DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1585

Fields marked with * are required

Name of Initiator: Diahndra Grill **Email:** dgrill@unm.edu **Phone Number:** 505-277-4722 **Date:** 12-01-2014

Associated Forms exist? Yes Initiator's Title Program Manager: IFDM

Faculty Contact Miguel Gandert Administrative Contact Diahndra Grill

Department IFDM, CFA Admin Email dgrill@unm.edu

Branch ABQ Admin Phone 7-3656

Proposed effective term

Semester Fall Year 2016

Course Information

Select Appropriate Program Undergraduate Degree Program

Name of New or Existing Program IFDM Core Course IFDM 105L

Select Category UG Core Course Degree Type

Select Action New

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

IFDM105L_Course_Title_Description-4.pdf

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)
IFDM is proposing to move from a 4-year to a 3-year program to align with the University goals. Therefore, IFDM is proposing to move IFDM 105L (Inter and New Media Studies, New Title: Intro to Film and Digital Media) from currently the required Intro IFDM core course to the university core as an option in the Fine Arts, Social/Behavioral Sciences, and Humanities Curriculum. By becoming a part of the UNM core curriculum, IFDM 105L will expose students to the broad based theoretical, critical, and technical examinations in the internet and new media in terms of the humanities, social sciences, and fine arts.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

IFDM_105L_Syllabus_Assignments.pdf
IFDM_105L_Assessment.pdf
IFDM105L_Justification_Form-2.pdf

☐ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

The course title will change and remove restriction.

Original

Inter and New Media Studies I

IFDM 105L (3)

The history of methods and practices of art, science and technology in the development of new media, with surveys from a historical perspective. Studies the practices, careers and disciplines involved with film and digital media.

Restriction: permission of IFDM advisor

Revised

Introduction to Film & Digital Media

IFDM 105L (3)

The history of methods and practices of art, science and technology in the development of new media, with surveys from a historical perspective. Studies the practices, careers and disciplines involved with film and digital media.

**Note: Removal of "Restriction: permission of IFDM advisor."

Intro to Film & Digital Media: IFDM 105L

Fall 20xx

Lecture: Mondays, 9:00am – 9:50am, George Pearl Hall, Room 101

Labs: Wed or Fri, 9 am – 10:50, Hartung Hall, Room 106

Course Website: https://internewmedia2015.wordpress.com

Instructor: Peter G Lisignoli

Email: plisign@unm.edu

Office Hours: Thursday, 1pm – 3:30 pm or by appointment, CERIA Room 344

Course Description

This course is designed to provide students with a survey of the histories, innovative concepts, and creative possibilities of digital media. Within both the lecture hall and the studio lab, students will consider a wide variety of digital media processes and applications. Additionally, students will learn fundamental skills in teamwork, storytelling, and design.

All sections will meet en masse Mondays in George Pearl Hall. Instructor lectures, guest speakers, and student presentations will account for most of our time in the lecture hall. Students will work on their creative projects during the studio lab times, Wednesdays or Fridays, from 9am to 10:50am.

Course Objectives

Students will:

- Demonstrate their understanding of fundamental key concepts, principles of animation and the moving image, and visual storytelling skills through digital narrative,

- Demonstrate collaboration and interdisciplinary work through digital media projects,

- Students will be able to present and analyze creative works and develop strong communication

Coursework

10%	Found Footage Film
10%	Digital Photo Essay
10%	Animation
10%	Storyboard
25%	Video Project
25%	Final Project
10%	Participation and Participation

Extra Credit

5%	Portfolio – A collection of work in web form or in physical portfolio

Four Exercises: The first half of the semester, students must complete a series of exercises in video collage, photography, animation, and storyboarding.

Video Project: In groups, students will have two weeks to script, shoot, edit, and screen a short video. The video can be no shorter than 5 minutes and no longer than 7 minutes.

Final Project: In groups, students will turn their video project into a product. This will include a trailer, movie posters, website, a comprehensive marketing plan, and a class presentation to pitch their project.

Participation: Critique will be a large part of the creative process throughout your career as a student and as a professional. In class, we will have a few work reviews where you will be up for critique and will offer constructive criticism to your peers.

Extra Credit: A portfolio displaying all the work you've done will count as extra credit. Save screen captures, writings, and clips as the semester progresses.

Evaluation

For the individual exercises, you will receive feedback in the form of critique and letter grade. Group projects will be evaluated both by the instructor and fellow group members.

The instructor will look at the following to grade student work:

- Creativity: Is the work innovative? Is it challenging intellectually?
- Finish: Is the work presentable as a polished work?
- Proficiency: Does the work demonstrate a command of the medium?
- Requirements: Does the work fulfill the requirements of the assignment?

For group projects:

- Teamwork: Did the student contribute creatively? Meet deadlines?

