues and need to develop further questions and insights, the essays and final exam require that they start with a basic topic and ask how the information they have been exposed to in readings, PowerPoints, videos, and online resources and use them to analyze and evaluate case studies.

D. Assessment (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-(002).pdf
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

Approval Time Stamp of Chief Academic Officer	Date
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 578

Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution (SJC), Chief Academic Officer Name (Adrienne Forgette, PhD), Chief Academic Officer Email (forgettea@sanjuancollege.edu), Registrar Name (Sherri Schaff), Registrar Email (schaafs@sanjuancollege.edu), Department (Office of the Registrar), Prefix (NATV), Number (110), Title (Introduction to Native Studies), and Number of Credits (3).

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Table with 2 columns: Field Name and Value. Fields include Prefix (ENGL), Number (095), and Title (Basic Writing Workshop-Skills).

New Mexico Common Course information

Table with 2 columns: Field Name and Value. Fields include Prefix (NATV), Number (1150), and Title (Introduction to Native American Studies).

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Students will develop a general understanding of the various concentration areas in Native American Studies throughout the United States.
2. Students will identify the contributions of various academic disciplines to Native American Studies.
3. Students will understand the intricacies and intersections of Indigenous scholarship in Native American Studies.
4. Students will articulate the importance of Native American Studies as a stand-alone discipline in academia.
5. Students will be able to connect community issues in both Native and Non-Native America to concepts taught in Native American St

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

This course follows the CCNS SLOs for NATV 110- Introduction to Native Studies

C. Narrative

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

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

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

C. Narrative

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

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

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

Problem Setting: Students challenge dominant narratives using Indigenous perspectives and interdisciplinary research that emphasizes the active presence of Native Americans in their own history and in contemporary society. The course discussions, assignments, and projects encourage students to consider and investigate these issues from Native American/ Indigenous perspectives, relying primarily on readings by Native American/ Indigenous authors and scholars.

Evidence Acquisition: Critical thinking is assessed in their written discussions, reflection papers, infographic assignment, and Final Paper. For instance, student select a topic which centers on exploring Native American culture, history, or sovereignty or further investigate an issue that affects Native American populations. In their Final Paper they must use evidence acquired in class readings, interviews from Native elders or tribal leaders, and additional scholarly articles from our library database to analyze and compose a paper that demonstrates their understanding of the course content as it may relate to their selected paper topic.

Evidence Evaluation: In their final paper students demonstrate their ability to evaluate by identifying historical or contemporary events that impact Native American communities from a variety of media sources and analyze them through the lens of Native Studies theory and Native perspectives. Students actively evaluate the credibility and relevance of course materials and their own researched materials used in their discussions, infographic assignment, and final assignments. Students also evaluate their own and their peers' evidence-based positions in class discussions throughout the course.

Reasoning/ Conclusion: Students integrate their understanding of content with their own views and how Native Studies views complex topics as identified above. Overall, students assess and evaluate historical, ethnographical, and literary representations of Native people on, both in their traditional homelands and urban areas. Students evaluate the data they have collected through research for credibility and relevance and come to conclusions based on sound evidence, well-reasoned evaluation and the use of problem-solving skills. Through reflective thought, class projects, and class discussions, students evaluate their experiences, and assumptions. For Native students, it offers the opportunity to apply their perspectives, worldviews, and experiences in an academic context. For non-Native students, the course provides a foundation of understanding basic Native American Studies methodologies, including finding and recognizing Indigenous voices in Settler-dominated sources, questioning dominant narratives and focusing on Indigenous perspectives and ways of knowing.

C. Narrative

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

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

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

C. Narrative

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

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

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

Collaboration skills, teamwork and value systems: Collaboration is important to this course to facilitate student learning so many small and large group discussions and activities occur. These discussions and activities help develop skills of teamwork, group cohesion and promote understanding of major Native American/ Indigenous experiences, Native Studies theory and perspectives. Additionally, these activities stimulate conversations about student world views and values, while challenging their understanding and assumptions of Native American experiences, identity and culture, tribal sovereignty, presence in history and in modern media and society. Students also work in small groups for a midterm assignment. In this assignment, students are tasked with creating an infographic series that shares information they have learned about a group selected Native American/ Alaska Native tribe. Their infographic will also address common misinformation such myths and stereotypes about Native Americans and provide cultural/ tribal accurate information. They must work together to organize, research, and create their midterm assignment. They will evaluate their own performance and their peer's performance by completing a group evaluation which does include assessing teamwork and contribution to project. This infographic is shared with the class in a gallery class session so students can view all midterm submissions and ask the groups follow-up questions about their work.

