

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

College of Arts
and Sciences

SEP 27 15

Dean's Office

Course Number ART 494 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New course, Degree plan change requires the addition of ART 494 Senior exhibit. Degree plan change was approved two years ago.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G or G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 10-16-13

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 22, 2015
TO: Kenny Jones
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal – ART 494 – Senior Exhibition

After reviewing the course syllabus, the library is able to support the proposed course. Please help us monitor the research needs of students in this course and make us aware of resources that would be helpful. Thank you for letting us review the course.

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	ART 494
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kenny Jones
2	Course Teacher	Kenny Jones
3	Course Title	Senior Exhibition
4	Course Abbreviation (if title is over 30 characters)	
5	College	CAS
6	Department	Art and Design
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	0
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	2.5
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	0.5
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	12
17	Catalog Description (50 words or less)	This course prepares students to conceive a senior project and prepare and present the resulting works of art in a senior exhibition. A study of exhibition design will lead to a culminating exhibition and a written explanation and defense of the project (capstone).

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Successful completion of the highest 400-level course within their area of specialization and ART 423.
19	List any co-requisites	na
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	na
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	no
22a	How often will it be offered? Fall	Fall only
22b	How often will it be offered? Spring	
22c	How often will it be offered? Summer	
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	yes, BFA with concentration in Painting, Photography or Sculpture
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No, the senior art exhibit is already required to graduate. This course adds credit hours and a formal assessment as part of the degree plan.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name)	None

	<i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D. Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.</i>	
--	---	--

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course already appears in the degree plan and was approved back in 2013. Its role in the degree plan is to serve as a means of teaching students how to plan and mount a professional quality exhibition of their work, to permit faculty to assess that exhibition, and to serve as a more suitable capstone experience for majors pursuing the BFA with concentrations in Painting, Photography, Sculpture than ART 423.
2	Justification State the justification for adding this course to the current curriculum. Represent the need. (Justification — Attach all documents referred to in Section II-2)	Whereas a senior art exhibit is currently required of all art and design majors for graduation, there is neither a system of measurement of outcomes nor formal instruction in the theory and methodology of mounting an exhibition. This course will directly address this lack related to pre-professional and pre-graduate school preparation and to assessment of the extent to which students have met the more rigorous learning outcomes (which match or exceed external accrediting agency standards) associated with this degree plan.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Required for ALL seniors pursuing the BFA with a concentration in Painting, Photography, or Sculpture.. Skills developed in ART 423 and ART 444, ART 434, ART456 are required. These include upper level mastery of media in the student's area of
---	---	---

		concentration. Groundwork for the "artistic and/or intellectual goals" evident in the exhibited work is laid by successful completion of ART 425 Art Theory.
2	State the overarching course goal(s) in performance terms.	To prepare students to professionally present a senior exhibition in conjunction with a concentration mentor (painting, photography, or sculpture teacher) and the teacher of record. Understand exhibit design, develop an artist's statement and capstone project, produce a body of work that grows out of the project, and submit a written, research-based explanation and defense of the project and exhibition.

2. Competencies and Measurements

	Competency	Measurement
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.	Oral competencies will be assessed in the joint critique sessions and the defense of the senior exhibition. Written competencies will be assessed in the senior project proposal and the capstone paper..
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	The senior exhibition examined in relationship to the senior project proposal, 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.	Joint critique sessions and the defense of the senior exhibition, the senior project proposal, artist statement and the capstone paper.
4		
5		
6		
7		
8		

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name ART 494 Senior Exhibition

Primary Department

[Signature]
Department Chair

9/22/15
Date

[Signature]
Dean of the College

9-25-15
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: ART 494

Course Title: Senior Exhibition

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  9-25-15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

3 credit hours

Meeting times: TBA and hours to be arranged by student with

Room: Don Morris 141

Prerequisites: Successful completion of the highest 400-level course within the student's area of specialization and ART 423.