Work turned in late will receive a drop in a letter grade for each day past its due date. Exceptions and extensions will only be made in advance to the due date and must be for extenuating circumstances. The instructor reserves the right to determine the validity of these circumstances.

Attendance and Punctuality

Regular and punctual attendance is mandatory. The instructor will take attendance regularly. Tardiness and leaving early will count as an absence.

Upon your sixth absence the instructor will drop you from the course.

Accommodation Statement

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Academic Integrity and Course Rules

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

Be respectful while others are showing work. This means do not use digital devices during a presentation or do not leave room when screening is in progress. This means plan restroom breaks wisely!

Digital devices must be in the service of coursework during class. The instructor reserves the right to ask students to leave if they are browsing the web, answering email, and so forth while class is in session.

Classroom discussion must remain civil and courteous. Disrespectful comments, especially along racist, sexist, classist, or homo-phobic lines, will not be tolerated. The instructor reserves the right to halt any language deemed offensive.

Absolutely no eating in class. It's early, but please become an early bird if you need to eat breakfast beforehand. Otherwise, please wait until class ends to eat. Chewing gum is permitted and recommended if you have trouble staying awake.

Schedule

Week 1: **Introductions**

Lecture	Introductions and Course Design Review of facilities and resources
Lab	Introduction to Computer Labs Facilities and Equipment

Week 2: **Design Sense**

Lecture	Concepts in composition, color, and design.
Lab	Tutorial on Video Editing

Week 3: **Montage**

Lecture	Problems in Appropriation
Lab	Work on Assignment 1: ASSIGNMENT 1 DUE

Week 4: **Digital Photography I: Labor Day**

Lecture	No Class
Lab	Tutorial on Adobe Photoshop

Week 5: **Digital Photography**

Lecture	Guest Speaker: IFDM Director Miguel Gandert
Lab	Work on Assignment 2: ASSIGNMENT 2 DUE

Week 6: **Animation I**

Lecture	12 Principles in Animation

Lab Tutorial on Illustrator and After Effects

Week 7: **Animation II**

Lecture History of the Digital Animation Pipeline

Lab Work on Assignment 3: ASSIGNMENT 3 DUE

Week 8: **Stories and Storyboards**

Lecture How do we tell stories effectively?

Lab Tutorial on Premiere Pro

Week 9: **Stories and Storyboards II**

Lecture Mise-en-scene, cinematography, and post-production.

Lab Critique: ASSIGNMENT 4 DUE

Week 10: **Digital Cinematography**

Lecture Current Technological Trends in Cinematography

Lab Work on Video Project

Week 11: **Music and Sound Art**

Lecture Guest Speaker: TBA

Lab Work on Video Project

Week 12: **Presentations**

Lecture Screen Videos: VIDEO ASSIGNMENT DUE

Lab Critiques

Week 13: **Digital Media Arts**

Lecture	Guest Speaker: Arts Lab
Lab	Introduce Final Project

Week 14: **The Business of Art**

Lecture	Guest Speaker: Regina Chavez
Lab	Work on Final Project

Week 15: **Work Week**

Lecture	Work on Final Project
Lab	THANKSGIVING BREAK: NO CLASS

Week 16: **Presentations**

Lecture	Presentations: FINAL PROJECT DUE
Lab	Critiques

Finals Week: **Presentations**

Saturday	Presentations: Student Showcase

Introduction to Film & Digital Media

IFDM 105L

Student Learning Objectives and Vocabulary

Student Learning Objectives (SLO)

Students will:

- Demonstrate their understanding of fundamental key concepts, principles of animation and the moving image, and visual storytelling skills through digital narrative,

- Demonstrate collaboration and interdisciplinary work through digital media projects,

- Students will be able to present and analyze creative works and develop strong communication

Vocabulary and Concepts

Concepts in Visual Art and Design: Appropriation, collage, composition, color theory, figure & field, typography.

Animation Principles: Squash and Stretch, Staging, Anticipation, Follow-through & Overlapping, Slow-in & Slow-out, Arcs, Secondary Action, Timing, Exaggeration, Solid Drawings, Appeal, Straight Ahead & Pose to Pose.

Camera Directions: Camera distance: Extreme Close-up, Close-up, Medium close-up, Medium shot, Medium-wide shot, Wide shot, and Extreme wide shot.
Camera moves: pan, tilt, dolly/track, zoom etc.

Editing Directions: Montage, Cuts, fade-ins, fade-outs, dissolves, Match cuts, graphic match, match on action, eye-line match. Continuity editing: stage direction and 180 degree rule.

Dramatic Structure: Dramatic question. Exposition, disturbance, rising, action, climax, falling action, and resolution.

