

Attachment B

Faculty Council Proposal Summary

Executive Summary in one paragraph

The Standing Committee on General Education is putting forth a proposal to change the wording for ILO 5 Critical Thinking from:

ILO 5: Critical Thinking

Critical thinking is a comprehensive and systematic exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion and making inferences between concepts. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Outcome: Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

To:

ILO 5: Critical Thinking *and Reading*

Critical thinking is the habit of exploring a phenomenon (e.g., an event, artifact, story, or issue) and applying certain criteria to determine its value and legitimacy. It involves analyzing and synthesizing often contradictory pieces of information and logically connecting ideas to make sound, well-reasoned judgments. Critical thinkers favor ambiguity, welcome counterarguments, and routinely revise their own assumptions in response to the world around them.

Critical reading occurs when readers actively engage with a written, visual, or auditory text, going beyond its surface-level characteristics to identify and evaluate its deeper structural elements, such as purpose, tone, organization, and meaning. Those who read critically assume an objective point of view, and interact with a text by making annotations, posing questions, and forming their own opinions about what they've read.

Outcomes:

Students will

- use an array of critical thinking strategies to make meaningful connections between divergent ideas and to observe, recognize, and solve novel problems.
- adopt an unbiased approach to the act of reading, probing a variety of different texts to identify and explain their key elements and to uncover both the strengths and weaknesses in their deep structure.

Exact Wording of the Proposed Motion

The Standing Committee on General Education proposes to update the wording for ILO 5: Critical Thinking to:

ILO 5: Critical Thinking *and Reading*

Critical thinking is the habit of exploring a phenomenon (e.g., an event, artifact, story, or issue) and applying certain criteria to determine its value and legitimacy. It involves analyzing and synthesizing often contradictory pieces of information and logically connecting ideas to make sound, well-reasoned judgments. Critical thinkers favor ambiguity, welcome counterarguments, and routinely revise their own assumptions in response to the world around them.

Critical reading occurs when readers actively engage with a written, visual, or auditory text, going beyond its surface-level characteristics to identify and evaluate its deeper structural elements, such as purpose, tone, organization, and meaning. Those who read critically assume an objective point of view, and interact with a text by making annotations, posing questions, and forming their own opinions about what they've read.

Outcomes:

Students will

- use an array of critical thinking strategies to make meaningful connections between divergent ideas and to observe, recognize, and solve novel problems.
- adopt an unbiased approach to the act of reading, probing a variety of different texts to identify and explain their key elements and to uncover both the strengths and weaknesses in their deep structure.

Who the proposal will affect and how

The change includes critical reading as part of ILO 5. Critical reading is an essential skill that deserves recognition as such in our ILO structure. Explicitly naming the skill and including its definition and outcome in ILO 5, allows us to assess it, which ensures that faculty effectively teach critical reading so that students are given every opportunity to master the skill. Thus, both faculty and students will be affected by the change.

Summary of Proposal's Critical Issues

The proposed change accompanies the proposal to make all general education courses writing, critical reading, or quantitative reasoning intensive. The main purpose of this proposal is to make the explicit connection between ILO 5 (Currently Critical Thinking) and critical reading to improve teaching and learning of the essential skill of critical reading. Furthermore, the enhanced definitions, which now included critical reading, will help faculty develop meaningful and accurate lessons and assignments around both critical thinking and critical reading.

Affirmation of majority approval of the submitting body

Chair Signature: 

Faculty Council Chair: 

Submitting Committee: General Education Date: 3-8-22

Date: 2/8/2022