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| 1. **Institution and Course Information** | |
| Name of Institution | **Navajo Technical University** |
| Department | **Science** |
| 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 | **Thiago Soundappan, Department Chairperson** |
| Email and Phone Number of Contact Person | **tsoundappan@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** |
| 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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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| To be completed |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models* |
| 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**

**CRITICAL THINKING RUBRIC**

**Adapted from NMHED 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) |
| *Formulate a research question* | Student states prob­lem/question appropriate to the context. | Student states and defines an open ended prob­lem/question appropriate to the context. | Student states, defines, and describes components of an open-ended prob­lem/-question appropriate to the context. |  |
| *Gather infor­mation about the research question* | Student gathers evidence addressing the prob­lem/question from a mix of sources. | Student gathers evidence ad­dressing the prob­lem/question from sources appropriate to the context while demonstrating some awareness of acquisition pro­cess, including personal as­sumptions. | Student is able to evaluate credibility and relevance of sources in addition to demon­strating an aware-ness of the evaluation pro-cess, including personal assumptions. |  |
| *Evaluate data for credibility* | Student is able to describe appropriate sources. | Student is sometimes able to evaluate credibility and rele­vance of sources in addition to demonstrating some aware­ness of the evaluation pro­cess, including personal as­sumptions. | Student is able to evaluate credibility and relevance of sources in addition to demon­strating an awareness of the evaluation process, including personal assumptions. |  |
| *Develop a conclusion* | Student can sometimes identify common logical flaws. Can sometimes de­scribe weak and strong ar­guments. | Student can identify common logical flaws. Can sometimes differentiate weak and strong arguments. Can sometimes identify and employ evidence and reasoning to build an ar­gument and reach probable conclusions/solutions based on evidence. | Student can identify common logical fallacies. Can differenti­ate weak and strong argu­ments. Can identify and em­ploy evidence and reasoning to build an argument and reach probably conclu­sions/solutions based on ev­idence. |  |
| TOTAL/COMMENTS | | | | |

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