

**ORU**  
**CAM**  
**WPA**  
09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans

# Introduction

What is Whole Person Assessment (WPA) in general terms? WPA is a system of assessment used across campus to track the success of student learning at Oral Roberts University. The system is used by many students for scholarship retention, but is used by all faculty, staff and students to measure and improve the academic experience.

While the process seems overwhelming and uses some unfamiliar terms, we have tried to make the WPA easy to follow. This handbook serves as the basic outline for each major in the Communication, Arts and Media department. Supplemental directions on creating and submitting the necessary pieces can be found at the links to the right.

Please, remember the following university policies regarding the WPA:

- Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
- The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
- By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

Laura Holland, Chair

## Instructions

Link to WPA page:

< [http://www.oru.edu/current\\_students/my\\_academics/resources/whole\\_person\\_assessment/](http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/)>

Login Page:

< [https://ep3.chalkandwire.com/ep2\\_oru/](https://ep3.chalkandwire.com/ep2_oru/)>

# Uploading an Artifact to Your CAM WPA Portfolio

1. **Go** to [eportfolio.oru.edu/](http://eportfolio.oru.edu/)
2. **Sign in** to your portfolio. This should open the portfolio to the dashboard screen.
3. **Click** “My Portfolio” tab
4. **Go** to the “Actions” window at the right of the portfolio if a CAM portfolio exists.
5. **Click** the dropdown arrow.
6. **Click** on “Edit” on the dropdown list and skip down to \*\*\* below.
7. **Click** “Add New Portfolio” if no CAM portfolio exists.
8. **Click** the dropdown arrow under “Table of Contents”
9. **Click** on “Communication, Arts And Media”  
(If that is not shown in the dropdown list, **click** the link below called “Table of Contents Not Listed?” link immediately below the dropdown box. This will give a list of all possible tables of contents. **Click** the radio button beside “Communication, Arts and Media.” **Click** “Save” in the lower right corner of the screen. This will return you to the previous screen. **Click** on the “Table of Contents” dropdown arrow again, and **click** “Communication, Arts and Media” which will now appear on the list.)
10. **Click** on the button under the theme of choice.
11. **Click** the “Save” button in the lower right corner.
12. **Click** the “Return” button at the lower right corner. This will return you to the home page.
13. **Go** to the “Actions” window at the right of the portfolio.
14. **Click** the dropdown arrow.
15. **Click** on “Edit” on the list.
16. **Click** on the name of your major.
17. **Click** on the name of the assignment you are to submit. The class number should be shown beside the name and should be in bold print.
18. **Click** “Add Content” tab at the top of the page.
19. **Scroll down** to “Artifact” section.
20. **Click** the radio button beside the word “Artifact”
21. **Browse** to find your file under the “Upload Artrifacts” window
22. **Click** the “Upload” button
23. **Click** the “Save” button in the lower right corner of the screen. This will automatically return you to the proper page of your portfolio. It will have the name of the assignment bolded. Your artifact will now appear in the open space on the page.
24. **Click** the “Submit Page” button toward the top of the page. This bright green button appears on the tool bar toward the top of the page.
25. **Type** your instructor’s last name in the “Enter Name(s) of Assessor(s) To Whom You Wish To Submit” window. A list of assessors with the correct last name will appear.
26. **Click** on the name of your instructor. Their name will then appear below the window with a check mark beside it.
27. **Click** the submit button in the lower right corner. The “Submit” page will appear with your document listed and the assessor to receive it.
28. **Click** the “My Results” tab to verify that the assessment is there awaiting assessment by the instructor.
29. **Check** under “My Results” for assessment results at a later date.

# Communication, Arts and Media Department Majors

## **6 Communication Major Outcomes**

- 7 Communication 1.1.1
- 8 Communication 2.1.1
- 9 Communication 3.1.1
- 10 Communication 4.1.1
- 11 Communication 5.1.1
- 12 Communication 5.1.2
- 13 Communication 5.1.3
- 14 Communication 6.1.1
- 15 Communication 7.1.1

## **17 Dance Performance Outcomes**

- 18 Dance Performance 1.1
- 19 Dance Performance 2.1
- 21 Dance Performance 3.1
- 22 Dance Performance 4.1
- 23 Dance Performance 5.1
- 24 Dance Performance 6.1

## **26 Drama / DTF Major Outcomes**

- 27 Drama / DTF 1.1.1
- 28 Drama / DTF 2.1.1
- 29 Drama / DTF 3.1.1
- 30 Drama / DTF 4.1.1
- 31 Drama / DTF 5.1.1
- 32 Drama / DTF 6.1.1
- 33 Drama / DTF 7.1.1

## **35 Graphic Design Print and Graphic Design Video Outcomes**

- 36 Graphic Design Print and Video 1.1
- 37 Graphic Design Print and Video 1.2
- 39 Graphic Design Print and Video 1.3
- 40 Graphic Design Print and Video 2.1
- 41 Graphic Design Print and Video 3.1
- 43 Graphic Design Print and Video 3.2
- 45 Graphic Design Print and Video 4.1
- 46 Graphic Design Print and Video 4.2
- 48 Graphic Design Print and Video 5.1
- 49 Graphic Design Print and Video 5.2
- 50 Graphic Design Print and Video 6.1
- 51 Graphic Design Print and Video 7.1

## **53 Media Major Outcomes**

- 54 Media 1.1.1
- 55 Media 2.1.1
- 56 Media 3.1.1
- 57 Media 4.1.1
- 58 Media 5.1.1
- 59 Media 6.1.1
- 60 Media 6.1.2
- 61 Media 7.1.1
- 62 Media 8.1.1
- 63 Media 9.1.1

## **65 Musical Theatre Outcomes**

- 66 Musical Theatre 1.1.1
- 67 Musical Theatre 2.1.1
- 69 Musical Theatre 3.1.1
- 70 Musical Theatre 4.1.1
- 71 Musical Theatre 5.1.1
- 72 Musical Theatre 5.1.2
- 73 Musical Theatre 6.1.1
- 74 Musical Theatre 7.1.1
- 75 Musical Theatre 8.1.1
- 76 Musical Theatre 9.1.1
- 77 Musical Theatre 9.2.1

## **79 Studio Art Outcomes**

- 80 Studio Art 1.1
- 81 Studio Art 2.1
- 82 Studio Art 2.2
- 83 Studio Art 3.1
- 84 Studio Art 3.2
- 85 Studio Art 4.1
- 85 Studio Art 5.1
- 86 Studio Art 6.1
- 87 Studio Art 7.1

### **Art Education and Communication Arts Education**

Outcomes and rubrics for these degrees are managed through the College of Education. The requirements for those students can be found at the following location:

<[http://www.oru.edu/current\\_students/my\\_academics/resources/whole\\_person\\_assessment/handbooks.php](http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/handbooks.php)>

# COM WPA 09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans

# Communication Major Outcomes

Organizational / Interpersonal Communication majors will be able to:

**1 Be able to integrate and apply Christian faith and biblical truth and principles to the study and practice of interpersonal communications.**

1.1 COM 203 Interpersonal Communication      Interpersonal  
Response Paper

**2 Develop skills necessary to identify, research, and analyze organizational situations, and then make thoughtful, logical recommendations for improvement.**

2.1 COM 300 Organizational Communication      Organizational  
Analysis

**3 Develop skills in the researching, writing, and delivery of presentations suitable to a broad range of public speaking situations.**

3.1 COM 302 Advanced Public Speaking      Speech Outline

**4 Become responsible, thinking Christians who can soundly establish an argument, ethically persuade listeners, and logically defend their views.**

4.1 COM 309 Argumentation and Persuasion      Debate Plans

**5 Facilitate and participate more effectively in formal and informal group settings, demonstrating effective leadership abilities in a variety of cultural and professional settings.**

5.1 Pick One:  
COM 412 Training and Development      T&D Facilitation Packet  
COM 446 Business and Professional Speech      B&P Meeting Agenda  
COM 410 Discussion and Conference Leadership      D&C Group  
Problem-Solving Paper

**6 Possess effective research and writing skills demonstrating understanding of key theories, bodies of research, and research methods relevant to the field of communications.**

6.1 COM 499 Senior Paper      Senior Paper

**7 Develop strong critical thinking, creative thinking, and practical problem-solving skills that can be applied to any communication need.**

7.1 COM 342 Communication Theory      Research Paper

# Communication 1.1.1

## Interpersonal Comm. (COM 203) - Interpersonal Response Paper

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student exhibits a clear understanding of how to develop, nurture, and maintain interpersonal relationships with others. The student demonstrates this understanding by fully citing terminology, structure, goals, and feedback to information received during class lectures. The student achieves an average grade of A.</p>	<p>The student exhibits a moderate understanding of how to develop, nurture, and maintain interpersonal relationships with others. The student demonstrates this understanding by citing most of the terminology, goals, and feedback to information received during class lectures. Explanations lack clarity as evidenced by the lack of sufficient detail. The written project lacks the proper structure as instructed. The student achieves an average grade of B.</p>	<p>The student demonstrates a rudimentary understanding of how to develop, nurture, and maintain interpersonal relationships with others. The written project is minimally prepared and fails to follow directions given during lectures. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of how to develop, nurture, and maintain interpersonal relationships with others. The student is unable to prepare properly and turn in the assignment on time. The student receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

# Communication 2.1.1

## Organizational Communication (COM 300) - Organizational Analysis

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>With superior quality and understanding, the student performs the organizational analysis addressing the following areas: organizational purpose and goals; organizational culture and climate; relationships; rewards; assessment of strengths and weaknesses; and recommendations for improvement. The student demonstrates critical thinking, as well as organizational, and conceptualization skills by integrating class lecture material into the organizational analysis in the prescribed assignment format. The student achieves an average grade of A.</p>	<p>With adequate quality and understanding, the student performs the organizational analysis addressing the following areas: organizational purpose and goals; organizational culture and climate; relationships; rewards; assessment of strengths and weaknesses; and recommendations for improvement. The student adequately demonstrates critical thinking, as well as organizational, and conceptualization skills by integrating class lecture material into the organizational analysis in the prescribed assignment format. Explanations lack clarity as evidenced by the lack of sufficient detail. The student achieves an average grade of B.</p>	<p>With moderate quality and understanding, the student performs the organizational analysis addressing the following areas: organizational purpose and goals; organizational culture and climate; relationships; rewards; assessment of strengths and weaknesses; and recommendations for improvement. The student minimally demonstrates critical thinking, as well as organizational, and conceptualization skills by integrating class lecture material into the organizational analysis in the prescribed assignment format. Explanations lack clarity as evidenced by the lack of sufficient detail. The written project is minimally prepared and fails to follow directions given during lectures. The student achieves an average grade of C.</p>	<p>The student does not adequately perform the organizational analysis addressing the following areas: organizational purpose and goals; organizational culture and climate; relationships; rewards; assessment of strengths and weaknesses; and recommendations for improvement. The student is unable to prepare properly and turn in the assignment on time. The student receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>



# Communication 3.1.1

## Advanced Public Speaking (COM 302) - Speech Outline

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student exhibits a clear understanding of how to develop skills in the researching, writing, and delivery of presentations suitable to a broad range of public speaking situations. The student demonstrates this understanding by fully utilizing class lectures to organize all of the material in a logical sequence for clear presentation and thesis development. The student achieves an average grade of A.</p>	<p>The student exhibits a moderate understanding of how to develop skills in the researching, writing and delivery of presentations suitable to a broad range of public speaking situations. The student demonstrates this understanding by utilizing class lectures to organize most of the material in a logical sequence for thesis development. Organization lacks clarity as evidenced by the lack of sufficient detail. The written project lacks the proper structure as instructed. The student achieves an average grade of B.</p>	<p>The student exhibits an adequate understanding of how to develop skills in the researching, writing and delivery of presentations suitable to a broad range of public speaking situations. Organization lacks clarity as evidenced by the lack of sufficient detail. The written project is minimally prepared and fails to follow directions given during lectures. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of how to develop skills in the researching, writing and delivery of presentations suitable to a broad range of public speaking situations. The student is unable to prepare properly and turn in the assignment on time. The student receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

