

MEMO

Date: February 14, 2013
To: Jennifer Montgomery
From: Department of Art and Design

Subject: Implementation of Senior-Year Integrative Capstone

Overview: The Department of Art and Design has courses, assignments, and learning outcomes that fulfill the expectations of the Senior-Year Integrative Capstone for each of our degree plans. Due to the nature of studies in visual art, there is not one course that can simultaneously fulfill all the integrative capstone expectations; thus, in each degree plan we have two courses that combine to accomplish the objectives.

Throughout this memo we will refer to the three major requirements as follow:

- “Required Paper” as **Requirement 1**
- “Think Critically about Faith and Vocation” as **Requirement 2**
- “Comprehensive Skills and Accomplishments Inventory” as **Requirement 3**

Degree Plans, Courses and Requirements Fulfilled:

BFA Graphic Design & BA Graphic Design/Advertising

- ART 323 (423*) Art History: 20th Century (*Req. 1*)
- ART 456 Graphic Design Portfolio (*Req. 2 & 3*)
- *Degree Requirement: Senior Exhibition (Req. 3)*

BFA Two-Dimensional and Three-Dimensional Studio

- ART 323 (423*) Art History: 20th Century (*Req. 1*)
- ART 495 Life and Career in Art (*Req. 2 & 3*)
- *Degree Requirement: Senior Exhibition (Req. 3)*

BFA Art Education

- ART 323 (423*) Art History: 20th Century (*Req. 1*)
- *Degree Requirement: Senior Exhibition (Req. 3)*
- *See Education Capstone Requirements (Req. 2 & 3)*

BS Interior Design

- DSGN 463 Field Experience (*Req. 1, 2 & 3*)
- *Degree Requirement: Senior Exhibition (Req. 3)*

* A request is currently going through council to change the course number of ART 323 to ART 423.

Detailed Summary of Course Components

A discussion of each of the courses listed above and the component or components they contribute toward fulfilling the integrative capstone requirements follow:

Senior Exhibition Requirements

All Art & Design degree plans require a senior art exhibition. This requirement fulfills most aspects of *Requirement 3* of the capstone document. It is not tied to a specific course but the requirement is stated in the catalog. Requirement 3 is also often fulfilled in other courses shown below.

See attached PDF for details of the requirement.

ART 323 Art History: 20th Century

ART 323 is the writing-intensive course for the Department of Art and Design. The most recent syllabus for this course has been attached.

Requirement 1) “A Required Paper”

Among the varied writing components in this course, students must author two external papers related to course content. The lengthier of those papers (12.5% of the course grade) is related to assessing the value of art in light of developments that occurred during the 20th century. This paper (see The Value of Art) asks students to think critically about their chosen vocation and its role in human affairs. The paper offers a clear means of evaluating literacy skills, critical analysis, and the ability to defend or argue for the value of one's discipline. It also provides an opportunity for students to think about how art serves the needs of fellow human beings in a multiplicity of ways.

The parameters of this paper have been adjusted a bit to match the specific length and number of sources mandated in the capstone requirements, but otherwise it has been one of an alternating series of writing prompts used in the later half of this course.

Also see attached syllabi.

ART 495 Life and Career in Art

In the fall of 2007, Robert Green submitted an application for a new course, ART 495, which was

designed to be the primary capstone course within the Department of Art and Design for students pursuing the BFA degree with an emphasis in Two-Dimensional or Three-Dimensional studio. Though specific requirements for the integrative capstone had yet to be written, we had sufficient knowledge of the broad objectives to anticipate those requirements and define relevant course experiences and outcomes to meet them.

Please find attached the current syllabus for this course and refer to it and other course documents as evidence that the department already meets the learning outcomes expected of the Senior-Year Integrative Capstone via experiences and several products students contribute as part of this course.

Requirement 2) “Think Critically about Faith and Vocation”

Each student in ART 495 writes and submits a reflective essay (10% of course grade) in which he or she discusses and critically examines the relationship between faith and the vocation of art. This essay comes after the students have looked at scriptures that offer insight into God’s expectations for artists--and His followers in general--and read selected passages or chapters from the following three books:

Dyrness, William A. *Visual Faith: Art, Theology, and Worship in Dialogue*. Grand Rapids: Baker Academic, 2001.

