

OFFICIAL COURSE OUTLINE

Course Code:	LEAD-1827
Short Title:	Intro to Critical Thinking
Long Title:	Introduction to Critical Thinking
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	None
Course First Offered:	December, 2015

Credits:	.5
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Course Description

Successful leaders consider all possibilities, opportunities and challenges when making decisions, often in the face of ambiguous and/or conflicting information. The ability to think critically and innovatively in this environment is a driver for growth and key to effective decision making. In this course, learners will have the opportunity to think critically and innovatively about issues in their workplace. They will explore their own thinking habits, the assumptions and biases that inform them, and the resulting outcomes. This course will support learners' capacity to make better decisions.

Course Goals

In this course, learners will identify critical thinking skills to improve their own and others' decision-making processes in order to achieve better results.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Analyze their own assumptions and biases and understand the impact these have on decision-making;
2. Assess their own thinking style and habits and appreciate those of others;
3. Apply decision making models to their own scenarios in order to make better decisions.

Course Topics/Content

- Assumptions and biases
- Decision making models
- Collaborative decision-making

- Creating the environment for critical thinking and innovation

Text & Resource Materials

LEAD-1827 Course Manual

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Total Hours	Instructional Factor	Total Factored Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7	1	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)		.5	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op		.33	
Totals	7		7

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.