# Communication 4.1.1

## Argumentation and Persuasion (COM 309) - Debate Plans

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student exhibits a clear understanding of how to become a responsible, thinking Christian who can soundly establish an argument, ethically persuade listeners, and logically defend views. The student demonstrates this understanding by fully providing superior source material, sound reasoning, data, and support for the given assignment. The student achieves an average grade of A.</p>	<p>The student exhibits a moderate understanding of how to become a responsible, thinking Christian who can soundly establish an argument, ethically persuade listeners, and logically defend views. The student demonstrates this understanding by adequately providing source material, sound reasoning, data, and support for the given assignment. Material lacks clarity as evidenced by the lack of sufficient detail. The student achieves an average grade of B.</p>	<p>The student demonstrates a rudimentary understanding of how to become a responsible, thinking Christian who can soundly establish an argument, ethically persuade listeners, and logically defend views. The student shows weak connection between data and conclusions, is minimally prepared, and fails to follow directions given during lectures. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of how to become a responsible, thinking Christian who can soundly establish an argument, ethically persuade listeners, and logically defend views. The student shows weak or no connection between data and conclusions and is unable to prepare properly and turn in the assignment on time. The student receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

# Communication 5.1.1

## Training and Development (COM 412) - Facilitation Packet

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student exhibits a clear understanding of how to design, conduct and evaluate training session. The student demonstrates this understanding by fully designing training session content, facilitating training according to adult learning principles and evaluating the effectiveness of the training session. The student achieves an average grade of A.</p>	<p>The student exhibits a moderate understanding of how to design, conduct and evaluate training session. The student demonstrates this understanding by adequately designing training session content, facilitating training according to adult learning principles and evaluating the effectiveness of the training session. The student achieves an average grade of B.</p>	<p>The student demonstrates a rudimentary understanding of how to design, conduct and evaluate training session. The student is minimally prepared and shows a weak attempt at designing training session content, facilitating training according to adult learning principles and evaluating the effectiveness of the training session. Material lacks clarity as evidenced by the lack of sufficient detail. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of how to design, conduct and evaluate training session. The student is not prepared and shows a weak attempt at designing training session content, facilitating training according to adult learning principles and evaluating the effectiveness of the training session. The student fails to turn in the assignment on time and receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

# Communication 5.1.2

## Business and Professional Speech (COM 446) - Meeting Agenda

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student exhibits a clear understanding of how to facilitate and participate effectively in formal and informal group settings. The student demonstrates this understanding by fully providing superior source material, support, creativity, and originality in the given assignment. The student achieves an average grade of A.</p>	<p>The student exhibits a moderate understanding of how to facilitate and participate effectively in formal and informal group settings. The student demonstrates this understanding by adequately providing source material, support, creativity, and originality in the given assignment. The student achieves an average grade of B.</p>	<p>The student demonstrates a rudimentary understanding of how to facilitate and participate effectively in formal and informal group settings. The student is minimally prepared and shows weak source material, support, creativity, and originality in the given assignment. Material lacks clarity as evidenced by the lack of sufficient detail. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of how to facilitate and participate effectively in formal and informal group settings. The student is not prepared and shows weak source material, support, creativity, and originality for the given assignment. The student fails to turn in the assignment on time and receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

## Communication 5.1.3

### Discussion and Conference Leadership (COM 410) - Group Problem-Solving Activity Debriefing

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student exhibits a clear understanding of how to facilitate and participate effectively in formal and informal group settings. The student demonstrates this understanding by fully providing superior source material, support, creativity, and originality in the given assignment. The student achieves an average grade of A.</p>	<p>The student exhibits a moderate understanding of how to facilitate and participate effectively in formal and informal group settings. The student demonstrates this understanding by adequately providing source material, support, creativity, and originality in the given assignment. The student achieves an average grade of B.</p>	<p>The student demonstrates a rudimentary understanding of how to facilitate and participate effectively in formal and informal group settings. The student is minimally prepared and shows weak source material, support, creativity, and originality in the given assignment. Material lacks clarity as evidenced by the lack of sufficient detail. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of how to facilitate and participate effectively in formal and informal group settings. The student is not prepared and shows weak source material, support, creativity, and originality for the given assignment. The student fails to turn in the assignment on time and receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

# Communication 6.1.1

## Senior Paper (COM 499) - Senior Paper

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student conducts effective research and writing skills by demonstrating a clear understanding of key theories, bodies of research, and research methods relevant to the field of communications. The student demonstrates this understanding by fully providing superior thesis development, source material, and support in the given field of research. The student achieves an average grade of A.</p>	<p>The student conducts effective research and writing skills by demonstrating an adequate understanding of key theories, bodies of research, and research methods relevant to the field of communications. The student demonstrates this understanding by adequately providing thesis development, source material, and support in the given field of research. Material lacks clarity as evidenced by the lack of sufficient detail. The student achieves an average grade of B.</p>	<p>The student conducts research and writing skills by demonstrating a moderate understanding of key theories, bodies of research, and research methods relevant to the field of communications. The student is minimally prepared and shows weak thesis development, source material, and support in the given field of research. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of research and writing skills. The student is not prepared and shows weak thesis development, source material, and support in the given field of research. The student fails to turn in the assignment on time and receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

# Communication 7.1.1

## Communication Theory (COM 342) - Research Paper

Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>The student conducts effective research and writing skills by demonstrating a clear understanding of key theories, bodies of research, and research methods relevant to the field of communications. The student demonstrates this understanding by fully providing superior thesis development, source material, and support in the given field of research. The student achieves an average grade of A.</p>	<p>The student conducts effective research and writing skills by demonstrating an adequate understanding of key theories, bodies of research, and research methods relevant to the field of communications. The student demonstrates this understanding by adequately providing thesis development, source material, and support in the given field of research. Material lacks clarity as evidenced by the lack of sufficient detail. The student achieves an average grade of B.</p>	<p>The student conducts research and writing skills by demonstrating a moderate understanding of key theories, bodies of research, and research methods relevant to the field of communications. The student is minimally prepared and shows weak thesis development, source material, and support in the given field of research. The student achieves an average grade of C.</p>	<p>The student demonstrates a basic rudimentary knowledge of research and writing skills. The student is not prepared and shows weak thesis development, source material, and support in the given field of research. The student fails to turn in the assignment on time and receives an average grade of D.</p>	<p>The student did not complete the assignment. The student did not make the attempt to demonstrate the internalization of lecture information. The student receives a grade of F.</p>

# DANP WPA 09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans



# Dance Performance Outcomes

Empowered by the Holy Spirit, we will seek to serve all people through dance, becoming vessels to bring forth healing of human need, by living out our Christian worldview, while in the midst of every person's world. Dance Performance majors will be able to:

- 1. Reach a level III in ballet or modern dance by first semester senior year, gain an exposure to a variety of other dance forms, and demonstrate a high level of performance ability with skills in technique, artistry, musicality, dynamics, performance projection, and articulation of choreographic idea.**
  - 1.1 DANP 109 Ensemble Videotaped performance of the senior student in a selected piece from an ORU concert compared to videotaped performance during first year in dance major
- 2. Develop a proficiency in dance making by creating solo, trio, and group works, which explore choreographic form, communication of an idea, and elements of movement: space, shape, time, and effort.**
  - 2.1 DANP 407 Advanced Choreography Videotaped performance of advanced choreography project
- 3. Demonstrate an understanding of dance's past and present history through research, writing, criticism, and oral presentation, and to be able to integrate this historical knowledge with one's interaction with dance from a Christian worldview.**
  - 3.1 DANP 325 Dance History II Research Paper
- 4. Demonstrate an understanding of the theory and skill involved in teaching dance through curriculum planning, student teaching, and self/peer-evaluation.**
  - 4.1 DANP 406 Pedagogy I Notebook
- 5. Experience dance as a vehicle for worship both as spontaneous and structured forms. To create goals for personally bringing dance to every person's world, addressing specific needs of a chosen community, and to put these goals into an action through participation in a worship project.**
  - 5.1 DANP 230 Dance for Worship Outline of worship project
- 6. Demonstrate the development of artistic aptitude, rooted in a Christian worldview, through the assimilation of college coursework and personal artistic vision.**
  - 6.1 DANP 490 Senior Performance Written artistic statement

# Dance Performance 1.1

DANP 109 Dance Ensemble

Videotaped performance of the senior student in a selected piece from an ORU concert compared to videotaped performance during first year in dance major

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Artistry (40%)	Shows excellent skill in communicating the intent of the given work: excellent performance projection, clear evidence of taking ownership of the material, and ability to express depth of content in movement/performance.	Shows good skill in communicating the intent of the given work: good performance projection, evidence of taking ownership of the material, and ability to express depth of content in movement/performance.	Shows adequate skill in communicating the intent of the given work: average performance projection, evidence of taking ownership of the material, and ability to express depth of content in movement/performance.	Shows little skill in communicating the intent of the given work: poor performance projection, evidence of taking ownership of the material, and ability to express depth of content in movement/performance.	Shows no skill in communicating the intent of the given work: no evidence of performance projection, no evidence of taking ownership of the material, and ability to express depth of content in movement/performance.
Technique (30%)	Demonstrates extraordinary skill in technique and form of movement with excellent use of space, transition, and phrasing.	Demonstrates good skill in technique and form of movement with good use of space, transition, and phrasing.	Demonstrates average skill in technique and form of movement with average use of space, transition, and phrasing.	Demonstrates poor skill in technique and form of movement with poor use of space, transition, and phrasing.	Demonstrates no skill in technique and form of movement with no evidence of use of space, transition, and phrasing.
Dynamics (30%)	Demonstrates extraordinary use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates good use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates average use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates poor use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates no evidence of use of dynamics (range of weight, flow, time/musicality) in performance. the character.

# Dance Performance 2.1

DANP 407 Advanced Choreography

Videotaped performance of advanced choreography project

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Communication of an idea/theme (25%)	Idea/theme is communicated with extraordinary skill: idea/theme is appropriate for dance movement, sensitivity to depth of communication from literal to abstract, and all parts are essential to the whole (including performance elements of costume, props ...).	Idea/theme is communicated with good skill: idea/theme is somewhat appropriate for dance movement, some sensitivity to depth of communication from literal to abstract, and some parts are essential to the whole (including performance elements of costume, props ...).	Idea/theme is communicated with adequate skill: idea/theme is adequately appropriate for dance movement, limited sensitivity to depth of communication from literal to abstract, and limited understanding of all parts being essential to the whole (including performance, elements of costume, props, etc.).	Idea/theme is communicated with little skill: idea/theme is not appropriate for dance movement, lacks sensitivity to depth of communication from literal to abstract, and lacks understanding of all parts being essential to the whole (including performance, elements of costume, props, etc.).	Idea/theme is communicated with no skill: no evidence of idea/theme being appropriate for dance movement, sensitivity to depth of communication from literal to abstract, and understanding of all parts being essential to the whole (including performance, elements of costume, props, etc.).
Form and Design (25%)	Demonstrates excellent skill in form/design: in relation to one's idea/theme, excellent use of motif, repetition, variety and contrast, phrasing, climax, transition, proportion, and logical development.	Demonstrates good skill in form/design: in relation to one's idea/theme, good use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.	Demonstrates adequate skill in form/design: in relation to one's idea/theme, adequate use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.	Demonstrates poor skill in form/design: in relation to one's idea/theme, poor use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.	Demonstrates no skill in form/design: in relation to one's idea/theme, no evidence of use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.

# Dance Performance 2.1

## DANP 407 Advanced Choreography

## Videotaped performance of advanced choreography project

<p>Movement development (25%)</p>	<p>Demonstrates excellent skill in movement development: In relation to one's idea/theme, excellent use of flow, space, shape, time, effort, originality, and technicality.</p>	<p>Demonstrates good skill in movement development: In relation to one's idea/theme, good use of flow, space, shape, time, effort, originality, and technicality.</p>	<p>Demonstrates adequate skill in movement development: In relation to one's idea/theme, adequate use of flow, space, shape, time, effort, originality, and technicality.</p>	<p>Demonstrates poor skill in movement development: In relation to one's idea/theme, poor use of flow, space, shape, time, effort, originality, and technicality.</p>	<p>Demonstrates no skill in movement development: In relation to one's idea/theme, no evidence of use of flow, space, shape, time, effort, originality, and technicality.</p>
<p>Performance quality (25%)</p>	<p>Choreographer has coached dancers at an excellent level: technique, projection, movement quality, and artistry are fully developed and appropriate for piece.</p>	<p>Choreographer has coached dancers at a good level: technique, projection, movement quality, and artistry are developed and appropriate for piece.</p>	<p>Choreographer has coached dancers at an average level: technique, projection, movement quality, and artistry are somewhat developed and appropriate for piece.</p>	<p>Choreographer has coached dancers at a poor level: technique, projection, movement quality, and artistry are not developed and inappropriate for piece.</p>	<p>No evidence that choreographer has coached dancers: technique, projection, movement quality, and artistry are not evident.</p>

# Dance Performance 3.1

## DANP 325 Dance History II

## Research Paper

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Evidence of extensive research with the aim to discover new facts, have correct interpretations, make revisions, and/or make applications within the field of dance. Evidence of ability to assimilate both class material and personal research in a paper with creativity, clarity, and relevance.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Grammar and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of paper (MLA, Length, Use of quotations and paraphrasing) (20%)	Clear adherence to all guidelines: paper length (6-7 pages), use of MLA, and appropriate integration of quotes and paraphrasing within paper.	Adherence to most guidelines: (5 pages), use of MLA, and appropriate integration of quotes and paraphrasing within paper.	Limited adherence to guidelines (4 pages) and/or lacks proper use of MLA and integration of quotes and paraphrasing within paper.	Unacceptable adherence to guidelines (3 pages) and/or poor use of MLA and integration of quotes and paraphrasing within paper.	No evidence of use of guidelines (2 pages or less) and/or no use of MLA and integration of quotes and paraphrasing within paper.

