**EPCC Proposal Form for Designation in Embedded Skill:**

**Critical Thinking (CT)**

**Department**: Click here to enter Department Name.

**Date**: Click here to enter a date.

**Proposed by**: Click here to enter proposer’s name

**Course Information**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course prefix | | | Course number | | | | Course title | |
| Course catalog description | | | | | | | | |
| Current catalog course?  (Select Yes or No) | | Yes | | How often will the course be offered? | | Frequency of offerings | | |
| Number of  credit hours | Credits | Designation to  be effective: | | | Effective Semester | | | Effective Year |
|  | | | | | | | | |

**For administrative use only. Reviewed by**

Gen. Ed. Dir.: Click to enter Gen Ed Dir’s name Choose Approval. Choose date.

EPCC Chair: Click to enter EPCC Chair’s name Choose Approval. Choose date.

**Definitions:** These terms are used in the Course Characteristics and Student Learning Outcomes below.

Appropriate Criteria: Criteria that are discipline specific, a precedent set by knowledge, research and professional wisdom.

Appropriate Evidence: Credible sources in a discipline that are right for evaluating arguments, considering limited perspective, bias, assumptions, etc.

**Course Characteristics**: *By submitting this proposal the department agrees to verify that all offerings of this course, in any format, will contain these characteristics.* No information is needed here for this proposal. Choose an item.

CT CC1. offer explicit instruction on forming and evaluating arguments

CT CC2. offer explicit instruction and practice in interpretation, logical inference, and decision making

CT CC3. offer opportunities for students to listen to and carefully consider the arguments of others and investigate alternate conclusions

CT CC4. provide feedback that is designed to help students evaluate and improve critical thinking skills

CT CC5. offer opportunities for students to describe the effect of one’s experiences on the development of critical thinking skill

**Student Learning Outcomes (SLOs)**: 1) Describe examples of class activities (assignments, projects, papers, etc.) that might be used by the instructor to help students achieve each SLO.  2) Describe the artifacts that are collectible for assessment of each SLO.

A student who completes a CT course will be able to …

CT SLO1. draw conclusions by analyzing information critically

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.

CT SLO2. generate and articulate an argument supported by appropriate evidence

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.

CT SLO3. evaluate arguments for validity, bias, unchecked assumptions and/or other appropriate criteria

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.