

Thinking Critically Model

Model proposed by Lisa Borden-
King, Alex Deufel, Jane la Plante,
Beth Odahlen, and Deb Olson

Overview of Content Areas

Area 1 – Core Content

- Knowledge of human cultures and cultural products
- Knowledge of the physical and natural world
- Knowledge of common and diverse historical experiences

Overview of Content Areas

Area 2 – Critical Capacities and Skills

- Critical Thinking

1. Collaboration
2. Critical Reading
3. Information Literacy
4. Oral and Written Communication
5. Problem Solving
6. Quantitative Literacy

Overview of Content Areas

Area 3 – Personal and Social Responsibility

- Assessment of community issues
- Engagement with community needs
- Wellness and Personal Development

Overview of Content Areas

Area 4 – Interconnecting Perspectives

- Diversity Coursework
- Diversity Experience

Overview of Major Features of this Model

- No one class is expected to meet every criterion – criteria will be met over the course of the entire program of study in each major

Overview of Major Features of this Model

- General education criteria will be met in part by content within the major

Overview of Major Features of this Model

- Courses are distributed throughout the Freshman to Senior levels

Overview of Major Features of this Model

- Some essential foundational content (Engl 110/120, Comm 110, Math 103 or other gen. ed. math) has to be acquired early (Freshman and Sophomore years)
- Writing-intensive courses in the disciplines are upper-level and will have Engl 110 and Engl 120 as a prerequisite

Our Constraints: North Dakota Requirements

- Communication – 9cr
- Arts & Humanities – 6cr
- Social Sciences – 6cr
- Math, Science & Technology – 9cr
- Institution specific (anything from above categories) – 6cr

Our Model: Three Blocks

- Foundational Content – early
- Developmental Content – middle
- Culminating Content – late

Foundational Content

Required Foundational Capacities & Skills		
Complete by end of Freshman year	Critical Capacities and Skills Categories (Area 2)	Credits
Engl 110	2 (critical reading)	3
Engl 120	3 (information lit.) 4 (written/oral comm.)	3
Complete by end of Sophomore year		
Comm 110	4 (written/oral comm.)	3
Math 103 or other gen. ed. Math	6 (quantitative literacy)	4

* Fulfills state Communication requirements plus 4cr from Math, Science & Tech category

Developmental Content

Core Content (Area 1) – Further Development of Capacities & Skills

	Critical Capacities & Skills Categories (Area 2) Fulfill all 6 categories with these courses						Credits
	1	2	3	4	5	6	
Arts & Humanities							3
Arts & Humanities							3
Math, Science & Technology							3-5
Math, Science & Technology							3-5
History (Social Science)							3

* Fulfills state Arts & Humanities, completes requirements for Math, Science & Tech category, and fulfills 3 out of 6cr. from Social Sciences requirements

* No more than 2 courses within the major, at least one course at 100-200 level and one course at 300-400 level

Developmental Content

Personal and Social Responsibility (Area 3) Capacities & Skills

	Critical Capacities and Skills Categories (Area 2) Fulfill at least 4 categories with these courses						Credits
	1	2	3	4	5	6	
Community Awareness							3
Community Engagement							3
Personal Development							2

* Potentially completes remaining 3cr. of state requirements in Social Sciences category

* No more than 2 courses within the major

Developmental Content

Interconnecting Perspectives (Area 4) Capacities & Skills

	Critical Capacities and Skills Categories (Area 2) Fulfill at least 3 categories with these courses						Credits
	1	2	3	4	5	6	
Diversity Knowledge							3-6
Diversity Experience							3-6

* Potentially completes remaining 3 cr. of state requirements in Social Sciences category

* No more than 1 course within the major

Culminating Content

Culminating Capacities & Skills		
Complete by end of Junior year	Critical Capacities and Skills Categories (Area2)	Credits
Writing Intensive Course in Major	3 (information lit.) 4 (written/oral comm.)	3-5
Complete by end of Senior year		
Writing Intensive Course in Major	3 (information lit.) 4 (written/oral comm.)	3-5

* Courses have to be at 300-400 level and have Engl 110 and Engl 120 as prerequisites

Thinking Critically Model Example of Advising Checklist

Foundational and Culminating Content Courses must be taken within the specified year							
Freshman Year				Sophmore Year			
Course	CC or Skill	Credits	Semester Completed	Course	CC or Skill	Credits	Semester Completed
ENGL 110 (FWR1)	2	3		COMM 110(FC)	4	3	
ENGL 120(FWR2)	3 & 4	3		Mat 103 or other gen. ed Math(FM)	6	4	
Junior Year				Senior Year			
Course	CC or Skill	Credits	Semester Completed	Course	CC or Skill	Credits	Semester Completed
Writing Intensive in Major(CWR1)	3 & 4	3-5		Writing Intensive in Major(CWR2)	3 & 4	3-5	

Developmental Content Courses can be taken anytime within the students' higher education tenure								
Core Content					Personal and Social Responsibility			
(All 6 CC's and skills must be covered)					(At least 4 CC's and skills must be covered)			
	Course	CC or Skill	Credits	Semester Completed		Course	CC or Skill	Semester Completed
	Arts & Humanities(AH)		3			Community Awareness(CA)		3
	Arts & Humanities(AH)		3			Community Engagement(CE)		3
	Math, Science, & Technology(MST)		3-5			Personal Development(PD)		2
	Math, Science, & Technology(MST)		3-5					
	History (Social Science)(SS)		3					
					Interconnecting Perspectives			
					(At least 4 CC's and skills must be covered)			
	Course	CC or Skill	Credits	Semester Completed		Course	CC or Skill	Semester Completed
	Diversity Knowledge (DK)		3-6			Diversity Knowledge (DK)		3-6
	Diversity Experience(DE)		3-6			Diversity Experience(DE)		3-6

Course Certification

Application Process

- Apply for critical capacities and skills categories
- Indicate how capacities and skills will be measured/assessed
- Foundational and Culminating courses can not be applied to Developmental areas
- A course can apply for no more than one primary and two secondary categories of the 6 critical capacities and skills categories
- Courses must be recertified at regular intervals

Program Assessment

Student electronically submits best work for content areas – degree will not post without submission

- Work from major
- Work from non-major course

Student completes all requirements – checklist

Assessment via rubrics and cycling

- Focus on critical capacities and skills with random draws from content areas OR
- Focus on content areas and randomly sample for critical capacities and skills