|  |  |
| --- | --- |
| 1. **Institution and Course Information** | |
| Name of Institution |  |
| Department |  |
| Course Number, Title, Credits |  |
| Co-requisite Course Number and Title, if any |  |
| Is this application for your system (ENMU, NMSU, & UNM)? |  |
| Name and Title of Contact Person |  |
| Email and Phone Number of Contact Person |  |

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

Yes No

|  |
| --- |
| 1. Content Area and Essential Skills |

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

Communications Mathematics Science Social & Behavioral Sciences

Humanities Creative & Fine Arts Other

**Which essential skills will be addressed?**

Communication Critical Thinking Information & Digital Literacy

Quantitative Reasoning Personal & Social Responsibility

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| 1. Learning Outcomes |

**This course follows the CCNS SLOs for**

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| --- |
| List New Mexico Common Course Prefix, Number and Name |

**List all learning outcomes that are shared between course sections at your institution.**

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| 1. Narrative |

**Explain what students are going to do to develop the critical skills** (selected above) **and how you will assess their learning?**

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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 the outcomes of the first essential skill. 250 – 400 words. |

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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 the outcomes of the second essential skill. 250 – 400 words. |

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| **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 the outcomes of the third essential skill. 250 – 400 words. |

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| **Personal & Social Responsibility***. Intercultural reasoning and intercultural competence; Sustainability and the*  *natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global* |
| In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 400 words. |

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| **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 the outcomes of the third essential skill. 250 – 400 words. |

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| 1. Supporting Documents. |

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

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

**Link to Institution’s General Education Assessment Plan** Click here to enter text.

**This course meets institutional standards for general education.**

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Signature of Chief Academic Officer Date

**HED Internal Use Only**

Presented to NMCC on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

Approved Denied

If denied, rationale:

Institution Notified on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**New Mexico General Education Curriculum** **Course Certification** **Instructions**

1. **Institution and Course Information**

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

**B. Content Area and Essential Skills**

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

|  |  |
| --- | --- |
| **ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE**  **NEW MEXICO GENERAL EDUCATION CURRICULUM** | |
| **General Education Content Area** | **Skills associated with the content area** |
| Communications | [Communication](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Communication-Sept-2017-.docx&hl=en_US)  [Critical Thinking](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Critical-Thinking-Aug-2017.docx&hl=en_US)  [Information & Digital Literacy](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Information-Digital-Literacy-Aug-2017.docx&hl=en_US) |
| Mathematics | [Communication](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Communication-Sept-2017-.docx&hl=en_US)  [Critical Thinking](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Critical-Thinking-Aug-2017.docx&hl=en_US)  [Quantitative Reasoning](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/04-DRAFT-Quantitative-Reasoning-Aug-2017.docx&hl=en_US) |
| Science | [Critical Thinking](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Critical-Thinking-Aug-2017.docx&hl=en_US)  [Personal & Social Responsibility](https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Personal-and-Social-Responsibility-Sept-2017.docx)  [Quantitative Reasoning](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/04-DRAFT-Quantitative-Reasoning-Aug-2017.docx&hl=en_US) |
| Social & Behavioral Sciences | [Communication](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Communication-Sept-2017-.docx&hl=en_US)  [Critical Thinking](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Critical-Thinking-Aug-2017.docx&hl=en_US)  [Personal & Social Responsibility](https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Personal-and-Social-Responsibility-Sept-2017.docx) |
| Humanities | [Critical Thinking](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Critical-Thinking-Aug-2017.docx&hl=en_US)  [Information & Digital Literacy](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Information-Digital-Literacy-Aug-2017.docx&hl=en_US)  [Personal & Social Responsibility](https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Personal-and-Social-Responsibility-Sept-2017.docx) |
| Creative and Fine Arts | [Communication](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Communication-Sept-2017-.docx&hl=en_US)  [Critical Thinking](https://docs.google.com/viewerng/viewer?url=https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/08/DRAFT-Critical-Thinking-Aug-2017.docx&hl=en_US)  [Personal & Social Responsibility](https://provost.nmsu.edu/state-wide-gen-ed/wp-content/uploads/sites/9/2017/09/DRAFT-Personal-and-Social-Responsibility-Sept-2017.docx) |

**On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.**

***Note:*** *If proposing a course that does not fall within a single General Education content area (as part of your institution’s flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.*

**C. Learning Outcomes**

**List all shared learning outcomes for the course**. Shared learning outcomes are those that are common to all sections offered at the institution regardless of instructor and may include outcomes that are not related to essential skills. In Section D, you will be asked to demonstrate how learning outcomes from the shared outcomes list address the essential skills associated with the selected content area.

***Note:*** *Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.*

**D. Narrative**

In the boxes provided, write a short (less than 500 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the New Mexico Higher Education Department Website when completing the narrative portion of the form.

**E. Supporting Documents**

**Attach a sample assessment.** The assessment should illustrate how the essential skills are assessed within the context of the content area.

**F & G. Assessment Narrative**

Provide a link to a description of your institutional plan for assessment of general education learning outcomes. Describe the relationship between this course and your institution’s general education assessment plan.

***Note:*** *A copy of your institution’s general education assessment plan and how this course fits into that plan should be provided to all instructors for the course.*