**Combined UNM General Education Form C**

**and**

**New Mexico Curriculum & Articulation Committee (NMCAC) Certification Request**

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

## 1. Contact Information

|  |  |
| --- | --- |
| Name |  |
| Title |  |
| Phone |  |
| Email |  |

|  |  |
| --- | --- |
| Prefix |  |
| Number |  |
| Title |  |
| Number of credits |  |
| Was this course previously part of the Gen Ed Core Curriculum? |  |
| General Education Area (select one)  See [gened.unm.edu](http://gened.unm.edu/) and <http://assessment.unm.edu/assessment-types/gened-assessment/essential-skills.html> for information about content areas | 1. Communication  2. Mathematics and Statistics  3. Physical and Natural Sciences  4. Social and Behavioral Sciences  5. Humanities  6. Arts and Design  7. Second Language |

## 2. Institutional Course Information

**3. Student Learning Outcomes**

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

Common Course Student Learning Outcomes: these are the student learning outcomes shared by courses with the same four-digit lower-division course number across multiple higher education institutions in New Mexico. A course may be "unique" to UNM, but it must still be assigned a common course number and the course description and SLOs must be listed with the NMHED. The UNM Assistant Registrar helps faculty register courses in common course numbering.

Find Common Course SLOs at: <http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>.

## Institution-specific Student Learning Outcomes

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

Tip for Success: New Mexico Curriculum and Articulation Committee interprets NMHED statute on General Education as limiting institution-specific SLOs to no more than 20% of the total SLOs. So, if there are 10 total SLOs, 8 could be common course numbering SLOs and 2 could be UNM-specific SLOs.

**4. UNM General Education Criteria**

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

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

How will this course benefit UNM students?

Why does it belong in the [General Education Program](http://assessment.unm.edu/assessment-types/gened-assessment/index.html)?

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

Departments and programs preparing curriculum form course proposals for general education areas outside the department’s/program’s routine offerings must communicate with the chairs of departments/programs and associate deans of schools and colleges that regularly offer courses within the area of the course proposal. Such communication is essential in order to understand the methods by which component and essential skills in the relevant general education are taught within already-existing courses. The other departments/programs should acknowledge having been informed and are supportive of the proposal or respond with any concerns they may have. The FSCC will consider these concerns and recommend a means for their resolution.

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

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

f) Awareness and adoption of UNM General Education Program Assessment posted by the [Office of Assessment](http://assessment.unm.edu/assessment-types/gened-assessment/index.html).

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

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

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

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

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

|  |  |
| --- | --- |
| **UNM Criteria for Evaluating Proposed Courses** | |
|  | **met/not** |
| 1. *Of broad and tangible interest and intellectual benefit to many students.*  Presents content in a way that will be useful, innovative, and engaging for students for whom this may be the only course in an academic field or area as well as for students who may continue in a discipline; complements and enriches the general education program without course duplication. |  |
| 2. *Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts.*  Can be distinguished from the foundation course of an academic major, from a course on a small sub-area of a discipline or field, and from a course with a rotating topic. |  |
| 3. *Designed to introduce students to habits of mind, theories, concepts and methods in a field or area*  Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors. |  |
| 4. *Appropriate for a research university*  Demonstrates scope, quality, accuracy of knowledge and content relative to contemporary scholarship in the field, and addresses diversity, equity, and inclusion in content and delivery. |  |
| 5. *Characterized by an inclusive pedagogy*  Seeks to provide enrichment and educational opportunity to all students. |  |

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

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

|  |  |  |
| --- | --- | --- |
|  | | |
| **NM HED Criteria/Essential Skills (complete for one area only)** | | |
| Essential Skill | Component Skill | **met/not** |
| 1. Communication | | |
| Critical Thinking | Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion |  |
| Communication | Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments |  |
| Information & Digital Literacy | (3 of the following 4): Authority and Value of Information; Digital literacy; Information structures; research as Inquiry |  |
| 2. Mathematics & Statistics | | |
| Critical Thinking | Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion |  |
| Communication | Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments |  |
| Quantitative Reasoning | Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; Application of Quantitative Models |  |
| 3. Physical and Natural Sciences | | |
| Critical Thinking | Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion |  |
| Personal and Social Responsibility | (2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global |  |
| Quantitative Reasoning | Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; Application of Quantitative Models |  |
| 4. Social and Behavioral Sciences | | |
| Critical Thinking | Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion |  |
| Communication | Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments |  |
| Personal and Social Responsibility | (2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global |  |
| 5. Humanities | | |
| Critical Thinking | Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion |  |
| Information and Digital Literacy | (3 of the following 4): Authority and Value of Information; Digital literacy; Information structures; research as Inquiry |  |
| Personal and Social Responsibility | (2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global |  |
| 6. Second Language | | |
| Critical Thinking | Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion |  |
| Communication | Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments |  |
| Personal and Social Responsibility | (2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global |  |
| 7. Arts and Design | | |
| Critical Thinking | Problem setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion |  |
| Communication | Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments |  |
| Personal and Social Responsibility | (2 of the following 5): intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; Civic discourse, civic knowledge and engagement – local and global |  |

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

Write a short (~300 words) narrative for each of the three essential skills aligned with the content area in which your course falls. Explain how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible. Narratives should describe what activities students **do** to develop the essential skills throughout the course (for example, "students demonstrate their capacity for *problem setting* in a pre-writing assignment focused on proposing a research question based on initial exploration of three scholary studies about controlled burns in woodlands").

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

**Narrative 1 on Essential Skill 1 and Component Skills (<300 words):**

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

**Narrative 3 on Essential Skill 3 and Component Skills (<300 words):**

**b. Sample Assignment**

Provide a sample assignment (exam, project, paper prompt, etc.) demonstrating how students will be assessed on learning an essential skill and one or more related component skills.

Tip for success: refer to the assignment in one of your narratives on how essential skills are taught.