Instructor: Kenny Jones, Professor of Art and Design. Office DM 316; Phone 325 674- 6871; kenny.jones@acu.edu

Office Hours: TBA. Be sure to confirm with an email or phone call that I'm in my office since my duties may take me to other parts of the Don Morris building. I am also available online for email correspondence throughout the day. Also, I am often in my office during non-scheduled times. But the best way to get a message to me at times other than my office hours is by email, kenny.jones@acu.edu.

University Mission Statement: "To educate students for Christian service and leadership throughout the world."

College of Arts and Sciences Mission statement: "The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers."

Department of Art and Design Mission statement: We believe that art has a unique power to change our world, to make it a more beautiful, generous, rich, and open place. We are convinced that the world needs not only artists, but Christian artists who in their talent and power of creative expression proclaim the glory of the Creator."

Description of How Learning and Christian Faith are Integrated in the Course

I would hope that, as artists, we each strive to produce art that is relevant to the current stream of knowledge while being fully informed by one's faith. *As Christians we must do more than grumble about the state of the world while consuming its products and culture.* I believe that successful ambassadors are those who are informed about the culture with which they are trying to communicate a living faith. It has been my experience, that in order to do this one must first learn to see and think about the visual world within and without. To that end this course will engage in the concepts and techniques of professional presentation of art. Furthermore, the capstone writing assignment will direct each student to "Think Critically about Faith and Vocation".

Catalogue Description: This course prepares students to conceive a senior project and prepare and present the resulting works of art in a senior exhibition. A study of exhibition design will lead to a culminating exhibition and a written explanation and defense of the project (capstone).

Intended Audience: Required for ALL seniors pursuing the BFA with a concentration in Painting, Photography, or Sculpture. Skills developed in ART 423 and ART 444, ART 434, ART 392 are required - These include upper level mastery of media in the student's area of concentration.

Description of the types of activities students should expect in the course

- A. Maintain a consistent, exploratory sketchbook/writing journal related to preparatory studies for each assignment. All reading assignments from textbook, field trip excursions, critiques and studio exploration should be documented via Blog posts - include text and jpg images.
- B. The completion of a body of artworks and professionally presented previous works for exhibition.
- C. Attend and participate in class meetings / critiques.
- D. Develop consistent work habits for organizing, planning, implementing the installation as well as maintaining the group areas, mat room, woodshop, tool care, etc..
- E. Research other visual sources and new conceptual themes through weekly readings from the textbook.
- F. Written papers and oral presentations. Artist statement and capstone paper.

Materials for the course

Required text: "Art/Work" by Heather Darcy Bhandari and Jonathan Melber, Paperback: 304 page, Publisher: Free Press; Original edition (March 24, 2009), ISBN-10: 1416572333, ISBN-13: 978-1416572336

The materials for this course can cost anywhere from \$150 or more depending on the cost of framing and/or preparing your work for the show. Many of these decisions will be flexible but please be aware of these costs and budget accordingly. Whereas there are creative alternatives that may help lower the costs, it is never appropriate to use shoddy or distracting presentation materials or techniques - the final grade will reflect this.

Learning Objectives/Competencies

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).

Course Activities

This course will be divided into these distinct components:

Attending and preparing for Discussions/Presentations: Students will meet with the professor of record for regular one-hour sessions that will look at the theories and practical aspects of presenting a professional quality art exhibition, as well as the development of a project thesis and strategies for the successful pursuit of that project. Students will research and compare significant, professional artists, contemporary and historic, that are influential and/or relevant to the student's art production. This will inform the artist statement and student "TED style" talk

Attending Fine Arts Critiques: Students of this course are required to present work created during and prior to this course for examination and critique in two to four critique sessions. These sessions will collaboratively involve all junior and senior fine arts students (from painting, photography, and sculpture) and all fine arts faculty. The primary focus of these critiques for students in this class are the works associated with/created for the senior project and senior exhibition. You will receive a grade for your level of preparedness, the demonstrated progress of your work, and the quality of your comments/ reflections by the teacher of record.

Studio Production: Students of this course will continue to work with the professor who teaches in their concentration, who will oversee the development of their artwork in consultation with Professor Jones, the teacher of this course.

Preparation, Mounting, and Defense of the Senior Exhibition: Students, as part of this course, will devote substantial time outside the scheduled class meeting hours to complete and prepare a body of work for exhibition, will mount said works and be involved in all promotional and presentational (e.g. the reception) activities associated with that exhibition. Sometime during the senior exhibition, the student is required to meet with the professor of record, the professor of their concentration, and all other available fine arts faculty so that the student may orally explain and defend the work presented. The grades for this component of the course will be determined by all the faculty that participate in this session, though posted by the teacher of record.

Assessment/Grading Criteria

Time not devoted to class meetings is for students to fulfill all the requirements of developing, mounting, and defending the senior exhibition. . . Collaboration among faculty in the student's discipline and fine art faculty in general is anticipated. Work toward the senior exhibition will be a collaboration between the student/artist, the teacher of record for Senior Exhibition, and the core teacher within the student's area of specialization.

ACU Capstone requirement

1. Seven-Page Paper (2000 words) worth 10% of grade in course. Ex. a evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process. This paper should include the proper citation of a minimum of 5 appropriate sources that support their research.

Graded Elements of the Course

Class Participation - Includes active participation in class critiques, discussions, exercises, and committee work.

Senior exhibition project proposal/thesis: Students are responsible for working with an Art faculty member as their mentor as they create exhibition-quality artwork. The faculty mentor must be selected from full-time ACU Art & Design Department faculty only relevant to the student's area of specialization. When the student is developing and submitting the senior project (which will lead to the senior exhibition), he or she will work collaboratively with Professor Jones, the teacher of record, and the mentor faculty who teaches within the concentration. Students are responsible for following and keeping up with the scheduled timeline as they prepare for this exhibition with their faculty mentor. Grading, however, is completely in the hands of the teacher of record. To prepare for the senior project proposal the student should identify key ingredients that must be engaged in a senior exhibition project proposal, art statement and present considered responses for each.

- A. What do you hope to make? Describe the media, size and format, form and techniques, iconographic subject or content, theoretical underpinnings involved in the inquiry, etc. (see the critique section for more information on Form, iconography and technique).
- B. Provide an explanation of problems that may be encountered in the project and the means attempted to solve those problems.
- C. Identify formal, intellectual, or theoretical issues that need to be engaged by the student in order to assess how well the student has met the expectations/challenges inherent in the project.
- D. Articulate and defend a worldview that takes the main features (form, iconography and technique) of the student's artwork into account, especially as it pertains to the student's faith and vocational plans.

Critiques: You will be graded on your level of preparedness, the demonstrated progress of your work, and the quality of your comments/ reflections. Committee work with the teacher of record and your mentor is also needed in order to assess the student's project proposal.

- A. Recognize and name content connections between the artwork's formal properties, iconography and techniques/materials.
 1. Recognize and name the visual elements/principles especially as it relates to content creation and successful design strategies.
 2. Recognize and name the iconographic binary set that best fits the artwork (i.e. gestural: contain/release, conceptual: natural/artificial, interpersonal: sacred/profane, intrapersonal: self/other, etc.)
 3. Recognize and name the techniques and materials in terms of professional standards of appropriate craft & finish.
 - a) Paint - oil, acrylic, Impasto, lean/fat, glaze, masking, drip, collage, etc.
 - b) Sculpture - patina, subtractive, additive, etc.
 - c) Photography & print media - wet/digital, photogram, pin-hole, time-lapse, etc.

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?

