

# NAVAJO TECHNICAL UNIVERSITY

## General Education Program Profile

### PHILOSOPHY

General Education is the foundation for all degree and certificate programs at Navajo Technical University. It provides students with knowledge, skills, attributes, and values needed to learn actively, communicate clearly, think critically, creatively, and reflectively, and interact effectively in diverse environments. NTU's GenEd is to educate students with the Diné Philosophy of Education to be independent, critical thinkers, competent in their chosen professions by possessing a solid foundation in math, English, laboratory sciences, social and behavioral sciences, communication, and information technology.

### OUTCOMES AND MEASURES

| <b>Outcomes:</b> <i>Students should be able to...</i>   |  | <b>Direct measures</b>                         |
|---|--|--|
| <b>GOAL 1: Communicate Clearly:</b> <i>The ability and willingness to exchange ideas and information is essential to personal development, career, success, and social responsibility.</i>  |  |  |
| <b>Navajo/Diné &amp; Zuni Studies</b>   |  |  |
| NAVA 1110 Navajo I   NAVA 1120 Navajo II   NAVA 2210 Navajo Culture   NAVA 2220 Navajo History<br>NAVA 2230 Navajo Government   NAVA 2240 Navajo Philosophy   ZUNI 1110 Introduction to Zuni  |  |  |
| DIN1  | Implement a language learning plan               | Cultural project rubric<br>Test problems       |
| DIN2  | Produce a cultural exhibit                       |  |
| DIN3  | Conduct an elder interview                       |  |
| DIN4  | Analyze Navajo leaders and leadership strategies |  |
| <b>Communication</b>  |  |  |
| COMM 1130 Public Speaking   COMM 2120 Interpersonal Communication   ENGL 1110 Composition I<br>ENGL 1120 Composition II   ENGL 1210 Technical Communications   ENGL 2210 Prof & Technical Communication   |  |  |
| COM1  | Communicate in various genres and mediums        | Communication rubrics                          |
| COM2  | Apply reading strategies                         |  |
| COM3  | Evaluate an argument                             |  |
| <b>GOAL 2: Think Critically, Creatively, and Reflectively:</b> <i>Reason, creativity, and reflection are fundamental to problem solving and personal growth.</i>  |  |  |
| <b>Mathematics</b>  |  |  |
| MATH 1110 Math for Tchrs I   MATH 1115 Math for Tchrs II   MATH 1220 College Algebra   MATH 1230 Trigonometry<br>MATH 1240 Pre-Calculus   MATH 1350 Intro to Statistics   MATH 1510 Calculus I   MATH 1520 Calculus II  |  |  |
| MTH1  | Express quantitative information                 | Quantitative reasoning rubric<br>Test problems |
| MTH2  | Evaluate a quantitative argument                 |  |
| MTH3  | Interpret results to solve a problem             |  |
| <b>Physical and Natural Sciences</b>  |  |  |
| ASTR 1010C Intro to Solar System Astro   ASTR 1110C Intro to Stellar & Galactic Astro   BIOL 1110C Gen Biology<br>BIOL 2110C Principles of Biology: Cellular and Molecular Biology   BIOL 2120C Cellular & Molecular Biology<br>BIOL 1310C Intro to Human Anatomy & Physiology I   BIOL 1320C Intro to Human Anatomy & Physiology II<br>BIOL 2310C Microbiology   BIOL 2630C General Botany   CHEM 1120 Intro to Chem   CHEM 1217C Principles of Chem<br>CHEM 1225C General Chem II for STEM Majors   ENV5 1110C Enviro Science I   ENV5 1120C Enviro Science II<br>GEOL 1110C Phys Geo   GEOL 1120C Enviro Geo   PHYS 1115C Survey of Physics   PHYS 1230C Algebra-based Physics I<br>PHYS 1240C Algebra-based Physics II   PHYS 1310C Calculus-based Physics I   PHYS 1320C Calculus-based Physics II |  |  |
| SCI1  | Formulate a research question                    | Critical thinking rubric                       |
| SCI2  | Gather information about the research question   |  |
| SCI3  | Evaluate data for credibility                    |  |
| SCI4  | Develop a conclusion                             |  |
| <b>GOAL #3: Interact Effectively in Diverse Environments:</b> <i>Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.</i>  |  |  |
| <b>Social and Behavioral Sciences</b>   |  |  |
| ECON 1110 Survey of Economics   ECON 2110 Macroeconomics Principles   ECON 2120 Microeconomics Principles<br>PSYC 1110 Intro to Psychology   PSYC 2120 Developmental Psychology   SOCI 1110 Intro to Sociology<br>SOCI 2310 Contemporary Social Problems  |  |  |

