

Creative Arts Component Area V Core Curriculum Course Proposals Rubric Cover Sheet

This document is being provided, hopefully, to assist you as you begin the process of preparing proposals for the 2014 Core Curriculum. You can find the Core Curriculum Component Application at the Academic Affairs website under Forms:
http://www.shsu.edu/~vaf_web/forms/Curriculum.html

The completed application, along with a copy of the course syllabus, needs to be submitted to the Core Curriculum Committee for their consideration. Each of the Component Areas has a Sub-Committee that will be studying the submissions. Each of these Sub-Committees has also developed a rubric that should assist you in understanding what they will be looking for in the applications.

The Creative Arts Rubric is being provided to those who desire to submit a course for the Creative Arts Component Area. In preparing proposals for this area please consider the points below. The THECB prepared the standards that the Sub-Committee is using for the development of the Rubric. Be aware that in the end the THECB will approve or not approve the courses we submit to them.

- Read the verbiage in Application and the Rubric carefully and attempt to address thoroughly all of the issues.
- The areas covered in the Rubric are addressing the Component Area criteria, the Skill Objective requirements, and an assessment for each of these.
- Assessments must include at least one direct assessment and may include indirect assessments as well.
 - Direct assessment methods include, but are not limited to, assessment by a panel using a pre-specified scoring rubric; portfolio evaluation by designated faculty portfolio committee; embedded questions designed to measure student learning regarding program objectives; national or state standardized tests; pre/post-tests; or essays scored using rubrics established by a panel of faculty.
 - Indirect assessment methods include, but are not limited to, surveys, student peer evaluations, IDEA results, institutional data, case studies, or focus group feedback.
- In dealing with assessment it is imperative that the same assessment be applied to each section of the course being proposed. In other words it is not acceptable to have separate instructors teaching the course developing their own assessment instrument(s). The instrument(s) should be standardized or departmental in nature.
- If one wishes to use “embedded items in exams” then please be more specific. For example, one might indicate the areas from which the exam items are drawn or perhaps say that a scenario is provided and students are asked to evaluate likely outcomes.
- If essay or papers are required the method of evaluation needs to be provided.

Our goal is to assist you in the development of the application so if we can be of help please feel free to call on us. The members of the Creative Arts Sub-Committee are listed below.

Committee Members: Dana Nicolay (Chair), Somer Franklin, Marsha Harman, Debbi Hatton, Melinda Holt, Renee James, Brian Miller, Valerie Muehsam, Sheryl Murphy-Manley

**Creative Arts
Core Curriculum Course Approval Rubric**

Course Prefix and Number: _____ **Course Title:** _____

Submitted By: _____ **Email Address:** _____

Standard: Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. They involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

Assessments must include at least one direct assessment and may include indirect assessments as well.

Direct assessment methods include: assessment by a panel using a pre-specified scoring rubric; Portfolio evaluation by designated faculty portfolio committee; embedded questions designed to measure student learning regarding program objectives; national or state standardized tests; Pre/Post tests; or Essays scored using rubrics established by a panel of faculty.

Indirect assessment methods include: surveys, student peer evaluations, IDEA results, institutional data, case studies, or focus group feedback.

Examples provided in the left-hand column are just that – examples. They should not be interpreted as requirements.

Reviewers: Please check the box in the appropriate assessment column to indicate your evaluation of the course based on the criterion in question.

