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| 1. **Institution and Course Information**
 |
| Name of Institution | **Navajo Technical University** |
| Department | **Arts & Humanities** |
| Course Number, Title, Credits | **HUM**  |
| 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?**

[x] Yes [ ] No

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

[x] AA/AS/BA/BS [ ]  **AAS**

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| 1. Content Area and Essential Skills
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**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

[x] Humanities [ ] Creative & Fine Arts [ ] Other

**Which essential skills will be addressed?**

[ ] Communication [x] Critical Thinking [x] Information & Digital Literacy

[ ] Quantitative Reasoning [x] Personal & Social Responsibility

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| 1. Learning Outcomes
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**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
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**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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| **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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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
| To be completed |

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| 1. Supporting Documents
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[ ]  **Sample Course Rubric Attached** (recommended)[x]  **Sample Assessment Attached** (required)

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

**HUMANITIES RUBRIC**

**Adapted from AACU Critical Thinking rubric • Navajo Technical University**

Student: Date:

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| OUTCOMES | SCALE | SUBTOTALS & COMMENTS |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Articulate diversity of human experience* | Issue/problem to be considered critically is stated without clarification or description. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated clearly and describedcomprehensively, delivering all relevant information necessary for full understanding. |  |
| *Evaluate contemporary issues, expressions, and thoughts* | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. |  |
| TOTAL/COMMENTS |

Scale: 6 points = A; 5 points = B; 4 points = C; 3 points = D; less than 3 points = F