# Dance Performance 4.1

## DANP 406 Pedagogy I

## Notebook

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Excellent evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	Good evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	Average evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	Poor evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	No evidence of use of theory and skill in curriculum planning, student teaching, and self/peer evaluations.
Grammar and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of project (Length and organization) (20%)	Clear adherence to all guidelines: length and excellent organization of thought.	Adherence to most guidelines: length and good organization of thought.	Limited adherence to guidelines: length and average organization of thought.	Unacceptable adherence to guidelines: length and poor organization of thought.	No evidence of use of guidelines: length and no evidence of organization of thought.

# Dance Performance 5.1

## DANP 230 Dance for Worship

## Outline of worship project

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Excellent integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	Good integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	Average integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	Poor integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	No evidence of integration of class material with personal vision to utilize dance to meet the needs of a chosen community.
Grammar, and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of paper (Length, MLA, and organization) (20%)	Clear adherence to all guidelines: length, use of MLA, and excellent organization of thought.	Adherence to most guidelines: length, use of MLA, and good organization of thought.	Limited adherence to guidelines: length, use of MLA, and average organization of thought.	Unacceptable adherence to guidelines: length, use of MLA, and poor organization of thought.	No evidence of use of guidelines: length, use of MLA, and organization of thought.

# Dance Performance 6.1

DANP 490 Senior Performance

Written artistic statement

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Excellent integration of Christian worldview with personal artistic vision. Evidence of ability to assimilate material from dance studies into statement.	Appropriate integration of Christian worldview with personal artistic vision. Some evidence of ability to assimilate material from dance studies into statement. May lack a clear connection to the purpose of research.	Limited integration of Christian worldview with personal artistic vision. Little evidence of ability to assimilate material from dance studies into statement. Some information is confusing, or flawed.	Poor integration of Christian worldview with personal artistic vision. Poor evidence of ability to assimilate material from dance studies into statement. Information is confusing, or flawed.	No evidence of integration of Christian worldview with personal artistic vision. No evidence of ability to assimilate material from dance studies into statement.
Grammar and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of paper (20%)	Clear adherence to all guidelines.	Adherence to most guidelines.	Limited adherence to guidelines.	Unacceptable adherence to guidelines.	No evidence of use of guidelines.



# THA DTF 09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans

# Drama / DTF Major Outcomes

Drama / DTF majors will be able to:

**1 Develop an aesthetic appreciation as a performing creative artist grounded in a solid knowledge of history and current practices and demonstrate the ability to articulate it.**

1.1 COM 215 Theater Intro Term Paper

**2 Demonstrate the ability to use critical thinking skills in assessing personal performances and other performances, both amateur and professional, and in assessing new trends within the art form.**

2.1 COM 105 DTF Seminar Notebook

**3 Demonstrate communication skills by using dramatic conventions and forms, focused listening, and functioning effectively in a variety of communication situations.**

3.1 COM 336 Directing Directed Scene

**4 Demonstrate the ability to convincingly live in imaginary circumstances, conveying to an audience a sense of emotional truth.**

4.1 COM 306 Advanced Acting Final Performance

**5 Demonstrate research skills in written, visual and/or oral forms in order to articulate a conceptual approach to a theatrical production.**

5.1 COM 306 Advanced Acting Character Analysis

**6 Demonstrate biblical/ethical behavior based upon a Christian worldview as it relates to all facets of the production process and the role of theater in our society.**

6.1 COM 216 Tech Production Final Paper

**7 Develop an awareness of and skill in using stagecraft elements such as lighting, staging, properties, costumes, makeup and sound to enhance the quality of a theatrical production.**

7.1 COM 336 Directing Directing Process Analysis

# Drama / DTF 1.1.1

## Theater Intro (COM 215) - Term Paper

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current play's structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the play's structure.	Shows limited understanding of the elements of a play. Shows little understanding of the play's structure.	Shows little understanding of the elements of a play. Cannot recognize the play's structure.	Shows no understanding of the elements of a play. Cannot recognize the play's structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

# Drama / DTF 2.1.1

## DTF Seminar (COM 105) - Notebook

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Analysis of Performance xxxxx(60%)	The student has thoroughly and thoughtfully analyzed the performances with exceptional clarity. The analysis addresses each of the criteria specified and adequately examines each. The analysis gives evidence that the student completely understands the basis for evaluating performance quality.	The student has thoughtfully analyzed the performances with clarity. The analysis addresses most of the criteria specified and examines each. The analysis gives evidence that the student understands the basis for evaluating performance quality.	The student has analyzed the performances with some thoughtfulness. The analysis addresses some of the criteria specified and somewhat examines them. The analysis gives evidence that the student somewhat understand the basis for evaluating performance quality.	The student has not adequately analyzed the performances. The analysis addresses few of the criteria specified and only in a superficial manner. The analysis gives little evidence that the student understands the basis for evaluating performance quality.	The student did not submit an analysis of the performances. None of the criteria specified were addressed. The student gives no evidence of understanding the basis for evaluating performance quality.
Personal Learning Points (40%)	The student shows exceptional insight and understanding in applying what has been learned to his/her personal experience. There is clear evidence that the student has greatly benefited from this exercise by identifying many specific ways that he/she can be a better performer.	The student shows insight and understanding in applying what has been learned to his/her personal experience. There is evidence that the student has benefited from this exercise by identifying some ways that he/she can be a better performer.	The student shows some insight and understanding in applying what has been learned to his/her personal experience. There is some evidence that the student has benefited from this exercise by identifying a few ways that he/she can be a better performer.	The student shows almost no insight and understanding in applying what has been learned to his/her personal experience. There is little evidence that the student has benefited from this exercise because almost no ways have been identified that he/she can be a better performer.	The student did not attempt to apply what has been learned to his/her experience. The student did not benefit from this exercise because no attempt was made to identify ways that he/she can be a better performer.

# Drama / DTF 3.1.1

## Directing (COM 336) - Directing Journal

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Communication skills with peer directors (30%)	Shows extraordinary interpersonal skills to build team work, always makes decisions for the greater good of the production's success, not just his or her own scene	Shows adequate interpersonal skills to build team work, frequently makes decisions for the greater good of the production's success, not just his or her own scene	Shows limited interpersonal skills to build team work, occasionally makes decisions for the greater good of the production's success, not just his or her own scene	Shows little interpersonal skills to build team work, rarely makes decisions for the greater good of the production's success, not just his or her own scene	Shows no interpersonal skills to build team work, never makes decisions for the greater good of the production's success, not just his or her own scene
Communication skills with actors (30%)	Shows extraordinary interpersonal skills to build team work, critique performance progress and always creates a safe environment for the actor to create a character	Shows adequate interpersonal skills to build team work, critique performance progress and frequently creates a safe environment for the actor to create a character	Shows limited interpersonal skills to build team work, critique performance progress and occasionally creates a safe environment for the actor to create a character	Shows little interpersonal skills to build team work, critique performance progress and rarely creates a safe environment for the actor to create a character	Shows no interpersonal skills to build team work, critique performance progress and never creates a safe environment for the actor to create a character
Communication skills with designers and crews (30%)	Shows extraordinary interpersonal skills to build team work and to clearly articulate the vision of the production	Shows adequate interpersonal skills to build team work and to clearly articulate the vision of the production	Shows limited interpersonal skills to build team work and to clearly articulate the vision of the production	Shows little interpersonal skills to build team work and to clearly articulate the vision of the production	Shows no interpersonal skills to build team work and to clearly articulate the vision of the production
Communication skills with written forms and organizational charts (10%)	Shows extraordinary interpersonal skills to build team work and organize tasks for the production's success in written form	Shows adequate interpersonal skills to build team work and organize tasks for the production's success in written form	Shows limited interpersonal skills to build team work and organize tasks for the production's success in written form	Shows little interpersonal skills to build team work and organize tasks for the production's success in written form	Shows no interpersonal skills to build team work and organize tasks for the production's success in written form

# Drama / DTF 4.1.1

## Advanced Acting (COM 306) - Final Performance

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Stage Presence (30%)	Shows extraordinary enthusiasm, relaxation and self-confidence during the performance of the character.	Shows adequate enthusiasm, relaxation and self-confidence during the performance of the character.	Shows a limited enthusiasm, relaxation and self-confidence during the performance of the character.	Shows little enthusiasm, relaxation and self-confidence during the performance of the character.	Shows no enthusiasm, relaxation and self-confidence during the performance of the character.
Stage Movement and Believability (40%)	Extraordinary use of body language and facial expressions to communicate an accurate and emotionally dynamic character to the audience.	Adequate use of facial expressions and body language to communicate an accurate and emotionally dynamic character to the audience.	Limited use of facial expressions and body language to communicate an accurate and emotionally dynamic character to the audience.	Little use of facial expressions and body language to communicate an accurate and emotionally dynamic character to the audience.	Shows no facial expressions and body language to communicate an accurate and emotionally dynamic character to the audience.
Vocal Performance (30%)	Speaks clearly and distinctly all (100%) the time with exceptional volume and appropriate emotional color that communicates the character.	Speaks clearly and distinctly all (75%) the time with sufficient volume and some emotional color that communicates the character.	Speaks clearly and distinctly all (50%) the time with limited volume and limited emotional color that communicates the character.	Often mumbles or cannot be understood or cannot be heard and does not communicate the character.	Did not attempt this criteria.

# Drama / DTF 5.1.1

## Advanced Acting (COM 306) - Character Analysis

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current play's structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the play's structure.	Shows limited understanding of the elements of a play. Shows little understanding of the play's structure.	Shows little understanding of the elements of a play. Cannot recognize the play's structure.	Shows no understanding of the elements of a play. Cannot recognize the play's structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

# Drama / DTF 6.1.1

## Tech Production (COM 216) - Final Paper

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Organization and Presentation of Material(10%)	The student has written a paper that is well-organized, logical and which reflects a high level of thoughtful consideration of the subject matter. Creative and/or unique perspectives are considered.	The student has written a paper that is organized, logical, and thoughtful. There is some evidence of creative and/or unique perspectives.	The student has written a paper that is somewhat organized. There is little evidence of creativity or attempts at expressing unique perspectives.	The student has written a paper that show little or know organization. It is a haphazard compilation of disjointed thoughts.	The student did not write the assigned paper and submit it according the prescribed format.
Variety of Arenas Addressed(40%)	The student has thoroughly examined most of the areas associated with technical production and given thorough consideration of their relationship to honoring God.	The student has examined some of the areas associated with technical production and has given some consideration of their relationship to honoring God.	The student has examined a few of the areas associated with technical production and has given a little consideration of their relationship to honoring God.	The student has examined an insufficient number of areas associated with technical production and has given no consideration of their relationship to honoring God.	The student made no attempt to examine areas associated with technical production and no attempt to examined their relationship to honoring God.
Variety of God-Honoring Aspects Addressed(40%)	The student has thoroughly examined a large number of God-honoring traits that are developed in the pursuit of technical production and has provided thorough personal and scriptural support.	The student has examined some of the God-honoring traits that are developed in the pursuit of technical production and has provided some personal and scriptural support.	The student has examined few of the God-honoring traits that are developed in pursuit of technical production and has provided little personal and scriptural support.	The student has examined an insufficient number of God-honoring traits developed in pursuit of technical production and has provided insufficient personal and scriptural support.	The student did not attempt to address the God-honoring traits developed in pursuit of technical production.
Application of Makeup Design(10%)	The student has written a paper that is exemplary in its neatness, grammar and punctuation.	The student has written a paper that contains a few errors in grammar and punctuation.	The student has written a somewhat messy paper that contains many errors in grammar and punctuation.	The student has written a paper that is messy and contains an excessive number of errors in grammar and punctuation.	The student did not attempt to write a neat paper that is correct in grammar and punctuation.



