

CREATIVE CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to demonstrate and apply **creative** competencies, problem solving and preparation in the realization of a creative work.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Artistic/Creative Competencies <i>The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work.</i>	Fails to demonstrate the discipline specific artistic or creative competencies appropriate for realization of the work.	Begins to demonstrate discipline specific artistic or creative competencies which are appropriate for the realization of the work.	Demonstrates satisfactory competencies necessary for realizing the work of art, however the work would benefit from further development of these competencies.	Demonstrates proficiency in discipline specific competencies appropriate for realizing the work.	Demonstrates consistency and mastery of those discipline specific competencies necessary for realizing the work.
Problem Solving and Process <i>The student demonstrates the ability to successfully imagine, plan and cultivate a work.</i>	Fails to apply a process or plan for exploration appropriate for the scope of the work.	Applies a process for exploration, however only a single approach is considered and the plan is not sufficiently thought out.	Applies multiple approaches of process and preparation, capable of predicting some potential problems presented by the project without the skill or experience to cope with unexpected challenges.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as the skill to cope with challenges and adjust work accordingly.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as flexibility in the face of change. Possesses the ability to articulate choices and recognize consequences to develop new and successful strategies.
Creativity and Transformation <i>The student exhibits a unique interpretive and conceptual approach to creating a work.</i>	Fails to exhibit any unique interpretive or conceptual approach.	Relies on a predictable collection of familiar and clichéd ideas or approaches.	Exhibits some examples of novel ideas or unique approaches, however ideas may lack coherence or need more development.	Creates a new and expressive approach that displays unity and coherence, and on an interpretive level these expressive touches make a familiar work appear new and vital.	Creates a new direction in the realization of the project that moves beyond clichés and constraints, exhibiting a degree of risk or tackling controversial topics. The final project is highly expressive, imaginative, coherent, and leaves a lasting impression.

A **competency** is the ability to do something successfully.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).