Civic discourse, civic knowledge and engagement – local and global: To foster an understanding of civic discourse, students work independently and then together as a team in researching historical and contemporary events and issues from Indigenous perspectives and develop new ways of thinking about and talking about Native Americans. Through reading assignments, films, and discussions, students learn to objectively examine topics such as Native American and Indigenous orality, sovereignty, stereotypes, language, resistance, spirituality, activism, identity, tribal politics, and environment/ land stewardship, in addition to other topics. Engaging in research, interviewing tribal elders or leaders, and guest speakers, students explore and consider both the complexity and diversity of Native American experiences. Students are also encouraged to provide different perspectives based on their own life experiences as a Native American or non-Native. Overall, these small group activities involve discussions of complex topics and sharing multiple perspectives with their peers.

C. Narrative

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

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

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

Digital Literacy: Students will access materials using the Learning Management System, Canvas, where they will also upload their assignments and engage in online discussion forums to share researched information with their learning community. Students also engage in other digital tools such as email, web browsers, Microsoft Word, PowerPoint, and other platforms to engage in research, organize information, and facilitate communication between instructor and peers. Students create and design an artifact (Infographic midterm assignment) using a free online software program like Canva, but student may use another online software program if they choose. Students also create and organize presentations using PowerPoint or other presentation software to share researched information and obtained knowledge with their peers.

Information structure: Information structure is assessed in the assignment where students create an infographic and final research paper where they presenting key ideas from the course content. Students digitally create an infographic series that shares information they have learned about a selected Native American/ Alaska Native tribe. Students are tasked with supporting their infographic assignment and their Final research paper with research in the form of scholarly, peer-reviewed research from the library database.

Research as inquiry: Students are encouraged to use scholarly articles from our library database to analyze and compose information that demonstrates their understanding of the course content in their infographic assignment or final paper. Students analyze their research and incorporate Native Studies perspectives and theories. Students are also tasked obtaining primary source information in the form of an Elder Interview. Students develop and create the questions of inquiry to ask their interviewee. Native American/ Indigenous elders have a wealth of cultural knowledge and values to share and students are able to use these forms of information collection in their Infographic Group Assignment and the Final Research Paper.

D. Assessment (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-(002).pdf
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

Approval Time Stamp of Chief Academic Officer	Date
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 579

Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution (SFCC), Chief Academic Officer Name (Margaret Peters), Chief Academic Officer Email (margaret.peters@sfcc.edu), Registrar Name (Bernadette Gonzales), Registrar Email (bernadette.gonzales@sfcc.edu), Department (Social Sciences and Humanities), Prefix (PHIL), Number (2110), Title (Introduction to Ethics), and Number of Credits (3).

Was this course previously part of the general education curriculum?

[X] Yes [] No

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

[] Yes [X] No

Co-Requisite Course Information

Table with 2 columns: Field Name and Value. Fields include Prefix (NA), Number (NA), and Title (NA).

New Mexico Common Course information

Table with 2 columns: Field Name and Value. Fields include Prefix (PHIL), Number (2110), and Title (Introduction to Ethics).

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Differentiate between various ethical theories, which may include virtue ethics, deontology, and consequentialism. 2. Critically evaluate various ethical theories and positions.

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

NA

C. Narrative

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

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

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

C. Narrative

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

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

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

Problem Setting. Evidence Acquisition. Evidence Evaluation. Reasoning/Conclusion.

(Problem Setting. Evidence Acquisition. Evidence Evaluation. Reasoning/Conclusion.) In this Introduction to Ethics course, students examine, formulate, and argue positions on ethical issues. Students initially approach these issues through the ethical understanding with which they begin the course. The students incrementally learn ethical theories such as deontology and utilitarianism and apply theory to specific issues to analyze arguments and argue positions. Students learn ethical theory from reading primary texts and secondary literature that is then applied in course interaction/discussion. Understanding of ethical theory and how it can be applied in evidence evaluation and reasoning to a conclusion are assessed with quizzes and discussion-grading rubrics.

