

# Application: 0000001224

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001224  
**Status:** Under Review  
**Last submitted:** Aug 3 2020 04:41 PM (MDT)

## Application Form

**Completed** - Aug 3 2020

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17**,

**2019** to be heard at the **June 13-14, 2019** [NMCAC Meeting](#).

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

## Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes

## Institutional Course Information

Prefix	ARTS
Number	1840
Title	Sculpture 1
Number of credits	3

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

Yes

**Will this course only count toward General Education for the AAS degree (at your institution)?**

No

### Co-requisite Course

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

### New Mexico Common Course Information

Prefix	ARTS
Number	1840
Name	Sculpture 1

### A. Content Area and Essential Skills

#### To which area should this course be added?

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

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

### B. Learning Outcomes

## List all common course student learning outcomes for the course.

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

1. Create a series of pieces that demonstrate a working knowledge of a variety of materials and techniques used in the creation of sculpture 2. Demonstrate the ability to experience and analyze a sculpture, and how to communicate those analyses in a comprehensible manner. 3. Produce objects and analysis that demonstrate a cursory knowledge of historic, and contemporary art practices. 4. Through the creation of a body of work begin to define one's own personal vocabulary in the visual language

## Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled throughout the semester to train the students in assessing their progress as well as that of their peers. Students are expected to learn the process of self-criticism for the purpose of improvement in both technical skills and conceptual presentation. Communicating clearly through a visual image is difficult at first, while the student works through the process of mastering materials. The goal of art, when produced by educated artists, is to communicate ideas and/or concepts. Students must learn how to self-criticize, to identify weaknesses, and to accept criticism from their peers and instructor for the sake of learning. Beginning level courses in art studio provide a learning environment with a large amount of continual feedback and hands on training from the instruction, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces artwork where meaning and/or intent is clear and decipherable by others.

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

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

Students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. New Mexico Highlands University has been described as 'Hispanic Serving' and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference. Students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. Art studio classrooms allow for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>



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



**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 3 2020

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

[ARTS 1840-Sample Assessment](#)

**Filename:** ARTS\_1840-Sample\_Assessment.pdf **Size:** 388.8 kB

## Upload Rubric

**Completed** - Aug 3 2020

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

[ARTS 1840-Sample Course Rubric](#)

**Filename:** ARTS\_1840-Sample\_Course\_Rubric.pdf **Size:** 395.6 kB

# Application: 0000001232

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

**Summary**

**ID:** 0000001232

**Status:** Under Review

**Last submitted:** Aug 10 2020 08:30 AM (MDT)

## Application Form

**Completed** - Aug 10 2020

## Application Form

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

### Essential Skills

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

### Contact Information

Name	Michael B Ottinger
Title	Dean of Science, Math, and Engineering
Phone	5055663081
Email	<a href="mailto:ottingerm@sanjuancollege.edu">ottingerm@sanjuancollege.edu</a>

### Submitting Institution

Name of HEI	San Juan College
Submitting Department	Science, Math, and Engineering

### Chief Academic Officer

Name	Adrienne Forgette
Email	<a href="mailto:forgettea@sanjuancollege.edu">forgettea@sanjuancollege.edu</a>

### Registrar

Name	Sherri Schaaf
Email	<a href="mailto:schaafs@sanjuancollege.edu">schaafs@sanjuancollege.edu</a>

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

Yes

**Institutional Course Information**

Prefix	MATH
Number	1230
Title	Trigonometry
Number of credits	3

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

No

**Will this course only count toward General Education for the AAS degree (at your institution)?**

No

**Co-requisite Course**

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

New Mexico Common Course Information

Prefix	MATH
Number	1230
Name	Trigonometry

A. Content Area and Essential Skills

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To which area should this course be added?

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

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

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B. Learning Outcomes

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**List all common course student learning outcomes for the course.**

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of  $x$ ,  $y$ , and  $r$ ; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly used ( $0^\circ$ ,  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ ,  $90^\circ$ ) angles and using a calculator.
2. Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.
3. Students will be able to solve non-right triangles using the law of sines and the law of cosines.
4. Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle and power reduction formulas.
5. Students will be able to graph the six trigonometric functions, their transformations and their inverses.
6. Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions.
7. Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors.
8. Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa.
9. Students will be able to work with the trigonometric form of complex numbers, including using De Moivre's formula.

## Institution-specific Student Learning Outcomes

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

1. Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of  $x$ ,  $y$ , and  $r$ ; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly used ( $0^\circ$ ,  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ ,  $90^\circ$ ) angles and using a calculator.
2. Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.
3. Students will be able to solve non-right triangles using the law of sines and the law of cosines.
4. Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle and power reduction formulas.
5. Students will be able to graph the six trigonometric functions, their transformations and their inverses.
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8. Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa.
9. Students will be able to work with the trigonometric form of complex numbers, including using De Moivre's formula.

## C. Narrative

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

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

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

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

Students develop communication skills through a range of listening, speaking, reading, and writing activities. They demonstrate appropriate listening skills through cooperative learning activities in one-on-one and small and large group settings. They develop oral communication skills by presenting information singly and in groups. They also prepare a variety of written documents, including word processed lab reports and presentations of graphs using TI Connectivity Kit software and Microsoft Excel. On tests, quizzes, and the final exam, students produce short answers and essays in complete sentences and well-written paragraphs. They must show all calculations and explain how they arrived at their answers.



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

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

Across the semester, students learn through a variety of problem settings including, but not limited to, verification of trigonometric identities; determination of an unknown angle or distance involving obtuse or acute triangles by way of the law of sines or law of cosines; determination of size or location of an object via the Pythagorean theorem and other properties of right triangles; calculation of an area using Heron's formula or obtuse triangle formulas; and computation of linear and angular velocities of an object on a curved path. Students learn to demonstrate ability to organize important information given both explicitly and implicitly in each problem. Students also discern if given information is unnecessary to answer the question. Students then apply knowledge of learned methods and formulas for solution in order to choose one appropriate for the setting of the problem. Assessment of these critical thinking skills occurs via formal summative assessments and quizzes.

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

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

Throughout the semester, students learn to represent quantitative information through use of triangles, the unit circle, graphs of the six trigonometric functions, trigonometric formulas and equations, polar coordinates/equations and vectors. Students analyze angles triangles to determine which formulas may apply (those for right triangles or for obtuse/acute triangles). Students analyze the periodicity of the unit circle and graphs of the six trigonometric functions in order to compute viable solutions over a specified interval. Additionally, they apply knowledge of trigonometric formulas to equations to facilitate the solution of those equations. Formulas may include but are not limited to Pythagorean identities, co-function identities, reciprocal identities, even-odd identities, product to sum, sum and difference, half-angle, double-angle, law of sines, law of cosines, Heron's formula and DeMoivre's formula. Students analyze rectangular coordinates/equations to convert them into their polar equivalents, as well as correctly apply DeMoivre's theorem to trigonometric values in complex form. Assessment of these quantitative reasoning skills occurs via formal summative assessments and quizzes.

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

Link to Institution's General Education Assessment Plan

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

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



**Date**

Aug 10 2020

## Upload Assessment

**Completed** - Aug 10 2020

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

### [Assessment - MATH1230](#)

**Filename:** Assessment\_-\_MATH1230.pdf **Size:** 177.1 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001177

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

### Summary

**ID:** 0000001177

**Status:** Under Review

**Last submitted:** Aug 18 2020 09:36 AM (MDT)

## Application Form

# Application Form

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

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

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## Deadline for Next Curriculum Committee Meeting

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

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

### Contact Information

Name	Jeff Frawley
Title	Dept. Chair
Phone	575-315-1140
Email	<a href="mailto:jeff.frawley@enmu.edu">jeff.frawley@enmu.edu</a>

### Submitting Institution

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

### Chief Academic Officer

Name	Ryan Trosper
Email	<a href="mailto:ryan.trosper@enmu.edu">ryan.trosper@enmu.edu</a>

### Registrar

Name	Amy Means
Email	<a href="mailto:amy.means@enmu.edu">amy.means@enmu.edu</a>

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

No

## Institutional Course Information

Prefix	ENGL
Number	2210
Title	Professional and Technical Communication
Number of credits	3

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

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

Yes

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	ENGL
Number	2210
Name	Professional and Technical Communication

## A. Content Area and Essential Skills

## To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

## B. Learning Outcomes

### List all common course student learning outcomes for the course.

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

1. Choose professional communication appropriate for audiences and situations.
2. Write in different genres of professional communication.
3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
4. Employ appropriate design/visuals to support and enhance various texts.
5. Demonstrate effective collaboration and presentation skills.
6. Integrate research and information from credible sources into professional communication.

### Institution-specific Student Learning Outcomes

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

None

## C. Narrative

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

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

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

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

Students complete a variety of larger writing projects, each one asking students to compose in unique genres common to workplace settings while practicing an understanding of medium and audience awareness. For example, students compose: a memo that is addressed to a specific business audience, governmental body, or organization; a professional cover letter addressed to a specific recipient; a persuasive report to a specific organization for the purposes of fund-raising; a resume or cv; and a set of instructions for a procedure or process. For each genre, students use in-class and/or online discussions to: review rhetorical strategies for each genre; to study common conventions and document design within each genre; and to discuss how specific audiences can be researched and appropriately communicated with. In producing these documents, students practice conventions of communicating digitally and in written formats. Students also complete 3-5 "case study" assignments throughout the semester, which usually take the form of small-group discussions and writing activities. For these case studies, students are presented with a hypothetical ethical dilemma, workplace issue, or unsuccessful communication scenario. Using rhetorical concepts learned via textbook readings, they are to discuss and present in writing how they would rectify the scenario while explaining their strategy's application to the specific audience and communication medium. They must justify how their solutions are appropriate for the given scenario context. Students complete several quizzes throughout the semester, using a digital learning management system, to reinforce the rhetorical concepts of genre, audience, and context learned through textbook readings. Students, during the instructions and memo assignments, must read, process, and condense a wealth of information before producing a document that is readable and



effective for its given audience. For the proposal assignment, they must use persuasive writing strategies to argue for financial and social support for particular causes, providing supporting evidence for the argument while also addressing counterarguments and opposing causes. Students study an appropriate citation style during the semester and are assessed on the conventions of this style via online quizzes. They are then expected to use this citation system when providing researched evidence in their persuasive reports. As part of a case study assignment, students evaluate a sample report or memo document that does not provide sufficient evidence and reasoning to support its main claim, and students are then asked, via in-class conversation or online discussion, to describe how to more properly provide supporting evidence. For all of their major writing assignments, students are required in small groups to provide critical feedback on rough drafts, evaluating one another's work for effectiveness of rhetorical awareness and supporting evidence, before arguing for revisions the student writer should make while continuing the drafting process.

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

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

Students complete an assignment for which they must compose a memo that addresses a particular problem (usually chosen from a variety of prompts), and for which students must provide sufficient background information on the problem before explaining a workable solution or request for assistance. Throughout the semester, students complete 3-5 "case study" assignments, in which students are presented with a hypothetical ethical dilemma, workplace issue, or unsuccessful communication scenario, and then they are required to delineate the issue before using textbook readings and concepts to explain how they would address the problem. For instance, students might receive hypothetical scenarios involving workplace disputes, human resource conflicts, sexual harassment cases, ethical dilemmas involving stealing, etc. For their proposal projects, students determine a social cause they are interested in, before researching to discover a fundraising or social awareness lack for their particular issue; using research from multiple sources, they compose: a cover letter that describes the problem, the body of a report that shares and evaluates key findings, and a recommendations section that uses data and key findings to describe appropriate goals. Sometimes, depending on instructor preference, these proposal projects are themed around a particular problem, for instance natural disasters (see attached prompt). Students study the value and authority of information by studying and discussing, then completing a quiz, on the APA style guide's section on bias and biased use of information.

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

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

Students practice digital literacy by using an online learning management system to hold class discussions and to share drafts and feedback with one another. They also practice composing digital documents in a variety of genres mentioned above while gaining experience with digital page layout and digital document design. For instance, they learn how to properly format a resume/cv, a cover letter, a memo, etc. They also study page layout and readability before composing their instructions assignment. Their report project must incorporate visual representations of data or research collected. At the end of the semester, students "remix" their proposal project and present it to the class using an appropriate digital presentation platform (Powerpoint, Prezi, etc.). Throughout the semester, students are assessed on how well they use elements of digital document design to make appropriate information stand out, whether in a memo, instructions, cover letter, report, email, CV, etc. Students, during the instructions and memo assignments, must read, process, and condense a wealth of information before producing a document that is readable and effective for its given audience. For their proposal projects, students use research to describe a problem before using key findings to describe appropriate goals and to deliver feasible requests for funding. Students study the value and authority of information by studying and discussing, then completing a quiz, on the APA style guide's section on bias and biased use of information. They also, during one case study, debate whether information has been used ethically either in a specific workplace situation or in an argumentative memo or report.