Gallery Presentation & Sketch/Journal blog -You will write, practice and deliver a TED style talk about your work by the end of the semester. See the guidelines for this assignment. To prepare for this presentation: maintain a consistent, exploratory sketchbook/writing journal related to preparatory studies for each assignment. All readings, field trip excursions, critiques and studio exploration should be documented via Blog posts - include text and jpg images. The talk, on the basis of research and assessment, will identify professional artists, contemporary and historic, whose work is relevant to the student's art production. The talk should address the following:

- a) What similar art processes, materials and/or techniques can I find in the artists' work?
- b) What visual, formal similarities are present in the significant artists' work?
- c) Compare and evaluate these artists' works in relationship to the student's work and to expectations in the fine arts field.
- d) What similar content concerns, iconography or expressive response, can I find in the significant artists' work?

Regarding the Senior Exhibition:

Preparedness - Includes the timely completion of labels and price-list information, having the work framed and ready to hang or be installed by the specified date, museum loan forms completed, and participating in the scheduled installation instruction sessions with museum staff, and meeting deadlines for promotional materials, i.e. post cards, posters, etc.

Installation - Includes being an active participant in the installation process, following instructions relevant to the installation of your own work, also assisting the museum staff with the installation of your peers work, and taking an active role in the successful preparation of your exhibition. De-installation is equally important especially as it relates to clean up and touch up of walls/pedestals, removal of personal material and artwork, returning all tools in good condition, etc.

Professionalism - Know and identify professional art gallery standards examples: appropriate spacing of 2d work on wall and 3d work on floor plan; matting framing issues such as archival materials and best practices, i.e. color, glazing, adhesives, etc.; pedestal and bases best practices, safety issues, etc.; Museology Terms. More obvious features of professionalism also are relevant, e.g. punctuality with all deadlines and meetings, respectful demeanor/attitude, motivation, high quality work ethic especially related to preparedness, etc.

Documentation - The artist's portfolio will comprise folio quality presentation of and documentation of installation shots of the final exhibition, without people in the gallery. Turn in a CD containing the student's Digital portfolio. The portfolio should have a minimum of 20 images of your artwork, up to four images of close-up detail shots may be included if appropriate to the artwork. Images must be of professional quality, of the sort ready to use for grad school or job applications. Therefore, these are the image file requirements:

1. 300 dpi or more and minimum 3" on larger side (height or width) jpg or tiff format.
2. Do NOT put images into "PowerPoint" style presentations or any other document, e.g. do not embed the images into Word documents or pdf documents, only have "stand alone" jpg or tiff documents.
3. The image jpgs or tiffs must be titled like this: Last name_FirstName_Medium_Title_Size.jpg.

Example: Casaletto_Kristin_intaglio_UntitledNumberOne_11x15in.jpg

4. Final senior project thesis (proposal) which includes the artist's statement as .doc or .docx or .pdf file

Quizzes – we will have scheduled quizzes on the course material through out the semester. These will be administered online. Be sure to consult the class calendar for the quiz due dates. The quizzes will be over our readings and class lecture/discussion material.

Weight and point value of all graded elements

70% of your final grade will be based on the following graded components:

Sketch/Journal blog	100 points
Artist's Portfolio	100 points
Gallery Presentation	100 points
Class Critiques/quizzes	100 points
senior project proposal/thesis	100 points
Class Participation	100 points
Capstone Paper	100 points

30% of your final grade will be determined by your participation in the Senior Art Show, as follows:

Preparedness	100 points
Installation	100 points
Professionalism	100 points
Documentation	100 points

Grading scale with clear expectations for grades

Evaluation: The instructor's judgment will be the measure of the adequacy of student performance and accomplishment related to the grades earned in this class. The quality standards for each project will be discussed, demonstrated and/or listed. Work will be verbally evaluated and application of someone else's strengths and weaknesses should be applied to your own work and behavior. Take notes so you will know how to improve your grade before the project is due. Additional assignments may be required if a student's work needs improvement or modification. Unscheduled quizzes related to textbook reading and previous lectures are possible.

Grade Scale: A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 and below.

Extra credit opportunities (to be determined, not guaranteed to be offered and optional)

University Policies

"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at [325-674-2667](tel:325-674-2667)."