# Drama / DTF 7.1.1

## Directing (COM 336) - Directing Process Analysis

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Critical production evaluation (60%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
World View (20%)	Articulates a clear and concise Christian perspective when evaluating the message of the play production.	Articulates an acceptable Christian perspective when evaluating the message of the play production.	Articulates a limited Christian perspective when evaluating the message of the play production.	Shows little understanding of a Christian perspective when evaluating the message of the play production.	Show no understanding of a Christian perspective when evaluating the message of the play production.
Preparation and Process Evaluation (20%)	Clear evidence that effective organizational skills and implementation of those skills were applied to the directing process	Some evidence that effective organizational skills and implementation of those skills were applied to the directing process	Limited evidence that effective organizational skills and implementation of those skills were applied to the directing process	Little evidence that effective organizational skills and implementation of those skills were applied to the directing process	No evidence that effective organizational skills and implementation of those skills were applied to the directing process

**GRP**  
**GRV**  
**WPA**  
09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans

# Graphic Design Print and Graphic Design Video Outcomes

In coordination with standards published by AIGA (<http://aiga.org/>) and NASAD (<http://nasad.arts-accredit.org/>) Graphic Design Print and Video major outcomes include:

**1. The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.**

- 1.1. ART 101 Fundamentals of Art I      Design Project
- 1.2. ART 218 Graphic Design I      Conceptual Message and Media Form
- 1.3. ART 499 Senior Project      Project

**2. The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.**

- 2.1. ART 355 Graphic Design Studio      Design Brief

**3. The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages.**

- 3.1. ART 218 Graphic Design I      Portfolio Assessment
- 3.2. ART 355 Graphic Design Studio      Portfolio Promotion Package

**4. An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia).**

- 4.1. ART 213 Drawing      In-class Observational Drawing
- 4.2. ART 355 Graphic Design Studio      Professional Portfolio Assessment

**5. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.**

- 5.1. ART 355 Graphic Design Studio      Client Driven Design Project
- 5.2. ART 453 Practicum Infield Study      Performance Evaluation

**6. The ability to connect history, theory and criticism to contemporary art and design culture.**

- 6.1. ART 307 Art History Survey III      Topical Paper

**7. The ability to describe role of Christian Faith in professional practice.**

- 7.1. ART 453 Practicum Infield Study      Faith and Professional Practice Essay

# Graphic Design Print and Video 1.1

ART 101 Fundamentals of Art I

2-D Design Project

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Design Solution (34%)	Design shows extensive original thought leading to an excellent solution for the assignment	Design shows original thought leading to a good or adequate solution for the assignment	Design shows little original thought leading to a substandard solution for the assignment	Design no original thought.	Not turned in.
Unity: the end goal of using Elements and Principles of art. (33%) SSAE 5-0009	Design is unified. Elements and Principles of art are organized excellently and can not be improved upon.	Design is unified. Elements and Principles of art are organized in a good to adequate fashion.	Design is not unified. Elements and Principles of art are disorganized creating a substandard design.	Design is not unified. Little to no evidence about using Elements and Principles of art is exhibited.	Not turned in.
Media Competency (33%) SSAE 8-0001	Media choice and execution of design shows exceptional skill.	Media choice and execution of design shows technically proficient skill.	Media choice and execution of design shows some to little skill.	Media choice and execution of design shows no skill.	Not turned in.

# Graphic Design Print and Video 1.2

ART 218 Graphic Design I

Conceptual Message and Media Form Assignment

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Concept Development and Documentation (20%)	Extensive evidence of brainstorming notes, diagrams, samples, and inspiration. Clear relationship between the message, idea and output, including but not limited to, color, image, layout, typeface selection, and language.	Significant evidence of brainstorming notes, diagrams, samples, and inspiration. Relationship is present, but difficult to discern between the message, idea and output, including but not limited to, color, image, layout, typeface selection, and language.	Some evidence of brainstorming and relationship between elements. Solution may be too obvious, redundant, or cliché.	Little brainstorming present. Relationship between message and output is not clear.	Not attempted.
Output (20%) SSAE 8-0005, 8-0009; 14-0005	All assigned parts and content is presented in the appropriate location and form.	Approximately three-fourths ( $\frac{3}{4}$ ) of the assigned parts and content is presented in the appropriate location and form.	More than one-half ( $\frac{1}{2}$ ) of the assigned parts and content is presented in the appropriate location and form.	Less than approximately one-half ( $\frac{1}{2}$ ) of the assigned parts and content is presented in the appropriate location and form.	Not attempted.
Solution: Principles of Design (10%) SSAE 5-0009	More than four identifiable principles in use.	Three to four (3-4) principles in use.	Two (2) principles in use.	One (1) principle in use.	Not attempted.
Solution: Elements of Design (10%)	More than four identifiable elements in use.	Three to four (3-4) elements in use.	Two (2) elements in use.	One (1) element in use.	Not attempted.

# Graphic Design Print and Video 1.2

ART 218 Graphic Design I

Conceptual Message and Media Form Assignment

<p>Solution: Typographic Principles (10%)</p>	<p>Entire solution set maintains impeccable typeface selection, size, spacing and compositional attributes.</p>	<p>Approximately three-fourths (¾) of the solution set maintains impeccable typeface selection, size, spacing and compositional attributes.</p>	<p>More than one-half (½) solution set maintains impeccable typeface selection, size, spacing and compositional attributes.</p>	<p>Less than approximately one-half (½) solution set maintains impeccable typeface selection, size, spacing and compositional attributes.</p>	<p>Not attempted.</p>
<p>Solution: Visual Consistency (10%)</p>	<p>All individual solutions have a consistent visual that compliments the entire set.</p>	<p>Approximately three-fourths (¾) of the solutions have a consistent visual that compliments the entire set.</p>	<p>More than one-half (½) of the solutions have a consistent visual that compliments the entire set.</p>	<p>Less than approximately one-half (½) of the solutions have a consistent visual that compliments the entire set.</p>	<p>Not attempted.</p>
<p>Solution: Usability (10%)</p>	<p>Entire solution is legible, readable and logical. Mechanical features work without flaw.</p>	<p>Approximately three-fourths (¾) of the solution is legible, readable and logical. Mechanical features work without flaw.</p>	<p>More than one-half (½) of the solution is legible, readable and logical. Mechanical features work without flaw.</p>	<p>Less than approximately one-half (½) of the solution is legible, readable and logical. Mechanical features work without flaw.</p>	<p>Not attempted.</p>
<p>Solution: Craft (10%) SSAE 8-0005</p>	<p>Entire solution is error free and ready for professional presentation in portfolio. No spelling, digital production, printing, cutting or assembly errors.</p>	<p>Approximately three-fourths (¾) of the solution is error free and ready for professional presentation in portfolio. One to two (1-2) spelling, digital production, printing, cutting or assembly errors.</p>	<p>More than one-half (½) of the solution is error free and ready for professional presentation in portfolio. Three to four (3-4) spelling, digital production, printing, cutting or assembly errors.</p>	<p>Less than approximately one-half (½) of the solution is error free and ready for professional presentation in portfolio. Four or more (4+) spelling, digital production, printing, cutting or assembly errors.</p>	<p>Not attempted.</p>

# Graphic Design Print and Video 1.3

ART 499 Senior Project

Project

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Amount of Work (The agreed upon number of works discussed with the advisor and written in the project proposal). (30%)	All of the expected work is accounted for.	One or two minor pieces are missing.	Half of the expected is accounted for.	Less than half of the work is accounted for	No work.
Mastery of Discipline (70%) SSAE 11	Demonstrates excellent use of advanced techniques in a given media.	Demonstrates good to adequate use of advanced techniques in a given media.	Demonstrates little use of advanced techniques in a given media.	Demonstrates no use of advanced techniques in a given media.	No work.

# Graphic Design Print and Video 2.1

ART 355 Graphic Design Studio

Design Brief

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content Identification (30%)	Document includes all appropriate content collected, extracted, generated and transcribed from suitable sources.	Document is missing a minor component of appropriate content collected, extracted, generated and transcribed from suitable sources.	Document is missing more than one (1) minor component of appropriate content collected, extracted, generated and transcribed from suitable sources.	Document is missing a major component of appropriate content collected, extracted, generated and transcribed from suitable sources.	Not attempted.
Information Organization (30%)	The organization and structure of the document content is logical, easily identifiable, and discernible.	The organization and structure of the document content is less than clear, obvious, and evident.	The organization and structure of the document content is difficult to follow, hard to understand, or demands investigation.	The organization and structure of the document content is illogical, vague, or unrecognizable.	Not attempted.
Grammar and Spelling (30%)	No grammar or spelling errors present.	One to two (1-2) grammar or spelling errors present.	Three to four (3-4) grammar or spelling errors present.	More than four (4) grammar or spelling errors present.	Not attempted.
Presentation (10%)	Presentation is professional, readable, and includes supplemental documentation or media.	Presentation has a minor blemish but is readable, and includes supplemental documentation or media.	Presentation has minor blemishes or is difficult to read, but includes supplemental documentation or media.	Presentation is sloppy, hard to read, and/or is missing supplemental documentation or media.	Not attempted.



# Graphic Design Print and Video 3.1

ART 218 Graphic Design I

Portfolio Assessment

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Concept Development and Documentation (20%)	Extensive evidence of brainstorming notes, diagrams, samples, and inspiration. Clear relationship between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Significant evidence of brainstorming notes, diagrams, samples, and inspiration. Relationship is present, but difficult to discern between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Some evidence of brainstorming and relationship between elements. Solution may be too obvious, redundant, or cliché.	Little brainstorming present. Relationship between message and output is not clear.	Not attempted.
Output (20%)	All requested parts and content is presented in the appropriate location and form.	Approximately three-fourths ( $\frac{3}{4}$ ) of the requested parts and content is presented in the appropriate location and form.	More than one-half ( $\frac{1}{2}$ ) of the requested parts and content is presented in the appropriate location and form.	Less than approximately one-half ( $\frac{1}{2}$ ) of the requested parts and content is presented in the appropriate location and form.	Not attempted.
Aesthetics (20%)	All items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Approximately three-fourths ( $\frac{3}{4}$ ) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	More than one-half ( $\frac{1}{2}$ ) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Less than approximately one-half ( $\frac{1}{2}$ ) items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Not attempted.

# Graphic Design Print and Video 3.1

ART 218 Graphic Design I

Portfolio Assessment

<p>Usability (20%)</p>	<p>All solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.</p>	<p>Approximately three-fourths (¾) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.</p>	<p>More than one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.</p>	<p>Less than approximately one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.</p>	<p>Not attempted.</p>
<p>Consistency (20%)</p>	<p>The presentation of all individual solutions has a consistent visual that compliments the entire set.</p>	<p>Approximately three-fourths (¾) of the presentation has a consistent visual that compliments the entire set.</p>	<p>More than one-half (½) of the presentation has a consistent visual that compliments the entire set.</p>	<p>Less than approximately one-half (½) of the presentation has a consistent visual that compliments the entire set.</p>	<p>Not attempted.</p>

# Graphic Design Print and Video 3.2

ART 355 Graphic Design Studio

Portfolio Promotion Package

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Concept Development and Documentation (20%)	Extensive evidence of brainstorming notes, diagrams, samples, and inspiration. Clear relationship between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Significant evidence of brainstorming notes, diagrams, samples, and inspiration. Relationship is present, but difficult to discern between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Some evidence of brainstorming and relationship between elements. Solution may be too obvious, redundant, or cliché.	Little brainstorming present. Relationship between message and output is not clear.	Not attempted.
Output (20%)	All assigned parts and content is presented in the appropriate location and form.	Approximately three-fourths ( $\frac{3}{4}$ ) of the assigned parts and content is presented in the appropriate location and form.	More than one-half ( $\frac{1}{2}$ ) of the assigned parts and content is presented in the appropriate location and form.	Less than approximately one-half ( $\frac{1}{2}$ ) of the assigned parts and content is presented in the appropriate location and form.	Not attempted.
Aesthetics (20%)	All items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Approximately three-fourths ( $\frac{3}{4}$ ) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	More than one-half ( $\frac{1}{2}$ ) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Less than approximately one-half ( $\frac{1}{2}$ ) items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Not attempted.

# Graphic Design Print and Video 3.2

ART 355 Graphic Design Studio

Portfolio Promotion Package

Usability (20%)	All solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Approximately three-fourths (¾) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	More than one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Less than approximately one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Not attempted.
Consistency (20%)	The presentation of all individual solutions has a consistent visual that compliments the entire set.	Approximately three-fourths (¾) of the presentation has a consistent visual that compliments the entire set.	More than one-half (½) of the presentation has a consistent visual that compliments the entire set.	Less than approximately one-half (½) of the presentation has a consistent visual that compliments the entire set.	Not attempted.

