

GRADUATE PROGRAM IN CRITICAL AND CREATIVE THINKING (CCT)
AQUAD REVIEW SURVEY: *Non-CCT students taking CCT courses*

Questions asked:

1. What Graduate Program (if any) were you in when you took CCT courses?
 2. Which CCT courses did you take?
 3. How did you hear about the CCT Program?: Graduate catalog, UMB website, CCT wiki, UMB open house, CCT open house, CCT graduate, other (please describe).
 4. What information or other features of the Program or the course led you to register?
 5. What (if anything) stood out for you as distinctive in this course in comparison with those in your program? (If you have not matriculated in any program, simply state what, if anything, stood out for you as distinctive in this course.)
 6. What suggestions (if any) do you have for improving the ways the course(s) could serve a non-CCT student with your needs and interests?
 7. Overall, how would you rate the quality of the CCT course(s) you have taken?: Excellent, Good, Fair, Poor, No Opinion -- please explain if you feel that is needed.
- Name (optional -- supply only if you choose to identify yourself).

Responses:

1. What Graduate Program (if any) were you in when you took CCT courses?

- a) Higher Education doctoral program
- b) MEd
- c) N/A
- d) Learning, Teaching, and Educational Transformation, M Ed
- e) Nursing
- f) M Ed LTET
- g) HMS
- h) Masters in Critical and Creative thinking
- i) Secondary Education Masters - EDC G
- j) Urban Education, Leadership, and Policy Studies, PhD
- k) Applied linguistics
- l) None
- m) None
- n) Urban ed PhD
- o) At the time, this course was the only course that I was taking.
- p) Masters of Education
- q) I was not in a graduate program
- r) Nursing
- s) PhD School of Global Inclusion and Social Development
- t) Doctorate in Nursing
- u) Higher Education - Ph.D.
- v) MA in CCT
- w) M.Ed. non-licensure
- x) Gerontology
- y) Art Education
- z) i was interested in the cct program and was checking out the classes.
- aa) DNP

2. Which CCT courses did you take?

- a) Critical Thinking
- b) [NO RESPONSE]
- c) Critical Thinking
- d) Creative Thinking, Collaboration, and Organizational Change, Dialogue Processes
- e) Biomedical Ethics
- f) Critical Thinking and Creative Thinking
- g) 602
- h) an intro course (long time ago, I don't remember the exact course name)
- i) CRCRTH 616 and CRCRTH 630
- j) CRCRTH 618
- k) Anti racial and multicultural education
- l) CRCRTH 618

- m) Epidemiology and Population Health
- n) Action research
- o) Critical Thinking.
- p) Bio545/CrCrTh 645
- q) Creative Thinking
- r) Creative thinking and the computer Cct course
- s) Participatory Action Research
- t) Creative Thinking Seminar
- u) Scientific and Political Change (Peter Taylor)
- v) 627, 611, 618, 602, 651, 692
- w) 601, 692, 694
- x) Epidemiological Thought
- y) started w?Gifted/Talented Education
- z) 601 + 602
- aa) biomedical ethics and anti-racist communication in education

3. How did you hear about the CCT Program?: Graduate catalog, UMB website, CCT wiki, UMB open house, CCT open house, CCT graduate, other (please describe).

- a) CCT student
- b) [NO RESPONSE]
- c) online searches for program(s) and course(s) related to creativity
- d) The department head advised me to choose from these courses when I had to switch programs.
- e) UMB Website
- f) From my advisor
- g) class mates
- h) google search
- i) The director of my original program suggested I change my graduate concentration to CRCRTH as I had timed out of my original program.
- j) UMB Website
- k) Graduate catalog
- l) UMB website
- m) UMB website
- n) Course search
- o) I heard about the program in 1986 - can't remember how.
- p) Graduate Catalog
- q) researching programs in creative thought
- r) Part of option for certificate
- s) catalog
- t) Another student who took the course
- u) My faculty advisor recommended it
- v) A colleague at UMB (Dr. Saltmarsh) recommended the program to me.
- w) academic advisor
- x) Department email
- y) Attended CCT open house and met a CCT graduate

- z) i spent some time searching different graduate programs in the area, mostly in the umass system, and cct was my favorite
- aa) catalog

4. What information or other features of the Program or the course led you to register?

- a) Application to educational studies
- b) [NO RESPONSE]
- c) The existence of an entire program based on creativity and critical thinking led me to believe the program was of high quality.
- d) The Program had similar courses as those in my Speech Communication program at Syracuse University (undergraduate degree)
- e) it was online and my school accepted it as a transfer credit
- f) My ABA/M.Ed advisor recommended the courses
- g) topics and instructor
- h) I liked that it was more about how to work through different questions, than diving into one type of science or technology.
- i) I like the flexibility of the program and that one can design a specialized program with courses from other departments and other institutes at UMB.
- j) I wanted to learn more about collaborative work and difficult conversations.
- k) Reviews of the professor
- l) Conversation with instructor
- m) Online, transferable to Northeastern
- n) It met research design req
- o) I am very interested in "thinking about thinking." The course was offered on Cape Cod and the convenience of attending where I live was the tipping point.
- p) I was looking for a biology content course for my Masters of Ed. program and this course fit my interests and schedule (I was teaching full-time and needed evening courses)
- q) It looked interesting; it was in a subject I am interested in; it was a good program; it was fairly local to my home in NH
- r) Liked the idea on how to use technology to enhance learning
- s) online option, offered through CAPS
- t) Desire to expand my thinking
- u) Interest in the topic, recommendation from faculty advisor
- v) The creative approach, its applicability to my field without limitation to my field, and the unique course titles and content.
- w) [NO RESPONSE]
- x) Course title
- y) Multidisciplinary aspect of the program- I was interested in more than a typical Masters In Ed., as a teacher I also wanted to focus on creative ventures as well as research.
- z) cct seemed like a mix of concrete real world knowledge and social theory, with the possibility of me being able to focus on research as well. at the time i liked that it was a terminal degree, but that's less important to me now.
- aa) course description, information coming directly from faculty

5. What (if anything) stood out for you as distinctive in this course in comparison with those in your program? (If you have not matriculated in any program, simply state what, if anything, stood out for you as distinctive in this course.)

- a) Practical application to teaching
- b) It was online. The professor was good, though there was some tension because one of my classmates was very insensitive with his postings. The professor was sensitive to students and the course content was approachable.
- c) I already had/have a distance-based master's degree in creative writing from the University of Alaska, along with extensive online coursework taken through UCLA Extension. In my experience, the CCT course in critical thinking was inferior in technology and faculty to the many, many other distance-based and online courses I have taken. I was deeply disappointed.
- d) These courses looked at the bigger picture of my work and allowed me to really think about my thinking.
- e) [NO RESPONSE]
- f) I liked the on-line component
- g) books, articles and negotiation simulations in small groups
- h) I thought the professors interest in our work and the collegiality among the students was memorable.
- i) The expectations and responsibilities were presented much clearer in CRCRTH than in EDC G. I knew what I needed to do early in the course.
- j) I wanted to learn more about collaborative work and difficult conversations.
- k) [NO RESPONSE]
- l) The high quality of my online student experience.
- m) Responsive professor via email
- n) It was very individualized
- o) I received my JD degree in 1985. As an attorney, being able to think both critically and creatively is a day to day necessity. You might want to "think" about offering courses in conjunction with law schools.
- p) I enjoyed the discussions and the overall format of the course - It was a small group and we sat around a conference table.
- q) This course was very intensive and rich in content.
- r) Expected it to be easier to complete but really had to creatively think to get through it.
- s) VERY useful, one of the best courses I've taken at UMB
- t) Great readings
- u) The use of project-based learning as the primary pedagogical technique in the course was distinctive and memorable. I still talk about the projects I did in that class with others in my cohort. I really appreciated the learner-centered orientation used. Very skillful facilitation by the professor and this PBL approach led to a strong sense of investment on my part, which led to me learning more than I might have otherwise. Also, it was noticeable to me that the class became a community of sorts. This is also true in my home program, but is worth mentioning here because I felt a part of the community even though nobody else that I knew was taking the class.
- v) This program felt like it would offer me professional benefits, but also personal benefits, which has been absolutely true. I feel that I have been able to explore unique and