Title IX Policy: Please see the full policy at: <http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

Academic Integrity Policy: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions

are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this [link: http://www.acu.edu/academics/provost/policies/index.html](http://www.acu.edu/academics/provost/policies/index.html).

Course Policies

Behavior standards: The final grade is partly based on these behaviors and attitudes: inquisitiveness, respectful demeanor/attitude, motivation, willingness to take risks, work ethic, punctuality, and positive contributions to class discussions. Part of your grade is dependent on your behavior; no further warning will be given prior to grade reduction. The deduction to the final grade could be up to a letter grade:

1. No eating in any classroom, use the lounge areas for this. Drinks must have a lid.
2. Do not use electronic devices (e.g. ipods, cellphones, laptops, etc.) for inappropriate or personal activities during class – headphones and earphones should be removed.
3. Do not engage in private conversations or otherwise disrupt the class -this includes inappropriate use of electronic devices.
4. Leaving and returning to the room during class sessions should be extremely rare and should only occur due to illness. Please ask before leaving class for any reason other than the ending of the class period.
5. Do not work on inappropriate projects or assignments during class sessions, i.e. personal projects or assignments for other classes.
6. Taking notes will aid you in paying attention and is a useful skill.
7. Following instructions and policies are part of the grade.

Communication - You are required to maintain an ACU email account and check it regularly for this course. I will send reminders about our class activities and any changes for project due dates via email throughout the semester. You may contact me through email in order to schedule out of class meetings. Be sure you can access the course Wordpress Blog at MyACU.

ATTENDANCE POLICY

The Attendance policy is based on two concepts:

- 1) Attending to the class material is essential to everyone's success,
- 2) We are in an adult environment (much like you might experience on a job). That being said, some things should naturally be expected as a bare minimum as it relates to an attendance policy

For example, everyone is expected to:

- be present and on time to the class sessions,
- attend to the course material for the entire class period,
- bring all relevant materials: come prepared.

Not following the policy may result in a reduction in grade. The policy is offered in two parts.

Attendance is more than being present it is also defined as attending to the class material.

All absences create a negative impact on the student's grade; this is usually a passive reduction from missing important information and demonstrations. However, there are also active deductions that should be noted: If you have to go get your supplies after class has begun it will count as a tardy. Note that attendance and participation is monitored throughout the entire class period. Attendance implies full use of the class period, with full use of one's mental attention (e.g. no napping, eating, excessive talking, illegitimate or personal use of the iPod/cellphone, etc.) and full use of physical resources (e.g. brought appropriate materials & project with you, etc.). In other words you may be counted absent or tardy if you do not attend to the class material. Roll is taken visually or by student sign in or quiz. Be sure to review the First day's slideshow for a chart that shows how tardiness or absences can affect your grade.

Part 1 attendance policy

Fall/Spring MWF Classes

- 1) Each student is given 5 absences that may be taken without penalty. Each session missed beyond this **(including excused absences)** will result in a 4-point reduction from your final grade. ***There is no distinction between excused and unexcused absences in regards to this policy, please see the Part 2 NOTE below concerning excused absences due to university-sponsored activities.***
 - 2) 3 instances of tardiness will be counted as one absence. ***There is no distinction between excused and unexcused tardiness in regards to this policy, please see the Part 2 NOTE below concerning excused absences due to university-sponsored activities.***
 - 3) Leaving class early without permission from the instructor will be counted as a class absence.
 - 4) If more than 9 class sessions are missed for any reason, the student will either be given a failing grade or may choose to drop the course with the appropriate WP or WF.
 - 5) If a quiz, test or project due date is missed due to an excused absence the student must contact the instructor prior to the absence or the following class meeting **(at the very latest)** if the student desires to get full credit for late work or take a make-up exam/quiz. The make-up exam/quiz will generally only be offered the following Wednesday at 3:30 in my office. **The exam/quiz must be taken within 1 week of the original exam/quiz date.**
 - 6) If a quiz or test is missed due to an unexcused absence a make-up exam/quiz will not be offered.
 - 7) If you receive an email stating that you were tardy or absent but you know with certainty it is not accurate it is your responsibility to contact me with the correction within one week of the error.
- NOTE:** *Special consideration may be given for excessive absences due to serious extended illness or family tragedy. The student is encouraged to discuss this with the instructor.*

Part 2 Attendance policy - NOTE concerning excused absences due to university-sponsored activities.

