
PROGRAM-LEVEL OUTCOMES (GS courses must meet at least one program-level outcome)

Students can:

- 1) Evaluate information appropriate to the task;
- 2) Apply principles of critical thinking to demonstrate integrative learning;
- 3) Communicate effectively in spoken form;
- 4) Communicate effectively in written form;
- 5) Analyze cultural issues within a global context.
- 6) Evaluate in context significant concepts relating to democracy.

III. DISTRIBUTION

(Distribution courses must meet learning outcome #1 and a majority of the remaining outcomes in their respective category.)

Aesthetics outcomes

Students can:

- 1) Articulate the relevance of the Aesthetics course to their general education.
- 2) Explain the significance of a work of art within its context (i.e. cultural, historical).
- 3) Identify the structure of a work of art by describing its elements.
- 4) Interpret a work of art using concepts appropriate to its medium.
- 5) Distinguish between works of art from various time periods and cultures.

General Studies Aesthetics Category
Assessment Tool: Response Paper

Answer these questions in response to one selected work of art (visual/music/theater/dance) in 800-1000 words, typed, double spaced, 12 pt. font, one-inch margins.

Look/listen/experience – Discuss and interpret what you see/hear without judging or expressing your personal likes/dislikes.

1. Discuss the work of art through a description of its elements, structures, style and genre.
2. Interpret the work of art through analysis using correct terminology of the discipline.
3. Describe the historical and/or cultural context of the work of art.
4. Considering your response to the previous questions, articulate the relevance of

Aesthetics Category: Distribution Courses Rubric

This rubric addresses the following **GS Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – Apply principles of critical thinking to demonstrate integrative learning; **GS 4** – communicate effectively in written form; **GS 5** – analyze cultural issues within a global context; **Aesthetics (AO)** learning outcomes: **AO 1** - Articulate the relevance of the Aesthetics course to their general education; **AO 2** – Explain the significance of a work of art within its context (i.e., cultural, historical); **AO 3** - Identify the structure of a work of art (visual/music/theater/dance) by describing its elements; **AO 4** - Interpret a work of art using concepts appropriate to its medium; **AO 5** - Distinguish between works of art from various time periods and cultures.

Evaluators are encouraged to assign a Does not meet criteria to any work sample that does not meet Beginning level performance.

Indicator	Does not meet Criteria	Beginning	Developing	Proficient	Advanced
Articulate relevance to general education AO 1 GS 1; GS 4		Articulates an elementary understanding of the relevance of the work.	Uses related content to develop simple ideas about relevance of the work.	Uses relevant persuasive content to explore relevancy.	Uses relevant, compelling content to demonstrate advanced understanding.
Structure and elements of a work of art AO 3 GS 1; GS 4		Demonstrates minimal attention to formal content and purposes of the material.	Demonstrates an awareness of formal content and purpose of material.	Demonstrates knowledge of the formal content and purpose of material.	Demonstrates a thorough understanding of formal content and purpose of the materials.
Interpretation appropriate to the medium AO 4 GS 2; GS 4		Conclusions from analysis demonstrate a minimal understanding of the terminology of the medium.	Conclusions from analysis are adequate, relevant to the medium and mostly use correct terminology.	Conclusions from analysis are logical, relevant and demonstrate correct use of terminology.	Conclusions from analysis are logical and reflect a relevant, local and correct informed evaluation.
Historical / Cultural Context AO 2; AO 5 GS 4; GS 5		Demonstrates a limited articulation of historical and / or cultural contexts.	Demonstrates awareness of historical and cultural contexts.	Demonstrates consideration of the interplay between historical and cultural contexts.	Demonstrates a thorough understanding of the interplay between historical and cultural contexts.