

					spelling for written assignments.
SOCIAL RESPONSIBILITY	4	3	2	1	0
Discipline Knowledge	Demonstrates sophisticated understanding of the complexity of elements important in the course, whether sociology, social work, psychology, criminal justice, human development, economics, etc.	Demonstrates adequate understanding of the complexity of elements important in the social science course.	Demonstrates partial understanding of the complexity of elements important in the social science course.	Demonstrates surface understanding of the elements important in the social science course.	Demonstrates no clear understanding of the complexity of elements important in the social science course.
Social Knowledge Analysis	With insight and skill, connects and extends knowledge from classroom study of social sciences to current events and student's participation in the community.	Connects knowledge from classroom study of social sciences to current events and student's participation in the community.	Begins to connect knowledge from classroom study of social sciences to current events and student's participation in the community.	Begins to identify knowledge from classroom study of social sciences that could be relevant to current events and student's participation in the community but makes few real connections.	Fails to either identify or connect knowledge from classroom study of social sciences to current events or student's participation in the community.
Social Engagement / Curiosity	Asks complex questions about social sciences; describes what she/he has learned about her or himself for a clarified sense of community identity and commitment.	Asks deeper questions about social sciences; describes what she/he has learned about her or himself for a growing sense of community identity and commitment.	Asks simple or surface questions about social sciences; descriptions of self-knowledge seem generated from course requirements rather than from a sense of community identity or commitment.	Conveys minimal interest in learning about social sciences; describes what she/he has learned about a personal community identity and commitment only in simplistic or cliched terms.	Shows no interest in learning about social sciences; fails to describe any new community identity or commitment.
Attitudes	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Expresses unclear individual attitudes or is derogatory towards what can be learned from diversity of communities and cultures.
EMPIRICAL / QUANTITATIVE SKILLS					
Interpretation	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by</i>	Little attempt to explain information presented in mathematical forms. Multiple incorrect conclusions about what the information means.

	<i>what the data suggest about future events.</i>		<i>slope of the trend line.</i>	<i>confusing positive and negative trends.</i>	
Application / Analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Ex. student explains thoughtful ways to use the quantitative information and offers correctives	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Fails to use the quantitative analysis of data as the basis for any judgments. Draws little or no conclusions from this work.

The following resources might assist you in filling out the Core Curriculum Request form.

Texas Common Course Numbering System (TCCNS) Matrix

This searchable online database lists classes that Prairie View A&M already accepts for specific transfer credit. The university also is updating its TCCNS articulation.

<http://www.tccns.org/matrix.aspx>

Lower-Division Academic Course Guide Manual

This PDF gives the course descriptions for core classes as they must be offered at Texas community colleges. It may help you determine the proper TCCNS equivalent for the PVAMU core class you are requesting.

<http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm>

Texas General Education Core Web Center

This resource allows you to search the official PVAMU core as of 2003 and also to research courses allowed at other Texas colleges and universities.

<http://statecore.its.txstate.edu/>

Overview of Planning General Education Assessment

https://www.aalhe.org/sites/default/files/aalhe2011_gened.pdf

Ideas for Assessing Critical Thinking

http://www.aacu.org/resources/assessment/critical_thinking.cfm

<http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html>