transformative areas of my work using creative strategies not taught or explored in any other type of program. I hear this again and again from my peers in the program, as well.

- w) The processes courses used to reflect
- x) Focus on thought process
- y) I had previously tried 2 different Art Education programs as well as a general Elementary Ed program. As an artist and an elementary teacher, I wanted to focus on my many interests- research, art+creativity, education, and child development. I also LOVED taking a class with people who were not teachers! I loved being part of a community of people from all different occupations and different parts of the world. All of my previous courses were with other public school teachers, all from Massachusetts, which was not helpful for me at all. The CCT courses were more enriching.
- z) 602 was very challenging for me, and taught in a way that the course consumed me, in a good way. while in the class, i noticed my thinking in everyday situations was altered a bit, more in line with creative thinking. it was kind of trippy. i am still awful at creative thinking though, but thats no fault of the instructor. 601 was much less challenging and i wish i had taken it with a different professor. he was very smart and kind but his focus and background on applying critical thinking was mostly business related and much different from what i was interested in. maybe this is a cop out, but i felt that wasn't able to lean on him that much to push myself as much as i'd have liked. there were students in the class who were business focused, though, and he was a great fit for them. i learned a lot about the mechanics of critical thinking, however. but i found the work too easy and not to be a snitch, but my final paper was critical of darwin, and the very sweet professor said "yeah, i don't get why people believe in science so quickly, i mean *it's just a theory,*" and that really bummed me out, ha.
- aa) Wide range exploration of varied topics (versus exclusively within healthcare)

6. What suggestions (if any) do you have for improving the ways the course(s) could serve a non-CCT student with your needs and interests?

- a) [NO RESPONSE]
- b) I wish it would've met in person. Still, there was a good personal touch because we interviewed each other over the phone—multiple times I think.
- c) If the first course had been what I hoped it would be, I would have earned the CCT masters by now. Instead I took a couple of years away from CCT, then enrolled in another course - Dialogue Processes - only to withdraw after seeing the syllabus. In both CCT courses in which I have enrolled, the reading assignments did not reflect intellectual or cultural diversity. The reading assignments were simply not very interesting, and the required projects were simplistic. I suspect the CCT program, if fairly represented by the two courses in which I enrolled, is overly enamored with itself. The program needs a more diverse faculty and staff, a curriculum reset, and a wider commitment to engaging with thinkers from around the world and from oppressed groups in the United States, who are doing much more interesting work on creative and critical thinking than what the program has been offering.
- d) If I didn't switch programs from MEd for Initial Licensure to Learning, Teaching and EducationalTransformation, I would never have known about these course offerings. Some of these courses are invaluable and should be required in other programs.