Introduction to Film & Digital Media

IFDM 105L, Fall 20XX

Course Exercise 1

Found Footage Video: Appropriation and Montage

Appropriation is the process in which media artist re-purpose pictures, graphics, text, and more to create something entirely their own. Filmmakers over the past century have done this when making "found footage" films. Using the editing principles mentioned in class, appropriate moving image material that is not your own and create completely new meaning out of it.

Choose a film or video to re-edit to the extent that you have completely hijacked its message. You may use any method of seizing the moving image. Once sequestered, edit the footage into a 2 – 3 minute video. Consider the aesthetic, political, and conceptual implications of your work when making this found footage film.

The instructor will look at this change of meaning in evaluating the creativity component of your grade.

Required Specifications:

- Projects must have at least 5 seconds of black leader on each end of the video.
- Projects must have a title and appropriate credits.
- Videos must be no longer than 3 minutes and no shorter than 2 minutes.
- Videos must be exported with the H.264 compression.
- Project must be turned into the course drive under the folder titled: Found Footage Assignment.
- Files must be named with the following format: (lastname)_(title_of_project)_(coursenumber).jpg

Inter and New Media

IFDM 105L, Fall 20XX

Course Exercise 4

Stories and Storyboards

Storyboards are integral to developing an efficient and compelling visual grammar for a narrative film. After the script is written, a filmmaker may begin drawing the storyboards to prepare for the shooting phase of production. Storyboards often include details, such as stage action, camera directions, and dialogue.

Draw 3 stories with a minimum of 12 panels using the template the instructor has provided for you or one like it (must have no more than three panels on template).

The instructor will be looking for the dramatic structure within these short stories – Exposition, Disturbance, Rising Action, Climax, Falling Action, and Resolution.

You will be pitching these stories to a group of your peers for the video project, so consider telling stories that are possible to shoot A) within a few weeks and B) with a student production budget.

The instructor will consider the following technical details and their appropriate use when assessing the grade:

Camera Directions

- Camera distance: Extreme Close-up, Close-up, Medium close-up, Medium shot, Medium-wide shot, Wide shot, and Extreme wide shot.
- Camera moves: pan, tilt, dolly/track, zoom etc.

Editing Directions

- Cuts, fade-ins, fade-outs, dissolves, etc.
- Match cuts, graphic match, match on action, eye-line match etc.
- Continuity editing: stage direction and 180 degree rule.

Required Specifications:

- The storyboards must be turned in as PDFs or JPEG
- Dialogue is **not required**
- Appropriate Stage action and camera directions must be included when necessary.
- Files must be named with Assignment name, student name, course and section number, and panel number (if applicable).

Introduction to Film & Digital Media

IFDM 105L, Fall 20XX

Course Exercise 2

Photo Essay

The essayistic is the humbler counterpart to the journalistic. From the French verb *essayere* – to try, or to attempt – essays may address a topic with a more subjective or personal approach. Find a subject in the social, historical, and/or phenomenal world that interests you and visually depict the topic using 8 very carefully chosen still photographs.

There are three parts to this assignment; 1) The edited 8 photographs, 2) at least 30 unedited photographs (including the 8), and 3) 100 words of written text to accompany each of the 6 edited photographs.

Required Specifications:

- You will turn in two folders. One with the edited down 8 images and the other with at least 30 images.
- The written text must be formatted like a conventional college essay (MLA for example) and turned in as either a pdf or a MS Word file.
- The images must be turned in as JPEGs.
- The images must be at least 8.5" by 11"
- The images work well in a series.
- Files must be named with the following format: (assignment##)_(lastname)_(coursenumber).jpg
- The edited and unedited files must be turned in separate folders.

Introduction to Film & Digital Media

IFDM 105L, Fall 20XX

Group Assignment 1

Video/Animation Assignment
Video Deadline Friday, November 13th
Class "Pitch," Monday, November 2nd

Choose a storyboard from the last assignment and rework it into a complete digital video. This project can be a live action video or digital animation. As a group, determine the story that is both the strongest and most possible to produce in less than three weeks. Consider the work's dramatic action (exposition, disturbance, rising, action, climax, falling action, and resolution) and feel free to revise it accordingly. If you need to combine storyboard ideas to make it complete, please do so.

This project involves a series of production stages, including pre-production (revisions of the storyboard/screenplay, project scheduling, location and talent scouting, etc), production (blocking, lighting, rehearsal, shoot), and post-production (editing, color correction, sound effects, vfx, etc). For each stage, you will have to set deadlines for your group members outlined in the project schedule. Divvy the responsibilities evenly amongst the members to ensure the work doesn't fall into only one team member. Determine who will assume each position (director, producer, DP, editor, etc), but don't limit yourself to one role. Help with each stage as assistant. After all, there are only 6 members to each team.

On **November 2nd**, each team will pitch their story and storyboard to the class for feedback and critique. A schedule of production and revised storyboard will be turned into the instructor on this date.

