

Critical Thinking and Information Literacy Potential Models in the Core Curriculum – for Faculty consideration

Key: CT = Critical Thinking; IL = Information Literacy; LO = Learning Outcome

*Note: If CT and IL are separated, then need to choose one model from CT **and** one model from IL*

Model 1: Critical Thinking and Information Literacy Combined					
How?	What?	Where?	Pros	Cons	Precedent Schools
A. Flag	CT and IL are kept together and flagged in courses	Appear in multiple flagged courses throughout the curriculum	-Greater flexibility than current model -Easier for transfers than current model -Courses opt in -Enhances visibility of CTIL, emphasizes its importance	-Challenging to meet multiple sets of outcomes in one course	CSU, Monterey Bay; Sacramento State
B. Embed (What we have now only the embed location may change)	CT and IL are kept together and embedded in a given course or area	Examples: 1. Historical Inquiry Area OR 2. Other area OR 3. An UD course	-Satisfies several core requirements with one course	-Transfer/AP students can't get CTIL w/o taking Historical Inquiry course -Challenging to meet multiple sets of outcomes in one course -Students are likely to be unaware of CT & IL outcomes	Santa Clara
C. Stand-alone course	The CTIL outcomes are satisfied by a 2-3 unit course	Online module or in-person course	-Enhances visibility of CTIL, emphasizes its importance -Online increases flexible scheduling	-Adds unit(s) to core -Potentially impacts resources (money and staff)	
Model 2a: Critical Thinking Separated					
How?	What?	Where?	Pros	Cons	Precedent Schools
A. Flag	The CT outcomes appear in CT-flagged courses	Appear in multiple flagged courses throughout the curriculum	-Greater flexibility than current model -Easier for transfers than current model -Courses opt in -Enhances visibility of CT, emphasizes its importance	-Need to rewrite LOs (to separate them from combined CTIL model) and go through approval process	St. Mary's (mathematical and scientific reasoning); Loyola Marymount; Seattle University
B. Embed	CT outcomes are combined a given course or area	<u>Example</u> : embed in all Advanced Integration (CINT) courses, which all students must take at USD	- Satisfies several core requirements with one course -Opportunity for mastery level, if in UD	-Adds more LOs to a course/area -Need to rewrite LOs (to separate them from combined CTIL model) and go through approval process	

Table reflects updates as of CTIL Task Force Meeting February 5, 2020

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			-Good for transfer students, if placed in required on-campus USD courses	-Students are likely to be unaware of CT outcomes	
C. Stand-alone course	The CT outcomes are satisfied by a 1-3 unit CT-focused course	Online module or in-person course	-Enhances visibility of CT, emphasizes its importance	-Adds unit(s) to core -Potentially impacts resources (money and staff)	
Model 2b: Information Literacy Separated					
How?	What?	Where?	Pros	Cons	Precedent Schools
A. Flag	The IL outcomes appear in IL-flagged courses	Appear in multiple flagged courses throughout the curriculum	-Greater flexibility than current model -Easier for transfers than current model -Courses opt in -Enhances visibility of IL, emphasizes its importance	- Need to rewrite LOs (to separate them from combined CTIL model) and go through approval process	St. Mary's (social science & research); Loyola Marymount; Seattle University
B. Embed	IL outcomes are embedded in specific courses or areas	Example locations: 1. Embed in FYW OR 2. Advanced Writing courses OR 3. embedded in CINL (LLC and TLC programs)	- Satisfies several core requirements with one course -If embedded in first year integration CINL course, everyone completes LLC or TLC at USD, so no transfer issues	-Transferability issues if embedded in FYW -Adds more LOs to a course/area -Need to rewrite LOs (to separate them from combined CTIL model) and go through approval process -Students are likely to be unaware of IL outcomes	
C. Stand-alone course or module	The IL outcomes are satisfied by a 1-2 unit course or module	Online module or in-person course. Module could be embedded in Blackboard.	-Consistent experience for all students -Enhances visibility of IL, emphasizing its importance -Skill set could be accessed/repeated by student as needed -Online increases flexible scheduling	-Adds unit(s) to core -Potentially impacts resources (money and staff)	San Francisco State; San Diego State LMU model includes both stand alone and an UD flag as a developmental model