Guidelines for Courses in the UNM General Education Program

NM state legislation passed in 2017 requires that the following essential skills be assessed in general education programs (https://hed.state.nm.us/resources-for-schools/public_schools/general-education):

1. Communication
2. Critical Thinking
3. Personal & Social Responsibility
4. Information & Digital Literacy
5. Quantitative Reasoning

NM Higher Education Department administrative code has assigned three specific essential skills, with related component skills, from the total of five to each area of the general education program. (In addition, all lower division courses, including general education courses, must receive a common course number and be listed in the NM HED catalog of common course numbered courses). At UNM, the general education program (http://catalog.unm.edu/catalogs/2019-2020/undergrad-program.html) includes the following areas:

I. Communication; II. Mathematics and Statistics; III. Physical and Natural Sciences; IV. Social and Behavioral Sciences; V. Humanities; VI. Second Language (note that other HEIs in New Mexico place second or foreign languages in the "Humanities" area); VII. Arts and Design.

The shift in NM HED guidelines for the general education program has afforded UNM the opportunity to:

1) align general education courses by existing UNM area with the essential skills through certification of courses created before and after 2019 with the New Mexico Curriculum and Articulation Committee;

2) introduce lower-division courses into the state common course numbering system, where they are identified by subject code, course number, course description and student learning outcomes;

3) create innovative and engaging general education courses at UNM within existing areas that address essential skills and prepare students with the habits of mind associated broadly with areas of study and a liberal arts education (as opposed to being structured as an introduction to a major).

The following evaluation rubric identifies:

1) UNM criteria for inclusion in the general education program;

2) NM HED criteria for inclusion in the general education program by area.

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

Name of Course:		
Department:		
Area of General Education:		
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.		
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	

Resources:

New Mexico Higher Education requirements: https://hed.state.nm.us/resources-for-schools/public_schools/general-education

UNM Rubrics for the essential skills: https://assessment.unm.edu/gen-ed-assessment/rubrics-example-assignments.html

Current list of general education courses with student-friendly descriptions: gened.unm.edu.

General Education Curriculum (UNM Catalog 2019-20)

By providing a base of knowledge and flexible tools for thinking, General Education curriculum empowers students to face a rapidly changing world. General Education equips students for success throughout their education and in future employment. General Education also creates a pathway to community engagement, offers an encounter with diverse human experiences, and generates personal enrichment through curiosity, learning, and tolerance. A student's major offers the opportunity to specialize in an area of specific interest and in the practices belonging to a particular field (for example, Chemistry, History, or Music). Complementing the major, General Education provides a set of strategies: communication, critical thinking, information analysis, quantitative skills, responsibility towards local and global communities. Students develop these strategies from different angles by taking one or more courses in each of the areas of the General Education curriculum: Communication, Mathematics and Statistics, Physical and Natural Sciences, Social and Behavioral Sciences, Humanities, Second Language, and Arts and Design. Some General Education courses involve students directly in addressing crucial problems through undergraduate research, race and social justice analysis, global awareness, community engagement, and innovation. Completing General Education early sets students up for achievement throughout their college careers by building versatile habits of mind.

All undergraduate students must complete 31 credit hours of General Education coursework, following the guidelines below. General Education consists primarily of lower-division courses (numbered at the 1000- and 2000-level). Only some of these courses fulfill a requirement within a major and only some are prerequisites to the major. Except where noted (see "Alternative Credit Options" in the Admissions section of this Catalog), students may apply AP or CLEP credit to General Education requirements.

Transfer and re-entering students receive advisement in the College and Department to which they are admitted in order to establish an appropriate program which meets their needs and the aims of the General Education curriculum. **Transfer students who have demonstrated completion of all of the requirements for General Education at another higher education institution in New Mexico will not be required to fulfill General Education requirements at UNM, unless they opt to do so. Transfer students who have not completed all of the requirements for General Education at another higher education institution in New Mexico will need to follow the University of New Mexico requirements for General Education listed here.** The University recognizes that minor substitutions or exceptions, handled on a Department and College basis, may be necessary to accommodate specific student needs.

