

Social & Behavioral Sciences

Critical Thinking

Criteria	1 - Novice	2 - Developing	3 - Proficient	4 - Exemplary
<i>Explain issues/problems.</i>	Issue/problem is stated without clarification or description.	Issue/problems is stated but loosely described, leaving some terms and concepts unidentified or undefined.	Issue/problems is stated clearly, described adequately, and delivered using information that aids in understanding.	Issue/problem is stated clearly, described comprehensively, and delivered using all relevant information necessary for full understanding.
<i>Use appropriate information to gather evidence, and/or question assumptions.</i>	Information is taken from general sources without any evaluation. Viewpoints of experts, if included, are not questioned.	Information is taken from relevant sources with some evaluation, but does not develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from professional sources with enough evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from professional sources with enough evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly
<i>Understand context and assumptions in taking a position</i>	Position taken is simplistic and obvious, relies only on own assumptions, and does not show an awareness of multiple points of view.	Position taken can be identified, but relies heavily on own assumptions, though includes an acknowledgment of multiple points of view.	Position taken is reflective and logical, based on an analysis of own and others' assumptions, and address of relevant points of view when appropriate.	Position taken is immersive and intuitive, based on a thorough analysis of own and others' assumptions, and includes a synthesis of multiple points of view.
<i>Tie conclusions to related outcomes</i>	Conclusions are inconsistent, while related outcomes are oversimplified with little discussion of any implications.	Conclusions are coherent, and related outcomes are loosely tied to evidence and varying viewpoints. Implications are not clearly tied to evidence.	Conclusions are logical and demonstrate an ability to synthesize information. Related outcomes incorporate evidence and perspectives, which are used to determine implications.	Conclusions are logical and reflect students' informed evaluation skills, while discussion of related outcomes demonstrates an ability to place evidence and perspectives in priority order with a clear determination of implications.

Social & Behavioral Sciences

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical & Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts results in informed conclusions.
- **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities