**Critical Thinking Designator Form**

Title Abbreviation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (CT)

Alpha Designator/Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This Critical Thinking Designator Form should be submitted to the General Education Council, along with the applicable Course Addition or Course Change form and a course syllabus, after receiving approvals from the Department Chair/Division Head, Registrar, College Dean, and College Curriculum Chair, as noted on the Course Addition and Course Change forms.

Please briefly explain (noting where materials are located in the syllabus) how your course meets the following criteria. Please consult the “Criteria for CT Courses” document.

**LEARNING OUTCOMES ADDRESSED, PEDAGOGICAL METHODS**, and **CLASSROOM ASSESSMENTS: (This chart also should appear on the course syllabus. If the course instructor wishes to word learning outcomes in a discipline-specific manner, the instructor should indicate alignments between those discipline-specific outcomes and the Baccalaureate Degree Profile outcomes indicated on this form.**

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| **Course Student Learning Outcomes** (Outcomes 2 – 5 should be chosen from among those outlined in Marshall’s Baccalaureate Degree Profile) | **How students will practice each outcome in this Course** | **How student achievement of each outcome will be assessed in this Course** |
| **1: Integrative Thinking:**  Students will **make connections** and **transfer** skills and learning among varied disciplines, domains of thinking, experiences, and situations. | [list and explain relevant learning activities here – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [list the specific assessments in this course —exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |
| **2: [Marshall Degree Profile Outcome]:**  Students will …… | [list and explain relevant learning activities here – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [list the specific assessments in this course —exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |
| **3: [Marshall Degree Profile Outcome]:**  Students will ……. | [list and explain relevant learning activities here – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [list the specific assessments in this course —exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |
| **4: [Marshall Degree Profile Outcome]:**  Students will ……. | [list and explain relevant learning activities here – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [list the specific assessments in this course —exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |
| **5: [Marshall Degree Profile Outcome]:**  Students will ……. | [list and explain relevant learning activities here – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.] | [list the specific assessments in this course —exam questions, papers, projects presentations—that evaluate mastery of this particular outcome] |

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| **DESCRIBE THE STUDENT PROJECT THAT WILL BE SUBMITTED USING THE ASSIGNMENT MODULE IN BLACKBOARD, IDENTIFY THE BACCALAUREATE DEGREE PROFILE OUTCOME/S IT ASSESSES, AND THE PERCENT OF STUDENT’S COURSE GRADE IT REPRESENTS.** |