# Graphic Design Print and Video 4.1

ART 213 Drawing

In-class Observational Drawing

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Perspective (rules: all parallel lines converge on a single vanishing point, Level planes will have vanishing points on the horizon line, with the same objects—half as big equals twice as far) (40%); SSAE 5-0008; 8-0001	All of the shapes in this drawing conform to the rules of perspective.	Most of the shapes in this drawing conform to the rules of perspective.	More than half of the shapes in this drawing conform to the rules of perspective.	Less than half of the shapes in this drawing conform to the rules of perspective.	Not turned in.
Light and Shade (Cast shadows move in the same direction as the light source. Core shadows reside on an object in a perpendicular relationship to the light source.) (40%) SSAE 5-0007; 8-0001	The entire drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Most of drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	More than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Less than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Not turned in.
Line (Weight and variety are convincingly used to explain space, light and/or form. (20%) SSAE 5-0007; 8-0001	Excellent use of line.	Most of the drawing is good.	More than half of the drawing is adequate.	Less than half of the drawing is adequate.	Not turned in.

# Graphic Design Print and Video 4.2

ART 355 Graphic Design Studio

Professional Portfolio Assessment

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Professional Presentation (10%)	The presentation of all individual solutions has a professional visual aesthetic that compliments the entire body of work. Portfolio is free of errors and includes promotion materials, contact information, and design process sample.	Approximately three-fourths ( $\frac{3}{4}$ ) of the presentation of all individual solutions has a professional visual aesthetic that compliments the entire body of work. Portfolio contains one to two (1-2) minor errors. Promotion materials, contact information, and design process sample included.	More than one-half ( $\frac{1}{2}$ ) of the presentation has a professional visual aesthetic that compliments the entire body of work. Portfolio contains three to four (3-4) minor errors. Promotion materials, contact information, and design process sample included.	Less than approximately one-half ( $\frac{1}{2}$ ) of the presentation has a professional visual aesthetic that compliments the entire body of work. Portfolio contains more than four (3-4) minor errors. Promotion materials, contact information, and design process sample incomplete.	Not attempted.
Diversity of Media (30%)	The portfolio represents a comprehensive range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems.	The portfolio represents a wide range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems, but the portfolio is missing at least one minor component.	The portfolio represents a range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems, but the portfolio is missing at least one major component.	The portfolio represents a range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems, but the portfolio is missing more than one major component.	Not attempted.

# Graphic Design Print and Video 4.2

ART 355 Graphic Design Studio

Professional Portfolio Assessment

<p>Diversity of Solutions (30%)</p>	<p>All items possess distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.</p>	<p>Approximately three-fourths (¾) of all solutions have distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.</p>	<p>More than one-half (½) of all solutions have distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.</p>	<p>Less than approximately one-half (½) of all solutions items have distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.</p>	<p>Not attempted.</p>
<p>Quality of Solutions (30%)</p>	<p>All items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution. All solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.</p>	<p>Approximately three-fourths (¾) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems. Approximately three-fourths (¾) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.</p>	<p>More than one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems. More than one-half (½) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.</p>	<p>Less than approximately one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems. Less than approximately one-half (½) items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.</p>	<p>Not attempted.</p>

# Graphic Design Print and Video 5.1

ART 355 Graphic Design Studio

Client Driven Design Project

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Deadline Performance (20%)	Consistently completed assigned tasks early and with more than minimum designated items.	Normally completed assigned tasks early and with more than minimum designated items.	Completed all assigned tasks on time and with minimum designated items.	Did not complete all assigned tasks on time and with minimum designated items.	Not hours logged.
Follows Procedures (60%)	Constantly follows procedures outlined.	Routinely follows procedures outlined.	Consistently follows procedures outlined.	Occasionally follows procedures outlined.	Not attempted.
Archives Artifacts and Documents (20%)	All electronic files, proofs and documentation are complete, labeled and stored as specified.	Approximately three-fourths ( $\frac{3}{4}$ ) of the electronic files, proofs and documentation are complete, labeled and stored as specified.	More than one-half ( $\frac{1}{2}$ ) of the electronic files, proofs and documentation are complete, labeled and stored as specified.	Less than approximately one-half ( $\frac{1}{2}$ ) of the electronic files, proofs and documentation are complete, labeled and stored as specified.	Not attempted.



# Graphic Design Print and Video 5.2

ART 453 Practicum Infield Study

Performance Evaluation

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Proof of Completion (10%)	Ten percent or more (10%+) hours logged beyond the course minimum.	Up to ten percent (10%) hours logged beyond the course minimum.	Hours logged equals course minimum.	Hours logged is less than course minimum.	Not hours logged.
Descriptive Documentation (40%)	Comprehensive and regular account of activities. Examples of artifacts from assigned tasks in all stages of development. Included are meticulous descriptions of individual role, mentored learning, and professional growth.	Detailed and regular account of activities. Examples of artifacts from assigned tasks in some, but not all, stages of development. Included are descriptions of individual role, mentored learning, and professional growth.	Regular account of activities. Examples of artifacts from assigned tasks in no clear representation of development stages. Included are basic descriptions of individual role, mentored learning, and professional growth.	Irregular account of activities. Few examples of artifacts from assigned tasks in no clear representation of development stages. Basic descriptions of individual role, mentored learning, and professional growth are missing.	Not attempted.
Sponsor Evaluation (40%)	Exemplary marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Competent marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Acceptable marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Unacceptable marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Not attempted.
Student Evaluation (10%)	Completed Student Evaluation Form with multiple additional and thoughtful comments.	Completed Student Evaluation Form with additional and thoughtful comments.	Completed Student Evaluation Form.	Incomplete Student Evaluation Form.	Not attempted.

# Graphic Design Print and Video 6.1

ART 307 Art History Survey III

Topical Paper

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Vocabulary (20%)	Fully employed necessary art vocabulary associated with topic.	Adequately employed necessary art vocabulary associated with topic.	Little necessary art vocabulary associated with topic was used.	No necessary art vocabulary associated with topic was used.	Did not write.
Historical Relevance and Accuracy (40%) SSAE 3, 6-0011 6-0018	All relevant information is evident and accurate throughout the paper	Missed one relevant item or a slight inaccuracy exists.	Missed more than one relevant item or some information is flawed.	Only wrote about one relevant item or information is flawed.	Did not write.
Research (40%) SSAE 3, 6-0011 6-0018	Demonstrates an excellent accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates a good to adequate accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates little accumulated knowledge about the topic that is not obvious to the average viewer.	Demonstrates no accumulated knowledge about the topic that is not obvious to the average viewer.	Did not write.

# Graphic Design Print and Video 7.1

ART 453 Practicum Infield Study

Faith and Professional Practice Essay

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Demonstration of knowledge of student's personal faith. (50%)	Explicitly documents one's faith in a professional design environment. Acknowledges several major similarities, differences and observations.	Reasonably documents one's faith in a professional design environment. Acknowledges some major similarities, differences and observations.	Sporadically documents one's faith in a professional design environment. Acknowledges some minor similarities, differences and observations.	Does not document one's faith in a professional design environment. Does not acknowledge similarities, differences and observations.	Did not write.
Demonstration of concepts that explore the Christian faith and constitute a Christian worldview. (50%)	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses few examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview	Did not write.

# MEDA WPA 09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans

# Media Major Outcomes

Media majors will be able to:

## Spiritually Alive ORU Outcome I

- 1. Have a saving and personal relationship with Jesus Christ and be actively developing a “transformed” life, sensitive to the Holy Spirit.**

1.1.1 MMC 489 Campaign Strategies Final Paper Intention section

## Intellectually Alert ORU Outcome II

- 2. Demonstrate competency in the content and processes of communication.**

2.1.1 JRN 107 News Writing I News Story

- 3. Assess communication efforts through every stage of the process (critical thinking).**

3.1.1 ADV 221 Branding & Promotions Multimedia Campaign Paper

- 4. Create, organize, support, and illustrate message ideas and initiate every stage of the communication process.**

4.1.1 JRN 107 News Writing I News Story

- 5. Exhibit information literacy and effective use of technology in the communication process.**

5.1.1 ADV 221 Branding & Promotions Multimedia Campaign Paper

## Physically Disciplined ORU Outcome III

## Socially Adept ORU Outcome IV

- 6. Clearly communicate messages, thoughts, and feelings artistically through written, oral, and mediated forms, grounded in the knowledge and skills of communication arts.**

6.1.1 MMC 499 Senior Paper (JRN, PR/AD) Senior Paper/Project

6.1.2 MMC 499 Senior Paper (MMP, CJM) Senior Paper/Project

- 7. Function effectively through a variety of communication situations including interpersonal, small group, interview, public speaking, listening skills, and mediated communication.**

7.1 MMC 489 Campaign Strategies Individual Speech Presentation and Outline (No Submission)

- 8. Function productively as a member of a team through the demonstration of skillful techniques, shared participation, effective leadership, and creative problem solving common to mediated production.**

8.1.1 MMC 489 Campaign Strategies First and Final Group Presentation (No Submission)

- 9. Articulate how cultural differences and historical perspectives impact the communication and problem solving process.**

9.1.1 MMC 489 Campaign Strategies Group Paper / Executive Summary

# Media 1.1.1

## Campaign Strategies (MMC 489) - Final Paper-Intention Section

Criteria	Exemplary = 4	Not Attempted
Media Major Campaign Strategies (MMC489) Final Paper - Intention Section	Student has expressed having a saving and personal relationship with Jesus Christ and actively developing a "transformed" life, sensitive to the Holy Spirit.	Student did not attempt or complete the assignment.

# Media 2.1.1

## News Writing I (JRN 107) - News Story

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Media Major News Writing I (JRN 107) News Story	Demonstrates understanding of writing for print medium with strong summary lead, colorful quotes, proper use of transitions, balanced coverage, past tense, third person, at least two sources, proper attribution, correct grammar and punctuation, correct spelling, length requirement fulfilled, deadline met. Student receives an A for the assignment and exams on the topic.	Demonstrates adequate understanding of writing for print medium. Clear lead, transitions present, attempt at balanced sources, third person, in most cases uses correct attribution, good mechanics, length requirement fulfilled; within 24 hours of deadline. Student receives a B for the assignment and exams on the topic.	Demonstrates basic knowledge of writing for print medium. Lead is identifiable, transitions are present, quotes are present, two sources, most guidelines followed on verb tense and use of attribution, fair writing skill, assignment fulfilled within 48 hours of deadline. Student receives a C for the assignment and exams on the topic.	Demonstrates poor knowledge of writing for print medium. Lead is inappropriate or buried, transitions are not used or are weak, first person or second person is used, poor grammar, spelling and punctuation, length requirement not met; more than 48 hours past deadline. Student receives a D for the assignment and exams on the topic.	Student did not attempt or complete the assignment. Student receives an F for the assignment and exams on the topic.

# Media 3.1.1

## Branding & Promotions (ADV 221) - Multimedia Campaign

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Media Major Branding & Promotions (ADV 221) Multimedia Campaign Paper	<p>The student demonstrates competency in the areas of public relations, advertising, marketing, integrated marketing communication, and consumer behavior and articulates the impact of the economic, social, and regulatory aspects. The student clearly exhibits the ability to comprehend the quantitative, qualitative, primary &amp; secondary research methodologies and terminology, and demonstrates problem-solving and decision-making techniques through an individualized multi-media campaign with prescribed industry advertising layout and design techniques as well as broadcast copyrighting. The student receives an average grade of A for all written assignments, multi-media campaign, and examinations.</p>	<p>The student demonstrates knowledge of most of the salient points surrounding the advertising/marketing industry; however, full and complete understanding of the terminology, techniques, strategies, and written assignments lack some of the essential points detailed by class instruction. Skills demonstrated in the multi-media campaign lack a detailed and complete understanding of some of the main objectives required for successful completion. The student receives an average of B for all written assignments, multi-media campaign, and examinations.</p>	<p>The student exhibits a rudimentary understanding of the concepts surrounding advertising and marketing and is deficient in the use of most of the terminologies, techniques, strategies, research methodologies, written assignments, and the completed multi-media campaign were all minimally prepared and lack detailed explanation and information. The student receives an average grade of C for all written assignments, multi-media campaign, and examinations.</p>	<p>The student demonstrates a less than basic knowledge of advertising and marketing as evidenced by the omission of terminologies, techniques, strategies, research methodologies, written assignments, utilizing clearly defined instruction, and the completed multi-media campaign, which lacks even the basic standard procedures. The student receives an average of D for all written assignments, multi-media campaign, and examinations.</p>	<p>The student did not complete written assignments, the multi-media campaign, and made no attempt to internalize the lecture information. The student receives an average grade of F on all written assignments, multi-media campaign, and examinations.</p>



# Media 4.1.1

## News Writing I (JRN 107) News Story

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Media Major News Writing I (JRN 107) News Story	Student creates, organizes, supports and illustrates message ideas and initiates every stage of the communication process through reporting, researching and writing a news story from his or her beat. Story demonstrates understanding of writing for print with strong summary lead, colorful quotes, timeliness, proper use of transitions, balanced coverage, past tense, third person, at least two sources, proper attribution, correct grammar and punctuation, correct spelling, length requirement fulfilled; deadline met. Student receives an A for the assignment and exams on the topic.	Student creates, organizes, supports and illustrates message ideas and initiates every stage of the communication process through reporting, researching and writing a news story from his or her beat. Story demonstrates adequate understanding of writing for print. Clear lead, timeliness, transitions present, attempt at balanced sources, third person, in most cases uses correct attribution, good mechanics, length requirement fulfilled; within 24 hours of deadline. Student receives a B for the assignment and exams on the topic.	Student creates, organizes, supports and illustrates message ideas and initiates every stage of the communication process through reporting, researching and writing a news story from his or her beat. Story demonstrates basic knowledge of writing for print. Lead is identifiable, transitions are present, timeliness neglected, quotes are present, two sources, most guidelines followed on verb tense and use of attribution, fair writing skill, assignment fulfilled; within 48 hours of deadline. Student receives a C for the assignment and exams on the topic.	Student creates, organizes, supports and illustrates message ideas and initiates every stage of the communication process through reporting, researching and writing a news story from his or her beat. Story demonstrates poor knowledge of writing for print medium. Lead is inappropriate or buried, timeliness is not present, transitions are not used or are weak, first-person or second-person writing is used, poor grammar, spelling and punctuation, length requirement not met; more than 48 hours past deadline. Student receives a D for the assignment and exams on the topic.	Student did not attempt or complete the assignment. Student receives an F for the assignment and exams on the topic.