Reviewer: _____

Indicator/Criteria	Below Criteria Standards	Almost Meets Criteria Standards	Meets Criteria Standards	Exceeds Criteria Standards	Notes
<p>There is a focus on the appreciation of creative artifacts and works of the human imagination.</p> <p>“Appreciation” is recognizing the nature or worth of the creative work.</p> <p>The term “artifact” can encompass any phenomenon – whether tangible or intangible – created by a human.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> Exploring, musical/ theatrical/ visual/ dance cultures and/or histories Recognizing styles of art, dance, music, theatre or other creative art forms and their relationship to culture. Appreciation of an art form through participation. 	<p>There is <u>little or no</u> evidence that appreciation of creative artifacts and works of the human imagination is a content focus.</p> <input type="checkbox"/>	<p>There is <u>some</u> evidence that the appreciation of creative artifacts and works of the human imagination is a content focus.</p> <input type="checkbox"/>	<p>There is <u>sufficient</u> evidence that the appreciation of creative artifacts and works of the human imagination is a content focus.</p> <input type="checkbox"/>	<p>There is <u>outstanding</u> evidence that the appreciation of creative artifacts and works of the human imagination is a content focus.</p> <input type="checkbox"/>	NOTES
<p>Assesses students’ abilities to appreciate creative artifacts and works of the human imagination.</p> <p>The course uses assignments and examinations to assess the students' abilities to demonstrate an appreciation of creative activities and artifacts.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> Direct Assessment: Examinations with embedded questions or if performance oriented, a rubric scored by instructors or a panel of experts. Indirect Assessments: Survey satisfaction with class; peer evaluations 	<p>The course proposal includes <u>little or no</u> evidence of direct assessment of this criterion.</p> <input type="checkbox"/>	<p>The course proposal includes <u>some</u> evidence of direct assessment of this criterion.</p> <input type="checkbox"/>	<p>The course proposal includes <u>sufficient</u> evidence of direct assessment of this criterion.</p> <input type="checkbox"/>	<p>The course proposal includes <u>outstanding</u> evidence of direct assessment of this criterion.</p> <input type="checkbox"/>	NOTES

<p>There is a focus on the analysis of creative artifacts and works of the human imagination.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> • Exploration of a theoretical framework within which to analyze the given art form. • Exploration of aesthetic principles used to structure the elements of the particular form of creative activity. • Exploration of external influences, such as historical events, or creative activities and artifacts. 	<p>There is <u>little or no</u> evidence that there is a focus on the analysis of creative artifacts and works of the human imagination.</p> <p><input type="checkbox"/></p>	<p>There is <u>some</u> evidence that there is a focus on the analysis of creative artifacts and works of the human imagination.</p> <p><input type="checkbox"/></p>	<p>There is <u>sufficient</u> evidence that there is a focus on the analysis of creative artifacts and works of the human imagination.</p> <p><input type="checkbox"/></p>	<p>There is <u>outstanding</u> evidence that there is a focus on the analysis of creative artifacts and works of the human imagination.</p> <p><input type="checkbox"/></p>	<p>NOTES</p>
<p>Assesses students' abilities to analyze creative artifacts and works of the human imagination.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> • Essays or presentations scored with rubrics by instructors or expert panelists, examinations, common examinations or embedded questions on examinations. • Assignments structured to measure student engagement in the analysis of works of art. 	<p>The course proposal includes <u>little or no</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>some</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>sufficient</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>outstanding</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>NOTES</p>

<p>This course involves the synthesis and interpretation of artistic expression.</p> <p><i>Examples may include but are not limited to:</i></p> <ul style="list-style-type: none"> • Inclusion of student created projects. • Exploration of aesthetic judgments and interpretation based on analysis of creative activities and artifacts. • Opportunities for students to make aesthetic judgments and interpret the meaning of creative activities and artifacts. • Exploration into the factors that influence/shape the interpretation of art. • Exploration into the nature and process of artistic communication, expression or creativity. 	<p>There is <u>little or no</u> evidence that this course involves the synthesis and interpretation of artistic expression.</p> <p><input type="checkbox"/></p>	<p>There is <u>some</u> evidence that this course involves the synthesis and interpretation of artistic expression.</p> <p><input type="checkbox"/></p>	<p>There is <u>sufficient</u> evidence that this course involves the synthesis and interpretation of artistic expression.</p> <p><input type="checkbox"/></p>	<p>There is <u>outstanding</u> evidence that this course involves the synthesis and interpretation of artistic expression.</p> <p><input type="checkbox"/></p>	<p>NOTES</p>
<p>Assesses the students' abilities to synthesize and to interpret artistic expression.</p> <p><i>Examples may include but are not limited to:</i></p> <ul style="list-style-type: none"> • Essays or presentations scored with rubrics by instructors or expert panelists, examinations, common examinations or embedded questions on examinations. • Assignments structured to measure student ability to synthesize and interpret artistic expression. 	<p>The course proposal includes <u>little or no</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>some</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>sufficient</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>outstanding</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>NOTES</p>