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

Link to Institution's General Education Assessment Plan

N/A

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



**Date**

Jun 3 2020

## Upload Assessment

**Completed** - Jun 3 2020

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

### [Memo Assignment ENGL 2210](#)

**Filename:** Memo\_Assignment\_ENGL\_2210.pdf **Size:** 47.6 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001229

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001229  
**Status:** Under Review

## Application Form

Completed - Aug 3 2020

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

### Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

### Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes

**Institutional Course Information**

Prefix	ART
Number	1810
Title	Introduction to Jewwlry and Small Metals
Number of credits	(No response)

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

Yes

**Will this course only count toward General Education for the AAS degree (at your institution)?**

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	ART
Number	1810
Name	Introduction to Jewelry and Small Metals

### A. Content Area and Essential Skills

#### To which area should this course be added?

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

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

### B. Learning Outcomes

#### List all common course student learning outcomes for the course.

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

State Mandated Student Learning Outcomes: 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.



## Institution-specific Student Learning Outcomes

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

N/A

---

### C. Narrative

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

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

---

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled throughout the semester to train the students in assessing their progress as well as that of their peers. Students are expected to learn the process of self-criticism for the purpose of improvement in both technical skills and conceptual presentation. Communicating clearly through a visual image is difficult at first, while the student works through the process of mastering materials. The goal of art, when produced by educated artists, is to communicate ideas and/or concepts. Students must learn how to self-criticize, to identify weaknesses, and to accept criticism from their peers and instructor for the sake of learning. Beginning level courses in art studio provide a learning environment with a large amount of continual feedback and hands on training from the instruction, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces artwork where meaning and/or intent is clear and decipherable by others.

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

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

Students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. New Mexico Highlands University has been described as 'Hispanic Serving' and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference. Students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. Art studio classrooms allow for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression.

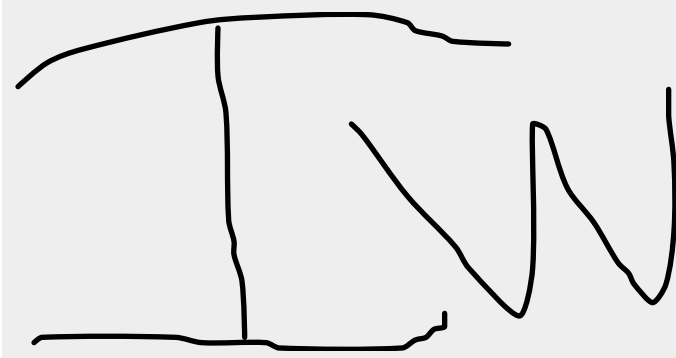
---

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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



**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 4 2020

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

### [ART 1810-Sample Assessment](#)

**Filename:** ART\_1810-Sample\_Assessment.pdf **Size:** 405.2 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001237

Richard Kitchen - kitchenr@nmml.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001237

**Status:** Under Review

**Last submitted:** Aug 31 2020 05:41 PM (MDT)

## Application Form

# Application Form

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

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
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7. Other: 3 Essential Skills chosen by the institution

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

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

### Contact Information

Name	Richard D. Kitchen, Ph.D
Title	Professor of History
Phone	575-624-8177
Email	<a href="mailto:kitchenr@nmmi.edu">kitchenr@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Social Sciences

### Chief Academic Officer

Name	General Douglas Murray
Email	<a href="mailto:DMurray@nmmi.edu">DMurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:Wright@nmmi.edu">Wright@nmmi.edu</a>

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

Yes
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## Institutional Course Information

Prefix	HIST
Number	1110
Title	U. S. History I
Number of credits	3

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

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	HIST
Number	1110
Name	U. S. History I

## A. Content Area and Essential Skills



## To which area should this course be added?

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

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

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

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

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

## Institution-specific Student Learning Outcomes

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

1. Students will use documents (primary and/or secondary) to analyze the historical context and discern different points of view, enabling students to demonstrate, using an oral or written process, why particular historical, political, social, cultural, and/or economic events are meaningful.

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### C. Narrative

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

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

---

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

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

This class meets New Mexico's general education essential skill of "Critical Thinking" by requiring students to address the following Component Skills: Problem Setting, Evidence Acquisition, Evidence Evaluation, and Reasoning/Conclusion. Students will analyze and critically interpret significant texts and/or media across the semester. An article is provided students, who then need to analyze the material to answer questions such as "what was the author's thesis and conclusion." The will then need to interpret the thesis, evidence, and conclusion of the author and assess their validity, stating why they arrived at their assessment. Each test has identification, short answer, and essay questions that are linked to one or more of the course objectives that address the area state competencies. Questions on the exams are based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and visual media. The use of lecture/reading outlines, media, and review sessions at the start of each class creates an incremental sequence of student comprehension of the course objectives and competencies. Through the culmination of the midterm test, assignments and final test, students will analyze how an American republic developed, how a strong central government, opposing political parties, the rise of democracy changed the fabric of the republic.

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

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

The two components of this skill that this course addresses are: 1. Intercultural reasoning and intercultural competence; and  
2. Civic discourse, civic knowledge and engagement – local and global.

Students will explain a range of personal, social, cultural, or social justice issues as they relate to their own or others' perspectives of historical periods to identify the role of the economy, society, government, religion, and culture in the history of the U.S. throughout the semester. The thematic concentration of the material particularly is focused upon ideas and traits related to social institutions, internal and external factors that influence the understanding of the present as related to an awareness of past heritages in American History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of the American nation state from its colonial inception through the Civil War. In detail, students will discuss the factors and influences that combined to create an American society and recognize the path to revolution as it affected the development of a new American republic. Students will analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic. Students will trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history. Students will explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war. As the course progresses, students will be able to explain and support their own position on specific local or global issues while recognizing that there may be multiple valid perspectives. The use of lecture/reading outlines, multi-media, and review sessions at the start of each class creates an incremental sequence of student comprehension of the course objectives and competencies

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

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

In this course, students will be exposed to, and required to use, a range of sources, including presentations, historical maps, primary documents, historical documentaries, video clips, subject related websites, and a host of other digital venues to reinforce visually the contextual basis of ideas, events, and trends discussed during the course of this class. Students will evaluate sources accessed for historical accuracy, bias, interpretation and how they reflect the times of the source. They will then need to recognize the value of this information when selecting the information to use in assignments and answering tests. Students will produce digital versions of assignments to turn in and for presenting to the class using the appropriate formats and applications. Also, students will also utilize exam study guides, on-line assignments, written assignments, and in-class discussions that allow interaction with fellow classmates and the instructor.

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

Link to Institution's General Education Assessment Plan

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

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

.

**Date**

Aug 31 2020

**Upload Assessment**

**Completed** - Aug 31 2020

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

## [GenEd Assessments](#)

**Filename:** GenEd\_Assessments.pdf **Size:** 128.3 kB

## Upload Rubric

### Incomplete

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

# Application: 0000001228

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001228

**Status:** Under Review

**Last submitted:** Aug 4 2020 04:59 PM (MDT)

## Application Form

**Completed** - Aug 3 2020

## Application Form

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

### Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes
-----

### Institutional Course Information

Prefix	ARTS
Number	1320
Title	Ceramics1
Number of credits	3



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

Yes

**Will this course only count toward General Education for the AAS degree (at your institution)?**

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ARTS
Number	1320
Name	Ceramics 1

**A. Content Area and Essential Skills**

**To which area should this course be added?**

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

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

## B. Learning Outcomes

---

**List all common course student learning outcomes for the course.**

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

State Mandated Student Learning Outcomes: 1. Demonstrate through critical discourse or writing an introductory knowledge of the history of ceramics, and ceramic language and terminology. 2. Demonstrate through mechanical application an introductory knowledge of the properties of clays, glazes, and a variety of firing techniques. 3. Produce a body of work that exemplifies good ceramic design through the effective use of form, surface, and color. 4. Through the production of a body of work demonstrate competency in hand building and throwing on the wheel.

---

### Institution-specific Student Learning Outcomes

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

N/A

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## C. Narrative

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

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

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

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

Students will be taught how to work with clay throughout all stages of the process with a hands-on approach. Lessons include: basic information about clay materials, clay mixing, manipulating and drying, loading and unloading kilns, glazing and firing, along with post-firing techniques and multi-media applications. Students will be encouraged to be creative and to approach the course as an opportunity to make art. They will be required to demonstrate some acquired skill in handling the materials and will be given instruction and practice in a variety of glazing and firing techniques. Students should acquire some competency with both hand building and with throwing on the wheel. They are expected to consider aesthetics through choices they make about form, color, design and pattern. Students will learn some history of ceramic form and will be required to do some research to inform their work with historical precedent. The language and terms inherent to the study of ceramics will be emphasized and discussed so that students become fluent in basic studio vocabulary. Students should be able to demonstrate through critical discourse or writing an introductory knowledge of the history of ceramics, and ceramic language and terminology, demonstrate through mechanical application an introductory knowledge of the properties of clays, glazes, and a variety firing techniques, produce a body of work that exemplifies good ceramic design through the effective use of form, surface, and color, and through the production of a body of work demonstrate competency in hand building and throwing on the wheel.

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

Students in the ceramics studio will need to work together in order to have a functioning studio. Loading, firing and unloading kilns all provides opportunity for group activity. Clay making must be done with at least one partner and Raku firing is a group event. Additionally, caring for the group studio and the clay is the responsibility of each and every student and involves a conscious consideration of others. Students are encouraged to socialize in the classroom but must be mindful of the group environment. There are many opportunities in the group ceramics studio for students to assist one another, carrying heavy works to the kiln, helping to glaze large works and sharing accumulated knowledge about process and materials. Students should be able to demonstrate through critical discourse or writing an introductory knowledge of the history of ceramics, and ceramic language and terminology, demonstrate through mechanical application an introductory knowledge of the properties of clays, glazes, and a variety firing techniques, produce a body of work that exemplifies good ceramic design through the effective use of form, surface, and color, and through the production of a body of work demonstrate competency in hand building and throwing on the wheel.

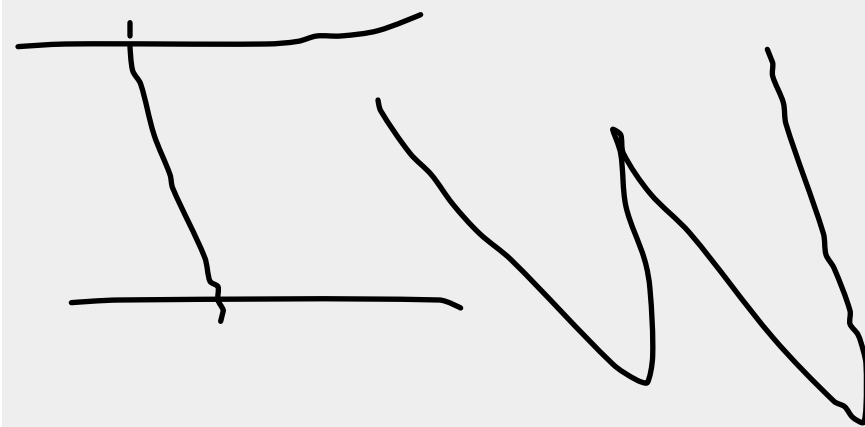
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Link to Institution's General Education Assessment Plan

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



**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 4 2020

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

[ARTS 1320-Sample Assessment](#)

**Filename:** ARTS\_1320-Sample\_Assessment.pdf **Size:** 405.2 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001178

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

### Summary

**ID:** 0000001178

**Status:** Under Review

**Last submitted:** Aug 18 2020 09:36 AM (MDT)

# Application Form

Completed - Jun 22 2020

## Application Form

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### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Jeff Frawley
Title	Dept. Chair
Phone	575-315-1140
Email	<a href="mailto:jeff.frawley@enmu.edu">jeff.frawley@enmu.edu</a>

### Submitting Institution

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

### Chief Academic Officer

Name	Ryan Trosper
Email	<a href="mailto:ryan.trosper@enmu.edu">ryan.trosper@enmu.edu</a>

### Registrar

Name	Amy Means
Email	<a href="mailto:amy.means@enmu.edu">amy.means@enmu.edu</a>

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

No



## Institutional Course Information

Prefix	THEA
Number	1210
Title	Acting for Non-majors
Number of credits	3

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

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

Yes

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	THEA
Number	1210
Name	Acting for Non-majors

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

### List all common course student learning outcomes for the course.

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

1. 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.

### Institution-specific Student Learning Outcomes

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

None

## C. Narrative

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

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

---

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

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

Students communicate in a variety of genres throughout the semester by: completing written online discussions about assigned readings via a learning management system; completing oral in-class discussions about assigned readings and the successful staging of scenes; and collaborating in groups to plan and act out scenes both during informal in-class exercises and during an end-of-semester staging of small-group scenes from published plays. Students complete several reflective, written scene-planning assignments--including blocking, voice projection, staging, and costume design assignments--that require students to justify decisions based on an intended audience as well as the performance space in which scenes will be performed. Given that an actual audience is invited to these scene stagings, students discuss as a class, in small groups and in online discussions, what the purpose of their scenes will be, and must take into context the purpose of the event in making decisions about appropriate scenes to perform. Students complete a "Play Reading and Synopsis" written assignment, and also a "Character Analysis" written assignment, for which they must analyze the themes and purpose of a published play, as well as analyze the development and intentions of a character from a play; both assignments require students to apply theoretical frameworks learned from the assigned textbook, as well as to provide examples from the published text to support students' understanding of the play's "argument" or message. For the "Play Reading and Synopsis" written assignment, students must describe the author's intent for the piece, using both provided author biographical information and elements from the play to explain the author's authority on making the "claims" they make in their play.

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

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

Students, in determining both the play and specific scene they wish to develop for public performance, must consider the context of the situation to choose an appropriate, meaningful, and entertaining performance piece. In doing so, they determine the "problem" with which they're presented, and then, in a "Scene Assignments" written assignment, they describe their reasoning behind their choice, often needing to use evidence in the form of how well the play's logistics cohere with the logistics of the performance space and the group's demographic makeup. For a "Getting to Know Your Scene" written assignment, they must think critically to describe how the group will address these logistics, including scene length, character assignments, rehearsal schedule, etc. For a "Blocking Your Scene" in-class oral assignment, student groups must explain to the instructor the specific decisions they've made for an in-class rehearsed scene, providing reasoning and evidence for how they've made good choices in staging and also for how they've captured crucial elements of the written play in their performance. As a part of the midterm "Performance Evaluation," students are required to explain how they have used evidence from the written play to develop their characters, and must also explain how they have manifested this character development in the performance. For a "Character Work" assignment before the first rehearsal, students must answer a series of questions in writing regarding choices they've made in developing their character, again providing evidence from both the play's text and the student's decision-making and performance.

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

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

Throughout the semester, students engage in collaboration and teamwork by working in small groups to produce a play scene; as a full class, they set goals for an end-of-semester performance, working together to determine the logistics of this performance. Throughout the semester, students practice accountability by developing and enacting small-group and full-class rehearsal schedules, and also in helping to develop the logistics involved with staging a public performance. Students collaborate during weekly in- and out-of-class rehearsals to ensure the staging of their scene is well-developed, and they also gain experience with holding one another accountable by ensuring each group member is memorizing lines and developing their character effectively. During these processes, student groups often must work through responsibility issues that arise within groups, holding in-class discussions and reflective writing activities on portions of the textbook that deal with ethical responsibilities in theater and public performance. As part of an individual "Technical Rehearsal" assignment, students are asked to reflect in writing on how they have upheld their ethical responsibilities to the group, and how perhaps they have not upheld these responsibilities. Through reading, discussing, and writing about published plays, which are written by a diverse range of authors and narrate diverse personal, communal, and social issues, students engage with intercultural reasoning and develop intercultural competence, particularly when they must take on the role of performing as a character from the literature.

---

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

Link to Institution's General Education Assessment Plan

N/A

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



**Date**

Jun 4 2020

## Upload Assessment

**Completed** - Jun 4 2020

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

[THEA 1210 Sample Assignment](#)

**Filename:** THEA\_1210\_Sample\_Assignment.pdf **Size:** 40.2 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001222

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

**Summary**

**ID:** 0000001222

**Status:** Under Review

**Last submitted:** Aug 3 2020 04:16 PM (MDT)

# Application Form

Completed - Aug 3 2020

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

### Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes

**Institutional Course Information**

Prefix	ARTH
Number	2110
Title	Art History 1
Number of credits	3

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

Yes

**Will this course only count toward General Education for the AAS degree (at your institution)?**

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	ARTH
Number	2110
Name	Art History 1

### A. Content Area and Essential Skills

#### To which area should this course be added?

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

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

### B. Learning Outcomes

#### List all common course student learning outcomes for the course.

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

State Mandated Student Learning Outcomes: 1. Identify major artworks from a variety of regions and time periods. 2. Investigate the methods of producing various works of art. 3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms. 4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art. 5. Compare works across a range of historical styles and periods.

## Institution-specific Student Learning Outcomes

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

N/A

---

### C. Narrative

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

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

---

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

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

Effective communication is accomplished through the classroom activity questions, class participation and the essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams. Classroom activity questions are geared to stimulate a focused analysis of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing (typed is half a page). Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. The material covered is chronologically based on the textbook, moving through it chapter by chapter and visiting the major concepts that are presented. Students are expected to identify major artworks from a variety of regions and time periods. investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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

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

Critical thinking skills align with Student Learning outcomes 1, 2 and 3 for this course. Critical and reflective thinking is accomplished through class participation, classroom activity questions, and essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams. Classroom activity questions are geared to stimulate a focused analyzation of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing (typed is half a page). Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. Students are expected to identify major artworks from a variety of regions and time periods. investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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

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

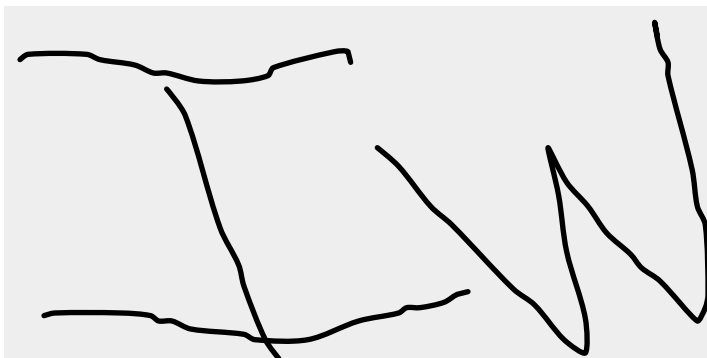
Personal and social responsibility is engaged with through discussing the social relevance and need for art in classroom lecture and in both the assignments and exam essays. Personal and social responsibility is a topic covered in the course material where relevance, value and public opinion are presented as questions and discussed at length. Students will need to engage with the topic of social response and personal responsibility by communicating with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams, while engaging with issues of social and personal responsibility. Classroom activity questions are geared to stimulate a focused analysis of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing, or 250 words. Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. Social and personal responsibility is a topic continually engaged with as an embedded topic within the Art History course textbook. Students are expected to identify major artworks from a variety of regions and time periods. investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink, appearing to be 'J. W.', is displayed on a light gray background.

**Date**

Aug 3 2020

## **Upload Assessment**

**Completed** - Aug 3 2020

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

[\*\*ARTH 2110-Sample Assessment\*\*](#)

**Filename:** ARTH\_2110-Sample\_Assessment.pdf **Size:** 434.0 kB

## **Upload Rubric**

**Completed** - Aug 3 2020

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

[\*\*ARTH 2110-Sample Course Rubric\*\*](#)



# Application: 0000001230

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001230  
**Status:** Under Review  
**Last submitted:** Aug 4 2020 05:04 PM (MDT)

## Application Form

**Completed** - Aug 3 2020

## Application Form

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

## Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes

### Institutional Course Information

Prefix	ARTS
Number	1610
Title	Drawing 1
Number of credits	3

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

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

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

### New Mexico Common Course Information

Prefix	ARTS
Number	1610
Name	Drawing 1

### A. Content Area and Essential Skills

#### To which area should this course be added?

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

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

### B. Learning Outcomes

## List all common course student learning outcomes for the course.

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

State Mandated Student Learning Outcomes: 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.

---

## Institution-specific Student Learning Outcomes

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

N/A

---

## C. Narrative

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

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

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled throughout the semester to train the students in assessing their progress as well as that of their peers. Students are expected to learn the process of self-criticism for the purpose of improvement in both technical skills and conceptual presentation. Communicating clearly through a visual image is difficult at first, while the student works through the process of mastering materials. The goal of art, when produced by educated artists, is to communicate ideas and/or concepts. Students must learn how to self-criticize, to identify weaknesses, and to accept criticism from their peers and instructor for the sake of learning. Beginning level courses in art studio provide a learning environment with a large amount of continual feedback and hands on training from the instruction, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces artwork where meaning and/or intent is clear and decipherable by others.

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

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

Students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. New Mexico Highlands University has been described as 'Hispanic Serving' and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference. Students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. Art studio classrooms allow for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression.

---

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>



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



**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 4 2020

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

[ARTS 1610-Sample Assessment](#)

**Filename:** ARTS\_1610-Sample\_Assessment.pdf **Size:** 398.3 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001238

Richard Kitchen - kitchenr@nmmt.edu  
NM General Education Curriculum

**Summary**

**ID:** 0000001238

**Status:** Under Review

**Last submitted:** Sep 1 2020 07:56 AM (MDT)

## Application Form

# Application Form

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

## Essential Skills

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6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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

## Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Richard D. Kitchen, Ph.D.
Title	Professor of History
Phone	5756248177
Email	<a href="mailto:kitchenr@nmmi.edu">kitchenr@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Social Sciences

### Chief Academic Officer

Name	General Douglas Murray
Email	<a href="mailto:DMurray@nmmi.edu">DMurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:Wright@nmmi.edu">Wright@nmmi.edu</a>

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

Yes

## Institutional Course Information

Prefix	HIST
Number	1120
Title	U. S. History II
Number of credits	3

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

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	HIST
Number	1120
Name	U. S. History II

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

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

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

## Institution-specific Student Learning Outcomes

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

1. Analyze the lessons of U.S. history, evaluating the origins of various issues and identifying cause and effect relationships and apply them to contemporary conditions and issues through demonstrating an understanding of US History and the struggle for democracy at the local, state, national and international levels.

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### C. Narrative

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

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

---

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

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

An article is provided students, who then need to analyze the material to answer questions such as "what was the author's thesis and conclusion." The will then need to interpret the thesis, evidence, and conclusion of the author and assess their validity, stating why they arrived at their assessment. Each test has identification, short answer, and essay questions that are linked to one or more of the course objectives that address the area state competencies. Questions on the exams are based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and visual media. The use of lecture/reading outlines, media, and review sessions at the start of each class creates an incremental sequence of student comprehension of the course objectives and competencies. Students will analyze how the American republic evolved, with a stronger central government, increasingly polarized political parties, and the rise of modern issues changed the fabric of the republic.

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

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

The two components of this skill that this course addresses are: 1. Intercultural reasoning and intercultural competence; and  
2. Civic discourse, civic knowledge and engagement – local and global.

Students will explain a range of personal, social, cultural, or social justice issues as they relate to their own or others' perspectives of historical periods to identify the role of the economy, society, government, religion, immigration and its role in international affairs in the evolving history of the U.S. throughout the semester. The thematic concentration of the material particularly is focused upon ideas and traits related to social institutions, internal and external factors that influence the understanding of the present as related to an awareness of past heritages in American History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions and behaviors. In detail, students will discuss and analyze the factors and influences that combined to create a modern American society and recognize recognize how Reconstruction, the American West, industrialization, world wars, world depression, the Cold War and technology affected the development of present-day America. As the course progresses, students will be able to explain and support their own position on specific local or global issues while recognizing that there may be multiple valid perspectives. The use of lecture/reading outlines, multi-media, and review sessions at the start of each class creates an incremental sequence of student comprehension of the course objectives and competencies.



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

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

In this course, students will be exposed to, and required to use, a range of sources, including presentations, historical maps, primary documents, historical documentaries, video clips, subject related websites, and a host of other digital venues to reinforce visually the contextual basis of ideas, events, and trends discussed during the course of this class. Students will evaluate sources accessed for historical accuracy, bias, interpretation and how they reflect the times of the source. They will then need to recognize the value of this information when selecting the information to use in assignments and answering tests. Students will produce digital versions of assignments to turn in and for presenting to the class using the appropriate formats and applications. Also, students will also utilize exam study guides, on-line assignments, written assignments, and in-class discussions that allow interaction with fellow classmates and the instructor.

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

A handwritten signature in black ink on a light gray background. The signature is stylized, starting with a large loop, followed by a series of connected loops and a final vertical stroke.

**Date**

Aug 31 2020

## Upload Assessment

**Completed** - Aug 31 2020

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

[GenEd US History II assess](#)

**Filename:** GenEd\_US\_History\_II\_assess.pdf **Size:** 224.3 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001225

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001225

**Status:** Under Review

**Last submitted:** Aug 3 2020 05:00 PM (MDT)

# Application Form

Completed - Aug 3 2020

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

### Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes

## Institutional Course Information

Prefix	ARTS
Number	1630
Title	Painting 1
Number of credits	3

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

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	ARTS
Number	1630
Name	Painting 1

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

### List all common course student learning outcomes for the course.

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

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

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

---

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled throughout the semester to train the students in assessing their progress as well as that of their peers. Students are expected to learn the process of self-criticism for the purpose of improvement in both technical skills and conceptual presentation. Communicating clearly through a visual image is difficult at first, while the student works through the process of mastering materials. The goal of art, when produced by educated artists, is to communicate ideas and/or concepts. Students must learn how to self-criticize, to identify weaknesses, and to accept criticism from their peers and instructor for the sake of learning. Beginning level courses in art studio provide a learning environment with a large amount of continual feedback and hands on training from the instruction, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces artwork where meaning and/or intent is clear and decipherable by others.



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

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

Students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. New Mexico Highlands University has been described as 'Hispanic Serving' and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference. Students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. Art studio classrooms allow for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression.

---

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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



**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 3 2020

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

[ARTS 1630 Sample Assessment](#)

**Filename:** ARTS\_1630\_Sample\_Assessment.pdf **Size:** 390.9 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001227

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

**Summary**

**ID:** 0000001227

**Status:** Under Review

**Last submitted:** Aug 4 2020 04:56 PM (MDT)

## Application Form

# Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

### Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes
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## Institutional Course Information

Prefix	ARTS
Number	1240
Title	Design 1
Number of credits	3

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

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	ARTS
Number	1240
Name	Design 1

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

### List all common course student learning outcomes for the course.

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

1. Describe, Analyzed and evaluate at work of art by describing the visual elements, design principles.
2. Critically analyze a work of art through historical, cultural, theoretical and /or stylistic contexts.
3. Write essays discussing and analyzing issues around art using the Chicago citation method.
4. Accurately reference images and appropriate documentation practices when citing images within a body of text.
5. Students will learn how to effectively compare and contrast artworks through writing assignments and presentations.
6. Create two-or three-dimensional works of art using a range of materials and concepts.

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

---

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others. Students are expected to routinely speak using the vocabulary of design.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled throughout the semester to train the students in assessing their progress as well as that of their peers. Students are expected to learn the process of self-criticism for the purpose of improvement in both technical skills and conceptual presentation. Communicating clearly through a visual image is difficult at first, while the student works through the process of mastering materials. The goal of art, when produced by educated artists, is to communicate ideas and/or concepts. Students must learn how to self-criticize, to identify weaknesses, and to accept criticism from their peers and instructor for the sake of learning. Beginning level courses in art studio provide a learning environment with a large amount of continual feedback and hands on training from the instruction, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces artwork where meaning and/or intent is clear and decipherable by others. Students are assessed in a critique session at mid term and final grading periods through portfolio reviews. Original thinking and execution of works as well as Presentations of artworks address the critical thinking of students.



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

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

Students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. New Mexico Highlands University has been described as 'Hispanic Serving' and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference. Students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. Art studio classrooms allow for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression. Completion of all projects and adherence to course management schedules also encourages responsibility in the student.

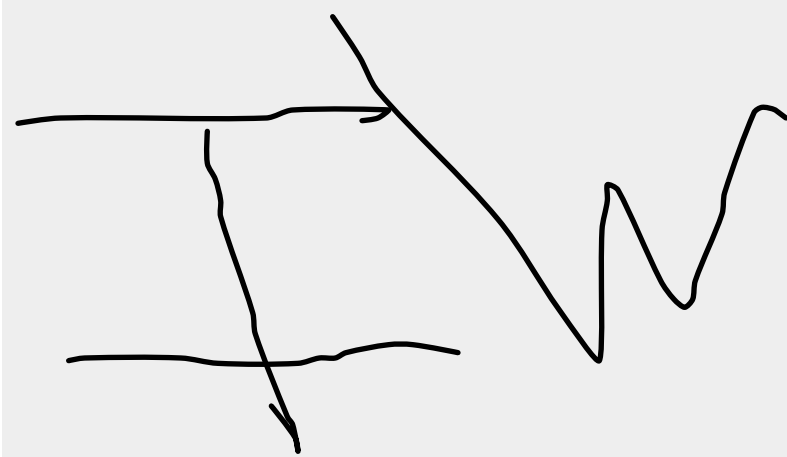
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#### **D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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



**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 4 2020

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

[ARTS 1240-Sample Assessment](#)

**Filename:** ARTS\_1240-Sample\_Assessment.pdf **Size:** 395.6 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001219

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

### Summary

**ID:** 0000001219

**Status:** Under Review

**Last submitted:** Jul 20 2020 02:32 PM (MDT)

# Application Form

Completed - Jul 20 2020

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

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

### Contact Information

Name	Ashley Pagels
Title	Admin to the Provost
Phone	5755386207
Email	<a href="mailto:pagelsa@wnmu.edu">pagelsa@wnmu.edu</a>

### Submitting Institution

Name of HEI	Western New Mexico University
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	William Jack Crocker
Email	<a href="mailto:William.Crocker@wnmu.edu">William.Crocker@wnmu.edu</a>

### Registrar

Name	Betsy Miller
Email	<a href="mailto:Betsy.Miller@wnmu.edu">Betsy.Miller@wnmu.edu</a>

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

Yes

**Institutional Course Information**

Prefix	BUSA
Number	1993
Title	FINANCIAL LITERACY & ENTREPRENEURSHIP
Number of credits	3

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

No

**Will this course only count toward General Education for the AAS degree (at your institution)?**

No

**Co-requisite Course**

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

New Mexico Common Course Information

Prefix	ALAS (Unique, in approval process)
Number	1825
Name	FINANCIAL LITERACY & ENTREPRENEURSHIP

A. Content Area and Essential Skills

To which area should this course be added?

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

Other - Choose 3 essential skills below

Choose 3 Skills

Responses Selected:

Critical Thinking
Quantitative Reasoning
Personal & Social Responsibility

B. Learning Outcomes

**List all common course student learning outcomes for the course.**

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

1. Prepare a personal financial statement.
2. Analyze personal debt and develop a debt elimination plan.
3. Analyze and make purchase decisions for home and auto.
4. Analyze risk management needs in the areas of home, health, auto, life, and disability.
5. Analyze and develop a personal investment plan.
6. Analyze and develop a tax plan.
7. Develop a family educational plan.
8. Analyze retirement needs and develop a retirement plan.
9. Identify fundamental drivers creating opportunities for entrepreneurs and new ventures in the sustainable innovation arena.
10. Identify the constituent elements of the entrepreneurial process and Identify necessary steps to start a business.
11. Adapt business responses to emerging opportunities. (Using real life cases and practice).
12. Analyze the value of collaborations for innovation.
13. Create an elevator pitch for the business plan.

## Institution-specific Student Learning Outcomes

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

At the end of the course, the student will be able to answer the following questions: "Big Question"

1. What is truth?
2. What is justice?
3. What does it mean to be human?
4. What is the "good" life?

### C. Narrative

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

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

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

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

not part of our "Other"



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

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

The course requires the students to use the scientific method to develop and assess their critical thinking skills. The scientific method is used to analyze the four big questions (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion) associated with all ALAS designated courses at WNMU. The student will be required to identify critical information and evaluate evidence while developing conclusions to current issues (evidence acquisition; evidence evaluation) and deciphering between fact and fiction. The student will use critical thinking to see and appreciate the opinions of others (evidence evaluation; and reasoning/conclusion).

Other examples in developing critical thinking skills include open-ended questions both in-class and discussion board postings that requiring the student to analyze each other's responses and see that others have varying opinions that do not always match theirs. The hard part will be to value that not everyone thinks the same way and them all the time. Additionally, students will make distinctions between facts and opinions and will use the scientific method to draw conclusions about interactions with each other and the rest of the world (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion).

Students are evaluated in these areas using discussions, homework and presentations through the different chapters and modules. For example, topics including their financial future, financial planning, investing and savings, establishing credit early in life, am I an entrepreneur or a business starter, etc. The assessment methods include cases analysis, verbalization in class and online discussions, rubrics, etc. Using multiple assessment tools ensure that the content knowledge and critical thinking skills that are introduced in class are tested and reinforced during the course.

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

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

The course includes in- and out- of class discussions and assigned homework that permit assessing the student's understanding of research and information gathering. The course requires analysis in which the students will apply the concepts learned in class, from the textbook, and from additional readings by focusing on the four big ALAS questions listed above to become not only a better writer but a better researcher and presenter. All written and verbally presented materials will use a standard rubric that ties in with the School of Businesses accreditation goals and it captured in our Canvas Learning Management system.

The course allows the student to create original content based on the concepts learned in class through use of avenues of research. For example, the students are required to create an infographic from one of the chapters in the textbook (Application and versatility; strategies for understanding and evaluating messages; evaluation and production of arguments). Then the class will vote on their favorite infographic using an establish rubric for accuracy (strategies for understanding and evaluating messages).

Student will be given scenarios on buying a home and a car and they will research the best rates from varying sources. They will turn in for a grade three different sources and a report with the interest rates, payment schedule, % of and payment going to interest and the principle of the loans for the three pre-determined periods. Student will also develop a retirement plan at the present time of their life and in the future. Some will be single and need to account for future changes in their life: marriage, divorce, death, children, long term liabilities just as house insurance, etc. The students will need to realize that they need to start saving as soon as they get into the workforce and adjust or review on the yearly basis.

In dealing on the business and entrepreneurship startup, the students need to realize that there will be expenses that could come up at a moment notice: civil liability, accidents on property, etc. The students will be ask to analyze cases that deal with civil and compensatory negligence. They will read the case and decide the amount and % of negligence.

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

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

The course provides the students with a variety of homework that develop and assess their personal and social responsibility skills. The students are required to include in their analyses (homework through the semester) an element of personal and social sustainability in their answers. For example in a loan homework the student must differentiate between the monetary impact and the social impact of the policies not just on themselves both others (intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning).

Students also recognize theories of sustainability, social equity, ethics, and fairness involved in international trade and the impact of the sustainable allocation of scarce resources. Students discuss their work (individually or in teams) with the rest of the class and receive feedback on their findings (collaboration skills, teamwork and value systems; and civic discourse, civic knowledge and engagement-local and global).

In addition, students are able to understand their role as individuals in the economy but also as a part of the larger global world-wide economy, the power of the consumer and fiscal and monetary policy decisions when completing exams and homework. The students engage in collaborative activities with a group project that require the analysis and valuation of social and economic issues. The students gather a better understanding of the importance of cultural awareness in globalized business transactions by exchanging ideas with their peers (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).

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

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

Not part of our "other" choices

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

Link to Institution's General Education Assessment Plan

<https://academic.wnmu.edu/homepage/general-education/>

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



**Date**

Jul 20 2020

**Upload Assessment**

**Completed** - Jul 20 2020

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

**[WNMU ALAS 1825 Syllabus](#)**

**Filename:** WNMU\_ALAS\_1825\_Syllabus.pdf **Size:** 337.8 kB

# Upload Rubric

**Completed** - Jul 20 2020

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

## [WNMU Rubric for ALAS 1825- Reflective Essay 2 Final](#)

**Filename:** WNMU\_Rubric\_for\_ALAS\_1825-\_Reflective\_\_gRN0PW3.pdf **Size:** 95.0 kB

# Application: 0000001223

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001223

**Status:** Under Review

**Last submitted:** Aug 3 2020 04:25 PM (MDT)

## Application Form

**Completed** - Aug 3 2020

# Application Form

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

## Essential Skills

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

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility

7. Other: 3 Essential Skills chosen by the institution

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

### Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes

### Institutional Course Information

Prefix	ARTS
Number	1710
Title	Introduction to Printmaking 1
Number of credits	3

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

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

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

### New Mexico Common Course Information

Prefix	ARTS
Number	1710
Name	Introduction to Printmaking 1

### A. Content Area and Essential Skills

#### To which area should this course be added?

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

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

### B. Learning Outcomes



**List all common course student learning outcomes for the course.**

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

State Mandated Student Learning Outcomes: 1. Properly operate a printing press and safely handle materials and equipment. 2. Demonstrate an adequate ability to utilize basic historical printmaking techniques that are widely relevant to contemporary, artistic expressions. 3. Utilize formal elements of art and design (line, shape, value, texture, space, and color), to create prints that are formally sophisticated. 4. Create imagery that contains conceptual depth, which can be interpreted by viewers with regard to social, cultural, political, geographical, and/or psychological experiences and relevance.

**Institution-specific Student Learning Outcomes**

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

N/A

**C. Narrative**

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

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

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled throughout the semester to train the students in assessing their progress as well as that of their peers. Students are expected to learn the process of self-criticism for the purpose of improvement in both technical skills and conceptual presentation. Communicating clearly through a visual image is difficult at first, while the student works through the process of mastering materials. The goal of art, when produced by educated artists, is to communicate ideas and/or concepts. Students must learn how to self-criticize, to identify weaknesses, and to accept criticism from their peers and instructor for the sake of learning. Beginning level courses in art studio provide a learning environment with a large amount of continual feedback and hands on training from the instruction, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces artwork where meaning and/or intent is clear and decipherable by others.

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

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

Students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. New Mexico Highlands University has been described as 'Hispanic Serving' and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference. Students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. Art studio classrooms allow for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression.

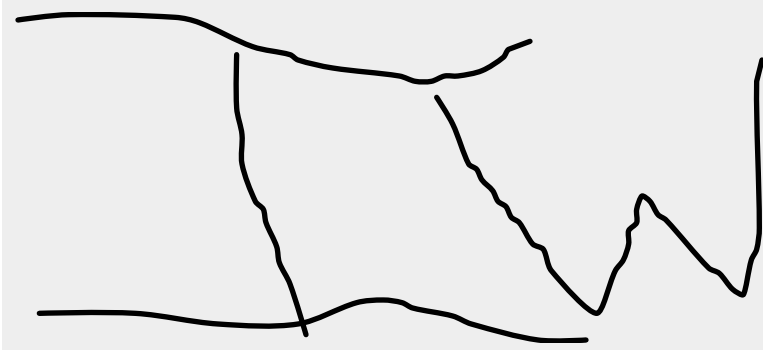
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#### **D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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



**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 3 2020

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

[ARTS 1710-Sample Assessment](#)

**Filename:** ARTS\_1710-Sample\_Assessment.pdf **Size:** 396.3 kB

## Upload Rubric

**Completed** - Aug 3 2020

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

[ARTS 1710-Sample Course Rubric](#)

**Filename:** ARTS\_1710-Sample\_Course\_Rubric.pdf **Size:** 395.7 kB

# Application: 0000001226

Ian Williamson - iwilliamson@nmhu.edu  
NM General Education Curriculum

**Summary**

**ID:** 0000001226  
**Status:** Under Review

## Application Form

Completed - Aug 3 2020

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

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

### Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

### Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

### Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

### Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

Yes

**Institutional Course Information**

Prefix	ARTH
Number	2120
Title	Art History 2
Number of credits	3

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

Yes

**Will this course only count toward General Education for the AAS degree (at your institution)?**

No

**Co-requisite Course**

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



## New Mexico Common Course Information

Prefix	ARTH
Number	2120
Name	Art History 2

### A. Content Area and Essential Skills

#### To which area should this course be added?

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

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

### B. Learning Outcomes

#### List all common course student learning outcomes for the course.

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

State Mandated Student Learning Outcomes: 1. Identify major artworks from a variety of regions and time periods. 2. Investigate the methods of producing various works of art. 3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms. 4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art. 5. Compare works across a range of historical styles and periods.

