

INTERSTATE PASSPORT[®]

Passport Learning Outcomes and Proficiency Criteria Creative Expression

PASSPORT LEARNING OUTCOMES

Faculty representatives from participating Passport institutions, along with the Passport State Facilitators and project staff, develop Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The Passport Interstate Faculty Team – comprised of faculty members with expertise in the designated area – review, compare, and contrast the sets of learning outcomes submitted by each state and then negotiate to arrive at an agreed-upon set of learning outcomes – the *Passport Learning Outcomes*. Team members vet the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes are refined and finalized for the knowledge or skill area. Institutions that sign the Passport Agreement acknowledge that their lower-division general education learning outcomes map to and are congruent with the Passport Learning Outcomes.

PROFICIENCY CRITERIA

The proficiency criteria describe the EVIDENCE of proficiency with the Passport Learning Outcomes at the transfer level that one might see in a student's behavior, performance or work. These are observable behaviors rather than subjective descriptors such as “appropriate” or “excellent.” Specific examples, provided in the Transfer-Level Proficiency Criteria column of the matrix below, are not intended to mandate curriculum or assessment methods, nor do they constitute a comprehensive list of concepts that each student must master. Rather, they serve as guidelines for determining whether a student has reached the desired level of proficiency for the specific learning outcome through a variety of possible methods. The inclusion of many diverse concrete examples is intentional as different courses may address a given feature in distinct ways; for example, a statistics course will address learning outcomes differently than a quantitative reasoning course. Also, a given concrete example may possibly address more than one Passport Learning Outcome. No single course, or Passport student, is expected to demonstrate all of these criteria of transfer-level proficiency.

CREATIVE EXPRESSION FRAMING LANGUAGE

Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims. *Relationship to institution's Passport Block:* this area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture and, potentially, many others.

CREATIVE EXPRESSION

<p align="center">Passport Learning Outcome Feature</p>	<p align="center">Passport Learning Outcomes (what the student has learned)</p>	<p align="center">Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)</p> <p align="center">Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p>
<p align="center">Basic Knowledge</p>	<p>through the study of literary, performing and/or visual arts, employ fundamental discipline-specific principles, terminology, skills, technology, and methods.</p>	<ol style="list-style-type: none"> 1. Demonstrate conceptual knowledge in creative expression using key terminology and principles in response to, for example, concerts, theatrical presentations, exhibitions, dance performances, film screenings, or literary readings. 2. Employ introductory knowledge of technical skills in a chosen creative area through the successful completion of practical assignments; for example, create a theater costuming sewing sampler. 3. Define discipline-specific vocabulary in the form of a written assignment or quiz. 4. Demonstrate discipline-specific abilities such as performing basic dance steps, constructing a musical scale, or drawing using perspective. 5. Demonstrate ability to utilize specific technologies; for example, shooting and editing a video using industry standard equipment and software.
<p align="center">History and Cultures</p>	<p>identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.</p>	<ol style="list-style-type: none"> 1. Analyze the factors that have shaped the arts in different parts of the globe at different times; cultural factors may include religion, politics, economics, or others. Present findings in a written or oral presentation. 2. Choose a visual, musical or literary work from a specific historical period and write a paper that focuses on historical and cultural contexts and how they relate to contemporary concerns. 3. In a paper, presentation, or exam, identify how a given work, artist or movement influenced the creative work of others.

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Ethics	demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.	<ol style="list-style-type: none"> 1. Engage in the art of a culture not your own and reflect on your experience, for example, write a paper or make a presentation. 2. Examine creative works from diverse points of view: political, social, racial, gender, sexual orientation. Share reflections and insights in a class discussion, paper or presentation. 3. In a paper or exam, compare and contrast the different values, beliefs, and tensions displayed in works of art.
Creative Process	engage in a creative process through experimentation, reflection, tolerance for failure, and revision.	<ol style="list-style-type: none"> 1. Participate, onstage or backstage, in a university/college theatrical play, vocal or instrumental ensemble, or dance concert. 2. Create discipline-specific work such as video productions, short stories, visual art and communication, musical compositions, monologues, and others, and incorporate peer/instructor feedback along the way. 3. Construct and revise a work of art, abiding by discipline-specific creative processes. Self-reflect and report on the process.
Aesthetics and Analysis	use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.	<ol style="list-style-type: none"> 1. Engage in peer-to-peer critique to identify strengths, improvements or enhancements in a creative work of art. 2. Write an analysis of a creative work that may include a play, an opera, a literary work, a musical composition, video game, film, or visual art. 3. Write a paper or make a presentation that examines the meaning of images, personal interpretation, and artistic expression in a work of art.

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