<p>This course enables critical, creative and innovative communication about works of art.</p> <p><i>Examples include but are not limited to:</i></p> <ul style="list-style-type: none"> Communicating through written, oral, aural, visual, or kinesthetic means (e.g. moving, singing, listening, acting, drawing, etc.). 	<p>There is <u>little or no</u> evidence that this course enables critical, creative and innovative communication about works of art.</p> <p><input type="checkbox"/></p>	<p>There is <u>some</u> evidence that this course enables critical, creative and innovative communication about works of art.</p> <p><input type="checkbox"/></p>	<p>There is <u>sufficient</u> evidence that this course enables critical, creative and innovative communication about works of art.</p> <p><input type="checkbox"/></p>	<p>There is <u>outstanding</u> evidence that this course enables critical, creative and innovative communication about works of art.</p> <p><input type="checkbox"/></p>	<p>NOTES</p>
<p>Assesses the students' abilities to communicate critically, creatively and innovatively about works of art.</p> <p><i>Examples may include but are not limited to:</i></p> <ul style="list-style-type: none"> Essays or presentations scored with rubrics by instructors or expert panelists, examinations, common examinations or embedded questions on examinations. Assignments structured to measure students' abilities to communicate critically, creatively and innovatively about works of art. 	<p>The course proposal includes <u>little or no</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>some</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>sufficient</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>The course proposal includes <u>outstanding</u> evidence of direct assessment of this criterion.</p> <p><input type="checkbox"/></p>	<p>NOTES</p>
<p align="center">Core Objectives Required in Component Area V (next page)</p>					

<p>Critical Thinking Skills are integrated into the content.</p> <ul style="list-style-type: none"> • <i>Creative thinking</i> • <i>Innovation</i> • <i>Inquiry</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>Synthesis of Information</i> 	<p>There is <u>little or no</u> evidence that critical thinking skills are integrated in the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>some</u> evidence that critical thinking skills are integrated in the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>sufficient</u> evidence that critical thinking skills are integrated in the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>outstanding</u> evidence that critical thinking skills are integrated in the content.</p> <p><input type="checkbox"/></p>	
<p>Effective Communication Skills (written, oral, aural [when applicable] & visual) integrated into the content.</p>	<p>There is <u>little or no</u> evidence that Effective Communication Skills (written, oral, aural [when applicable] & visual) are integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>some</u> evidence that Effective Communication Skills (written, oral, aural [when applicable] & visual) are integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>sufficient</u> evidence that Effective Communication Skills (written, oral, aural [when applicable] & visual) are integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>outstanding</u> evidence that Effective Communication Skills (written, oral, aural [when applicable] & visual) are integrated into the content.</p> <p><input type="checkbox"/></p>	

<p>Teamwork Skills integrated into the content.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Consideration of different points of view • Effectively working with others to support a shared purpose or goal. • Providing opportunities for students to assess teams and learn from the process • Understanding the role of leaders and decision-makers in the creative arts. • Understanding the roles of other team members in the creative arts • Understanding the value of the collective whole vs. the individual in the Arts 	<p>There is <u>little or no</u> evidence that teamwork skills are integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>some</u> evidence that teamwork skills are integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>sufficient</u> evidence that teamwork skills are integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>outstanding</u> evidence that teamwork skills are integrated into the content.</p> <p><input type="checkbox"/></p>	
<p>Social Responsibility integrated into the content.</p> <p>Academic Community Engagement (ACE) criteria may be useful in establishing activities and course requirements for this area.</p> <ul style="list-style-type: none"> • Intercultural competence. • Knowledge of civic responsibilities • Ability to engage effectively in regional, national, and global communities. 	<p>There is <u>little or no</u> evidence that Social Responsibility is integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>some</u> evidence that Social Responsibility is integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>sufficient</u> evidence that Social Responsibility is integrated into the content.</p> <p><input type="checkbox"/></p>	<p>There is <u>outstanding</u> evidence that Social Responsibility is integrated into the content.</p> <p><input type="checkbox"/></p>	

Overall Notes: