

Humanities and the Arts (General Goal 9)

General Goal (9): Students will develop intellectual, imaginative, and/or creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.

Reviewers are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark level of performance.

	Capstone	Milestone	Benchmark
General Goal 9	Demonstrates intellectual, imaginative, and creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.	Develops intellectual, imaginative, and/or creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.*	Recognizes that relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.
SLO 9.1	Critiques how various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.	Explains how various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.*	States that various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.
SLO 9.2	Utilizes various critical and theoretical frameworks to analyze, interpret, and critique works in the humanities and the arts.	Utilizes various critical and theoretical frameworks to analyze and interpret works in humanities and the arts.*	States basic knowledge of various critical and theoretical frameworks in the humanities and arts
SLO 9.3	Evaluates creative process and own product.	Creates an entirely new object, solution or idea.*	Reproduces an object, solution or idea.
SLO 9.4	Evaluates relationships of texts and/or cultural products with contextual influences, traditions, perspectives and/or behavioral patterns and acknowledges complexities of these relationships.	Relates texts and/or cultural products to appropriate contextual influences, traditions, perspectives and/or behavioral patterns.*	Recognizes that texts and/or cultural products are related to contextual influences, traditions, perspectives and/or behavioral patterns.
SLO 9.5	Analyzes and evaluates the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.	Describes the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.*	Recognizes the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.

*indicates the Faculty Senate approved SLO

General Goal 9: Humanities and Arts (GG9)

Students will develop intellectual, imaginative, and/or creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.

SLO9.1: Explains how various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.

SLO9.2: Utilize knowledge of various critical and theoretical frameworks to analyze and interpret works in humanities and the arts.

SLO9.3: Creates an entirely new object, solution or idea.

SLO9.4: Relates texts and/or cultural products to appropriate contextual influences, traditions, perspectives and/or behavioral patterns

SLO9.5: Describes the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.