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| 1. **Institution and Course Information** | |
| Name of Institution | **Navajo Technical University** |
| Department | **Arts & Humanities** |
| Course Number, Title, Credits |  |
| Co-requisite Course Number and Title, if any |  |
| Is this application for your system (ENMU, NMSU, & UNM)? |  |
| Name and Title of Contact Person | **Dianna Mullet, Department Chairperson** |
| Email and Phone Number of Contact Person | **dmullet@navajotech.edu; 505-786-4100** |

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

Yes No

**This course will fulfill general education requirements for (check all that apply):**

AA/AS/BA/BS  **AAS**

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| 1. Content Area and Essential Skills |

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

Communications Mathematics Science Social & Behavioral Sciences

Humanities Creative & Fine Arts Other

**Which essential skills will be addressed?**

Communication Critical Thinking Information & Digital Literacy

Quantitative Reasoning Personal & Social Responsibility

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| 1. Learning Outcomes |

**This course follows the CCNS SLOs for**

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

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| **Common Course Student Learning Outcomes (find Common Course SLOs at:** [**http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx**](http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)**)** |
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| **Institution-specific Student Learning Outcomes** |
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| 1. Narrative |

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

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| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.* |
| To be completed |

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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| To be completed |

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| **Personal & Social Responsibility***. Intercultural reasoning and intercultural competence; Sustainability and the*  *natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global* |
| To be completed |

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| 1. Supporting Documents |

**Sample Course Rubric Attached** (recommended) **Sample Assessment Attached** (required)

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

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

This course meets Navajo Tech's institutional standards for General Education and has been reviewed and approved by our Student Learning Committee. Student learning data will be gathered from the course's summative assessment(s). Data summaries from all sections of the course will be compiled on a semester-by-semester basis by the University's Offices of Assessment and Institutional Research. Departmental faculty will review the data and design course and GenEd program improvements annually during Assessment Days. An annual summary that includes summaries of program improvement will be prepared by the Student Learning Committee and included in the University's Annual Student Learning Report. Curriculum revisions as needed will be designed by the appropriate departmental faculty, and reviewed and approved by the Student Learning Committee and Faculty Congress.

**Sample Assessment: Assignment-with-Rubric**

**Assignment Steps**

1.

2.

3.

4.

5.

6.

**Rubric**

**CREATIVE EXPRESSION RUBRIC**

**Adapted from AAC&U Creative Thinking rubric • Navajo Technical University**

Student: Date:

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| OUTCOMES | SCALE | | | SUBTOTALS & COMMENTS |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Acquire compe­tencies* | Student successfully repro­duces an  appropriate exemplar. | Student successfully adapts an appropriate exemplar to his/her own specifications. | Student creates an entirely new object, solution, or idea that is appropriate to the as­signment. |  |
| *Take risks* | Student stays strictly within the guidelines of the assign­ment. | Student considers new direc­tions or approaches without going beyond the guidelines of the assignment. | Student incorporates new directions or approaches to the assignment in the final product. |  |
| *Solve problems* | Only a single approach is considered and is used to solve the problem. | Student considers and re­jects less acceptable ap­proaches to solving problem. | Having selected from among alternatives, student devel­ops a logical, consistent plan to solve the problem. |  |
| *Embrace con­tradictions* | Student acknowledges alter­nate, divergent, or contradic­tory perspectives or ideas. | Student includes (recognizes the value of) alternate, diver­gent, or contradictory per­spectives or ideas in a small way. | Student incorporates alter­nate, divergent, or contra­dictory perspectives or ideas in an exploratory way. |  |
| *Innovate* | Student reformulates a col­lection of available ideas. | Student experiments with creating a novel or unique idea, question, format, or product. | Student creates a novel or unique idea, question, for­mat, or product. |  |
| *Connect, syn­thesize, and transform* | Student recognizes existing connections among ideas or solutions. | Student connects ideas or so­lutions in novel ways. | Student synthesizes ideas or solutions into a coherent whole. |  |
| TOTAL/COMMENTS | | | | |

Scale: 18-16 points = A; 15-13 points = B; 12-10 points = C; 9-7 points = D; less than 7 points = F