

General Education *Curriculum* (Distributional)

- I. English Composition (ENG 112 or equivalent)
- II. Fine Arts (3 credits)
- III. Humanities (9 credits in at least 2 fields)
- IV. Natural Sciences (8 credits in lab science courses)
- V. Social Sciences (9 credits in at least 2 fields)
- VI. Additional Courses (outside of one's major to bring total number of general education credits to 50)

Educational *Goals* Fostered Through Arts and Humanities Course Work

Understanding the evolution of ideas and range of expressions through the humanities and the arts

Students will recognize the value and importance of ethical decision-making.

Students will appreciate the creativity, intuition, and leap of thought essential to artistic expression, creative writing, and the advancement of knowledge.

Assessment Method

Students will write three short essays that ask them to compare two examples of human creativity within the same genre (for example, two sculptures, two pieces of music, two poems, etc.)

Given that students' coursework completed to meet the Fine Arts and Humanities requirement will be particular to their career, students are able to choose the material they feel most comfortable.

Specific Arts & Humanities Learning *Outcomes*

To demonstrate your understanding of the evolution of ideas and range of expressions through the arts and humanities, answer any **ONE** of the following four questions:

- 1. What are the social and historical contexts of these works and how do they reflect their contexts?**
- 2. What evolutionary trajectory in artistic expression do you see when you compare the two works?**
- 3. How do the works portray tragedy and triumph?**
- 4. How do the works address the common themes of “hope dies last” and “despair does not rule”?**

Outcomes (continued):

To demonstrate your ability to recognize the value and importance of ethical decision-making, answer any **ONE** of the following two questions:

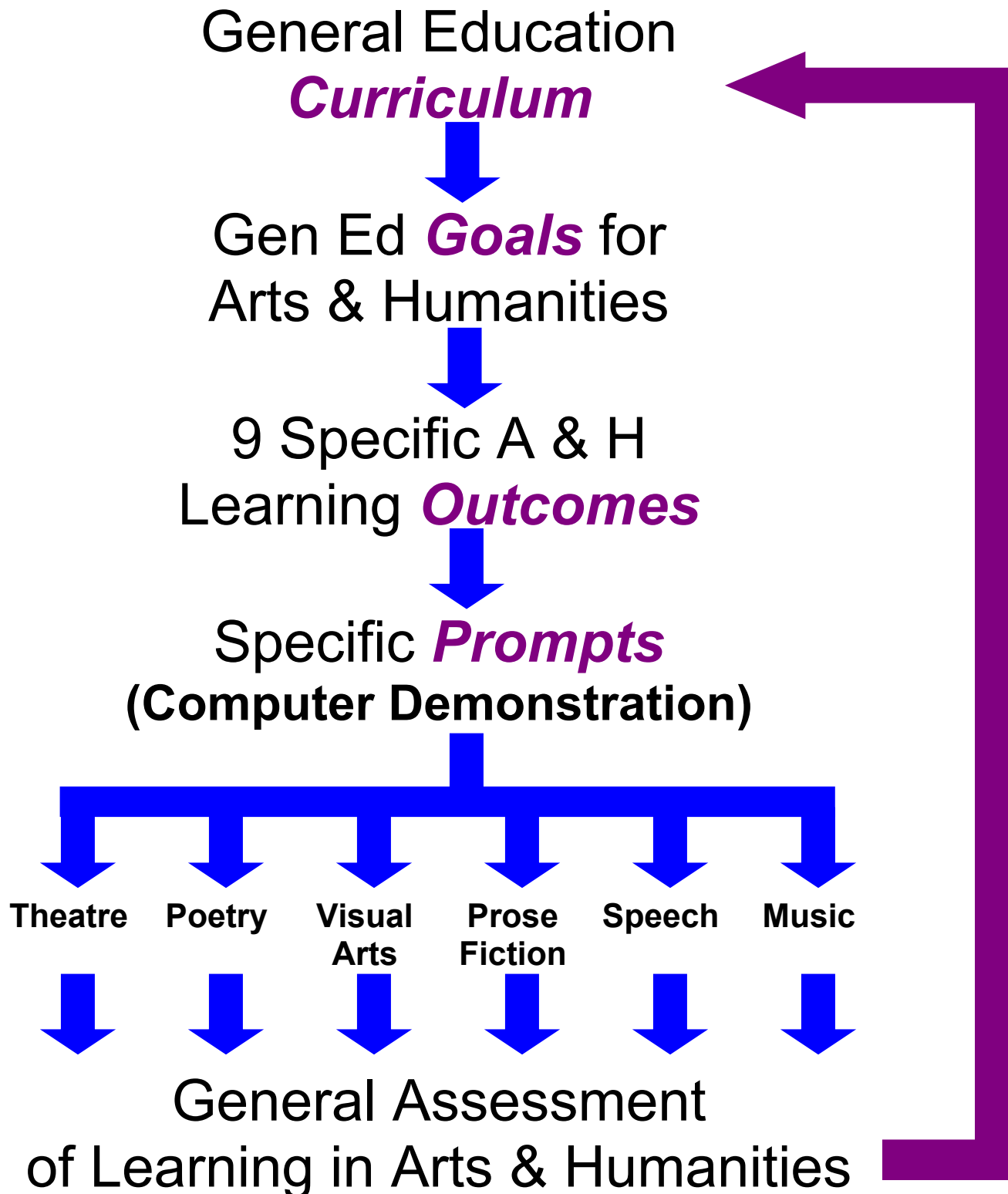
- 5. How do these works comment on prejudice and what is the relevance of prejudice in relation to the historical contexts?**
- 6. What ethical dimensions do you perceive in these works?**

Outcomes (continued):

Finally, to indicate your appreciation of the creativity, intuition and leap of thought essential to artistic expression, creative writing, and the advancement of knowledge, answer any ONE of the following three questions:

- 7. What are the fundamental elements within these works and how are they used to present human emotion?**
- 8. How are the materials or content used to make the point of the works clearer?**
- 9. Explain, from your perspective, which of the two pieces of work is more powerful.**

DEVELOPING THE ASSESSMENT PLAN



Important Issues/Questions in the *Process*:

From Goals to Outcomes:

The difficulty posed by a distributional curriculum is the diversity of educational experiences produced.

Nonetheless, we began by considering as many course specific learning objectives as possible to conceptualize what learning in the Arts & Humanities means.

Since ALL courses are designated as bearing Arts & Humanities credit, we then identified unifying themes across courses.

Finally, we articulate a set of 9 common learning objectives or outcomes.

From Outcomes to Prompts:

Since students will have exposure to one discipline within the Arts & Humanities, we had to develop 6 pairs of prompts.

We then used web technologies to deliver multimedia choices.