## 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 |
| 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. |  |  |
| 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 and methods in a field or <br> Provides modes of thinki satisfaction in career, life | its of mind, theories, concepts <br> that contribute to exploration and endeavors. |  |
| 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 in Seeks to provide enrichm | gy <br> onal 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; <br> Evidence Evaluation; <br> 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: http://assessment.unm.edu/gened-assessment/essential-skills.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.

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 performances．At the completion of the Communication component of the General Education curriculum，students should aim for，at minimum，the Developing level for each 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
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| :---: | :---: | :---: | :---: | :---: |
| улом е о九 כ！ <br>  әэиелә弓ал ןеגпן ＇әnb！uчวағ ‘un！paw uo paseq дие јо צлом <br>  z！no Nejnqeron <br>  <br>  <br>  |  <br>  ol pur sajuemionad do गue <br>  <br>  Кәу əsn słuapnis | шачт раэnposd дечъ <br>  <br>  <br>  pue ssnos！p of чフлеагәд <br>  ィәу әшos asn sұuapnıs | （s）anmana of uoilejas <br>  of Iu！！um pue uo！ssnos！p ul saldijulud pue 18이oulmat Кәу әuos əsn sұuәpms | －วэามวยม <br>  ein uonjean pue＇as．novs！p ‘чглеаรал <br> 4 noryz sye ayz fo seseq गuols！ <br>  <br>  รมฟ U！Su！gefus |
| алиая ұиәлән！ ло әшеs <br> 人！！！euoumoכ ачł ио Кеssa u甘：Э7dWఈX3 аэиешлодад до де јо гұом дรедиоз 10 әлоןdxa suo！pejuasaıd ןeıo pue ןens！＾ shess 3 o！ofprod | uolldaכas pue uo！zonposd リəə૫ uodn wn！pau pue <br>  <br>  до sұכәдә ачъ до әшоs pue ＾дарэоs и！де до гұдом ןедәлая <br>  |  pue иo！！วпрролd әчъ шлоји！ <br>  моч az＿jeue sjuapnas | －antino e Aq pasn 10 ареш але＇นе до яұом алош ло әио моч әq！изгар słuapmıs | นе до sasn pue <br>  pue sanjen ueuny asıan！p moy 10$\}$ <br>  |
| suoljsəasins נuəurssessy | วuəipifodd | 8u！doןənวの | 8u！8ıamı | II！YS Tuauoduos |


 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 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



[^0]:    'se!t!ueuny
     not expected to reach proficiency levels as stated in the rubric after an introductory course; however, instructors are encouraged to design
    

