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| 1. **Institution and Course Information** | |
| Name of Institution | **Navajo Technical University** |
| Department | **Diné Studies** |
| 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 | **Henry Fowler, Department Chairperson** |
| Email and Phone Number of Contact Person | **hfowler@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:** |
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| **Institution-specific Student Learning Outcomes** |
| List 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. Identify your language learning goals. What do want to be able to do in listening, speaking, reading, and writing?
2. What resources (texts, programs, songs, etc.) will you use?
3. What native speakers will help you?
4. What times in the day and week will you devote solely to language learning?
5. Implement that schedule daily for at least four weeks. Adjust from day-to-day and week-to-week as needed.
6. At the end of the four-week period, in at least 300 words, explain what worked, what didn't work, and what your next language learning steps will be.

**CULTURAL PROJECT RUBRIC**

**Navajo Technical University**

Student: Date:

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| Criteria | Scale | | | Subtotals & Comments |
| Emerging (1) | Developing (2) | Proficient (3) |
| *Cultural relevance* | Project is only topically relevant. Does not meet basic expectations for the assignment. | Project is sufficiently relevant. Meets basic expectations for the assignment. | Project is deeply relevant to Navajo language, literacy, culture, history, government, beliefs, ex­pression, ways of knowing, and/or wellness. |  |
| *Breadth* | Project demonstrates limited breath, addresses ideas that are limited and unconnected. | Project demonstrates sufficient breadth; embraces two or more elements of Diné Studies. | Project covers a number of inter-connected ideas, is­sues, challenges, persons, communities, and/or events. |  |
| *Depth* | Project demonstrates incomplete or superficial depth only. | Project demonstrates sufficient depth; probes sufficiently into elements of Diné Studies. | Project probes aspects of cul­tural knowledge and/or ex­pression in depth, analyzing ideas, issues, and questions of critical importance to Nav­ajo language, literacy, culture, history, government, ex­pression, ways of knowing, and/or wellness. |  |
| *Quality* | Project has many distracting errors and/or inaccuracies. | Project has a number of errors and/or inaccuracies that are relatively minor and do not distract from overall quality. | Project is communicated and/or presented accurately and clearly, with no distract­ing errors in oral or written forms. |  |
| Totals/Comments | | | | Reader’s initials |

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F