The three-credit hour U.S. and Global Diversity and Inclusion undergraduate degree requirement is independent from General Education curriculum requirements and is fulfilled through completion of an approved University of New Mexico course (some courses in the General Education curriculum may also fulfill the U.S. and Global Diversity and Inclusion requirement). Completion of this University requirement is mandatory for all undergraduate students, including transfer students. See the "U.S. and Global Diversity and Inclusion Requirement" section of this page for more information.

The General Education curriculum requires a minimum of 31 credit hours of courses in the following areas of study:

1. Communication (6 credit hours): English 1120, plus an additional course chosen from Communication 1130; English 2120, 2210; Philosophy 1120; University Honors 201. Students who do not place into English 1120 may apply the credit hours from the prerequisite English 1110 (or the equivalent English 1110Y or English 1110Z) to help fulfill Area 8 requirements (see below).

2. Mathematics and Statistics (3 credit hours): One course at the appropriate level determined by placement: Mathematics 1130, 1220, 1240, 1250, 1350, 1430, 1440, 1512, 1522, 2118; University Honors 202.

3. Physical and Natural Sciences (4 credit hours): One course and, where applicable, the related laboratory: Anthropology 1170 and 1170L, 1175 and 1175L, 1211 and 1211L; Astronomy 1115 and 1115L; Biology 1110 and 1110L, 1140 and 1140L; Chemistry 1110, 1120C, 1215 and 1215L, 1225 and 1225L, 131, 132; Computer Science 108L; Environmental Science 1130 and 1130L; Geography 1160 and 1160L; Geology 1110 and 1110L, 2110C; Natural Science 1110, 1120, 2110; Physics 1110, 1115 and 1115L, 1125 and 1125L, 1230 and 1230L, 1240 and 1240L, 1310 and 1310L, 1320 and 1320L; University Honors 203.

4. Social and Behavioral Sciences (3 credit hours): Africana Studies 1120; American Studies 1110, 1140; Anthropology 1115, 1140, 1155, 2175; Chicana and Chicano Studies 1110; Community and Regional Planning 181; Economics 2110, 2120; Engineering 200; Film and Digital Media Arts 1520; Geography 1165, 217; Linguistics 2110; Mechanical Engineering 217; Political Science 1120, 1140, 2110, 2120; Psychology 1110; Public Health 101, 102; Sociology 1110, 2315; University Honors 204.

5. Humanities (3 credit hours): Africana Studies 1110; American Studies 1150; Chicana and Chicano Studies 2110; Classics 1110, 2110, 2120; Comparative Literature 222, 224; English 1410, 2650, 2660; Film and Digital Media Arts 1520; Geography 1175; History 1110, 1120, 1150, 1160, 1170, 1180; Modern Language 1110; Native American Studies 1150; Philosophy 1115, 2210, 2225; Religion 1110, 2110, 2120; University Honors 121, 122, 205.

6. Second Language (3 credit hours): A second language course chosen from regular language offerings in UNM departments including (but not limited to) Foreign Languages and Literatures, Linguistics, and Spanish and Portuguese. Students will follow departmental guidelines on placement in the appropriate language course level. Languages regularly offered at UNM include (but are not limited to): American Sign Language, Arabic, Chinese, French, German, Classical Greek, English (for qualified international students who learned English as a second language), Italian, Japanese, Latin, Portuguese, Navajo, Russian, Spanish, and Swahili.

7. Arts and Design (3 credit hours): One course chosen from the following courses: Architecture 1120; Art History 1120, 2110, 2120; Dance 1110; Fine Art 284; Film and Digital Media Arts 1520, 2110; Music 1120, 1130; Theatre 1110; University Honors 207. Alternatively, students may elect to take one 3-credit hour studio course offered by the Departments of Art, Film and Digital Arts, Music, or Theatre and Dance to fulfill this requirement. Completion of prerequisites for the studio course is required as necessary.

8. Student Choice (6 credit hours): two additional General Education courses chosen from two different Areas (1-7). Students who do not place into English 1120 may apply the credit hours from the prerequisite English 1110 (or the equivalent English 1110Y or English 1110Z) to help fulfill Area 8 requirements.

GENERAL EDUCATION LEARNING OUTCOMES BY AREA

Communication

Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances. At the completion of the Communication component of the General Education curriculum, students should aim for, at minimum, the Developing level for each component skill. By practicing disciplinary communication skills in courses within a major field of study, undergraduates should reach the Proficiency level by the end of a baccalaureate degree program.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie., attending to audience, purpose, and context)	Students communicate in various genres and mediums.	Students communicate in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths.	Students communicate effectively in several genres and mediums, demonstrate awareness of limitations and strengths of each, and evaluate the effectiveness of their communications with regard to appropriateness to the rhetorical situation.	To demonstrate genre awareness, application, and versatility, students are asked to communicate well in genres such as a lab report, an essay, a white paper, a research proposal, a reflective response to readings, a marketing brochure and in varied mediums such as oral presentations, websites, written document.
Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counter-arguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).	Students use more than one for understanding and evaluating messages. They describe the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Students use a wide range of strategies for understanding and evaluating messages. They also evaluate the effectiveness of strategies they use for interpreting messages in different rhetorical situations.	Use writing or speaking to convey their interpretation of materials and to assess what they have heard, read, or seen after applying strategies for evaluating messages such as reading for main points; seeking key arguments, counter-arguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic). Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment. To assess developing and proficient levels, students' work should include reflections in which students evaluate their choices and overall performance.
Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).	Students understand that sources have varied validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported.	Students evaluate a source's authority; distinguish among facts, opinions, and inferences; and identify claims that are supported and unsupported.	Students identify and develop claims that are supported by evidence and reasoning; evaluate and integrate arguments of others into their own written and spoken arguments.	Assess for student understanding of the authority (e.g., credibility, soundness) of what they read, hear, or see. Assess students' oral or written work in which they produce arguments of their own after evaluating others' relevant arguments. To demonstrate skills in producing arguments employing others' sound arguments, students effectively employ others' material within their own well-argued texts or presentations. Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment.

General Education Learning Outcomes

Content Area: Mathematics & Statistics

Courses in mathematics or statistics fulfill the general education requirement if they meet the Emerging, Developing, and Proficient column descriptions given by the appropriate rubric shown in the following pages. For example, programs in science, technology, engineering, and mathematics would use the College Algebra rubric, as would any calculus-based program, for students that test into or below College Algebra.

The mathematics or statistics general education requirement may also be satisfied by mathematics or statistics courses above the level shown in the rubrics. For example, if a student begins college with a course in Calculus I, this implies sufficient knowledge of College Algebra. Calculus I may therefore be used to fulfill the general education requirement without having to reference the College Algebra rubric.

General Education Outcomes: Survey of Mathematics

Core Competency	Emerging	Developing	Proficient	Assessment Suggestions
Graphical Representations: Construct and analyze graphs and/or data sets.	Students gather and organize information; Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.	Emerging skill descriptions plus: Students interpret results through graphs, lists, tables, sequences, etc.	Developing skill descriptions plus: Students draw conclusions from data or various graphical representations.	• Test/quiz questions • Routine use of an accepted Classroom Assessment Technique (CAT) • Oral presentation by student • Written presentation by student • Student-created portfolio • Capstone project • Peer review • Student self-assessment • Group research and presentation on a real-life problem analyzed/solved by using mathematics • Student journal • Individual or group projects • Cooperative learning activities • Pre/post test
Expressions & Equations: Evaluate expressions. Use and solve various kinds of equations.	Students understand the purpose of formulas and use appropriate formulas within a mathematical application.	Emerging skill descriptions plus: Students solve equations within a mathematical application.	Developing skill descriptions plus: Students check answers to problems and determine the reasonableness of results.	
Mathematical & Statistical Language: Write mathematical explanations using appropriate definitions and symbols.	Students show an understanding of a mathematical application both orally and in writing.	Emerging skill description plus: Students describe solutions of mathematical problems in the context of the problems.	Developing skill descriptions plus: Students define mathematical concepts in the student's own words.	
Problem Solving: Solve problems in mathematical contexts.	Students translate mathematical information into symbolic form.	Emerging skill description plus: Students gather and organize relevant information for a given application.	Developing skill descriptions plus: Students draw conclusions and communicate the findings and create an effective problem solving strategy.	

General Education Learning Outcomes

General Education Outcomes: Statistics

Core Competency	Emerging	Developing	Proficient	Assessment Suggestions
Graphical Representations: Construct and analyze graphs and/or data sets.	Students organize and display data and concepts using common statistical graphics, e.g. frequency distributions, box and whisker plots, etc.	Emerging skill description plus: find percentile points and ranks for a frequency distribution.	Developing skill descriptions plus: Students graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences.	• Pre/post test • Test/quiz questions • Routine use of an accepted Classroom Assessment Technique (CAT) • Oral presentation by student • Written presentation by student • Student-created portfolio • Capstone project • Peer review • Student self-assessment • Group research and presentation on a real-life problem analyzed/solved by using statistics
Expressions & Equations: Evaluate expressions. Use and solve various kinds of equations.	Students compute mean, median, mode, and standard deviation; and determine basic probabilities and probabilities associated with the standard normal curve.	Emerging skill descriptions plus: Students calculate and interpret the least squares regression equation and the linear correlation coefficient; compute sampling distributions of sample means; compute the mean and standard deviation of sample means; calculate test statistics; and calculate probabilities using the standard normal distribution and relate them to areas under the curve.	Developing skill descriptions plus: Students calculate probabilities using compound probability rules and the binomial distribution and its properties; calculate margin of error given sample size and sample size given margin of error; and construct confidence intervals for population means and proportions.	
Mathematical & Statistical Language: Write statistical explanations using appropriate definitions and symbols.	Students use Z-scores appropriately; construct probability distributions; write confidence intervals; define parameters and statistic; distinguish between population and samples, and parameters and statistics; use statistical vocabulary appropriately; distinguish between qualitative and quantitative data; and give examples of independent and dependent variables.	Emerging skill descriptions plus: Students understand the Central Limit Theorem and when to apply it; write null and alternate hypotheses; understand the concept of significance level and P values; explain and evaluate statistics used in the real world (from a news article, research project, etc.); distinguish between descriptive and inferential statistics; and explain the difference between correlation and causation.	Developing skill descriptions plus: Students apply the steps for inference/hypothesis testing; describe the basic elements of sampling and experimental design; describe the relationship between the sampling distribution and the population distribution; use the Central Limit Theorem to approximate the probability distribution and calculate probabilities; and explain why a test can lead us to reject the null hypothesis.	
Problem Solving: Solve problems in statistical contexts.	Students determine appropriate methods to display data; compare measures using Z-scores; identify and analyze outliers; and determine whether a statistical test is appropriate under stated conditions.	Emerging skill descriptions plus: Students use least-square regression equations to predict values; select appropriate sampling techniques; interpret basic probabilities; identify null and alternative hypotheses; and interpret the meaning of the coefficient of determination.	Developing skill descriptions plus: Students determine if random variables are continuous or discrete; choose and construct appropriate hypothesis tests for population means and proportions; determine if the binomial distribution can be approximated with the normal distribution; and perform and interpret statistical tests and determine whether data is statistically significant.	

General Education Learning Outcomes

Content Area: Science

This rubric describes the progression in understanding that students should demonstrate as they advance through science courses. It is intended to provide guidance to faculty members designing courses and assessment tools and should not be viewed as establishing expectations for a certain level of achievement at the end of a single general education science course. Faculty members are encouraged to use the rubric to establish the level of understanding, for each component of knowledge, they would like to see students achieve in their course.

Component Knowledge	Emerging	Developing	Proficiency	Assessment Suggestions
Scientific Literacy	Students recognize the difference between scientific and non-scientific concepts and processes; describe appropriate application of the scientific method in arguments.	Students describe the relevance of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity; students read, evaluate and can effectively analyze-the validity of scientific arguments from the popular press.	Students ask, find, and determine valid answers to scientific questions derived from curiosity about everyday experiences; analyze relevant scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed; evaluate the quality of scientific information on the basis of its source and the methods used to generate it; pose and evaluate arguments based on evidence and apply conclusions from such arguments appropriately.	• Written lecture summaries • Short-answer exams • Essay exams • Research/term paper • Pre-lab reports • Lab notebooks • Lab reports • Presentations
Scientific Reasoning	Students explain how the scientific method is implemented and formulate questions about nature and generate hypotheses; differentiate between a theory and an hypothesis.	Students contrast scientific explanations for natural phenomena from other ways of knowing or arriving at conclusions and judgments; explain that scientific understanding is tentative and subject to falsification.	Students apply the scientific method by formulating questions about nature, generating hypotheses, and testing hypotheses using experiments and comparisons.	
Experimental Techniques, Methods, and Design	Students recognize that observation, measurement, and experimentation play roles in the scientific approach to knowledge; understand visual and tabular representations of scientific data.	Students execute appropriate experimental designs; produce visual and tabular representations of scientific data; apply simple statistical descriptors to characterize experimental data sets.	Students create appropriate experimental designs; generate and analyze data using appropriate statistical techniques and use the results to evaluate hypotheses; create persuasive arguments, both written and oral, based on data.	