(Problem Setting. Evidence Acquisition. Evidence Evaluation.) Through class discussion (or discussion board assignments) in which students share their findings and provide and receive feedback from classmates and the instructor, and through a series of related discussion and written assignments, students formulate a position with respect to a contemporary ethical issue of their choice from a selection of ethical issues under a theme such as sustainability — e.g., What do humans owe to non-human animals? Is it morally required that we live sustainably with respect to the environment? — presented at first broadly but then with greater specificity through an iterative process by the students through activities and written assignments. Students also research, in editorials and scholarly sources, contemporary responses to the issues applying ethical theory. Problem setting, evidence acquisition and evidence evaluation in discussion and written assignments are assessed through grading rubrics.

(Reasoning/Conclusion.) Students argue their positions with the use of theory and arguments that they have researched in discussions and in their final project, which final project (and grading rubric) is used to assess all of the component skills of critical thinking.

C. Narrative

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

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

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

C. Narrative

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

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

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

Ethical Reasoning. Civic Discourse.

(Civic Discourse.) The question of what we owe to others and whether we do indeed owe anything to others is put to the student in the first week's class discussion in this introductory ethics course and maintained as a question so that the student can arrive freely at a meaningful response to it and to the topic of responsibility in general.

(Ethical Reasoning.) The student explores this question (what we owe others) as a question, without the assumption being made that it must be answered in the affirmative that we do indeed owe something to others but rather presented in numerous ways and questions in discussions. This exploration is pursued primarily in discussion using classic ethics texts and contemporary ethical topics to focus the inquiry. The student considers such questions as what benefit it may be to us to treat others well, for example, and whether it is good or naive to be just and follow the laws. The analysis and articulation of initial moral positions is assessed through discussion-grading rubrics.

(Ethical Reasoning. Civic Discourse.) While maintaining this open approach to questioning, the student is introduced to ethical theories in primary texts with reading assessed through quizzes. Students examine and interactively (i.e., repeatedly) reflect on these texts through discussion (or discussion board assignments). The ethical theories provide a basis of civic discourse. Divine command theory, the first of these ethical theories, provides a benchmark of uncritical acceptance or literal interpretation of scripture and commands. Students reflect on divine command theory as a theory that sidesteps critical evaluation and ethical reasoning but is nonetheless common as an ethical theory in public discourse. As alternatives to the justification of ethical norms and principles, ethical theories such as utilitarianism and deontology -- which are the most commonly applied ethical theories in contemporary discourse -- are learned and applied to justify student positions in discussions and in a series of written assignments focused on an issue of the student's choice (under a general theme such as sustainability). The skills associated with civic discourse are assessed in discussion (or discussion-board assignments), and the skill of ethical reasoning is assessed by the series of activities (including class discussion and written assignments) that culminate in the final research project for the class.

C. Narrative

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

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

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

Authority and Value of Information. Information Structures. Research as Inquiry.

The series of discussions and papers, organized around an issue theme chosen by each student (under a guiding theme such as sustainability) and culminating in a term paper research project developed iteratively through interaction and feedback from students and the instructor, constitute the activities through which the student engages with and shares information.

(Authority and Value of Information. Information Structures.) Along with examining and applying classic texts in ethical theory and recent scholarship in the form of text and video presentations (in-class or online), students engage in independent research with the use of editorials and credible online sources as well as peer-reviewed texts found through SFCC's library. (Students examine and contrast the quality and potential biases of texts from popular sources, editorials, credible sources – such as .org and think tank sources -- and peer-reviewed scholarly sources.) Students evaluate the information found in these sources individually and in class discussion by evaluating the reasoning and data in support of positions.

(Research as inquiry.) Each element of class informs the focusing research project. As the student learns more ethical theory and ways of approaching ethical justification, gathers more research that s/he/they critically evaluate independently and with classmates and the instructor, and develops her/his/their position while applying the principle of charity in evaluating the information and arguments, s/he/they arrive at a project that is intended to become prototypical for the student and serve as a model for a reasoned approach to engaging in debate and methodically developing a position on an ethical issue.

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

Link to Institution's General Education Assessment Plan	https://www.sfcc.edu/54536-2/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Philosophy
Prefix	PHIL
Number	1203
Title	World Religion
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	PHIL
Number	2125
Title	Comparative World Religions

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Understand the nature of a comparative analysis of religious traditions
2. Describe the historical contexts of the major religious traditions wherein the similarities and differences among them are identified.
3. Describe the cultural contexts of the major religious traditions wherein the similarities and differences among them are identified.
4. Describe the philosophical contexts of the major traditions wherein the metaphysical, epistemological, ethical, and aesthetic similarities and differences between them are identified.

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

- | | |
|--|------------|
| 1. Understand the nature of a comparative analysis of religious traditions | Understand |
| 2. Describe the historical contexts of the major religious traditions wherein the similarities and differences among them are identified. | Describe |
| 3. Describe the cultural contexts of the major religious traditions wherein the similarities and differences among them are identified. | Describe |
| 4. Describe the philosophical contexts of the major traditions wherein the metaphysical, epistemological, ethical, and aesthetic similarities and differences between them are identified. | Describe |

C. Narrative

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

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

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

C. Narrative

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

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

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

“Comparative World Religions” is a survey course that introduces students to religious philosophies from across the globe. The readings are a survey in the proper sense of representing various philosophical approaches within religious philosophies, including metaphysics, epistemology, ethics, and aesthetics. Readings are selected with a view to allowing insights into multiple historical periods, cultural difference, and geographical/national difference. Through close analysis of course readings, students are given a sense of how religious philosophies from across the world identify and describe problems/questions and how arguments are structured to address said problems/questions. Students are trained in identifying the specific problem set out in a given philosophical writing and they are trained in stating the problem and understanding the context that the problem emerges from, which is often achieved through a series of writings by different authors/religions that address the same issue. Through such close readings of religious philosophical texts, students are introduced to the various methods of argumentation and are taught to identify claims, premises, warrants, evidence, and rebuttals. Students examine the persuasive devices used in the diction of the writing and are able to consider the credibility of the author as well as the validity of the conclusion/solution to the stated problem. **Assessment:** While class discussion is an opportunity to model close reading skills, reading responses are structured and prompted so that student writing is hyper focused on identifying the structure of the argument and the aim/scopes of the argument. Students are graded on their focus in providing a close analysis of the assigned argument.

C. Narrative

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

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

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

C. Narrative

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

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

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

“Comparative World Religions” is a course that deeply considers ethical responsibility and aims to cultivate ethical reasoning through the sustained investigation of religious and ethical problems that have been endemic to human civilization from ancient times to the present. Class discussion centers on a thoughtful consideration of personal and cultural ethical mores and ethical conventions with the decided aim of using course readings to more clearly understand human motivations, behavior, and the related enterprises of comprehending the natural world and constructing human civilizations--all through the lens of religious philosophies. The readings in this course offer differing ethical perspectives, allowing students to entertain a variety of intellectual possibilities that are within and without their normative modes of thinking. The course readings are selected with an ethical quandary in mind, and the semester revolves around considering this moral dilemma within multiple religious philosophical theories. Through directed discussion and short answer style in-class written questions, students are able to practice civic engagement and civic discourse by considering their position on a given issues while considering multiple perspectives. The global nature of course readings encourages intercultural reasoning and intercultural competence by having students consider the relationship between texts, the disparities between texts, and the profound cultural interchanges of ideas across historical time. **Assessment:** Students are graded on their participation in class discussion and their preparedness in the completing the reading, as evidenced by the competency shown in written responses and essays.

C. Narrative

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

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

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

Students are given the opportunity to develop information and digital literacy as they complete research essays in this course. The research essays invite a comparative evaluation of course readings wherein students must analyze the writers' arguments, claims, warrant, evidence, authority, and bias. While reading responses cultivate analytical ability on specific sections of a course reading, the research essays require the student to consider the reading as a whole in comparison with another course reading. Student must use the primary texts as well as secondary sources that they find through the library's electronic databases. The research essays allow students to choose from one or multiple prompts (depending on the semester) and/or the students are allowed to construct their own prompt pending instructor approval. When students are given the essay assignment sheets, they are taught how to seek out research, how to determine whether a source is reliable and valid, and how to synthesize source information in their own writing. Prewriting assignments, such as annotated bibliographies and analyses of primary sources, teach students how to select, organize, and share information on Canvas. The ultimate goal of the research essay is to demonstrate to students how to respond through inquiry and analysis to the question posed in the assignment sheet prompt. By using course readings and research to answer the prompted question, the students are encouraged to seek out solutions and come to answers using research and analysis. Assessment: Essay prompts are directed towards cultivating comparative analysis skills and aim at integrating course readings and research in answering the prompt.

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

Approval Time Stamp of Chief Academic Officer	Date
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	English
Prefix	ENGL
Number	2130
Title	World Mythology
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	HUMN
Number	2130
Title	World Mythology

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. explore ways both individuals and cultures use myth, ritual, and ceremony;
2. learn to read and interpret symbolic material;
3. master the basic theoretical issues involved in mythological studies;
4. recognize basic patterns and mythological motifs in both myths and in the presentation of everyday culture

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

1. undertake an intensive course of readings, discussions, and written exercises about mythology from around the world To
2. archetypal mythological stories and figures as they appear in a variety of world's cultures To evaluate
3. expressive behavior in the form of folklore to determine how personal belief systems are reflected in group traditions To study
4. a varying role of mythology and folklore in society and in world cultures To explain
5. the relationship of myths and folklore to society from a variety of critical perspectives (e.g. anthropological, psychological, and literary) To explain

C. Narrative

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

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

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

C. Narrative

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

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

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

Problem Solving: Students will read varied mythological/Folktale narratives and shall examine how they are similar/different to each other and what they can learn about the culture from the stories.

Evidence Acquisition: The learners will choose two or more stories from different myths/folktales and shall read them closely. They will identify archetypes, themes, and morals present in the stories.

Evidence Evaluation: The cadets will write an essay on their findings. The essay will include their findings on the similarities and differences in the epics and how diverse narratives from around the world have archetypes and themes relevant to that culture. They will closely examine if the myths are a creation or a destruction myth; the heroes arduous journey and if the society set up is matriarchal or patriarchal.

Reasoning/Conclusion: This study by the students will lead them to a better understanding of how stories work and how cultures are alike yet different in their own way. It will aid them in coming to their own conclusions about types of myths, important characters, and the critical lens through which mythologists study myths.

C. Narrative

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

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

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

C. Narrative

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

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

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

Intercultural reasoning and intercultural competence: the students as they read myths from diverse cultures will learn lessons that the myths contain about attitudes and behaviors necessary in society to be a useful and responsible citizen. Myths are part of the folklore of a society and are narrated to instruct members of a community on how to act in a folk group. This in turn, will increase their awareness of the folklore/folktales and traditions of other cultures making them increasingly cultural competent and will benefit them in being cultural ambassadors of their own country's traditions and culture.

Sustainability and the natural and human worlds: In studying myths from diverse cultures, students learn about how the folklore of a community exemplifies the structures and social morals of the time. they acquire knowledge about economics, history, political, and sociocultural systems in place during the time. They myths and folktales are also examined from the lens of eco-criticism as students learn about how humans interacted with the natural world, how they explained natural phenomena (creation and destruction myths) and tried to have an understanding of their place in society and the universe.

C. Narrative

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

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

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

Authority and Value of Information: The students will learn that mythologies and folktales are not monolithic narratives and that there are several versions of a single epic or folktale narrative. Learning to examine the different versions of mythologies and folktales will make them understand the nature of authority. Upon undertaking the Mythology or the Folktale project, the students will be required to find valid, credible, and scholarly sources from NMMI library and databases which will teach the importance of finding credible and cogent sources for their research.

Digital Literacy: The course description for the Myths and Folktales reads--"participating in community language arts practices such as this class will provide help for students to build confidence in reading critically to gather information and writing analytically to present information and establish more confidence in digital media design." This course directive is achieved through students making use of digital media design applications such as Google slides, and Powerpoint, MP3, films, and electronic books. They will be required to make oral presentations that will use some form of digital media to exhibit to the audience.

Research as Inquiry: The students will undertake a semester long project on Mythology and Folktales wherein they will examine a mythological narrative and a folktale of their choice and will research it through literary, psychological, abstract symbolism, economic, or religious inquiry. Through this process, they would learn about the archetypes, themes, and critical lens that scholars of mythology and folktales undertake.

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	COMM
Number	2170
Title	Intercultural Communcation
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	COMM
Number	2170
Title	Intercultural Communication

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

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

C. Narrative

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

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

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

Students will develop strategies for understanding and evaluating (verbal and nonverbal) messages across cultural (and sub-cultural) boundaries through sustained, periodic encounters with members of a community previously unknown to them. Students so trained, no longer automatically privileging their own culturally-defined criteria for acceptance (or rejection) of any proposition, will be able to live and work more cooperatively with a wider latitude of acceptance and good will towards unfamiliar others.

C. Narrative

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

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

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

Students will detect differences between the ways of life enacted by members of distinct cultures and subcultures and their own taken-for-granted inherited life-ways. They will reflect upon their own (often fearful, hostile) reactions to those differences, and recognize the automatic manner in which these reactions arise. This process allows students to reason and act beyond the limits of an ethnocentric attitude toward those operating according to rules and expectations unlike their own. This process will support an expansion of students' cognitively complexity (nuanced, more subtle thinking), with a coordinate reduction in "black/white" thinking.

C. Narrative

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

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

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

C. Narrative

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

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

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

Students will develop abilities in intercultural reasoning and intercultural competence in interaction with members of a previously unfamiliar culture. This will give students an opportunity to observe their reactions to difference, make sense of the life-ways of people initially experienced as “strange,” and reflect upon their formerly “familiar” (taken-for-granted) worldview from a newly-relativized perspective. Such students will be better prepared to make choices with a wider, more inclusive frame of reference that considers the interdependence of all parties concerned, rather than merely in terms of the parochial needs of their own narrowly-conceived group memberships.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	COMM
Number	1213
Title	Interpersonal Communication
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	n/a
Number	n/a
Title	n/a

New Mexico Common Course information

Prefix	COMM
Number	2120
Title	Interpersonal Communications

A. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

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

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Define and describe basic interpersonal communication terms and concepts
2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms.
3. Identify and demonstrate a variety of skills that will enhance interpersonal communication
4. Analyze a variety of purposes of and goals in interpersonal communication interactions
5. Recognize diversity and ethical considerations in interpersonal interactions.

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

1. Define and describe basic interpersonal communication terms and concepts
2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms.
3. Identify and demonstrate a variety of skills that will enhance interpersonal communication
4. Analyze a variety of purposes of and goals in interpersonal communication interactions
5. Recognize diversity and ethical considerations in interpersonal interactions.

C. Narrative

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

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

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

Students will develop strategies for understanding and evaluating (verbal and nonverbal) messages through interviewing members of their network of most significant relationships, and recognize the depth and extent of their interdependence with them. Understanding the interactive origins of their own personalities, as well as the mutual influence that they share with their relational partners, will inform their manner of participation in interpersonal relationships thereafter.

C. Narrative

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

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

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

Students will assess difficulties in their interpersonal relationships (including the causes of conflict, stage-specific challenges encountered throughout the relational lifespan, and problematic communicative habits that threaten individuals' health and well-being), gather information that is likely to prove useful in addressing these difficulties, and achieve solutions that support long-term learning and personal growth in relationships.

C. Narrative

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

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

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

C. Narrative

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

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

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

Students will expand their collaboration skills, as well as their capacity for teamwork and the selective, informed pursuit of their values through mindful interaction with relational partners, and the intentional cultivation of mutually beneficial relationships with whose personal qualities and life-skills are most attractive to them. Students so equipped will be more capable of discovering and pursuing mutually satisfying goals in the civic sphere.

C. Narrative

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

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

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

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

Link to Institution's General Education Assessment Plan	https://www.nmmi.edu/assessment-plans/
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E. Supporting Documents.

Sample Assessment Attached (required) **Rubric Attached** (Optional)

This course meets institutional standards for general education.

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Approval Time Stamp of Chief Academic Officer

Date