

Critical Thinking Designator Form

Title Abbreviation: _____ (CT)

Alpha Designator/Number: _____ Contact Person: _____

Signature of Contact Person _____ Date _____

Signature of Chair of Department _____ Date _____

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.

<http://www.marshall.edu/gened/files/Criteria-for-CT-Courses-updated-12-1-16-updated.pdf>

[in this box explain how your course meets the "Criteria for CT Courses" (see above) and also note where materials are located in the syllabus such as more description about the assessments, particularly the summative assessment.

Additionally, if your course is taught in multiple sections with multiple syllabi, please how each course will satisfy these requirements; for example, through a common assignment.]

DESCRIBE THE STUDENT PROJECT THAT WILL BE SUBMITTED USING THE ASSIGNMENT MODULE IN BLACKBOARD, IDENTIFY THE BACCALAUREATE DEGREE PROFILE OUTCOMES IT ASSESSES, AND THE PERCENT OF A STUDENT'S COURSE GRADE IT REPRESENTS.

[Describe this project in this space. This student project should be a significant portion of the students' grade (i.e. at least 20%), it should be able to be uploaded to the assignment module in Blackboard for future consideration by the Assessment Committee, and it should assess Integrative Thinking and at least one additional Marshall Baccalaureate Degree Profile outcome from above. The assignment must take the form of an artifact that can be reviewed by the Summer Assessment Committee. This would include written documents, video, picture, or audio files, all of which must be in a format readable by the software that is included in the standard build for Marshall University computers, and must be accompanied with some form of instructions that would allow faculty from other fields to recognize how it relates to the designated outcomes. For example, a standalone picture of pottery, an audio file of electronic music, or a graph of a mathematical function cannot be used without an accompanying explanation either written by the student or by the instructor.]

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.

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]