|  |  |   |
|--|--|---|
| SBS1   | Evaluate personal and social justice issues                  | Personal & social responsibility rubric |
| SBS2   | Develop strategies for creating just, sustainable systems    |   |
| SBS3   | Compare ethical perspectives                                 |   |
| SBS4   | Conduct a group project                                      |   |
| SBS5   | Deduce factors that hinder or support solutions              |   |
| <b>Humanities</b>  |  |   |
| ANTH 1330 Navajo Culture   ENGL 1410 Intro to Literature   ENGL 2560 Intro to Native American Literature<br>ENGL 2650 World Literature I   ENGL 2567 Contemporary Navajo Literature   FDMA 2175 International Cinema<br>HIST 1110 United States History I   HIST 1120 United States History II   HIST 2150 History of the American Southwest<br>HIST 2135 Navajo History   HUMN The History of American Indians in Media   NAVA 1110 Navajo I<br>PHED 1620 Fitness   PHED 1830 Running |  |   |
| HUM1   | Articulate diversity of human experience                     | Humanities rubric                       |
| HUM2   | Evaluate contemporary issues, expressions, & thoughts        |   |
| <b>GOAL 4: Learn Actively: <i>Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever-increasing complex and competitive world.</i></b>   |  |   |
| <b>Creative and Fine Arts</b>  |  |   |
| ARTS 1110 Arts & Design Survey   ENGL 2310 Intro to Creative Writing   ENGL 2320 Intro to Fiction Writing<br>ENGL 2330 Intro to Poetry Writing   ENGL 2340 Intro to Creative Nonfiction Writing   NAVA 1210 Native Cultural Arts<br>NAVA 1310 Navajo Weaving I   NAVA 1320 Navajo Weaving II   NAVA 1330 Navajo Weaving III  |  |   |
| CFA1   | Acquire competencies   | Creative expression rubric              |
| CFA2   | Take risks   |   |
| CFA3   | Solve problems   |   |
| CFA4   | Embrace contradictions                                       |   |
| CFA5   | Innovate   |   |
| CFA6   | Connect, synthesize, and transform                           |   |
| <b>Computer Technology</b>   |  |   |
| BCIS 1115 Intro to Computers   |  |   |
| IDL1   | Use common devices and applications                          | Information & digital literacy rubric   |
| IDL2   | Determine the extent of information needed                   |   |
| IDL3   | Access the needed information                                |   |
| IDL4   | Evaluate information and its sources critically              |   |
| IDL5   | Use information effectively to accomplish a specific purpose |   |
| <b>Wellness</b>  |  |   |
| PHED 1620 Fitness   PHED 1830 Running  |  |   |
| W1   | Implement a wellness action plan                             | Wellness rubric                         |
| <b>Lifelong Learning</b>   |  |   |
| Co-curricular Activities   |  |   |
| CC1  | Implement research projects                                  | Survey<br>Essay                         |
| CC2  | Implement projects that promote community engagement         |   |
| CC3  | Implement service-learning projects                          |   |
| CC4  | Demonstrate appreciation for Diné culture                    |   |
| CC5  | Demonstrate appreciation for environmental sustainability    |   |
| CC6  | Implement projects that promote economic development         |   |

## INDIRECT MEASURES

Enrollments, retention rates, and graduation rates

## STUDENT LEARNING DATA ANALYSIS AND PROGRAM IMPROVEMENTS

Assessment of the GenEd program will take place one goal/semester at a time. Data summaries of direct and indirect measures as outlined above will be compiled on an annual basis by the University's Offices of Assessment and Institutional Research. An annual summary that includes recommendations for 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 General Education Committee and reviewed and approved by the Faculty Congress.