# Media 5.1.1

## Branding & Promotions (ADV 221) - Multimedia Campaign Paper

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Media Major Branding & Promotions (ADV 221) Multimedia Campaign Paper	<p>The student demonstrates competency in the areas of public relations, advertising, marketing, integrated marketing communication, and consumer behavior and articulates the impact of the economic, social, and regulatory aspects. The student clearly exhibits the ability to comprehend the quantitative, qualitative, primary &amp; secondary research methodologies and terminology, and demonstrates problem-solving and decision-making techniques through an individualized multi-media campaign with prescribed industry advertising layout and design techniques as well as broadcast copyrighting. The student receives an average grade of A for all written assignments, multi-media campaign, and examinations.</p>	<p>The student demonstrates knowledge of most of the salient points surrounding the advertising/marketing industry; however, full and complete understanding of the terminology, techniques, strategies, and written assignments lack some of the essential points detailed by class instruction. Skills demonstrated in the multi-media campaign lack a detailed and complete understanding of some of the main objectives required for successful completion. The student receives an average of B for all written assignments, multi-media campaign, and examinations.</p>	<p>The student exhibits a rudimentary understanding of the concepts surrounding advertising and marketing and is deficient in the use of most of the terminologies, techniques, strategies, research methodologies, written assignments, and the completed multi-media campaign were all minimally prepared and lack detailed explanation and information. The student receives an average grade of C for all written assignments, multi-media campaign, and examinations.</p>	<p>The student demonstrates a less than basic knowledge of advertising and marketing as evidenced by the omission of terminologies, techniques, strategies, research methodologies, written assignments, utilizing clearly defined instruction, and the completed multi-media campaign, which lacks even the basic standard procedures. The student receives an average of D for all written assignments, multi-media campaign, and examinations.</p>	<p>The student did not complete written assignments, the multi-media campaign, and made no attempt to internalize the lecture information. The student receives an average grade of F on all written assignments, multi-media campaign, and examinations.</p>

# Media 6.1.1

## Senior Paper (MMC 499) - Senior Paper or Project

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Media Majors Journalism & PR/ AD Concentrations Senior Paper (MMC 499)Senior Paper or Project	Student demonstrates ability to clearly communicate messages, thoughts, and feelings artistically through written, oral, and mediated forms, grounded in the knowledge and skills of communication arts by strongly stating the significance of the problem studied, clearly discussing methodology used, including relevant definitions, thoroughly covering scholarly and/or literary background in an objective manner, using logical analysis, correctly using the appropriate scholarly or professional style and presentation format, and writing without grammar, spelling, or mechanical errors. Student receives an A for the assignment.	Student demonstrates ability to clearly communicate messages, thoughts, and feelings artistically through written, oral, and mediated forms, grounded in the knowledge and skills of communication arts by stating the significance of the problem studied, adequately discussing methodology used, including relevant definitions, covering scholarly and/or literary background in a generally objective manner, attempting to use logical analysis, correctly, using the appropriate scholarly or professional style and presentation format with few errors or substandard professionalism, and writing with few grammar, spelling or mechanical errors. Student receives a B for the assignment.	Student demonstrates ability to clearly communicate messages, thoughts, and feelings artistically through written, oral, and mediated forms, grounded in the knowledge and skills of communication arts by a weak statement of the significance of the problem studied, discussing methodology used, covering scholarly and/or literary background in an inadequate objective manner, attempting to use the appropriate scholarly or professional style and presentation format, and writing with grammar, spelling or mechanical errors. Student receives a C for the assignment.	Student demonstrates ability to clearly communicate messages, thoughts, and feelings artistically through written, oral, and mediated forms, grounded in the knowledge and skills of communication arts by a weak statement of the significance of the problem studied, with important factors neglected, fails to discuss methodology used, inadequately covering scholarly and/or literary background, failing to use the appropriate scholarly or professional style and presentation format, and writing with many grammar, spelling or mechanical errors. Student receives a D for the assignment.	Student did not attempt or complete the assignment. Student receives an F for the assignment.

## Media 6.1.2

### Senior Project (MMC 499) - Senior Paper/Project

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content (40%)	All topics covered in-depth with all pertinent details included with evidence that all content carefully analyzed, evaluated and synthesized.	All topics covered in-depth with many pertinent details included with evidence that most content was carefully analyzed, evaluated and synthesized.	All topics covered in-depth with most pertinent details included with evidence that some content was analyzed, evaluated and synthesized.	Most topics covered in-depth with few pertinent details included with little or no evidence that content was analyzed, evaluated and clearly unsynthesized.	No content submitted.
Presentation (40%)	Demonstrates sophisticated and creative use of appropriate conventions of media production.	Demonstrates appropriate use of conventions of media production.	Demonstrates adequate use of conventions of media production.	Demonstrates poor use of conventions of media production.	Incomplete media presented.
Writing Mechanics (10%)	The text has no grammatical, spelling, typographical or format errors.	The text has no more than an average of one grammatical, spelling, typographical or format error per page.	The text has no more than an average of two grammatical, spelling, typographical or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical or format errors per page.	No text submitted.
Quantity (10%)	Twenty or more appropriate and contemporary content sources and more than 20 appropriate and contemporary production sources presented. No errors in APA style.	More than 15 but less than 20 appropriate and contemporary content sources and more than 15 but less than 20 appropriate and contemporary production sources presented. One error in APA style.	More than 10 but less than 15 appropriate and contemporary content sources and more than 10 but less than 15 appropriate and contemporary production sources presented. Two errors in APA style.	Less than 10 appropriate and contemporary content sources and less than 10 appropriate and contemporary production sources presented. Three or more errors in APA style.	No sources presented.

# Media 7.1.1

## Campaign Strategies (MMC 489) - Individual Speech Presentation and Outline (No Submission)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Presentation (50%)	Student demonstrates communication skills through public speaking in an exemplary manner. Student receives an A for the speech presentation.	Student demonstrates communication skills through public speaking in a competent manner. Student receives a B for the speech presentation.	Student demonstrates communication skills through public speaking in an acceptable manner. Student receives a C for the speech presentation.	Student did not adequately demonstrate the required communication skills in public speaking. Student receives a D or F for speech presentation.	Student did not attempt or turn in this assignment.
Outline (50%)	Student clearly communicates thoughts and feelings by properly preparing his outline in an exemplary manner, receiving a grade of A.	Student clearly communicates thoughts and feelings by properly preparing his outline in a competent manner, receiving a grade of B.	Student clearly communicates thoughts and feelings by properly preparing his outline in an acceptable manner, receiving a grade of C.	Student did not clearly communicate his thoughts and feelings in his resulting in a grade of D or F.	Student did not attempt or complete the final project.

# Media 8.1.1

## Campaign Strategies (MMC 489) - First and Final Group Presentation (No Submission)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Media Major Campaign Strategies (MMC 489) Group Presentation	Student demonstrates the ability to function productively as a team member through the exemplary use of techniques, shared participation, effective leadership and creative problem solving common to mediated production. Student receives an A for the assignment.	Student demonstrates the ability to function productively as a team member through the competent use of techniques, shared participation, effective leadership and creative problem solving common to mediated production. Student receives a B for the assignment.	Student demonstrates the ability to function productively as a team member through the acceptable use of techniques, shared participation, effective leadership and creative problem solving common to mediated production. Student receives a C for the assignment.	Student did not demonstrate the ability to function productively as a team member through the acceptable use of techniques, shared participation, effective leadership and creative problem solving common to mediated production. Student receives a D or F for the assignment.	Student did not attempt or complete the assignment. Student receives an F for the assignment.

# Media 9.1.1

## Campaign Strategies (MMC 489) - Group Paper / Executive Summary

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Media Major Campaign Strategies (MMC 489) Group Paper / Executive Summary	Student demonstrates ability to articulate how cultural differences and historical perspectives impact the communication and problem-solving process by strongly stating the significance of the problem studied, clearly discussing methodology used, including relevant definitions, thoroughly covering scholarly and/or literary background in an objective manner, using logical analysis, correctly using the appropriate scholarly or professional style and presentation format, writing has no grammar, spelling or mechanical errors, and turning in paper/project within the deadline. Student receives an A for the assignment.	Student demonstrates ability to articulate how cultural differences and historical perspectives impact the communication and problem-solving process by stating the significance of the problem studied, adequately discussing methodology used, including relevant definitions, covering scholarly and/or literary background in a generally objective manner, attempting to use logical analysis, correctly using the appropriate scholarly or professional style and presentation format with few errors or substandard professionalism, writing with few grammar, spelling or mechanical errors, and turning in paper/project within the deadline. Student receives a B for the assignment.	Student demonstrates ability to articulate how cultural differences and historical perspectives impact the communication and problem solving-process by a weak statement of the significance of the problem studied, discussing methodology used, covering scholarly and/or literary background in an inadequate and only sometimes objective manner, attempting to use the appropriate scholarly or professional style and presentation format, writing with grammar, spelling or mechanical errors. Student receives a C for the assignment.	Student demonstrates ability to articulate how cultural differences and historical perspectives impact the communication and problem-solving process offering a weak statement of the significance of the problem studied, with important factors neglected, fails to discuss methodology used, inadequately covering scholarly and/or literary background, failing to use the appropriate scholarly or professional style and presentation format, writing with many grammar, spelling or mechanical errors. Student receives a D for the assignment.	Student did not attempt or complete the assignment. Student receives an F for the assignment.