## Institution-specific Student Learning Outcomes

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

N/A

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### C. Narrative

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

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

---

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

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

Effective communication is accomplished through the classroom activity questions, class participation and the essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams and to write a coherent and informed research paper. Classroom activity questions are geared to stimulate a focused analysis of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing, or 250 words. Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. The material covered is chronologically based on the textbook, moving through it chapter by chapter and visiting the major concepts that are presented. Students are expected to identify major artworks from a variety of regions and time periods, investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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

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

Critical and reflective thinking is accomplished through class participation, classroom activity questions, and essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams. Classroom activity questions are geared to stimulate a focused analysis of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing (typed is half a page). Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. Students are expected to identify major artworks from a variety of regions and time periods, investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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

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

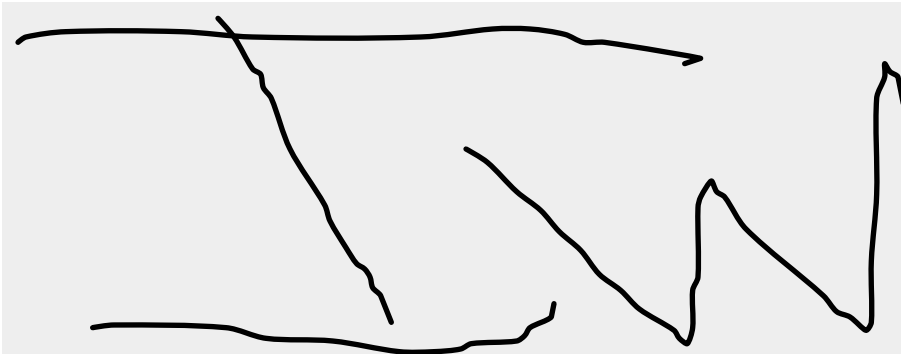
Personal and social responsibility is engaged with through discussing the social relevance and need for art in classroom lecture and in both the assignments and exam essays. Personal and social responsibility is a topic covered in the course material where relevance, value and public opinion are presented as questions and discussed at length. Students will need to engage with the topic of social response and personal responsibility by communicating with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams, while engaging with issues of social and personal responsibility. Classroom activity questions are geared to stimulate a focused analysis of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing, or 250 words. Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. Social and personal responsibility is a topic continually engaged with as an embedded topic within the Art History course textbook. Students are expected to identify major artworks from a variety of regions and time periods, investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink on a light gray background. The signature is stylized, starting with a horizontal line, followed by a series of loops and curves, ending with a sharp upward stroke.

**Date**

Aug 3 2020

## Upload Assessment

**Completed** - Aug 4 2020

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

[ARTH 2120-Sample Assessment](#)

**Filename:** ARTH\_2120-Sample\_Assessment.pdf **Size:** 406.2 kB

## Upload Rubric

**Incomplete**

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



**WESTERN NEW MEXICO UNIVERSITY  
APPLIED LIBERAL ARTS AND SCIENCES IN BUSINESS (ALAS 1825)**

**Career Exploration and Financial Independence**

**BUSA 1993 (3-Credit Hours)**

**CRN 13274 - Class Meeting LH 215 (MW 2:00-3:15)**

**CRN 13274 - Online class**

*Fall 2020 - Revised March 2020*

Zoom: <https://wnmu.zoom.us/j/5755386400>

**Professor: Dr. Miguel A. Vicéns**

**Phone: 575-538-6403**

**Email: [vicensm@wnmu.edu](mailto:vicensm@wnmu.edu)**

**Office Location: Light Hall 218-219**

**Zoom: <https://wnmu.zoom.us/j/5755386403>**

**Office Hours: Monday 9-11 am.**

**Required Text:**

Two or more textbooks from Cengage Unlimited subscription are required. Cengage Unlimited is \$119.99 for four months (single-semester), \$179.99 for a full year or \$239.99 for two-years. If interested in Cengage Unlimited, a suggestion is to pay for access for two years as this works out to \$60/semester for all your Cengage books provides access to all Cengage texts needed each semester. For students that are receiving financial aid, you may go directly to the bookstore and have Cengage Unlimited charged to your account. The professor will provide additional Text, Readings and other Materials during the class. Some of the textbooks included in the Cengage Unlimited Subscription and used in class are:

- *Personal Finance Planning, 14<sup>th</sup> Edition, Randy Billingsley/Lawrence Gitman/Michael Joehnk, ISBN 13: 9781305636613.*
- *Launching New Ventures: An Entrepreneurial Approach, 8<sup>th</sup> Edition, Kathleen R. Allen, ISBN 13: 9781337919616.*
- *Entrepreneurial Finance, 7<sup>th</sup> Edition, J. Chris Leach/Ronald W. Melicher, ISBN13: 9780357442043.*

**COURSE CATALOG DESCRIPTION:**

The course incorporates Financial Literacy with Entrepreneurship to offer career exploration and financial knowledge to students from all disciplines, in the context of WNMU's Applied Liberal Arts and Sciences (ALAS) curriculum. The course integrate business, finance, and entrepreneurship with the WNMU four Big Questions: What is Truth? What is Justice? What is it to be Human? What is a Good Life? Students will engage in these essential skills: Critical Thinking, Personal and Social Responsibility, and Quantitative Analysis.

**COURSE DESCRIPTION:**

The course combines Financial Literacy with Entrepreneurship to offer career exploration and financial knowledge to students from all disciplines. The course is designed with two areas in mind, financial literacy and entrepreneurship as a way of making a living. Financial literacy allows the student to be financially well informed when choosing careers, jobs, loans, housing, etc. In the modern world, Entrepreneurship offers an avenue to progress as far as the entrepreneur skills and creativity can take them. Students in this class will gain basic hands-on, real time experience on how to evaluate financial scenarios (personal and professional), and also will be faced with the challenge of evaluating if they want to start their own business.

Many young professionals can benefit from exploring career options, including the idea of owning and operating their own business. Innovative individuals naturally see opportunities. Entrepreneurs have been creating new generations of profitable businesses, while also providing solutions to some of the most difficult societal challenges. These social experiments (later businesses) help in understanding alternative solutions creating sustainable global scale industries and path the way to the next generation of human living standards (i.e. the world wide web). The course will be interactive, using team exercises, and

Please turn off cell phones in class (no texting), do not use cell phones for calculations, and refrain from talking outside of official classroom discussion.



real life examples. Emphasis will be given to collaborating and organizing creative ways to maximize innovation, self-achievement and financially sound decisions.

### COURSE OBJECTIVES:

At the end of the class, the students should be able to:

#### (Student Learning Objectives SLO)

- |                                                                                                                                |        |
|--------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. Prepare a personal financial statement.                                                                                     | SLO 1  |
| 2. Analyze personal debt and develop a debt elimination plan.                                                                  | SLO 2  |
| 3. Analyze and make purchase decisions for home and auto.                                                                      | SLO 3  |
| 4. Analyze risk management needs in the areas of home, health, auto, life, and disability.                                     | SLO 4  |
| 5. Analyze and develop a personal investment plan.                                                                             | SLO 5  |
| 6. Analyze and develop a tax plan.                                                                                             | SLO 6  |
| 7. Develop a family educational plan.                                                                                          | SLO 7  |
| 8. Analyze retirement needs and develop a retirement plan.                                                                     | SLO 8  |
| 9. Identify fundamental drivers creating opportunities for entrepreneurs and new ventures in the sustainable innovation arena. | SLO 9  |
| 10. Identify the constituent elements of the entrepreneurial process and Identify necessary steps to start a business.         | SLO 10 |
| 11. Adapt business responses to emerging opportunities. (Using real life cases and practice).                                  | SLO 11 |
| 12. Analyze the value of collaborations for innovation.                                                                        | SLO 11 |
| 13. Create an elevator pitch for the business plan.                                                                            | SLO 12 |

At the end of the course, the students will have gained knowledge in several essential skills. This course address the following **Essential Skills (ES)**:

- |                                       |      |
|---------------------------------------|------|
| 1. Critical Thinking                  | ES 1 |
| 2. Quantitative Reasoning             | ES 2 |
| 3. Personal and Social Responsibility | ES 3 |

At the end of the course, the student will be able to answer the following questions:

<b>Big Question</b>	<b>Learning objective</b>
1. What is truth?	ALAS-1
2. What is justice?	ALAS-2
3. What does it mean to be human?	ALAS-3
4. What is the "good" life?	ALAS-4

The students will be able to reflect on the four big questions through the duration of the course. Specific homework allow the student to connect the content of the course with the ALAS curriculum. The Course schedule details the assessment mapping for each one of the areas mentioned above. The question of what is truth? Is addressed by evaluating facts versus propaganda in personal and financial contexts/scenarios. The question of what is justice? Is addressed by exercises that allow the student to understand fairness and equity. The question of what does it mean to be human? Is addressed by the development of new business ideas and solutions to current human problems. The student through these analyses self-evaluate the effects of their decisions onto other human beings. Finally, the question of what is the good life? Is addressed by introspective exercises that allow the student to evaluate the future balance of material, social and spiritual resources/conditions.





**GRADING:**

Attendance and Discussion	25 %
Homework	25 %
Final Project/Report	25 %
Presentation or Elevator Pitch	25%
<b>Total</b>	<b>100%</b>

Each student is responsible for monitoring his or her grade in the class. The student will have a period of **one week** from the day grades are posted on Canvas, to ask for revision of it, after this period the grade will be final, without exception.

Grading will be based on a regular percentage scale as follows:

- 100% - 90% of total points A
- 89% - 80% of total points B
- 79% - 70% of total points C
- 69% - 60% of total points D
- Below 59% F

**Good writing, original work, and complete sentences are expected.**

**Cell Phone Policy**

If you bring a cell phone into class, you are expected to turn it off or set it on buzz mode. In addition, please do not engage in text messaging behavior as it becomes distracting. If cell phone use becomes a problem, points will be deducted.

**Accessibility Services** (<https://css.wnmu.edu/accessibility/students/>)

Services for students with disabilities are provided through the [Student Accessibility Services office](#) in the Juan Chacon Building. Services include, but are not limited to; alternate text, assistive technology information, campus housing arrangements, campus accessibility, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs. (Available to all WNMU students). In order to qualify for these services, documentation must be provided by certified health care professionals. Coordinator of Student Accessibility Services is JoBeth Erling. She can be contacted by **phone (575) 538-6138** at by email at [accessibility@wnmu.edu](mailto:accessibility@wnmu.edu).

**Communication Policy Statement regarding official email:**

**WNMU's policy requires that all official communication be sent via Mustang Express.** All emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

**Example:** Martin Classmember was assigned a WNMU email address of [first.last@wnmu.edu](mailto:first.last@wnmu.edu) but Martin would rather receive his emails at his home email address of [martinclass@yahoo.com](mailto:martinclass@yahoo.com) Martin would follow the direction provided at <https://support.office.com/en-us/article/Forward-email-to-another-email-account-1ed4ee1e-74f8-4f53-a174-86b748ff6a0e?ui=en-US&rs=en-US&ad=US>

**WNMU Policy on Email Passwords:** WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.

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- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & \*).
- Passwords shall be changed at least every 90 days. (8/6/08)

#### **Need Help?**

- Send a question via Canvas email to your instructor.
- For **24/7 Canvas Help** call: **888.332.6994**
- Contact the WNMU **Help Desk** at [helpdesk@wnmu.edu](mailto:helpdesk@wnmu.edu) or **575.574.4357**.
- Register for **IPS 010, Canvas Orientation**. This is a short, free, non-credit introduction to Canvas; no textbook is required. Once you complete the orientation activities, you can re-enter the course at any time during the semester to get additional help from the instructor as needed.
- Consult **Student Online Resources** at <http://learn.wnmu.edu/support/resstu.shtml> for an online readiness assessment, Technical Requirements, Canvas tutorials and Canvas Student Guide.

#### **ACADEMIC INTEGRITY POLICY AND PROCEDURES**

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Course Catalog, 2015-16, p13). Also see the section link titled “Scholastic Integrity” on the School of Business Administration website at <http://www.wnmu.edu/academic/business/index.shtml>. Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog page 14 for definitions.

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Course Catalog, 2015-16, p14). **Cheating and plagiarism will not be tolerated. The penalty for cheating or plagiarism in this course is a grade of "F" for the course and will be reported to the Academic Integrity Panel.**

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Course Catalog, 2015-16, p14). **Cheating and plagiarism will not be tolerated. The penalty for cheating or plagiarism in this course is a grade of "F" for the course and will be reported to the Academic Integrity Panel.**

CLASS PROCEDURES FOR INCLEMENT WEATHER: Follow the Inclement Weather policy established by WNMU and use your best judgment.



**CLASS SCHEDULE (SUBJECT TO CHANGES DURING THE SEMESTER)**

Book Chapters	Sections	Readings	HOMEWORK/EXERCISES	Essential Skill (ES) / Student Learning Objective (SLO)	The four questions	ALAS INTEGRATIVE EXERCISES
Foundations of Applied Liberal arts	Introduction Week	ALAS Introduction	Reflective Essay on the four questions based on the ALAS introduction document provided by WNMU.	ALAS	Addressing all 4 questions	Reflective essay on the Four Questions, beginning of the class.
Foundations of Financial Planning	Financial Vocabulary (Key Terms)	Vocabulary	Cengage Career Center	SLO 1 ES 1, ALAS-4	What is the Good Life?	At the end of this module, the student will write a reflective essay on the idea of the "good life".
	Understanding the Financial Planning Process	The rewards of sound financial planning	Cengage Evaluating a Major			
		From goals to Plans				
		The Planning Environment				
	Personal financial statements		Cengage Organizing Financial Paperwork	ES 1		
		Mapping out your financial future	Cengage Process for Conflict Resolution	SLO 7 ES 3 ALAS-4		
		Understanding Tax Principles				
		Effective Tax Planning	Cengage How Smart are your goals?	ES 3 ALAS-4 ALAS-3		
Managing Basic Assets	Managing cash and savings	Cash management and Personal Financial Planning	Cengage Choosing a Major	SLO 2 ES 2 ALAS-4		
		Cash Management Products	Cengage Evaluating Online information	ES 2 ALAS-1		
		Establish a saving program		SLO 2 ES 2 ALAS-4		
		The objectives and rewards of investing				
		Buying an automobile	Cengage Making a Plan	SLO 3 SLO 8 ES 2 ALAS-4		
		Leasing a car				
		Meeting housing needs	Cengage the Five C's	SLO 4 ES 1		
		The Home buying process				

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		Financing the transaction				
Managing Credit	Using credit/consumer loans	The basic concept of Credit	Cengage Common Credit Terms	SLO 5 ES 2 ALAS-1	What is truth?	At the end of this module, the student will write a reflective essay about their understanding of credit, loans, investments and savings. the student will be able to determine "what is truth", differentiate between propaganda and real information and evaluate the best option for him/her.
		Managing Open Forms of credit	Cengage Thinking Critically about Online Information	SLO 6 ES 1 ALAS-1		
		Using credit wisely	Cengage Manage Student loans	ES 1 ES 2 ALAS-2		
		Single Payment Loans				
		Installment loans				
Managing Insurance Needs	Insurance/Investments/Housing	Basic insurance Concepts	Cengage Choosing Emotional Health	ES 1 ALAS-4		
		What policy is right for you?				
		the importance of Health Insurance Coverage	Cengage Spend less money	ES 2 ES 3 ALAS-1		
		Long term care insurance				
		Protecting your property				
What is entrepreneurship?	Entrepreneurship Vocabulary (Key Terms) / Factors Driving growth in entrepreneurship	Think you are too old to be an Entrepreneur?	The 4 C's	SLO 9	What does it mean to be human?	Entrepreneurs have different motives to start a business. The aspect of humanity, social benefits and helping others, play an important role in starting business that are innovative. At the end of this module, the student will explain how these different motives relate to the question of
	Opportunities in old and new industries (sustainable/ veterans/immigrants)	50 signs you might be an entrepreneur.	Your business Vision	ES 1 ALAS-4		
	Thinking like an entrepreneur	Entrepreneur test	Moving from Dream to Reality	ES 2 ALAS-4 ALAS-2		
	The advantages and Challenges of Entrepreneurship	Who are the entrepreneurs?				
Opportunity identification and Feasibility analysis	The business concept	Veterans article	Business opportunities	SLO 10 ALAS-4		
	Recognizing Business Opportunities					

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	Business Models	Immigrants article	Basic Business Concept	SLO 11 ES 1 ES 2 ES 3		what it means to be human?
		Six lessons from building starting up communities 1 million cups	Feasibility analysis	ES 2		
		Lessons from U.S. Metro Areas	<u>In Class Exercise:</u> Wouldn't be nice if...	ES 3 ALAS-4 ALAS-3		
Business planning	Why do you need a business plan?	College students need to be entrepreneurial	Sources and use of funds	SLO 11 ES 2 ALAS-1		
	What goes into your business plan?	High school teaching entrepreneurship	Assumption sheet	ES 1 ALAS-4		
	Preparing financials	A business plan for the start up economy	Elevator pitch (12 critical slides)	ES 3		
	Preparing the plan	6 people every start up need	<u>In Class Exercise:</u> How to spend 100k?	SLO 12 ES 2 ALAS-4		
Target Market	Who are your customers?	Want to succeed at a start up (5 qualities)	Who are your customers?	SLO 11 ES 1 ALAS-3		
	Understanding market characteristics	The economic plight of the millennia's	Psychographic description	ALAS-3		
	Target market size and trends	The return of business creation	Target Market characteristics /size and trends	SLO 13 ALAS-4		
	Identify segments and niches	After inception...				
Competitive analysis	What makes your business special	Need guidance at your start up? Advisory board	Barriers to entry	SLO 13		
	Who's your competition?	Keep calm and continue disrupting	Niche market ideas	ALAS-3		
	Strategic position	Neutrality and entrepreneurship	Competitive analysis customer perception	SLO 13 ES 1 ES 2 ALAS-3		
	Competitive analysis		SWOT analysis	SLO 12 ES 2		
Money Management	General financial terms	5 excuses that shouldn't stop you...	Build Your income statement	SLO 2 SLO 6 SLO 10		
	How to read a financial statement?	Breaking myths vs. breaking the truth	Calculating your break even point	SLO 13 ES 2		
	Financial projections	Addressing the financing	Questions To ask your accountant	ES 1 ALAS-1 ALAS-2 ALAS-3 ALAS-4	What is justice?	At the end of this module the student will connect social entrepreneurship and financial
	Money management tips	Financialization and consequences				

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Social Entrepreneurship	Doing well by doing good	Chapter 3 book	Social Responsibility	SLO 12 ES 3 ALAS-3		information to justice for the individual and the collective.
	Social responsibility is for all business	10 breakthrough technologies (MIT)				
	The triple bottom line	From start up to scaling up				
	Social entrepreneurship	Return of business creation				
	Your company mission					

## “Title”

**Your own title (not the title of the article) based on your thesis assessment.**

**Key Quote (pg.\_\_\_\_):** A quote from the article that is “key” to unlocking/understanding the author’s thesis.

**Historical Context:** What the overall problem or concern the article addresses - the larger intellectual concern that frames the author’s specific argument – the who, what, where, when, why. Also need the same information for the author(s)

**Author’s Thesis:** What is the **author's** basic argument - what does the author set out to prove, within the context or problem noted above?

**Evidence to Support Thesis:** What types of evidence are used in the article to support the author’s thesis - what are the data offered in the article? Discuss as a minimum three, but you can do more. Put in your own words (paraphrase) – no quotes except the “key quote”. MINIMUM of three.

1.

2.

3.

**Author’s Conclusion:** After presenting the thesis and the evidence, what does the author conclude, or deduce, based on the thesis and the evidence?

**Thesis Assessment:** How is this evidence presented to support the argument's main points - how does the author organize and present this data to convince readers that his or her argument is reasonable and correct – or does it? Do you agree or not with the author’s thesis and why?

**Historical Significance:** Why is this topic of importance now? Why is it still being studied?

# US History Since 1877

## Final Test

**Part 1 --- Briefly** define **six (6)** of the following terms, then state why each of those terms are significant in US History. Eight (8) points each for a total of forty-eight (48) points. Answer in your "Blue Book".

National Origins Act

Isolationism

brinksmanship

Gulf of Tonkin Resolution

Munich Conference

"white flight"

the Ayatollah Khomeini

Ronald Reagan

Reconstruction Finance Corporation

Containment

Black Panthers

Camp David accords

Marshall Plan

Itzhak Rabin

Strategic Defense Initiative

New Global Order

**Part 2 --- Short Answer. Answer ALL parts of each question. You will need to use specific examples from the books, the lectures, and any visual media presented in class. Answer in your "Blue Book".**

7. Ten (10) Pts: **Briefly** discuss five (5) of the causes of the Great Depression **as discussed in class**.

8. Eight (8) Pts: **Briefly** describe the growth (including at least three factors that explain suburban growth after World War II) of the suburbs and the development of a suburban culture (the changes in the American family, social class, religion, and ethnicity).

9. Twelve (12) Pts: **Briefly** describe how the automobile, motion pictures, radio, and mass-circulation newspapers and magazines shaped American life in the 1920s.

10. Ten (10) Pts: **Briefly** list and describe three of the four ways/groups that society turned to in the 1920s to maintain traditionalism.

11. Twelve (12 ) Briefly state the causes (how and **why**), characteristics, and consequences of America's involvement in Vietnam, explaining the steps taken that involved the United States more deeply in the Vietnam War.

**Part 3 --- Essay (Everyone MUST answer this question).** You will need to use specific examples from the textbook, my lectures, outside sources and any media presented. **Fifty (50) points.** Answer in your "Blue Book". **Be specific and use examples.**

Describe the causes, characteristics, and consequences of the Cold War, including the policy of containment, how Americans responded to the perceived threats of communism, and the evolution of Cold War diplomacy. **Be specific and use examples.**

Describe the causes, characteristics, and consequences of the Cold War, including the policy of containment, how Americans responded to the perceived threats of communism, and the evolution of Cold War diplomacy. **Be specific and use examples.**

**Part 4 --- Essay. Choose ONE (1) of the following questions.** You will need to use specific examples from the textbook, my lectures, outside sources and any media presented. **Fifty (50) points.** Answer in your "Blue Book". **Be specific and use examples.**

(A) Describe the key events of the ferment of the 1950s into the 1970s, the violence of the era, including the assassinations, riots, and demonstrations that characterized the period, and explain why (using examples from class) music played such a large role in the youth rebellion and protest movements of the 1960s and 1970s. **Include at least one example from the video clips regarding Civil Rights watched in class. Be specific and use examples.**

**OR**

(B) Explain how the "baby boom" affected both the economy and American culture. **Be specific and use examples.**



**Sample Course Rubric:** 50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

**Instructional methods and techniques:** The instructor will provide physical demonstration and hands-on correction. Student attendance and participation is crucial to the learning process. A technical handbook will be provided and several technical lectures will be given along with consistent supervision. Students will be expected to be able to work independently within the group learning environment and to work consistently during the entire class session with short appropriate breaks. Students will be expected to participate in some group activities. **Assignments for course:** The instructor will assign a series of consecutive projects that will appropriately challenge the student both technically and conceptually, and with increasing complexity. Students will be expected to accomplish the assignments individually, ambitiously and in a timely manner.

**Evaluation:** A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria. **Sample Assessment:** Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity. Students will be expected to:

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

**Sample Course Rubric:**

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

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**Sample Assessment:**

**Critical and Reflective Thinking** is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions.

Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity

## Final Evaluation Sheet

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

The mid term grade will be averaged with the final portfolio evaluation for the full term grade.

Each evaluation category is valued as 20% of the grade. Each category will be given an X mark, a question mark, or a check mark. An X mark denotes an unsatisfactory evaluation in that category. A question mark denotes partial satisfaction in that category and is valued at half a letter grade. Two question marks will equal a one letter grade deduction. A check mark indicates satisfactory evaluation in that category.

\_\_\_\_\_ Original thinking and execution of works – 20%

\_\_\_\_\_ Ability and willingness to use the vocabulary of design – 20%

\_\_\_\_\_ Presentation of artworks – 20%

\_\_\_\_\_ Participation in the course – 20%

\_\_\_\_\_ Completion of all work assignments – 20%

\_\_\_\_\_ MID TERM GRADE

\_\_\_\_\_ SECOND TERM GRADE

\_\_\_\_\_ FINAL GRADE

NAME: \_\_\_\_\_

Handout #01, Date: \_\_\_\_\_

DUE: \_\_\_\_\_

Instructions: Throughout this project, you will be given a handout. Keep all handout and project in a separate folder. Your folder should be of portfolio-style.

- 1.) The following are coordinate points of certain locations on earth. They are like an ordered pair  $(x, y)$ . The values for  $x$  are given in longitude and the values for  $y$  are given in latitude. The values are also given in Decimal Degrees and carried out to four decimal places.

 $(27.5778, 105.4849)$  $(35.2386, 107.6078)$  $(35.3463, 111.6772)$  $(37.4450, 108.0883)$ 

Using the Internet, find the specific location of each of the coordinate points and name the location next to each coordinate point. (40 pt.)

- 2.) Given a second handout sheet that goes along with Handout #01, plot the coordinate points on the coordinate system as accurately as possible. Make sure you label each coordinate point correctly with each coordinate. Notice the scale of the coordinate system at the bottom-right. Do not lose this sheet and keep it as neat as possible. You will be using this sheet quite often. (40 pt.)