This video assignment will be evaluated in part by your fellow team members. Participation, creative input, and meeting deadlines will impact your grade.

Required Specifications:

- Make one 5 – 6 minute video.
- Export to both HD and SD video formats using a H.264 codec. One for previewing in class (HD) and one for Vimeo.com (SD).
- Have a schedule of each necessary step in the production process laid out and approved by the instructor no later than November 2nd.
- Have a creative title and end credits to finish the piece.
- Have at least five seconds of black leader on each end of the video.

UNM General Education Core Curriculum
Course Level Assessment Plan Template

Instructions: Complete this template for each Core course the college offers in the UNM General Education Common Core Curriculum.

College/School/Branch Name: College of Fine Arts

Department Name: Interdisciplinary Film & Digital Media Program

Dept. Assessment Contact: Diahndra Grill

UNM Core Area this template is being filled out for:

1. Course Number and Title: IFDM 105L: Intro to Film & Digital Media

A. Student Learning Outcomes (SLOs)[1]:

1. SLO 1:Students will demonstrate their understanding of fundamental key concepts, principles of animation and the moving image, and visual storytelling skills through digital narrative.

Addresses UNM/HED Area _I_, Competencies, __1_, _2__, _3__, _4__, _5_, ___

Addresses UNM/HED Area __IV_, Competencies, _1__, __2_, _3__, __4_

Addresses UNM/HED Area __V_, Competencies, __1_, _2__, __4_, _5__,_,

2. SLO 2: Students will demonstrate collaboration and interdisciplinary work through digital media projects.

Addresses UNM/HED Area _I_, Competencies, _2,_3_, _4_, 6

Addresses UNM/HED Area __V_, Competencies, _1__, _2__, __4_, _5__, ___, ___

3. SLO 3:Students will present and analyze creative works and develop strong communication skills for articulating and marketing their work.

Addresses UNM/HED Area _I_, Competencies, __1_, _2__, _3__, _4__, _5__,6

Addresses UNM/HED Area __IV_, Competencies, _1__, __2_, __4_

[1] See *Writing Measurable Learning Outcomes Faculty Workshop.pdf*, a manual.; Huba & Freed. (2000). *Learner-centered assessment on college campuses.* Boston: Allyn & Bacon. and Driscoll & Wood. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction.* Sterling, VA: Stylus.

Addresses UNM/HED Area _V__, Competencies, _1__, __2_, _4__, __5_, ___, ___

2. How will each SLO be assessed? Please describe the assignment (essay, test, presentation, etc). Will all the SLOs be assessed in one assignment or several? As evidence, please attach a blank copy of the assessment instrument(s) and the rubric(s) used for scoring.

The SLOs will be assessed in multiple assignments.

The first SLO will be assessed through the initial four exercises: video collage, photography, animation, and storyboarding. Along with these exercises, students will have to write an artist statement or a description of the project in which they'll have to demonstrate their knowledge of key concepts while showing they understand the process of applying the concepts and principles to the project when in production.

The second SLO will be measured through the video project in which students work in groups to produce a short video. The video will involve students scripting, shooting, editing, and screening a short 5-7 minute video. Students working on the video project will have different strengths and skills and will take on specific roles in this project to work together to complete this project.

The third SLO will be measured through the final project in which students work in groups to turn their video project into a product. This will include a trailer, movie poster, website, a comprehensive marketing plan, and a class presentation to pitch their project. Students analyze their own work as well as the work of others.

3. How will the results of assessment in this course be compiled and aggregated? That is, explain where the results will be collected and stored at the end of each semester and who will compile and aggregate the results for sharing and reporting.

The faculty person is responsible for initially analyzing, recording, compiling and sharing the results with the IFDM Director and Program Manager. The IFDM Director and Program Manager will then aggregate the information and share it with the IFDM Assessment committee (made up of IFDM core teaching faculty, the Director, and the Program Manager) who will further analyze the data and aggregate it. The Director will share and report the information to the rest of the faculty and CFA Dean and the Program Manager will record the information in TK20. Assessment information, such as the SLOs and final reports will be further shared with students and made public on IFDM's website, the CFA website, and UNM's website. The results will be used for improvements to the course.

4. How will the results of the assessment in this course be shared with faculty for analysis and discussion? Evidence for this step must be provided. Provide a paragraph addressing the following questions:

- Who will share the aggregated results to faculty?
- Who will participate in the analysis?
- How will discussions of analysis be recorded and communicated?
- Who will collect and store evidence of discussions of analysis? Where?

The IFDM Assessment committee, who is made up of IFDM core teaching faculty, will help to aggregate the results. The Director then shares the aggregated results with the remaining IFDM teaching faculty at the IFDM Faculty Retreat. There is time built into the faculty retreat in which discussion takes place about the results and areas for improvements. The IFDM 105L lecturer will participate in analyzing the results initially and then it will go to the IFDM Assessment Committee, made up of IFDM core teaching faculty, who will participate in the analysis, along with the IFDM Director and Program Manager. In the IFDM Assessment Committee Meeting the discussion of analysis will be recorded by the Program Manager. IFDM keeps a database as well as a detailed written analysis of assessment. There is a final report in which findings from the rubric and the analysis and discussion of analysis is all recorded. Pertinent information is recorded into TK20.

5. How will results of assessment in this course be used for improvement? Evidence for this step must be provided. (This is known as closing the feedback loop and it is an essential component of assessment.) Provide a paragraph addressing the following questions:

- Who participates in this discussion/decision-making?
- How will recommendations be recorded and communicated?
- When will this discussion/decision making take place? (i.e., at the end of each semester, at the end of the Spring semester, etc.)
- Who will collect and store evidence of course improvement? Where?

Once data is collected and analyzed and aggregated, the IFDM Assessment committee and ultimately all IFDM faculty at the faculty retreat, along with the Director and Program Manager, will meet to determine if the assessment tools are appropriate and whether the course design and instruction are aligned to the SLOs and overall student learning in the course. If the course design and pedagogy are not aligned with the desired SLOs and they are not producing the desired student learning outcomes, modifications will be made and assessed.

Recommendations will be recorded by the Program Manager and the Director will communicate the recommendations to the faculty.

The discussion and decision-making will take place at the end of the spring semester by the IFDM Assessment Committee and then further discussion will take place before the Fall semester in the faculty retreat.

The IFDM Assessment committee lead by the Director with assistance from the Program Manager collects and stores the data. IFDM's assessment information is uploaded into TK20 and also appropriate information will be shared through the CFA website as well as the IFDM website.

NM HED Area I: Communications Competencies
UNM Core Area 1: Writing and Speaking

Core Competency *Students will:*	**Rationale** *Students should:*	**Assessment Suggestions**
1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	• Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions	• rubric-based (e.g., holistic, criteria-based, skills assessments) evaluation of student written and oral discourse • portfolio (e.g., paper, digital, recorded performance) evaluations • journals • self-review • peer review • pre/post tests • capstone projects • skills tests • exit exams • core competency panel assessments
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.	• Organize their thinking to express their viewpoints clearly, concisely, and effectively	
3. Use effective rhetorical strategies to persuade, inform, and engage.	• Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).	
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	• Use standard processes for generating documents or oral presentations independently and in groups.	
5. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	• Gather legitimate information to support their ideas without plagiarizing, misinforming, or distorting.	
6. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	• Negotiate civilly with others to accomplish their goals and to function as responsible citizens.	

NM HED Area II: Mathematics - College Algebra Competencies
UNM Core Area 2: Mathematics

Core Competency *Students will:*	**Rationale/Elaboration** *Students should:*	**Assessment Suggestions**
1. Construct and analyze graphs and/or data sets.	• Sketch the graphs of linear, quadratic, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. • Construct graphs using a variety of techniques including plotting points, using properties of basic transformations of functions, and by using key characteristics of functions such as end behavior, intercepts and asymptotes. • Determine the key features a function such as domain/range, intercepts, and asymptotes.	• Pre/post tests • Test/quiz questions • Routine use of an accepted Classroom • Assessment Technique (CAT) • Oral presentations • Written presentations • Student-created portfolios • Capstone projects • Peer review • Student self-assessments • Group research and presentations on real-life problems analyzed/solved by using algebra
2. Use and solve various kinds of equations.	• Solve quadratic equations using techniques such as factoring, completing the square and the square root method, and the quadratic formula. • Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations. • Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function.	
3. Understand and write mathematical explanations using appropriate definitions and symbols.	• Correctly use function notation and the vocabulary associated with functions. • Describe the implications of key features of a function with respect to its graph and/or in relation to its real world context.	
4. Demonstrate problem solving skills within the context of mathematical applications.	• Apply the knowledge of functions to identify an appropriate type of function to solve application problems. • Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. • Interpret the results of application problems in terms of their real world context.	

NM HED Area II: Mathematics - Liberal Arts Math Competencies
UNM Core Area 2: Mathematics

Core Competency *Students will:*	**Rationale/Elaboration** *Students should:*	**Assessment Suggestions**
1. Construct and analyze graphs and/or data sets.	• Gather and organize information. • Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. • Interpret results through graphs, lists, tables, sequences, etc. • Draw conclusions from data or various graphical representations.	• Pre/post tests • Test/quiz questions • Routine use of an accepted Classroom Assessment Technique (CAT) • Oral presentations • Written presentations • Student-created portfolios • Capstone projects • Peer review • Student self-assessments • Group research and presentations on real-life problems analyzed/solved by using mathematics • Student journals • Individual or group projects • Cooperative learning activities
2. Use and solve various kinds of equations.	• Understand the purpose of and use appropriate formulas within a mathematical application. • Solve equations within a mathematical application. • Check answers to problems and determine the reasonableness of results.	
3. Understand and write mathematical explanations using appropriate definitions and symbols.	• Translate mathematical information into symbolic form. • Define mathematical concepts in the student's own words. • Use basic mathematical skills to solve problems.	
4. Demonstrate problem solving skills within the context of mathematical applications.	• Show an understanding of a mathematical application both orally and in writing. • Choose an effective strategy to solve a problem. • Gather and organize relevant information for a given application. • Draw conclusions and communicate the findings.	

NM HED Area II: Mathematics - Statistics Competencies
UNM Core Area 2: Mathematics

Core Competency *Students will:*	**Rationale/Elaboration** *Students should:*	**Assessment Suggestions**
1. Construct and analyze graphs and/or data sets.	• Organize data and display in frequency distribution and find percentile points and ranks for the distribution • 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 tests • Test/quiz questions • Routine use of an accepted Classroom Assessment Technique (CAT) • Oral presentations • Written presentations • Student-created portfolios • Capstone projects • Peer review • Student self-assessments • Group research and presentations on real-life problems analyzed/solved by using statistics
2. Use and solve various kinds of equations.	• Compute mean, median, mode, and standard deviation • Calculate the least squares regression equation and the correlation coefficient • Determine basic probabilities and probabilities associated with the standard normal curve • Understand the binomial distribution and its properties • Compute sampling distributions of sample means • Compute the mean and standard deviation of sample means • Calculate margin of error given sample size and sample size given margin of error • Construct confidence intervals for population means and proportions • Calculate test statistics	
3. Understand and write mathematical explanations using appropriate definitions and symbols.	• Use Z-scores appropriately • Construct probability distributions • Write confidence intervals • Understand the Central Limit Theorem and when to apply it • Write null and alternate hypotheses • Understand the concept of significance level and P values • Apply the steps for inference/hypothesis testing • Describe the basic elements of sampling and experimental design • Define parameters and statistic	
4. Demonstrate problem solving skills within the context of mathematical applications.	• Determine appropriate methods to display data • Compare measures using Z-scores • Identify and analyze outliers • Use least-square regression equations to predict values • Select appropriate sampling techniques • Determine if random variables are continuous or discrete • Choose and construct appropriate hypothesis tests for population means and proportions	

NM HED Area III: Laboratory Science Competencies
UNM Core Area 3: Physical and Natural Sciences

Competency *Students will:*	**Rationale** *Students should:*	**Assessment Suggestions**
1. Describe the process of scientific inquiry.	• Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. Students should value science as a way to develop reliable knowledge about the world.	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to apply the "scientific method."
2. Solve problems scientifically.	• Be able to construct and test hypotheses using modern laboratory equipment (such as microscopes, scales, and computer technology) and appropriate quantitative methods. Students should be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to construct and test hypotheses related to the scientific discipline they have elected to study.
3. Communicate scientific information.	• Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques).	• Require written and oral work to be evaluated according to college level writing criteria, as well as the standards of the field being studied.
4. Apply quantitative analysis to scientific problems.	• Select and perform appropriate quantitative analyses of scientific observations. Students should show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to apply appropriate quantitative techniques for the level and type of material being covered.
5. Apply scientific thinking to real world problems.	• Critically evaluate scientific reports or accounts presented in the popular media, understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to critically evaluate scientific accounts from the popular media. Exam questions should call upon higher-order thinking rather than rote knowledge.

NM HED Area IV: Social and Behavioral Sciences Competencies
UNM Area 4: Social and Behavioral Sciences

Core Competency *Students will:*	**Rationale** *Students should:*	**Assessment Suggestions**
1. Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.	• Develop an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems.	• Essays, examinations requiring analysis of information, problem based applications, research projects, laboratory experiments.
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	• Enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	• Comparative & problem based essays, examinations requiring analysis of information, research projects.
3. Describe ongoing reciprocal interactions among self, society, and the environment.	• Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	• Comparative & problem based essays, portfolios, research projects, laboratory experiments, fieldwork.
4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	• Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	• Problem based projects, research projects, essays, examinations requiring analysis of information, fieldwork.

NM HED Area V: Humanities and Fine Arts Competencies UNM Core Areas 5, 6, & 7: Humanities, Foreign Language, & Fine Arts

Core Competency *Students will:*	**Rationale** *Students should:*	**Assessment Suggestions**
1. Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).	• Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. NOTE: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and/or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses that are primarily skills-oriented.	• Pre/post tests • Journals • Portfolios • Public Debates • Essays • Visual / Audio Identification • Videos • Recitals • Performances • Documentation of service learning • Presentations: Visual, Oral, Performance, time-based • Final Exams • Log of On-line Discussions • Graphic Productions (charts, diagrams, timelines, etc.) • Peer review/self review.
2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).		
3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		
4. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.		
5. *UNM addition:* Identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the humanities.		
6. *UNM addition:* In a language other than English, express and understand simple concepts and basic information relating to daily activities and culture.	• Acquire adequate familiarity with a non- English language to communicate at a basic level, with sensitivity to social and cultural norms.	
7. *UNM addition:* Demonstrate knowledge of basic cultural expressions, values, and practices.	• In addition to language skills, students should become familiar with the social and cultural context of the communities where the language is practiced today.	
8. *UNM addition:* Evaluate the social implications of differences within and between language communities.	• Recognize and respect linguistic diversity in the target cultures.	
9. *UNM addition:* Demonstrate knowledge of basic historical facts from the target culture.	• Understand the broad historical background of the target language itself (its origins and its distribution) and of the cultures in which the language is spoken, in order to inform the student's understanding of the language's current cultural context.	

Introduction to Film & Digital Media

IFDM 105L

Grading Rubric and Assessment

Assessment

For the individual exercises, students will receive feedback in the form of instructor feedback and letter grade. Group projects will be evaluated both by the instructor and fellow group members.

The instructor will look at the following to grade student work:

- Creativity: Is the work innovative? Is it challenging intellectually?
- Finish: Is the work presentable as a polished work?
- Proficiency: Does the work demonstrate a command of the medium?
- Requirements: Does the work fulfill the requirements of the assignment?

For group projects:

- Teamwork: Did the student contribute creatively? Meet deadlines?

Work turned in late will receive a drop in a letter grade for each day past its due date. Exceptions and extensions will only be made in advance to the due date and must be for extenuating circumstances. The instructor reserves the right to determine the validity of these circumstances.

Grading Rubric

	4	3	2	1
Creativity	The student work feels original and innovative. It advances further discussion related to the field.	The work show signs that the student understands the assignment's major concepts.	The work demonstrates an unclear understanding of the assignment's major concepts.	The work is simply an attempt to follow instructions.
Finish	Looks presentable and polished.	Work looks presentable but has negligable glitches.	Work looks presentable but has noticable glitches that need to be fixed.	Sloppy or careless presentation that makes the work look "last minute."
Proficiency	Student demonstrates a strong knowledge of the technology that explores the expressive potential of the medium.	The work has no noticable technical or formal flaws that distract the reading of the student's visual ideas.	A few errors that distract the viewer from understand the student's ideas.	The lack of understanding of the technology makes the work illegible.
Requirements	Student fulfilled all the requirements specified on the assignment handout.	Student followed the directions but missed a negligable thing or two.	Student clearly didn't follow the requirements, but managed some of them.	Student clearly didn't read the assignment handout.

Students Peer Review Rubric

Overall Participation:	/25	Comments:
Creative Input:	/25	Comments:
Deadlines:	/25	Comments:
Punctuality/Attendance:	/25	Comments:

Total: /100

Introduction: The following template provides the guidelines for annually recording the assessment of student learning outcomes for academic degree and certificate programs at UNM. Alternative formats (e.g., those used by specialized accreditors) may be acceptable as long as the assessment information requested in this template is provided. If you have any questions, please contact the Office of Assessment at assess@unm.edu or (505) 277-4130.

All academic programs should have an assessment plan and process that: 1) reflects the six steps of a continuous assessment cycle (refer to the "Annual Assessment Cycle Process" diagram for guidance) and 2) includes at least: one program goal, three student learning outcomes (SLOs), and four key program assessment measures (three direct/one indirect measures). The program's goal(s), SLOs, and key program assessment measures should span (or reflect) students' learning, development, and progression from the beginning to the end of the program.

Overview of Annual Program Report Template: The template is divided into two parts.

Part I

The first part of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II

The second part of the template requires information on the program's goal(s), student learning outcomes, assessment measures, data results and analysis, and recommendations for program improvement and/or changes. Each program goal is followed by a table with seven columns. For each program goal, list in the table the SLOs that target or are align with the goal. Then include the assessment information for each student learning outcome(s) listed in the table. After completing the table, explain how each SLO was met, partially met, or not met. If needed, for additional goals, copy and paste the goal-table format onto a separate page.

Brief description of the seven columns:

Student Learning Outcomes (SLOs)	**UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)**	**Assessment Measures incl. Measure Type (Direct or Indirect)***	**Performance Benchmark/ Objective**	**Data Results***	**Data Analysis***	**Recommendations for Improvement/ Changes***
For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If using a 2- or 3-year assessment cycle, only list the SLOs that are being assessed during the relevant assessment period. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different and graduate degrees must be different (Master ≠ Doctorate).	State which UNM goal the SLO targets or aligns with; if relevant, more than one UNM SLO goal may be listed	Provide a description of the assessment instrument used to measure the SLO; include the course(s) (i.e., Course: PRO 540) and the semester(s) the assessment is administered in AND if it is a direct or indirect measure; if needed, go to the next row AND/OR add more rows if more than one assessment measure is used to assess the SLO (i.e., Measure 1, Measure 2, etc.)	State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)	State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed—must have at least TWO iterations of data for each assessment measure (i.e., Out of the 111 students assessed, 86% of the students passed the assessment with a score of 70 or higher for the 1st iteration and 25 out of 30 students passed with a score of 70 or higher for the 2nd iteration.)	Describe weaknesses and/or strengths in students' learning/performance based on the data results (i.e., Even though the benchmark was met, 40% of the students struggled with Question 5 which focused on…)	Describe any improvements and/or changes to be made to the course, assessment, syllabus, program etc. to address weaknesses and/or sustain/capitalized on strengths outlined in the "Data Analysis" column (i.e., It seems that the language in Question 5 was confusing to students, so it will be changed. A revised assessment will be provided as evidence.)

NOTE: An asterisk (*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

Part I: Cover Page
UNM Academic Programs Assessment Report Template
Record for Assessment of Student Learning Outcomes
The University of New Mexico

Title of Degree or Certificate Program	**Degree Level** *(Certificate, Associate, Bachelors, Master's, etc.)*

Name of Academic Department (if relevant):

Name of College/School/Branch:

Academic Year/Assessment Period:

Submitted By (include email address):

Date Submitted to College/School/Branch for Review:

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are targeted/assessed/measured within one year, two years, OR three years:

If the program's SLO's are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report

Program Goal #1:

Student Learning Outcomes	UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)	Assessment Measures incl. Measure Type (Direct or Indirect)*	Performance Benchmark	Data Results*	Data Analysis*	Recommendations for Improvement/ Changes*

Based on the data results and analysis provided for the student learning outcome(s) listed in the table above, for EACH student learning outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

Program Goal #2:

Student Learning Outcomes	UNM Student Learning Goal (Knowledge, Skills, and/or Responsibility)	Assessment Measures*	Performance Benchmark	Results*	Analysis*	Recommendations for Improvement/ Changes*

Based on the data results and analysis provided for the student learning outcome(s) listed in the table above, for EACH student learning outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

Program Goal #3:

Student Learning Outcomes	UNM Student Learning Goal (Knowledge, Skills, and/or Responsibility)	Assessment Measures*	Performance Benchmark	Results*	Analysis*	Recommendations for Improvement/ Changes*

Based on the data results and analysis provided for the student learning outcome(s) listed in the table above, for EACH student learning outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

Proposal to add IFDM 105L to the Core Fine Arts, Social and Behavioral Sciences, and Humanities Curriculum

October 15, 2015

Justification for adding IFDM 105L to the University Core Fine Arts, Social/Behavioral Sciences, and Humanities:

IFDM is proposing to move from a 4-year to a 3-year program to align with the University goals. Therefore, IFDM is proposing to move IFDM 105L (Inter and New Media Studies, New Title: Intro to Film and Digital Media) from currently the required Intro IFDM core course to the university core as an option in the Fine Arts, Social/Behavioral Sciences, and Humanities Curriculum.

By becoming a part of the UNM core curriculum, IFDM 105L will expose students to the broad based theoretical, critical, and technical examinations in the internet and new media in terms of the humanities, social sciences, and fine arts.

Impact statement on the effect this addition may have upon other dept/courses currently in the Core:

Because of the importance of evolving technology, this course will create an option that doesn't exist in the current core, and we believe it will have little effect, as no similar class exists within core offerings. For example, the content of core courses in cinematic arts and electronic arts focus on art. This course will be significantly different, exploring multiple technical platforms and how their content goes beyond art and critical film studies.

Current and Predicted Enrollments:

Current enrollment is 70 students. We look on expanding this course to offer it both in the spring and fall semesters, which would at least double the projected amount of students.

Budget Impact:

IFDM currently teaches this course with part-time temporary faculty funding, and the budget impact would be $4000.00 to add the second semester, much of which we'd be able to obtain through lab and tech funding.

Resources:

Temporary/Part-Time Faculty would continue to teach this course and the funding would come from our TPT budget, with dedicated funding from the College of Fine Arts.

IFDM has two facilities, one on UNM campus and one at Mesa del Sol with state of the art teaching classrooms, computer labs, screening theatre and a black box. IFDM also partners with four other colleges at the university.

Moving IFDM 105L from the IFDM core requirements to the university core requirement options will have no major impact on the students in the program since they will all have already completed the course.