

Criteria for CT Courses

For a course to earn the CT designator, the following requirements must be met. The course title should consist of not more than 25 characters, because characters 26 – 30 will be “(CT)”.

- A. **COURSE CONTENT** should focus on Integrative Thinking (Students will **make connections** and **transfer** skills and learning among varied disciplines, domains of thinking, experiences, and situations) and at least four additional outcomes outlined in the Marshall University Baccalaureate Degree Profile.

The rationale for asking all CT courses to include Integrative Thinking as one of its outcomes is that one purpose of CT courses is to extend the introduction students receive in First Year Seminar concerning the integration of ideas and skills across disciplines and domains of thinking.

The Marshall University Baccalaureate Degree Profile Outcomes, approved by the Faculty Senate on January 31, 2013, are outlined below.

1. **Communication Fluency:** Students will **develop** cohesive oral, written, and visual communications **tailored** to specific audiences.
2. **Creative Thinking:** Students will **outline** multiple divergent solutions to a problem, **develop** and **explore** risky or controversial ideas, and **synthesize** ideas/expertise to generate ideas.
3. **Ethical and Civic Thinking:** Students will **determine** the origins of core beliefs and ethical principles, **evaluate** the ethical basis of professional rules and standards of conduct, **evaluate** how academic theories and public policy inform one another to support civic well-being, and **analyze** complex ethical problems to address competing interests.
4. **Information Literacy:** Students will **revise** their search strategies and **employ** appropriate research tools, **integrate** relevant information from reliable sources, **question and evaluate** the complexity of the information environment, and **use** information in an ethical manner.
5. **Inquiry Based Thinking:** Students will **formulate** focused questions and hypotheses, **evaluate** existing knowledge, **collect** and **analyze** data, and **draw** justifiable conclusions.
6. **Integrative Thinking:** Students will **make connections** and **transfer** skills and learning among varied disciplines, domains of thinking, experiences, and situations.
7. **Intercultural Thinking:** Students will **evaluate** generalizations about cultural groups, **analyze** how cultural beliefs might affect communication across cultures, **evaluate** how specific approaches to global issues will affect multiple cultural communities, and **untangle** competing economic, religious, social, or geographical interests of cultural groups in conflict.
8. **Metacognitive Thinking:** Students will **evaluate** the effectiveness of a project plan or strategy to **determine** the degree of their improvement in knowledge and skills.
9. **Quantitative Thinking:** Students will **analyze** real-world problems quantitatively, **formulate** plausible estimates, **assess** the validity of visual representations of quantitative information, and **differentiate** valid from questionable statistical conclusions.

- B. **PEDAGOGICAL METHODS** should be appropriate to meet the stated outcomes.

Faculty must articulate how their pedagogical methods meet the outcomes. Recommended methods might include:

1. **Learner-centered approaches**, which may include, but are not limited to, **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching.
 2. **Writing-to-learn WAC techniques** as applied to appropriate literacies (such as writing, video production, map making, etc.)
- C. A variety of **CLASSROOM ASSESSMENTS** should be used to measure higher-order critical thinking skills in addition to lower-order knowledge/comprehension skills.
1. Assessments should be appropriate and reliable **measures of higher-order critical thinking skills** in addition to lower-order knowledge/comprehension skills.
 2. Assessments should be used for a variety of purposes:
 - **Diagnostic:** low-stakes, ungraded assessments that identify preconceptions, lines of reasoning, and learning difficulties to inform instruction and enable targeted remediation.
 - **Formative:** graded or ungraded assessments that provide feedback to students on their learning to enable them to make adjustments and improve in both basic knowledge and critical thinking.
 - **Summative:** graded assessments that evaluate mastery – i.e., what students do or do not know or skill sets students are or are not able to perform.
 3. **At least one student project**, used for summative assessment purposes in the course (and representing a significant part of the student's course grade), should be uploaded to the General Education Assessment Repository (GEAR) at the end of the course. This project will be added to a database of projects, from which a sample will be randomly drawn each year for university-level assessment. The project may address one or more of the university outcomes addressed in the course.