- e) focusing more on the medical issues of ethics
- f) [NO RESPONSE]
- g) none
- h) I would have enjoyed more interest in the neuroscience along with psychology theory.
- i) Emphasize the importance of journal keeping and self-reflection, as they seem to be 2 major components of the program/department.
- j) None
- k) [NO RESPONSE]
- l) I can't wait to take another course! Maybe give a chance to opt in to suggested next course reminders.
- m) None
- n) The organization of assignments by numbers and letters.
- o) In this environment of "fake news" and internet searches, the ability to ask questions about what you are reading is so important. Sadly, many people have no training in making determinations about truth/falsity. But beyond the question of truth and falsity, a statement technically may be true, but is it being promoted in a context that makes sense, or that is intended to sway an opinion? Questions - we all need to be asking more questions.
- p) None
- q) I would like to matriculate into the program, but I am a single mom and cannot afford to matriculate. I can only take courses as I have the funds, and I cannot pay fees every semester that I cannot afford to take a course.
- r) I think it is a great experience for nursing majors.
- s) Brief overview of the CCT program at the beginning of each course
- t) None
- u) None, this was great.
- v) CCT needs and deserves the support of the university. It is an outstanding program and should have all of the benefits and supports to maintain the small class sizes required for full participation and engagement of all students.
- w) [NO RESPONSE]
- x) [NO RESPONSE]
- y) If CCT courses were offered to teachers, especially if teachers could take CCT courses for PDP credits without the cost of graduate credits- I could see other teachers taking advantage of CCT courses on line or in person. Teachers are always looking for courses and credits to help renew their licenses. Maybe courses could be offered in an intensive format over the summer or over school vacation weeks? Or a few weekend-only classes? Personally I wish more public school teachers could expand their thinking and try CCT type courses in Critical Thinking, Creative Thinking, or Philosophy. Teachers often get stuck in ruts, and CCT is a very mind-opening community.
- z) i liked the interface for the online classes for umass much more than other classes i've taken, but i still prefer in person. the idea of having classmates from all over living very different lives is super exciting for me, but i didn't connect much with any of them. i wish, somehow, there had been a way to foster more peer community. and i'm a total millennial, online communication is very satisfactory for me, but my relationships with the other students was still very superficial. i guess i don't actually have a suggestion to improve it, i'm just complaining about it. also, umass is so obsessed with students paying

tuition, if they were chiller about that i'd try to matriculate. i know they don't have some harvard-like endowment, but i suggest they relax about that, i'd have paid them back eventually.

aa) [NO RESPONSE]

7. Overall, how would you rate the quality of the CCT course(s) you have taken?: Excellent, Good, Fair, Poor, No Opinion -- please explain if you feel that is needed.

- a) Excellent
- b) Good
- c) Poor
- d) Excellent
- e) Good
- f) Excellent
- g) Excellent
- h) Good
- i) Very good. I would say the only drawback is the classes that are completely online; I found classroom conferences and lessons to be a more comfortable way of learning.
- j) Excellent
- k) Excellent
- l) Excellent
- m) Excellent
- n) Good
- o) Excellent. David Martin and Nina Greenwald are amazing professors.
- p) Good
- q) Excellent
- r) Excellent.
- s) Excellent
- t) Excellent
- u) Excellent
- v) Excellent. As an employee of an institution of higher education myself, I believe the caliber of the instruction and curriculum in the CCT program stands out as exceptional.
- w) Excellent
- x) Good
- y) EXCELLENT! Excellent because of the combination of course content AND teaching style AND student participation
- z) 601 was good, 602 was excellent
- aa) excellent

Name (optional -- supply only if you choose to identify yourself).

- a) [NO RESPONSE]
- b) [NO RESPONSE]
- c) Timothy James Lash
- d) Wendy Dameron
- e) [NO RESPONSE]

- f) [NO RESPONSE]
- g) [NO RESPONSE]
- h) [NO RESPONSE]
- i) [NO RESPONSE]
- j) Siobahn Mulligan
- k) [NO RESPONSE]
- l) [NO RESPONSE]
- m) [NO RESPONSE]
- n) [NO RESPONSE]
- o) Kathleen Fowler. Hopefully when I retire, I can continue taking classes in this field.
- p) [NO RESPONSE]
- q) Suzanne Schryver
- r) [NO RESPONSE]
- s) Libby Stone-Sterling
- t) Susan J. Gray,DNP
- u) Kevin Kraft
- v) Marisa Charley
- w) [NO RESPONSE]
- x) [NO RESPONSE]
- y) [NO RESPONSE]
- z) erin ryan fitzgerald
- aa) [NO RESPONSE]