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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?**

[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 [x] Social & Behavioral Sciences

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

**Which essential skills will be addressed?**

[x] Communication [x] Critical Thinking [ ] 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 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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| **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
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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.

**PERSONAL AND SOCIAL RESPONSIBILITY RUBRIC**

**Adapted from NMHED Personal and Social Responsibility rubric • Navajo Technical University**

Student: Date:

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| OUTCOMES | SCALE | SUBTOTALS & COMMENTS |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Evaluate personal and social justice issues* | Student describes a range of personal and social justice issues as they relate to specific contexts. | Student develops strategies for working with one’s own and others’ perspectives and ethnocentrism. | Student evaluates personal and social justice issues as they relate to specific contexts and compares and contrasts multiple solutions across social and cultural relationships. |  |
| *Develop strategies for creating just, sustainable systems* | Student explains the impact our actions have on the sustainability of the natural and human worlds.  | Student examines the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.  | Student analyzes specific local or global issues and develops strategies for creating just, sustainable systems in the natural and human world. |  |
| *Compare ethical perspectives* | Student recognizes a variety of ethical theories and place them in specific contexts.  | Student describes ethical issues in specific contexts and explains the relationship between ethics and ethical systems and moral norms.  | Student compares a range of ethical perspectives and proposes an ethical solution based on one or more of those perspectives.  |  |
| *Conduct a group project* | As a group member, student demonstrates shared ethical obligations and intercultural sensitivity.  | Student demonstrates personal and mutual accountability and makes use of individual strengths in meeting group objectives.  | Student effectively completes a group project, reflects on the impact and effectiveness of teamwork, and, based on that reflection, describes ways to improve future collaborative work.  |  |
| *Deduce factors that hinder or support solutions* | Student explains diverse positions on issues, values, or practices and presents own position on a specific problem related to one or more of the issues, values, or practices studied. | Student demonstrates the ability to participate in respectful civic dialogue that shares differing perspectives and recognizes that there are multiple valid responses to local and global issues.  | Student critically inquires into and deduces from evidence the organizational, cultural, economic, or political factors that hinder or support solutions to local and global problems.  |  |
| *Evaluate personal and social justice issues* | Student describes a range of personal and social justice issues as they relate to specific contexts. | Student develops strategies for working with one’s own and others’ perspectives and ethnocentrism. | Student evaluates personal and social justice issues as they relate to specific contexts and compares and contrasts multiple solutions across social and cultural relationships. |  |
| TOTAL/COMMENTS |

Scale: 15-14 points = A; 13-12 points = B; 11-10 points = C; 9-8 points = D; less than 8 points = F