

MEMO

Subject: Implementation of Senior-Year Integrative Capstone for BFA Painting, Sculpture and Photography

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 Painting, Sculpture and Photography

- ART 494 Senior Exhibition (*Req. 1 & 3*)
 - ART 495 Life and Career in Art (*Req. 2 & 3*)
 - *Degree Requirement: Senior Exhibition (Req. 3)*
-

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 link for details of the requirement:

<http://blogs.acu.edu/artanddesign/senior-show-guidelines/>

ART 494 - Senior Exhibition

excerpts from art 494 syllabus:

1. Students must demonstrate, orally and in writing, an understanding of the elements and vocabulary of art/design and employ them effectively to describe, analyze, and evaluate their own artwork as well as the artwork of peers.

Measurement: Oral competencies will be assessed in the joint critique sessions and the defense of the senior exhibition (each graded components). Written competencies will be assessed in the senior project proposal/thesis and the capstone paper (each graded components).

2. Students must demonstrate achievement of professional entry-level competence in the major area of specialization, including technical mastery, capability to create work and solve problems independently, and a set of artistic and/or intellectual goals that are evident in their work.

Measurement: The senior exhibition examined in relationship to the senior project proposal/thesis, artist statement, the capstone paper and oral defense of the exhibition.

3. Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field especially as it relates to a professionally presented exhibition of artwork.

Measurement: Joint critique sessions and the defense of the senior exhibition, the senior project proposal/thesis, artist statement and the capstone paper (each a graded component).

Capstone Paper: Students will present a 7-page paper (2000 words) that is valued at 10% of your overall course grade. This essay will serve two purposes: 1) It will explain and provide support for the significance of the project and its relationship to historical and contemporary trends and theories of art and 2) will offer an evaluative or reflective summation discussion of the artistic merits of the presented works. This paper involves research (requiring the citation of a minimum of 5 substantive sources) and analytical and reflective thinking. Articulate and defend a worldview that takes the main features of the student's artwork into account, especially as it pertains to the student's faith and vocational plans.

- a) How might art production and creative processes be significant in one's life, especially as it relates to one's faith and vocation?
- b) Why does the student make art?
- c) What does the student hope the average viewer will take away from the exhibit, e.g. is the work primarily didactic, therapeutic, communicative, conceptual, reflective, and experiential?

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.

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.