Instructions: This will be your second handout for the project. Keep all handouts and project in a separate folder. Your folder should be of portfolio-style. For the remainder of the project, you will need an "Engineer's Computation Pad" by Avery Dennison. This particular paper can be found in the Bookstore. **Your work (algebraic computations) must be done on this paper**, any other paper will not be accepted. All work must be done in pencil.

- 1.) Put your name on the graph paper in the top right corner. The bottom of the graph paper will be indicated by the 3 holes facing you. Plot the coordinate points for each mountain peak. At the coordinate point, give the coordinate (completely) and label each mountain peak correctly/neatly.
- 2.) Using a straightedge and a pencil, draw a line from Blanca Peak to Humphrey's Peak, . . . from the East mountain to the West mountain. This line segment will be called,  $y_1$ .
- 3.) Again, using a straightedge and a pencil, draw a line from Hesperus Peak to Mount Taylor, . . . from the North mountain to the South mountain. This line segment will be called,  $y_2$ .
- 4.) On your graphing paper, find the distance for  $y_1$  and  $y_2$ . Write the title for each, example: "Distance of  $y_1$ ." And underline your title. Your work should show algebraic computations that are neat and readable. Label each correctly and do not forget the units. Do not round any of the coordinate values, your solutions should be given in 4 decimal places. Your final answers must be given in a sentence. For example, "The distance from Blanca Peak to Humphrey's Peak is..." Make sure you write your sentence neatly and boxed.
- 5.) Find the linear equation of  $y_1$  and  $y_2$ . Again, you must show your work neatly and label correctly. Do not round off any values, your answer should be given in 4 decimal places. Your final answers must be given in a sentence and boxed. Then answer the following question, "What is the difference between these two equations and other linear equations that you have worked with in the past?"

Note: Your work should not be written too small or too big. Your computations should flow neatly. All papers must be in order and clean. Papers should not be folded or "crumpled". There should be no work done on the backside of the paper. Remember that I will be critical on grading your project.

**Sample Course Rubric:**

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Instructional methods and techniques: The instructor will provide physical demonstration and hands-on correction. Student attendance and participation is crucial to the learning process. A technical handbook will be provided and several technical lectures will be given along with consistent supervision. Students will be expected to be able to work independently within the group learning environment and to work consistently during the entire class session with short appropriate breaks. Students will be expected to participate in some group activities.

Assignments for course: The instructor will assign a series of consecutive projects that will appropriately challenge the student both technically and conceptually, and with increasing complexity. Students will be expected to accomplish the assignments individually, ambitiously and in a timely manner.

Evaluation: A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria.

**Sample Assessment:**

**Critical and Reflective Thinking** is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions.

Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

**Sample Course Rubric:**

four exams = 80%, classroom activity assignments = %15, Attendance = %5

Assignments for course: Students will take four exams, including a midterm and a final exam. They will also be required to complete classroom activity assignments. Students will be expected to read the textbook.

Evaluation: A student's grade will be based primarily on their performance on exams and homework, though attendance is mandatory. Students with valid excuses for missing class will still be required to complete all tests and assignments in a timely manner. Extra credit will be made available. All students will be evaluated by the same criteria. Make-up exams are at the instructor's discretion.

**Sample Assessment:**

**Mastery of content knowledge and skill occurs through class participation, activity writing assignments, and four exams including midterm and final.**

# Scene Rehearsal: Midterm Prep

Next week is your Midterm performance in which you will perform your blocked scene in class on March 5th with your scene partner(s).

Read the Midterm assignment in Canvas - the grading rubric for the Midterm is there.

Read Chapter 6: Hamlet's Advice to the Players and note anything you want to apply to your own scene.

Continue to work with Chapter 11 to support your blocking choices for your scene.

***Work to memorize your lines - extra credit will be awarded for being memorized at your midterm performance.***

Schedule at least one 1-hour rehearsal with your scene partner(s) this week.

How to submit this assignment:

- Videotape one run-through of your blocked scene and submit as an assignment entry. USE THE RECORD/UPLOAD MEDIA button above. Note: if having technical issues uploading a video, include a description of your rehearsal, including date/time and where you rehearsed.
- At the end of your performance at the video, group members should include a discussion of what stood out to each of you from Chapter 6, with an explanation of how you individually applied this to your scene.
- Comment on your rehearsal - write this up and submit through the text entry box or by handing in a typed assignment to instructor in class. In your commentary, you should describe how you individually and as a group are doing with developing characters, blocking the play, and performing as a collective. In your writing, use specific helpful information you learned from the textbook, and also use specifics or examples from your play's scene to explain choices you have made.

**Be prepared to perform your blocked scene in class on March 5th as your midterm exam. See Midterm Exam assignment for more information.**



For this memo, you will choose one of the following scenarios and respond to it accordingly (200-500 words). You are expected to modify and revise the genre-centered format while also considering your rhetoric that fulfills its purpose and appeals the audience (Refer to the readings in Modules 1 and 2). As you work on this project, you are expected to work through the genre-based writing process where you will design, create, review, revise, and edit a memo. You will also collaborate with a peer for review prior to final revision.

Objectives you will meet while doing this assignment include:

1. Writing using the basic principles of writing as performed in industry, business, government, and science.
2. Identifying the audience and purpose before beginning the composition of a technical document.
3. Demonstrate effective collection of information and organization and organization of information to suit the writing purpose and audience.
4. Demonstrate editing and revision processes through assigned exercises.
5. Write clear and concise memoranda, letters, and proposals.

### **Scenario 1: Got 99 Problems But A Zombie Ain't One**

While working at a job and company of your choice, you've come to suspect a close family member is becoming a zombie. Although currently working with a team on a project (of your choice as well), you realize you may have to rescue said family member and take them to a hospital where the antidote is being promised to all patients. You suspect this trip may take up to 4 days, but believe between the time spent waiting in the hospital and at a hotel, you can still complete your work. You recognize this as an extreme situation, but you also need to stay on this project since you have already contributed a great amount of work, and you also want to add this to help develop your resume.

Utilize the memo genre-based approach to inform your team of your current crisis and your action plan to complete your work for the project.

### **Scenario 2: California Love**

You have just completed 15 months at your new job at a company you love (both of your choosing). Because of your excellent attendance record you qualify for a week's worth of paid time off, but you have to schedule it within a month and two weeks in advance. You impulsively begin to plan a trip to California, especially because you were recently paid out your annual bonus. However, as you check your bank account you realize that your annual bonus has yet to be deposited. You contact your Payroll department and they inform you that Human Resources made a mistake on your employment start date and personal information, so you must reach out and request for the changes to be made. You then proceed to contact HR who explain they need a formal letter with your employment information, an explanation of what changes need to be made, why the changes are being made, and any other information that will be helpful in completing the revision.

Utilize the memo genre-based approach to provide HR with all required information as well as rhetoric that will help your revision be processed ASAP.

### **Scenario 3: Mo Money Mo Problems**

You have just transferred from a previous location for a higher position within your company (of your choosing). You then receive an email from the individual who took your place at your previous work site, and they are confused as to why they must not delete certain folders and saved data on your desk top that

English 2210  
Writing Memos

was from your previous project (also of your choosing). You need to send a memo to this individual and explain the importance of that information and how it may assist them and the company for the future. You also get a sense that this new employee is also new to this industry, and so you may want to avoid complex jargon, give clear instructions on how to file, and also make a great connection in case you may need to get in touch with them in the future since they have access to your previous work.

Utilize the memo genre-based approach to contact the new employee, provide the essential information, and any other necessary rhetoric that will keep this individual within your network.

**Due dates:**

Draft #1 – February 9, 2020 by 11:59 pm

Peer Review – February 14, 2020 by 11:59 pm (I will assign you a peer, with whom you will collaborate.

Final Draft – Sunday, February 16, 2020 by 11:59 pm

**Sample Assessment:**

**Critical and Reflective Thinking** is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions.

Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

### **Sample Course Rubric:**

Students will be evaluated according to the following criteria: 1) Completion and quality of sketchbook drawings. 2) Completion and quality of in-class assignments. 3) Completion and quality of out of class assignments.

Sketchbook 100pts Research folder/binder 50 pts In class assignments 10 pts each, approx. 300+ pts Out of class assignments 10 pts each, approx. 50 pts Drawing Challenges 0-10 extra credit points each

Total points approx 500+

Your grade will be based on your percentage of total points possible. 98-100% A+, 94-97% A, 90-93% A-, 87-89% B+, 84-86% B, 80-83% B-, 77-79% C+, 70-76% C, 67-69% D+, 64-66% D, 60-63% D-, 0-59% F 4) Attendance and Participation: Attendance is mandatory, a class session lasts almost three hours: three absences can occur without penalty, but final grade for the course is penalized after three absences. Some absences can be made up through outside assignments. 1-3 no penalty 4-5 first grade drop 6-7 second grade drop 8 absences constitutes failure

### **Sample Assessment:**

Critical and Reflective Thinking is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions.

Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity

## “Title”

Your own title (not the title of the article) based on your thesis assessment.

**Key Quote (pg.\_\_\_\_):** A quote from the article that is “key” to unlocking/understanding the author’s thesis.

**Historical Context:** What the overall problem or concern the article addresses - the larger intellectual concern that frames the author’s specific argument – the who, what, where, when, why. Also need the same information for the author(s)

**Author’s Thesis:** What is the **author's** basic argument - what does the author set out to prove, within the context or problem noted above?

**Evidence to Support Thesis:** What types of evidence are used in the article to support the author’s thesis - what are the data offered in the article? Discuss as a minimum three, but you can do more. Put in your own words (paraphrase) – no quotes except the “key quote”. MINIMUM of three.

- 1.
- 2.
- 3.

**Author’s Conclusion:** After presenting the thesis and the evidence, what does the author conclude, or deduce, based on the thesis and the evidence?

**Thesis Assessment:** How is this evidence presented to support the argument's main points - how does the author organize and present this data to convince readers that his or her argument is reasonable and correct – or does it? Do you agree or not with the author’s thesis and why?

**Historical Significance:** Why is this topic of importance now? Why is it still being studied?

## US History to 1865

### Final Test

**Part 1 --- Briefly** define **six (6)** of the following terms, then state why each of those terms are significant in US History. Four (4) points each for a total of twenty-four (24) points. Answer in your "Blue Book".

Alien and Sedition Acts, 1798  
Hartford Convention  
Panic of 1819  
wage slavery  
the Second Great Awakening  
Missouri Crisis (or Compromise)  
Virginia Debate of 1832  
*Trent* Affair

XYZ Affair  
Embargo Act of 1807-8 and 1813  
the "corrupt bargain"  
the "American System of Manufacturing"  
utopianism  
Nullification Doctrine/Crisis  
"Fifty-four Forty or Fight"  
New York City Draft Riots

**Part 2 --- Short Answer. Answer ALL parts of each question. You will need to use specific examples from the books, the lectures, and any visual media presented in class. Answer in your "Blue Book".**

7. Ten (10) Pts: **Briefly** describe the five (5) various social classes that existed among Southerners, including a description of the lives of Southern women and their place in antebellum (pre-Civil War) society.
8. Eight (8) Pts: **Briefly** describe Indian Removal during the Jackson administration, explaining the issues from both perspectives.
9. Six (6) Pts: **Briefly** explain the changes in transportation, communication, and commerce that helped unify the nation.
10. Eight (8) Pts: **Briefly** explain the role (the why they came and the consequences) of government explorers, fur trappers, traders, missionaries, and others (the four groups discussed in class) in the exploration and settlement of the Far West.
11. Four (4) Pts: **Briefly** describe the influence of the media on the public through movies, using specific examples from the in-class presentations. Examples CAN NOT be from your own presentation.

**Part 3 --- Essay (Everyone MUST answer this question).** You will need to use specific examples from the textbook, my lectures, and media such as videos and overheads. **Seventy (70) points.** Answer in your "Blue Book". **Be specific and use examples.**

Discuss and explain **ALL** the issues (such as the different starts of the northern and southern colonies, the Virginia and Kentucky Resolutions, "Bleeding Kansas," etc) that lead to greater sectionalism in the United States rather than helping to unify the nation from 1600s to 1861.

**Part 4 --- Essay. Choose ONE (1) of the following questions.** You will need to use specific examples from the textbook, my lectures, media such as videos and overheads. **Seventy (70) points.** Answer in your "Blue Book". **Be specific and use examples.**

(A) Identify the various reform movements and discuss their accomplishments or failures. Explain the connection between religion, reform, and social control and illustrate how these were manifested in different reform organizations.

**OR**

(B) Summarize and explain the pro-slavery arguments in response to the development of anti-slavery sentiment.

## Sample Assessment:

The following is a copy of the first exam of the semester, given at the first quarter. It involves image identification, vocabulary word definitions, and essay questions.

Student name \_\_\_\_\_

First Exam, Art History 1, Art 210, instructor Shereen Lobdell

Image Identification: Correctly identify the two pieces of information associated with each image, as they were indicated in the study images (2 points each). Choose one piece of information from each of the two lists, for each image. Each line below should have two answers, indicated by a number and a letter. There are no extra answers.

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____

Domain: Title:

- A. prehistoric 1. Stele of Hammurabi
- B. Assyrian 2. Palette of Narmer
- C. New Kingdom Egypt 3. Nefertiti
- D. Old Kingdom Egypt 4. Pech Merle Cave
- E. prehistoric 5. Woman of Willendorf
- F. Mesopotamian 6. Giza Necropolis
- G. New Kingdom Egypt 7. Lamassu
- H. Old Kingdom Egypt 8. Tutankhamun's coffin

Multiple Choice, circle the letter in front of the correct definition:

**1. Fetish**

- A. drinking vessel with a pointed bottom
- B. an object believed to have magical potency
- C. one-sided sculpture made on a flat surface**

Student name \_\_\_\_\_

**Page 2, First Exam, Art History 1, Art 210, instructor Shereen Lobdell**

**Multiple choice continued:**

**2. Stylization**

- A. an upright slab of stone with carving on it
- B. more beautiful than actually possible
- C. simplification to basic form and line

**3. Megalithic**

- A. enormous stones used in construction
- B. a figure seen from multiple viewpoints
- C. more important figures are larger

**4. Henge**

- A. melting together of at least two different metals
- B. an upright slab of stone with carving on it
- C. a circular arrangement of stones

**5. Animism**

- A. a projection of life onto inanimate objects
- B. the human spirit freed from the body**
- C. a supernatural conglomerate guardian creature

**6. Alloy**

- A. an ancient harp
- B. a melting together of at least two different metals
- C. the human spirit freed from the body



Student name \_\_\_\_\_

Page 3, First Exam, Art History 1, Art 210, instructor Shereen Lobdell

Multiple choice continued:

**7. Hieratic Scale**

- A. enormous stones used in construction
- B. more important figures are larger

**C. a figure seen from multiple viewpoints**

**8. Mesopotamia**

- A. an ancient harp
- B. a cemetery with funerary buildings
- C. between the rivers

**9. Stylus**

- A. writing stick with both a pointed and triangular end
- B. first monumental architecture in Egypt
- C. simplification to basic form and line

**10. Cylinder Seal**

- A. a small carved cylinder made of stone or ceramic
- B. a circular arrangement of stones

**C. a row of figures or designs arranged horizontally**

True or False, circle 'T' for true and 'F' for false

11. (T F) A lyre is an ancient harp.

12. (T F) A register is a writing stick with both a pointed and a triangular end.

Student name \_\_\_\_\_

Page 4, First Exam, Art History 1, Art 210, instructor Shereen Lobdell

13. (T F) Cuneiform means between the rivers.

14. (T F) A stele is an upright slab of stone with carving on it.
  15. (T F) A Lamassu is a writing stick with both a pointed and a triangular end.
  16. (T F) A canopic jar is a place to store royal internal organs.
  17. (T F) Composite pose describes a figure seen from multiple viewpoints.
  18. (T F) Mastaba means between the rivers.
  19. (T F) Ka is the human spirit freed from the body.
  20. (T F) A necropolis is an object believed to have magical potency.
- Matching: Identify the correct definition for each vocabulary word and write the corresponding alphabet letter in the blank provided.

21. Idealism\_\_\_\_\_ A. one-sided sculpture made on a flat surface
22. Relief carving\_\_\_\_\_ B. drinking vessel with a pointed bottom
23. Citadel\_\_\_\_\_ C. more beautiful than actually possible
24. Rhyton\_\_\_\_\_ D. design on metal, hammered from behind
25. Repousse\_\_\_\_\_ E. fortress style architecture

Art History 1, first exam essay questions

Choose two essay topics from the following list and prepare to write one full page on each topic. Write completely different things for each essay, without overlapping the information (10 points each).

1. Write about prehistoric cave paintings.
2. Describe and explain the stele of Hammurabi.
3. Describe the Assyrian city of Kalhu and the reliefs of Assurnasirpal II.
4. Compare and contrast Assyrian ziggurats with Egyptian pyramids.
5. Compare and contrast Old Kingdom Egyptian architecture and art, with New Kingdom Egyptian architecture and art.
6. Discuss the Palette of Narmer.

**7. Describe the funerary complexes of the Giza plateau.**

**8. Compare and contrast the representation of royal subjects with the representation of commoners in Old Kingdom Egyptian sculpture and painting**

**Sample Assessment:**

Assessment is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

### Homework/Assessment - Reflective Essay 2- what is the good life?

At the end of module 2, students will write a reflective essay on the idea of the "good life". The essay needs to include the lessons from the first module. The first module include the analysis of the reflective essay on ALAS. The student will answer the question; what is the good Life, while present/reflect on the following concepts; your personal financial future, personal financial planning process, creation of personal financial statements, effective tax planning, personal saving process and personal budgeting and cash management. Student will use key terms (financial vocabulary) introduced in module 2. The essay will be 7 to 10 pages long, double space, Arial font, and size 11 font. Please include a title page with your name, course, and the ALAS question.

### Reflective Essay 2- what is the good life?

#### Rubric

Criteria	Rating			Total Points
Evidence Range	<b>Exceeds Expectations (5 points max):</b> Essay utilizes extensive, specific, and relevant textual evidence from 3-4 sources (plus course materials) to support thesis and main points of the project.	<b>Meets Expectations (2 - 4 points):</b> Essay utilizes relevant if basic textual evidence from several outside sources as well as course materials to support thesis and main points of the project.	<b>Do Not Meet Expectations (0 - 1 points):</b> Essay utilizes some textual evidence but it may be too general to be effective or the presentation may not come from quality sources or a variety of sources.	<i>5 points max</i>
Structure Range	<b>Exceeds Expectations (5 points max):</b> The essay is well organized to show connections across time and to help the reader follow the logic of the thesis.	<b>Meets Expectations (2 - 4 points):</b> The essay follows a logical organization that shows connections across time.	<b>Do Not Meet Expectations (0 - 1 points):</b> The essay's organization is very difficult to follow.	<i>5 points max</i>
Written Communication Range	<b>Exceeds Expectations (5 points max):</b> Essay follows essay and writing conventions in a mature and sophisticated manner.	<b>Meets Expectations (2 - 4 points):</b> Essay follows basic essay and writing conventions, though errors in formatting, grammar or other areas may be found throughout.	<b>Do Not Meet Expectations (0 - 1 points):</b> Essay does not follow fundamental essay/writing conventions.	<i>5 points max</i>
Analysis Range	<b>Exceeds Expectations (5 points max):</b> Thorough analysis is provided to show how evidence supports claims.	<b>Meets Expectations (2 - 4 points):</b> Although the analysis may be a bit general at times, the project overall clearly explains how evidence supports claims.	<b>Do Not Meet Expectations (0 - 1 points):</b> Little analysis is provided to connect evidence to claims.	<i>5 points max</i>
Documentation (Information Literacy Range)	<b>Exceeds Expectations (5 points max):</b> Essay follows proper APA format, including citations and the References page.	<b>Meets Expectations (2 - 4 points):</b> Essay attempts to follows APA format, including citations and References page.	<b>Do Not Meet Expectations (0 - 1 points):</b> The project does not properly cite sources in any logical format.	<i>5 points max</i>
Critical Thinking	<b>Exceeds Expectations (5 points max):</b> Excels in critical thinking by raising important and big questions and by conducting research beyond course requirements.	<b>Meets Expectations (2 - 4 points):</b> Demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.	<b>Do Not Meet Expectations (0 - 1 points):</b> Does not demonstrate critical thinking skills.	<i>5 points max</i>
Information Literacy	<b>Exceeds Expectations (5 points max):</b> Excels in demonstrating information literacy by delving into more sophisticated content and/or creating a more sophisticated application, explanation, and/or interpretation.	<b>Meets Expectations (3 points):</b> Demonstrates ability to understand, explain, and evaluate basic content and apply basic ideas/information within another context.	<b>Do Not Meet Expectations (0 - 1 points):</b> Does not demonstrate basic information literacy in comprehension, interpretation, explanation, evaluation, and/or application.	<i>5 points max</i>
Liberal Arts Foundation	<b>Exceeds Expectations (5 points max):</b> Excels in creating a sophisticated, well-articulated response to one or more ALAS	<b>Meets Expectations (2 - 4 points):</b> Demonstrates the ability to create a basic response (that may start with clichés) to	<b>Do Not Meet Expectations (0 - 1 points):</b> Fails to demonstrate more than a clichéd response to one or more ALAS 4 Big	<i>5 points max</i>

	4 Big Questions. Provides substantial support from the course content, reflects a clear understanding of the discipline within the liberal arts, and readily applies that knowledge to real-world application/relevance.	<u>one or more</u> ALAS 4 Big Questions. Provides basic support from the course content, reflects a rudimentary understanding of the discipline within the liberal arts, and demonstrates limited ability to apply that knowledge to real-world application/relevance.	Question. Fails to provide support from the course content, reflect a rudimentary understanding of the discipline within the liberal arts, and/or demonstrate the ability to apply that knowledge to real-world application/relevance.	
Course Specific Criteria	Rating			Total Points
Use/incorporate appropriate Vocabulary (financial)	<b>Exceeds Expectations (5 points max):</b> Excel in the use of appropriate terms (vocabulary). Create coherent and significant discussions, explanations and commentaries. Integrate the terms in the essay in a cohesive and functional manner.	<b>Meets Expectations (2 - 4 points):</b> Demonstrates understanding of the terms (vocabulary). Use the vocabulary in an appropriate manner. Integrate the terms appropriately in the essay.	<b>Do Not Meet Expectations (0 - 1 points):</b> Do not show understanding in using financial terms, vocabulary or integration of the terms in a cohesive manner.	<i>15 points max</i>
Show understanding of the financial planning process	<b>Exceeds Expectations (5 points max):</b> Excel in establishing understanding of the financial planning process. Incorporate the main aspects of the process in the essay.	<b>Meets Expectations (2 - 4 points):</b> Show fair understanding of the financial planning process. Incorporate the some aspects of the process in the essay.	<b>Do Not Meet Expectations (0 - 1 points):</b> Fail to show understanding of the financial planning process or incorporating minimum aspects of the process in the essay.	<i>15 points max</i>
Incorporate personal financial statements into the essay	<b>Exceeds Expectations (5 points max):</b> Excel in establishing understanding of the personal financial statements. Excel in incorporating main aspects of the process in the essay.	<b>Meets Expectations (2 - 4 points):</b> Demonstrate understanding of the personal financial statements. Integrate some aspects of the statements in the essay.	<b>Do Not Meet Expectations (0 - 1 points):</b> Fail to show understanding of personal financial statements or in including minimum aspects of the process in the essay.	<i>15 points max</i>
Show understanding of personal cash management	<b>Exceeds Expectations (5 points max):</b> Excel in establishing understanding of personal cash management. Excel in incorporating cash management aspects in the essay and provide examples of personal cash management.	<b>Meets Expectations (2 - 4 points):</b> Introduce a basic understanding of personal cash management. Integrate some personal cash management experiences in the essay.	<b>Do Not Meet Expectations (0 - 1 points):</b> Fail to introduce a basic understanding of personal cash management or to integrate examples in the essay.	<i>15 points max</i>
Total points				<i>100 points</i>

#### Essential Skill (ES) / Student Learning Objective (SLO)/See Syllabus

SLO 1 ES 1, ALAS-4  
 ES 1  
 SLO 7 ES 3 ALAS-4  
 ES 3 ALAS-4 ALAS-3  
 SLO 2 ES 2 ALAS-4  
 ES 2 ALAS-1  
 SLO 2 ES 2 ALAS-4  
 SLO 3 SLO 8 ES 2 ALAS-4  
 SLO 4 ES 1

**Sample Course Rubric:**

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Instructional methods and techniques: The instructor will provide physical demonstration and hands-on correction. Student attendance and participation is crucial to the learning process. A technical handbook will be provided and several technical lectures will be given along with consistent supervision. Students will be expected to be able to work independently within the group learning environment and to work consistently during the entire class session with short appropriate breaks. Students will be expected to participate in some group activities.

Assignments for course: The instructor will assign a series of consecutive projects that will appropriately challenge the student both technically and conceptually, and with increasing complexity. Students will be expected to accomplish the assignments individually, ambitiously and in a timely manner.

Evaluation: A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria.

**Sample Course Rubric:**

four exams = 80%, classroom activity assignments = %15, Attendance = %5

Assignments for course: Students will take four exams, including a midterm and a final exam. Students will be required to read the course textbook and to complete classroom activity assignments.

Evaluation: A student's grade will be based primarily on their performance on exams and classroom activity writings, though attendance is mandatory. Students with valid excuses for missing class will still be required to complete all tests in a timely manner. Extra credit will be made available. All students will be evaluated by the same criteria. Make-up exams are at the instructor's discretion.



**Sample Course Rubric:**

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Instructional methods and techniques: The instructor will provide physical demonstration and hands-on correction. Student attendance and participation is crucial to the learning process. A technical handbook will be provided and several technical lectures will be given along with consistent supervision. Students will be expected to be able to work independently within the group learning environment and to work consistently during the entire class session with short appropriate breaks. Students will be expected to participate in some group activities.

Assignments for course: The instructor will assign a series of consecutive projects that will appropriately challenge the student both technically and conceptually, and with increasing complexity. Students will be expected to accomplish the assignments individually, ambitiously and in a timely manner.

Evaluation: A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria.