



Critical Thinking Course Review Form

Instructions:

1. Faculty/Department Head complete parts 1A, 2A, and 3A of this form prior to submission for CT course review.
2. Reviewer complete the remaining sections of this document

Section 1: The course syllabus clearly and specifically addresses the definition of critical thinking developed in Project Curiosity.	
A. Please indicate in the syllabus or on other documentation where the definition of Critical Thinking developed by Project Curiosity is addressed/taught and any/all assignments associated with teaching it: The CT definition is included on page 1 of the syllabus, and is discussed in class on day 1(page 8) using the Anticipation Guide attached to CT assignment Reflection 1. See Appendix A.	
B. Strengths of this section are ...	
C. Suggestions for improving this section are ...	
This section needs to be developed.	This section meets the standards.
Section 2: The specific learning modules or class sections as well as assignments address the dispositions of critical thinking as outlined in the definition and Goal 2 of Project Curiosity.	
A. Please indicate in the syllabus or other documentation where the dispositions associated with Goal 2 are addressed: CT dispositions are embedded throughout the course, especially when considering the process for conducting evaluations and developing student service plans (pages 8,9, and module 10). The FBA group assignment (See Appendix B) serves as a capstone project wherein students are expected to “put it all together” by conducting an evaluation necessitating critical thinking skills and dispositions and drafting a service plan	
B. Strengths of this section are ...	
C. Suggestions for improving this section are ...	
This section needs to be developed.	This section meets the standards.
Section 3: The specific learning modules or class sections as well as assignments promote the development of the skills of critical thinking as outlined in the definition and Goal 3 of Project Curiosity.	
A. Please indicate in the syllabus or other documentation where the skills associated with Goal 3 are addressed: CT skills are embedded throughout the course, especially when considering the process for conducting evaluations and developing student service plans (pages 8,9, and module 10). The FBA group assignment (See Appendix B) serves as a capstone project wherein students are expected to “put it all together” by conducting an evaluation necessitating critical thinking skills and dispositions and drafting a service plan.	
B. Strengths of this section are ...	
C. Suggestions for improving this section are ...	
This section needs to be developed.	This section meets the standards.
Section 4: The assessment tool/rubric used to grade the assignment(s) is in alignment to the student learning outcomes listed in Goal 2 and 3 of Project Curiosity.	
A. Strengths of this section are ...	
B. Suggestions for improving this section are ...	
This section needs to be developed	This section meets the standards
Section 5a: The “Course Objectives” listed in the syllabus or other documentation include the SLOs from Goal 2 and Goal 3 of Project Curiosity and defining Critical Thinking as developed by Project Curiosity.	YES NO
Section 5b: The syllabus indicates course is designated as a CT course.	YES NO

Decision (Please circle one)

Recommend this course as a CT class.

DO NOT Recommend this course as a CT class