



## Procedure for Submitting Critical Thinking Courses for Review

**Overview:** As part of Project Curiosity, students are required to complete three (3) critical thinking classes prior to graduation. Each department will designate three (3) courses (300-400 level) by February 1, 2015. The first course will be developed and submitted to QEP Advisory Committee Chair for review by April 2015; the second course by Fall 2015; and the third course by Spring 2016. However, there is no limit to the number of courses any department can designate as critical thinking courses.

### Process:

1. Faculty and department head, in consultation with the division's Critical Thinking Coordinator, develop the course.
2. Submit all documentation to the Chair of the QEP Advisory Committee, including any changes which must go before Academic Council and the faculty for approval, such as course name, description, etc.
3. The Chair of the QEP Advisory Committee will distribute the documentation to members of the committee for review and discussion five days prior to the next scheduled meeting of the committee.
4. Upon course approval, the Chair of the QEP Advisory Committee, through the appropriate Division Chair, will submit a request to Academic Council for the class to be listed as a CT course via the standard Academic Catalog revision procedure.
5. If not approved, the documentation will be returned to the faculty member and department chair with a request for revisions.

**Criteria for Inclusion as CT Course:** CT courses must be at the 300-400 level and **clearly and specifically address the definition of critical thinking, Goals 2 and 3**, and the corresponding **Student Learning Outcomes (SLOs)** of Project Curiosity.

Definition: Critical thinking is both the dispositions that make one receptive to engage in higher-order thinking (inquisitiveness, self-directedness, and open-mindedness) and the continual and mindful process of improving one's higher-order thinking by asking pertinent questions, gathering and analyzing relevant information, evaluating diverse and alternative points of view, and developing and articulating well-reasoned and supported conclusions.

Goal #2: The College will foster students' intellectual curiosity.

- SLO #1: Students will be inquisitive and ask pertinent questions.
- SLO #2: Students will be self-directed and intrinsically motivated learners.
- SLO #3: Students will be open-minded and consider diverse and alternative points of view.

Goal #3: The College will enhance students' skills to think critically about an issue, problem, or idea.

- SLO #4: Students will gather and analyze relevant information.
- SLO #5: Students will evaluate diverse and alternative points of view.

- SLO #6: Students will develop and articulate well-reasoned and supported conclusions or actions about the issue, problem, or idea.

**Documentation:** Documentation must demonstrate that

1. the course clearly and specifically addresses the **definition of critical thinking** developed in Project Curiosity.
2. the specific learning modules or class sections and related assignments address the **dispositions of critical thinking** as outlined in the definition and Goal 2 of Project Curiosity.
3. the specific learning modules or class sections and related assignments promote the development of the **skills of critical thinking** as outlined in the definition and Goal 3 of Project Curiosity.
4. the assessment tool/rubric used to grade the assignment(s) aligns with the SLOs listed in Goals 2 and 3 of Project Curiosity.
5. the syllabus reflects the course as a designated CT course, provides Project Curiosity's definition of critical thinking, and includes the SLOs in the course objectives section.

The faculty and department head must submit to the Chair of the QEP Advisory Committee:

1. A memo requesting the course to be included as a CT course within the Academic Catalog, and specifying all necessary changes such as course name, description, etc.
2. The Critical Thinking Course Review Form with sections 1a, 2a, and 3a completed.
3. A copy of the course syllabus (with CT modules noted).
4. A copy of the CT assignment(s) with instructions.
5. A copy of the assessment tool/rubrics. (The Global Critical Thinking Template is available in Appendix H of the Project Curiosity Plan to assist faculty members in developing a rubric for their assignments.)

The faculty and department head may also submit any additional material to strengthen their submission.