General Education Learning Outcomes

Content Area: Humanities

Levels of emerging, developing, and proficient indicate a progression across increasing levels of coursework. Students in humanities courses are not expected to reach proficiency levels as stated in the rubric after an introductory course; however, instructors are encouraged to design coursework that exposes students to these concepts and prepares them to analytically apply them while students continue their studies in humanities.

Component Knowledge	Emerging	Developing	Proficient	Assessment Suggestions
Comparative Cultural Knowledge: Identify the distinctive qualities, influences, and impact of systems of thought, practices, or cultural works: why, where, and when they emerged, for whom they have been influential, and how they have contributed to conflict, identity, and experience.	Students recall, recognize, classify and explain aspects of the cultural knowledge presented in the course.	Students question, examine, and compare aspects of the cultural knowledge presented in the course.	Students appraise, analyze, and critique aspects of the cultural knowledge presented in the course.	Exams Projects Portfolios Papers
Intercultural Awareness: Investigate how systems of thought, cultural practices, beliefs, and works shape individual and collective experiences, produce meaning, and influence interpretation of societies in the past or present.	Students recall, recognize, classify and explain the intercultural influences presented in the course.	Students question, examine, and compare the intercultural influences presented in course.	Students appraise, analyze, and critique the intercultural influences presented in the course.	Exams Projects Portfolios Papers

General Education Learning Outcomes

Content Area: Creative & Fine Arts

Student Learning Outcomes in creative and performing arts courses in the NM General Education Core must address any combination of two out of three of the component skills below. The skill level reached by the end of the course should be at least in the Developing criteria column, although some courses will be able to achieve Proficiency. Proficiency corresponds to the level anticipated for a Fine Arts major at graduation. This rubric is intended for use at the individual course level and is designed for application across a broad range of coursework. The Assessment column is intended to provide samples of possible assessment but is not an exhaustive list.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Understanding Art in Society: Respect for how diverse human values and experiences contribute to the making and uses of art.	Students describe how one or more works of art, are made or used by a culture.	Students analyze how cultural context and medium inform the production and reception of a work of art.	Students identify the roles of several works of art in society and some of the effects of gender, race, religion, class, sexuality, economic status and medium upon their production and reception.	Portfolio Essays Visual and oral presentations explore or contrast works of art or performance EXAMPLE: An essay on the commonality or difference in two works of art in the same or different genre.
Engaging in Arts Theory/Criticism/History: Understand the political, economic, religious, and historic bases of the arts through research, discourse, and creation via writing, performance, or studio practice.	Students use some key terminology and principles in discussion and writing to assess a creative work in its relation to culture(s).	Students use some key terminology, principles, and research to discuss and critique works of art to distinguish how the work is connected to the culture(s) that produced them.	Students use key terminology, principles, research, to critique works of art or performances and to present a cogent analysis of the cultural context.	Analytic Essays Creative Writing In Class Presentations Vocabulary Quiz EXAMPLE: Presentation that critiques work of art based on medium, technique, historic, and/or cultural relevance EXAMPLE: Creative essay that connects historical relevance of a topic to a work of art
Creating Art: Employ best practices and medium appropriate techniques to create or perform a work of art.	Students demonstrate and employ a basic understanding of best practices to create or perform a work of art through the use of a few appropriate techniques.	Students demonstrate comprehension of techniques and best practices by evaluating and selecting from a range of techniques to create or perform a work of art.	Students produce a work of art or a performance based on critical selection and application of best practice techniques and cultural knowledge.	Creation of art work employing high level/best practice- identified techniques and/or performance practices. EXAMPLE: Student performance of a musical masterwork. EXAMPLE: Student performance of an original dance (choreography) EXAMPLE: A student-written play, creative fiction, screenplay, poem