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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 New Mexico Common Course Prefix, Number and Name |

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

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| **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.* |
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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
| In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words. |

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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.

**Rubric**

**COMMUNICATION RUBRIC**

**Adapted from NMHED Communication rubric • Navajo Technical University**

Student: Date:

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| OUTCOMES | SCALE | | | SUBTOTALS & COMMENTS |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Communicate in various gen­res and medi­ums* | Student communicates in various genres and medi­ums. | Student communicates in several genres and medi­ums, demonstrating aware­ness that different genres and mediums have different limitations and strengths | Student communicates effec­tively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evalu­ates the effectiveness of communication with regard to appropriateness to the rhetorical situation. |  |
| *Apply reading strategies* | Student uses more than one for understanding and evalu­ating messages. Describes 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. | Student uses wide range of strategies for understanding and evaluating messages. Also evaluates the effective­ness of strategies she/he uses for interpreting mes­sages in different rhetorical situations. |  |
| *Evaluate an ar­gument* | Student understands that sources have varies validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported. | Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported. | Student identifies and devel­ops claims that are sup­ported by evidence and rea­soning; evaluates and inte­grates arguments of others into own written and spoken arguments |  |
| TOTAL/COMMENTS | | | | |

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F