Elkins, James. *On the Strange Place of Religion in Contemporary Art*. New York: Routledge, 2004.

Veith, Gene Edward. *The Gift of Art: The Place of the Arts in Scripture*. Downer’s Grove, IL: Inter-Varsity Press, 1983.

It also follows discussion of various models of the art/faith relationship currently in practice. The assignment asks students to describe and critically assess the current relationship between faith and art in their practice, in relationship to scripture and relevant literature, and to propose goals for improvement or development (see Art and Faith Essay).

Requirement 3) “Comprehensive Skills and Accomplishments Inventory”

Students in ART 495 also produce three different documents that cumulatively meet the comprehensive skills and accomplishments inventory. The first is a Self-Evaluation questionnaire (5% of course grade) that asks them to report on all facets of their education, experiences, practices, and activities related to their vocation as artists. This is immediately followed by another questionnaire (Self-Evaluation Follow-Up) that briefly explains the implications of their answers and prods them for a commitment to address areas of weakness or inattention.

A few weeks later, each student must write a Situation Analysis (20% of course grade), a document that assesses their strengths and weaknesses as it regards personal skills, character traits, and habits that may impact their ability to succeed in a profession. Students are required to address issues like time-management, organization, and social skills (see Situation Analysis).

Eventually, the Self-Evaluation and the Situation Analysis become the starting point for the setting of goals and the development of a resume that has a specifically targeted audience. (Our

students already have resumes, submitted in their first and second year reviews, which have been assembled over their first two years as majors in the department.) This course has no standardized assignment sheet for the resume students produce in this course. There are two reasons for this omission: 1) standards for resumes in our discipline vary widely (e.g. resumes for graphic designers are simultaneously considered works of art and are held to a higher standard than effective communication) and 2) the course has been organized in a student-centered way; thus, Professor Green individually discusses with each student the particular needs his or her resume must address in order to meet the expectations of a market sector within the discipline.

By the conclusion of the semester, each student has an extensive and targeted resume (for a graduating senior), a mission statement and set of goals for the next six-months, a written assessment of personal skills, characteristics, and habits; a visual portfolio of work; and other pertinent statements or supportive documents (e.g. cover letter, bio, artist's statement) that comprehensively reflect the student's current level of accomplishment and experience.

Also see attached syllabi.

ART 456 Graphic Design Portfolio

Requirement 2) "Think Critically about Faith and Vocation"

Two assignments have been developed to help students think critically about faith and vocation. Those assignments are attached.

Requirement 3) "Comprehensive Skills and Accomplishments Inventory"

This entire course is focused around students building a comprehensive portfolio suited specifically for their discipline. Please review syllabi for details.

DSGN 463 Field Experience

Requirement 1) "A Required Paper"

Each student writes and submits an essay reflecting on a completed 160-hour (minimum) Internship Experience as a critical and integrative thinking product. In addition to the essay, students produce a visual presentation documenting the internship experience, which is presented to the class. This assignment is worth 15% of the course grade. The faculty will collect, score and submit evidence of these items as required.

Requirement 2) "Think Critically about Faith and Vocation"

Each student writes and submits a personal design philosophy statement reflective of their attitude and perspective related to design, the world, and faith's role in their work. The faculty will collect, score and submit evidence of this item as required.

Requirement 3) “Comprehensive Skills and Accomplishments Inventory”

Each Senior will submit a Senior Portfolio and Internship Manual to satisfy this requirement. The Senior Portfolio will be orally presented in a formal juried presentation no later than the first week of March each Spring. The submission will be electronically archived. Some years, the Portfolio Review event will be captured on video. The submission will include collateral for Requirement Items 1 and 2, as well as a professional resume which will include: accomplishments, co-curricular activities, service, leadership and internships.

Conclusion

The Department of Art and Design is confident that we require the products and processes of our students that enable us to continue to meet the learning outcomes associated with implementation of the Senior-Year Integrative Capstone.