# MUST WPA 09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans



# Musical Theatre Outcomes

**1. Develop an aesthetic appreciation as a performing creative artist grounded in a solid knowledge of history and current practices and demonstrate the ability to articulate it.**

1.1 DRAM 215 Theater Intro Term Paper

**2. Demonstrate the ability to use critical thinking skills in assessing personal performances and other performances, both amateur and professional, and in assessing new trends within the art form.**

2.1 DRAM 105 DTF Seminar Production Critiques: 1st semester / last semester

**3. Demonstrate communication skills by using dramatic conventions and forms, focused listening, and functioning effectively in a variety of communication situations.**

3.1 DRAM 336 Directing Directing Journal

**4. Demonstrate the ability to convincingly live in imaginary circumstances, conveying to an audience a sense of emotional truth.**

4.1 DRAM 306 Advanced Acting Final Scene Performance (manual entry)

**5. Demonstrate research skills in written, visual and/or oral forms in order to articulate a conceptual approach to a theatrical production.**

5.1 DRAM Film Acting Techniques or Acting for Musical Theatre  
Final Analysis Paper or Character Analysis

**6. Demonstrate biblical/ethical behavior based upon a Christian worldview as it relates to all facets of the production process and the role of theater in our society.**

6.1 DRAM 215 Introduction to Theatre Artistic Concept Paper

**7. Develop an awareness of and skill in using stagecraft elements such as lighting, staging, properties, costumes, makeup and sound to enhance the quality of a theatrical production.**

7.1 DRAM 336 Directing Directing Prompt Book (manual entry)

**8. Understand the history, theory, performance practice and modes of inquiry in relationship to his/her discipline within the music department.**

8.1 MUS 102 Harmony II Harmony Exam II (manual entry)

**9. Demonstrate competencies in decoding notation, auditing and performing fluently by sight in a musical manner to enhance the creation and preparation of music for performance.**

9.1 MUS 104 Ear Training II Ear Training II Exam (manual entry)

9.2 MUS 104 Ear Training II Sight Singing Exam (manual entry)

# Musical Theatre 1.1.1

DRAM 215 Theater Intro

Term Paper

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current plays structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the plays structure.	Shows limited understanding of the elements of a play. Shows little understanding of the plays structure.	Shows little understanding of the elements of a play. Cannot recognize the plays structure.	Shows no understanding of the elements of a play. Cannot recognize the plays structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

# Musical Theatre 2.1.1

DRAM 105 DTF Seminar

## Performance Critique

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Articulation of Dramatic Action (20%)	The student has thoroughly and thoughtfully articulated the dramatic action, what the play is about and what the playwright's intentions were with exceptional clarity.	The student has thoughtfully articulated the dramatic action, what the play is about, and what the playwright's intentions may have been with clarity.	The student has articulated the dramatic action with some thoughtfulness, some of what the play is about, and some of the playwright's intentions.	The student has not adequately articulated the dramatic action, what the play is about, and what the playwright's intentions were.	The student did not complete the dramatic action portion of the assignment, did not address what the play is about, or what the playwright's intentions were.
Analysis of Directing Concept (20%)	The student has thoroughly and thoughtfully analyzed the director's concept with exceptional clarity. The analysis addresses exactly how the director did or did not stay true to the action of the play.	The student has thoughtfully analyzed the director's concept with clarity. The analysis mostly addresses how the director did or did not stay true to the action of the play.	The student has analyzed the director's concept with some clarity. The analysis somewhat addresses how the director did or did not stay true to the action of the play.	The student has not adequately analyzed the director's concept with some clarity. The analysis is very weak in addressing how the director did or did not stay true to the action of the play.	The student did not complete the director's concept portion of the assignment. The student did not address how the director did or did not stay true to the action of the play.

# Musical Theatre 2.1.1

## DRAM 105 DTF Seminar

## Performance Critique

<p>Analysis of Design Concept (20%)</p>	<p>The student has thoroughly and thoughtfully analyzed the designer's concept with exceptional clarity. The analysis addresses exactly how the designer did or did not stay true to the action of the play.</p>	<p>The student has thoughtfully analyzed the designer's concept with clarity. The analysis mostly addresses how the designer did or did not stay true to the action of the play.</p>	<p>The student has analyzed the designer's concept with some clarity. The analysis somewhat addresses how the designer did or did not stay true to the action of the play.</p>	<p>The student has not adequately analyzed the designer's concept with some clarity. The analysis is very weak in addressing how the designer did or did not stay true to the action of the play.</p>	<p>The student did not complete the designer's concept portion of the assignment. The student did not address how the designer did or did not stay true to the action of the play.</p>
<p>Analysis of Performance (20%)</p>	<p>The student has thoroughly and thoughtfully analyzed the actors performances with exceptional clarity. The analysis addresses exactly how the actors did or did not stay true to the action of the play.</p>	<p>The student has thoughtfully analyzed the designer's concept with clarity. The analysis mostly addresses how the designer did or did not stay true to the action of the play.</p>	<p>The student has analyzed the actor's performances with some clarity. The analysis somewhat addresses how the designer did or did not stay true to the action of the play.</p>	<p>The student has not adequately analyzed the actor's performances. The analysis is very weak in addressing how the actors did or did not stay true to the action of the play.</p>	<p>The student did not complete the actor's performances portion of the assignment. The student did not address how the actors did or did not stay true to the action of the play.</p>

# Musical Theatre 3.1.1

DRAM 336 Directing

Directing Journal

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Communication skills with peer directors (30%)	Shows extraordinary interpersonal skills to build team work, always makes decisions for the greater good of the production's success, not just his or her own scene	Shows adequate interpersonal skills to build team work, frequently makes decisions for the greater good of the production's success, not just his or her own scene	Shows limited interpersonal skills to build team work, occasionally makes decisions for the greater good of the production's success, not just his or her own scene	Shows little interpersonal skills to build team work, rarely makes decisions for the greater good of the production's success, not just his or her own scene	Shows no interpersonal skills to build team work, never makes decisions for the greater good of the production's success, not just his or her own scene
Communication skills with actors (30%)	Shows extraordinary interpersonal skills to build team work, critique performance progress and always creates a safe environment for the actor to create a character	Shows adequate interpersonal skills to build team work, critique performance progress and frequently creates a safe environment for the actor to create a character	Shows limited interpersonal skills to build team work, critique performance progress and occasionally creates a safe environment for the actor to create a character	Shows little interpersonal skills to build team work, critique performance progress and rarely creates a safe environment for the actor to create a character	Shows no interpersonal skills to build team work, critique performance progress and never creates a safe environment for the actor to create a character
Communication skills with designers and crews (30%)	Shows extraordinary interpersonal skills to build team work and to clearly articulate the vision of the production	Shows adequate interpersonal skills to build team work and to clearly articulate the vision of the production	Shows limited interpersonal skills to build team work and to clearly articulate the vision of the production	Shows little interpersonal skills to build team work and to clearly articulate the vision of the production	Shows no interpersonal skills to build team work and to clearly articulate the vision of the production
Communication skills with written forms and organizational charts (10%)	Shows extraordinary interpersonal skills to build team work and organize tasks for the production's success in written form	Shows adequate interpersonal skills to build team work and organize tasks for the production's success in written form	Shows limited interpersonal skills to build team work and organize tasks for the production's success in written form	Shows little interpersonal skills to build team work and organize tasks for the production's success in written form	Shows no interpersonal skills to build team work and organize tasks for the production's success in written form

# Musical Theatre 4.1.1

## DRAM 306 Advanced Acting

## Final Performance

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Performance of Final Scene by use of the Meisner technique (40%)	Extraordinary use of the Meisner technique of acting in communication of partner relationship: truly “taking the first thing” and living truthfully under imaginary circumstances.	An adequate use of the Meisner technique of acting in communication of partner relationship: truly “taking the first thing” and living truthfully under imaginary circumstances.	Shows limited use of the Meisner technique of acting in communication of partner relationship: truly “taking the first thing” and living truthfully under imaginary circumstances.	Shows little use of the Meisner technique of acting in communication of partner relationship: truly “taking the first thing” and living truthfully under imaginary circumstances.	No use of the Meisner technique of acting in communication of partner relationship: truly “taking the first thing” and living truthfully under imaginary circumstances.
Specificity of given circumstances in scene (30%)	Extraordinary use of specificity in explanation of given circumstances following scene performance.	Adequate use of specificity in explanation of given circumstances following scene performance.	Limited use of specificity in explanation of given circumstances following scene performance.	Little use of specificity in explanation of given circumstances following scene performance.	No use of specificity in explanation of given circumstances following scene performance.
Incorporation of text into use of Meisner technique (30%)	Delivers appropriate text as assigned by the instructor and is specifically incorporated into the creation of the scene.	Delivers appropriate text as assigned by the instructor and is moderately incorporated into the creation of the scene.	Delivers appropriate text as assigned by the instructor and attempts to incorporate text into the creation of the scene.	Inappropriate text delivery that was assigned by the instructor and not incorporated text into the creation of the scene.	No evidence of appropriate line that was assigned by the instructor and no attempt in the creation of the scene.

# Musical Theatre 5.1.1

## DRAM 301 Acting for Musical Theatre

## Character Analysis

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/Information (40%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (30%)	Articulates a clear definition of the musical theatre genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of the musical theatre genre. Can compare and contrast the play with the definition.	Shows limited understanding of the musical theatre genre definition. Shows little understanding of how the play fits the definition.	Shows little understanding of the musical theatre genre. Shows poor understanding of how the play fits the definition.	Shows no understanding of the musical theatre genre. Cannot correlate the play with the genre.
Specificity of character inner life with clear action & objective choices (30%)	Clear evidence that higher level thinking skills were used to create a specific, honest character with heart felt actions & objectives	Some evidence that higher level thinking skills were used to create a specific, honest character with heart felt actions & objectives	Limited evidence that higher level thinking skills were used to create a specific, honest character with heart felt actions & objectives	Little evidence that higher level thinking skills were used to create a specific, honest character with heart felt actions & objectives	No evidence that higher level thinking skills were used to create a specific, honest character with heart felt actions & objectives

# Musical Theatre 5.1.2

DRAM 107 Film Acting Techniques or DRAM 301 Acting for Musical Theatre

Final Analysis Paper

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (40%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play vs. Film Analysis (50%)	Articulates a clear distinction between the play and film genres. Clear evidence that thinking skills were used to compare and contrast the play with the screenplay.	Articulates an acceptable distinction between the play and film genres. Adequate evidence that thinking skills were used to compare and contrast the play with the screenplay.	Shows limited understanding of the distinction between the play and film genres. Some evidence that thinking skills were used to compare and contrast the play with the screenplay.	Shows little understanding of the distinction between the play and film genres. Little evidence that thinking skills were used to compare and contrast the play with the screenplay.	Shows no understanding of the distinction between the play and film genres. No evidence that thinking skills were used to compare and contrast the play with the screenplay.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.



# Musical Theatre 6.1.1

## DRAM 215 Introduction to Theatre

## Artistic Concept Paper

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Artistic Aesthetic (philosophy of art) and World View (40%)	Articulates a clear and concise Christian perspective when defining and discussing the function of art and the artists in society.	Articulates an acceptable Christian perspective when defining and discussing the function of art and the artists in society.	Articulates a limited Christian perspective when defining and discussing the function of art and the artists in society.	Articulates little understanding of a Christian perspective when defining and discussing the function of art and the artists in society.	Shows no understanding of a Christian perspective when defining and discussing the function of art and the artists in society.
Critical self-evaluation (30%)	Articulates exceptional self-understanding when expressing engagement in culture, personal boundaries and a personal creed.	Articulates a clear self-understanding when expressing engagement in culture, personal boundaries and a personal creed.	Articulates a limited self-understanding when expressing engagement in culture, personal boundaries and a personal creed.	Articulates little understanding of self-understanding when expressing engagement in culture, personal boundaries and a personal creed.	Articulates little understanding of self-understanding when expressing engagement in culture, personal boundaries and a personal creed.
Critical evaluation strategy (30%)	Clear evidence that higher level thinking skills were used to develop a strategy for critical evaluation of the popular arts.	Some evidence that higher level thinking skills were used to develop a strategy for critical evaluation of the popular arts.	Limited evidence that higher level thinking skills were used to develop a strategy for critical evaluation of the popular arts.	Little evidence that higher level thinking skills were used to develop a strategy for critical evaluation of the popular arts.	No evidence that higher level thinking skills were used to develop a strategy for critical evaluation of the popular arts.

# Musical Theatre 7.1.1

DRAM 336 Directing

Directing Prompt Book

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Play Analysis (30%)	Articulates a clear and concise director's vision when analyzing the plot, character, thought, diction, music, and spectacle of the play.	Articulates an acceptable director's vision when analyzing the plot, character, thought, diction, music, and spectacle of the play.	Articulates a limited director's vision when analyzing the plot, character, thought, diction, music, and spectacle of the play.	Articulates little of the director's vision when analyzing the plot, character, thought, diction, music, and spectacle of the play.	Articulates nothing of the director's vision when analyzing the plot, character, thought, diction, music, and spectacle of the play.
Directing Journal (30%)	Shows extraordinary interpersonal skills to build teamwork and create a safe, creative environment among his or her peers, actors, and technicians during the directing experience.	Shows adequate interpersonal skills to build teamwork and create a safe, creative environment among his or her peers, actors, and technicians during the directing experience.	Shows limited interpersonal skills to build teamwork and create a safe, creative environment among his or her peers, actors, and technicians during the directing experience.	Shows little interpersonal skills to build teamwork and create a safe, creative environment among his or her peers, actors, and technicians during the directing experience.	Shows no interpersonal skills to build teamwork and create a safe, creative environment among his or her peers, actors, and technicians during the directing experience.
Performance Analysis (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to the entire directing process	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to the entire directing process	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to the entire directing process	Little evidence that higher level thinking skills were used to apply a critical standard of judgment to the entire directing process	No evidence that higher level thinking skills were used to apply a critical standard of judgment to the entire directing process
Organization and Appearance of Prompt Book (10%)	Shows extraordinary communication skills with written forms and charts.	Shows adequate communication skills with written forms and charts.	Shows limited communication skills with written forms and charts.	Shows little communication skills with written forms and charts.	Shows no communication skills with written forms and charts.

# Musical Theatre 8.1.1

## MUS 102 Harmony II

## Harmony II Exam

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Secondary Dominants written from Roman Numeral symbols and chord symbols	Secondary dominants written on staff paper are 90% or more accurate.	Secondary dominants written on staff paper are 80% or more accurate.	Secondary dominants written on staff paper are 70% or more accurate.	Secondary dominants written on staff paper are 60% or more accurate.	Secondary dominants written on staff paper are less than 60% accurate or not attempted.
Part Writing, applying secondary dominants, modulations, and closely related keys from figured bass	Four part writing derived from figured bass lines are 90% or more accurate.	Four part writing derived from figured bass lines are 80% or more accurate.	Four part writing derived from figured bass lines are 70% or more accurate.	Four part writing derived from figured bass lines are 60% or more accurate.	Four part writing derived from figured bass lines are less than 60% accurate or not attempted.
Harmonic Analysis from printed music including secondary dominants	Harmonic Analysis from written examples are 90% or more accurate.	Harmonic Analysis from written examples are 80% or more accurate.	Harmonic Analysis from written examples are 70% or more accurate.	Harmonic Analysis from written examples are 60% or more accurate.	Harmonic Analysis from written examples are less than 60% accurate or not attempted.
Formal Structures label binary, rounded binary, and ternary from identifying the key, phrases, and cadences.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 90% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 80% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 70% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 60% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with less than 60% accurate or not attempted.

# Musical Theatre 9.1.1

## MUS 104 Ear Training II

## Ear Training II

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Rhythmic Dictation Simple Meter	Rhythmic dictation of simple meter passages are 90% or more accurate.	Rhythmic dictation of simple meter passages are 80% or more accurate.	Rhythmic dictation of simple meter passages are 70% or more accurate.	Rhythmic dictation of simple meter passages are 60% or more accurate.	Rhythmic dictation of simple meter passages are less than 60% accurate or not attempted.
Rhythmic Dictation Compound Meter	Rhythmic dictation of compound meter passages is 90% or more accurate.	Rhythmic dictation of compound meter passages is 80% or more accurate.	Rhythmic dictation of compound meter passages is 70% or more accurate.	Rhythmic dictation of compound meter passages is 60% or more accurate.	Rhythmic dictation of compound meter passages is less than 60% accurate or not attempted.
Melodic Dictation Closely Related Keys	Melodic dictation passage that includes modulation to a closely related key is 90% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is 80% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is 70% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is 60% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is less than 60% accurate or not attempted.
Harmonic Dictation	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 90% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 80% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 70% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 60% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with less than 60% accuracy of not attempted.

# Musical Theatre 9.2.1

## MUS 104 Ear Training II

## Sight Singing Exam

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Pitch Accuracy	Pitch Accuracy is 90% or higher throughout the performed example.	Pitch Accuracy is 80% or higher throughout the performed example.	Pitch Accuracy is 70% or higher throughout the performed example.	Pitch Accuracy is 60% or higher throughout the performed example.	Pitch Accuracy is less than 60% throughout the performed example or not attempted.
Rhythm Accuracy	Rhythm Accuracy is 90% or higher throughout the performed example.	Rhythm Accuracy is 80% or higher throughout the performed example.	Rhythm Accuracy is 70% or higher throughout the performed example.	Rhythm Accuracy is 60% or higher throughout the performed example.	Rhythm Accuracy is less than 60% throughout the performed example or not attempted.
Continuity	Continuity of musical passage is steady through entire performance with no stopping.	Continuity of musical passage is steady through entire performance with one stop or pause.	Continuity of musical passage is steady through entire performance with two stops or pauses.	Continuity of musical passage is steady through entire performance with three stops or pauses.	Continuity of musical passage is steady through entire performance with three or more stops or pauses or not attempted.
Musicality	Appropriate phrasing, dynamics and articulations are employed throughout the entire singing example.	Appropriate phrasing, dynamics and articulations are employed throughout most of the singing example.	Appropriate phrasing, dynamics and articulations are employed throughout some of the singing example.	Appropriate phrasing, dynamics and articulations are employed once or twice throughout most of the singing example.	Appropriate phrasing, dynamics and articulations are employed less than half of the singing example or not attempted.

# STA WPA 09-12

Communication, Arts and Media Department  
Whole Person Assessment Handbook  
2009-2012 Degree Plans

# Studio Art Outcomes

In coordination with standards published by NASAD  
(<http://nasad.arts-accredit.org/>) Studio Art major outcomes include:

**1. Demonstrate the ability to draw from observation using the skills and tools of traditional pictorial illusion.**

- 1.1 ART 213 Basic Drawing                      In-class observational drawing

**2. Demonstrate the ability to use basic design principles, concepts and use of media.**

- 2.1 ART 101 Fundamentals of Art I              2-D Design project  
2.2 ART 102 Fundamentals of Art II              3-D Design project

**3. Demonstrate an awareness of the major achievements in the history of art/design.**

- 3.1 ART 103 Art Survey I                          Topical paper  
3.2 ART 104 Art Survey II                          Topical paper

**4. Demonstrate a broad knowledge of art/design principles, concepts, media, formats and art history.**

- 4.1 ART 499 Senior Project                      Computer test

**5. Demonstrate a developed, consistent and personal direction or style.**

- 5.1 ART 452 Directed Study                      Portfolio

**6. Demonstrate the integration of faith and art.**

- 6.1 ART 452 Directed Study                      Paper

**7. Demonstrate a mastery of discipline specific media.**

- 7.1 ART 499 Senior Project                      Project

# Studio Art 1.1

## ART 213 Basic Drawing

## In-class Observational Drawing

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
<p>Perspective (rules: all parallel lines converge on a single vanishing point, Level planes will have vanishing points on the horizon line, with the same objects—half as big equals twice as far) (40%) SSAE 5-0008; 8-0001</p>	<p>All of the shapes in this drawing conform to the rules of perspective.</p>	<p>Most of the shapes in this drawing conform to the rules of perspective.</p>	<p>More than half of the shapes in this drawing conform to the rules of perspective.</p>	<p>Less than half of the shapes in this drawing conform to the rules of perspective.</p>	<p>Not turned in.</p>
<p>Light and Shade (Cast shadows move in the same direction as the light source. Core shadows reside on an object in a perpendicular relationship to the light source.) (40%) SSAE 5-0007; 8-0001</p>	<p>The entire drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.</p>	<p>Most of drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.</p>	<p>More than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.</p>	<p>Less than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.</p>	<p>Not turned in.</p>
<p>Line (Weight and variety are convincingly used to explain space, light and/or form.) (20%) SSAE 5-0007; 8-0001</p>	<p>Excellent use of line.</p>	<p>Most of the drawing is good.</p>	<p>More than half of the drawing is adequate.</p>	<p>Less than half of the drawing is adequate.</p>	<p>Not turned in.</p>



# Studio Art 2.1

## ART 101 Fundamentals of Art I

## 2-D Design Project

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Design Solution (34%)	Design shows extensive original thought leading to an excellent solution for the assignment	Design shows original thought leading to a good or adequate solution for the assignment	Design shows little original thought leading to a substandard solution for the assignment	Design no original thought.	Not turned in.
Unity: the end goal of using Elements and Principles of art. (33%) SSAE 5-0009	Design is unified. Elements and Principles of art are organized excellently and can not be improved upon.	Design is unified. Elements and Principles of art are organized in a good to adequate fashion.	Design is not unified. Elements and Principles of art are disorganized creating a substandard design.	Design is not unified. Little to no evidence about using Elements and Principles of art is exhibited.	Not turned in.
Media Competency (33%) SSAE 8-0001	Media choice and execution of design shows exceptional skill.	Media choice and execution of design shows technically proficient skill.	Media choice and execution of design shows some to little skill.	Media choice and execution of design shows no skill.	Not turned in.

# Studio Art 2.2

## ART 102 Fundamentals of Art II

### 3-D Design Project

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Design Solution (33%)	Design shows extensive original thought leading to an excellent solution for the assignment	Design shows original thought leading to a good or adequate solution for the assignment	Design shows little original thought leading to a substandard solution for the assignment	Design no original thought.	Not turned in.
Unity: the end goal of using Elements and Principles of art. (33%) SSAE 5-0009	Design is unified. Elements and Principles of art are organized excellently and can not be improved upon.	Design is unified. Elements and Principles of art are organized in a good to adequate fashion.	Design is not unified. Elements and Principles of art are disorganized creating a substandard design.	Design is not unified. Little to no evidence about using Elements and Principles of art is exhibited.	Not turned in.
Material Competency (33%) SSAE 8-0003 9-0005	Material choice and execution of design shows exceptional skill.	Material choice and execution of design shows technically proficient skill.	Material choice and execution of design shows some to little skill.	Material choice and execution of design shows no skill.	Not turned in.

# Studio Art 3.1

## ART 103 Art Survey I

## Topical Paper

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Vocabulary (20%)	Fully employed necessary art vocabulary associated with topic.	Adequately employed necessary art vocabulary associated with topic.	Little necessary art vocabulary associated with topic was used.	No necessary art vocabulary associated with topic was used	Did not write
Historical Relevance and Accuracy (40%) SSAE 3, 6-0011 6-0018	All relevant information is evident and accurate throughout the paper	Missed one relevant item or a slight inaccuracy exists.	Missed more than one relevant item or some information is flawed.	Only wrote about one relevant item or information is flawed	Did not write
Research (40%) SSAE 3, 6-0011 6-0018	Demonstrates an excellent accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates a good to adequate accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates little accumulated knowledge about the topic that is not obvious to the average viewer.	Demonstrates no accumulated knowledge about the topic that is not obvious to the average viewer.	Did not write

# Studio Art 3.2

## ART 104 Art Survey II

## Topical Paper

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Vocabulary (20%)	Fully employed necessary art vocabulary associated with topic.	Adequately employed necessary art vocabulary associated with topic.	Little necessary art vocabulary associated with topic was used.	No necessary art vocabulary associated with topic was used	Did not write
Historical Relevance and Accuracy (40%) SSAE 3, 6-0012 6-0018	All relevant information is evident and accurate throughout the paper	Missed one relevant item or a slight inaccuracy exists.	Missed more than one relevant item or some information is flawed.	Only wrote about one relevant item or information is flawed	Did not write
Research (40%) SSAE 3, 6-0012 6-0018	Demonstrates an excellent accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates a good to adequate accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates little accumulated knowledge about the topic that is not obvious to the average viewer.	Demonstrates no accumulated knowledge about the topic that is not obvious to the average viewer.	Did not write

## Studio Art 4.1

### ART 499 Senior Project

### Computer Test

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Exam Score (100%) SSAE 8	100-90%	89-80%	79-70%	69-60%	59% or below

## Studio Art 5.1

### ART 452 Directed Study

### Portfolio

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Amount of Work (20%)	Exhibits a collection of 12-15 pieces.	Exhibits a collection of 9-12 pieces.	Exhibits a collection of 8-9 pieces.	Exhibits a collection of 7 or less pieces.	Not turned in.
Consistency of Work (40%) SSAE 11	The entire collection of work has an excellent focus. The voice of the work is consistent.	Most of the collection of work has an excellent focus. The voice of the work is mostly consistent.	The collection of work has a split focus or the voice is consistent.	The collection of work has no focus.	Not turned in.
Creativity (40%)	Fantastic ideas. Shows extensive original thought.	The ideas range from solid to pedantic.	Shows little original thought.	Shows no originality of thought.	Not turned in.

# Studio Art 6.1

## ART 452 Directed Study

## Paper

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Demonstration of Knowledge of student's personal faith. (50%)	Successfully integrates one's faith in the production of art.	Moderately integrates one's faith in the production of art.	Occasionally integrates one's faith in the production of art.	Does not integrate one's faith in the production of art.	Did not write
Demonstration of concepts that explore the Christian faith and constitute a Christian worldview. (50%)	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses few examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview	Did not write

# Studio Art 7.1

## ART 499 Senior Project

### Project

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Amount of Work (The agreed upon number of works discussed with the advisor and written in the project proposal). (30%)	All of the expected work is accounted for.	One or two minor pieces are missing.	Half of the expected is accounted for.	Less than half of the work is accounted for	No work.
Mastery of Discipline (70%) SSAE 11	Demonstrates excellent use of advanced techniques in a given media.	Demonstrates good to adequate use of advanced techniques in a given media.	Demonstrates little use of advanced techniques in a given media.	Demonstrates no use of advanced techniques in a given media.	No work.