



	artistic periods, trends, major artists, etc. in different cultures. Open-minded when dealing with different artistic forms and fully aware of any personal biases.	communities. Begins to be open-minded when dealing with different artistic forms and is generally aware of any personal biases.	communities. Has difficulty being open-minded when dealing with different artistic forms but is aware of this problem. Aware of some personal biases.	what can be learned from diversity of communities and cultures. Has difficulty being open-minded when dealing with different artistic forms and is unaware of biased stance.	diversity of communities and cultures. Fails to be open-minded with different artistic forms and/or expresses biased positions about them.
<b>Knowledge of the Arts</b>	Demonstrates sophisticated understanding of the complexity of elements important to the arts, whether composition, musicality, staging, figurative language, etc.	Demonstrates adequate understanding of the complexity of elements important to the arts,	Demonstrates partial understanding of the complexity of elements important to the arts.	Demonstrates surface understanding of the complexity of elements important to the arts,	Demonstrates no clear understanding of the complexity of elements important to the arts.
<b>Curiosity about the Arts</b>	Asks complex questions about the arts, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Very interested in learning, seeing, hearing more of the arts outside of class (ex. attending a play, concert, poetry reading, exhibition).	Asks deeper questions about the arts and seeks out answers to these questions. Interested in learning, seeing, hearing more of the arts outside of class.	Asks simple or surface questions about the arts. Interested in learning, seeing, hearing more of the arts outside of class only if doing so results in course credit.	Shows minimal interest in learning more about the arts. Relatively uninterested in learning, seeing, hearing more of the arts outside of class.	Shows no real interest in learning more about the arts or is openly disdainful of the field.
<b>TEAMWORK</b>	4	3	2	1	0
<b>Individual Contributions</b>	Helps the team move forward by articulating the merits of alternative ideas or proposals. Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Offers alternative solutions or courses of action that build on the ideas of others. Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Offers new suggestions to advance the work of the group. Completes all assigned tasks by deadline; work accomplished advances the project.	Shares ideas but does not advance the work of the group. Completes all assigned tasks by deadline.	Fails to contribute to group ideas in any meaningful way. Does not complete all assigned tracks by deadline.
<b>Constructive climate and conflict resolution</b>	Treats team members respectfully. Consistently motivates other members and provides assistance and/or encouragement. Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team	Treats team members respectfully. Sometimes motivates other members and provides assistance and/or encouragement. Identifies and acknowledges conflict and stays engaged with it.	Treats team members respectfully. Sometimes motivates other members and provides assistance and/or encouragement. Redirects focus toward common ground, toward task at hand (away from conflict).	Treats team members respectfully. Provides minimal motivation, assistance, or encouragement. Passively accepts alternate viewpoints/ideas/opinions.	Treats team members disrespectfully. Instigates conflict and acts as a barrier to motivation and encouragement.

	cohesiveness and future effectiveness.				
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***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](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://www.aacu.org/resources/assessment/critical_thinking.cfm)

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