In the case of a student who is required to be absent from a class to participate in a university activity approved by the academic administration the following procedures are to be followed:

1. The instructor must receive a copy of the Advance Approval for Absence signed by the dean and the provost (or their designee) at least 7 days before the date of the activity.
2. When the student presents to the professor a copy (with all signatures) of the Advance Approval for Absence, he or she should arrange to make up the work missed in the course and submit it at a time specified by the professor.
3. The student should not be permitted to participate if he/she has absences of more than 9 MWF meetings, or 6 TR meetings, or 3 meetings of a one-day-per-week class. These include "approved absences" under this policy as well as other absences.
4. The student should not be penalized for the absence approved under this policy if he or she has satisfactorily made up the missed work within the time limit and in the way agreed upon by the student and the professor under # 2 above.

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

BFA: ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, PAINTING, PHOTOGRAPHY, SCULPTURE (BFA)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 37).

MAJOR REQUIREMENTS

Art

ART 105 Two-Dimensional Design	3
ART 106 Three-Dimensional Design	3
ART 111 Basic Drawing	3
ART 112 Figure Drawing I	3
ART 221 Art History: Survey I	3
ART 222 Art History: General Survey II	(3) ₁
ART 315 Printmaking	3
Art History: ART 324 <i>or</i> ART 325	3
ART 331 Sculpture I	3
ART 341 Painting I	3
ART 423 Art History: 20 th Century (capstone and writing intensive course)	3

TOTAL **30**

CONCENTRATIONS

All-Level Teaching (ARTT)

ART 287 Art Education Methods: All-Levels	3
ART 291 Introduction to Black and White Photography	3
ART 351 Typography I	3
ART 361 Ceramics I <i>or</i> ART 371 Jewelry/Metal I	3
ART 213 Figure Drawing II	3
ART 314 Advanced Drawing	3
Two-or three-dimensional studio elective (ART 200-499)	3
EDUC 211 Educational Foundations and Multicultural Perspectives	(3) ₁
EDUC 221 Educational Psychology	(3) ₁
EDUC 412/432 Secondary Curriculum and Media/Secondary Management and Methods (capstone courses) <i>or</i> EDUC 411/431 Elementary Curriculum and Media/Elementary Management and Methods (capstone courses)	6
EDUC 476 Effective Strategies for English Language Learners	3
EDUC 490 Student Teaching (capstone course)	6
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3

TOTAL **39**

Graphic Design (GRDS)

ART 291 Introduction to Black and White Photography	3
ART 317 Introduction to Illustration	3
ART 318 Digital Illustration	3
ART 351 Typography I	3
ART 352 Typography II	3
ART 353 Identity and Brand Design	3
ART 454 Information Graphics	3
ART 455 Persuasive Graphics	3
ART 456 Graphic Design Portfolio (capstone course)	3
ART 457 Interactive Design	3
Choose 9 hours of two-and/or three-dimensional studio (ART 200-499)	9

TOTAL **39**

Painting (PTNG)

ART 213 Figure Drawing II	3
ART 314 Advanced Drawing	3
ART 342 Painting II	3
ART 425 Art Theory	3

ART 443 Painting III	3
ART 444 Painting IV	3
ART 490 Advanced Studio Problems	3
ART 494 Senior Exhibition (capstone course)	3
ART 495 Life and Career in Art (capstone course)	3
Choose 12 hours of two and/or three-dimensional studio (ART 200-499)	12
TOTAL	39
Photography (PHTO)	
ART 213 Figure Drawing II	3
ART 291 Introduction to Black and White Photography	3
ART 292 Digital Art Photography	3
ART 314 Advanced Drawing	3
ART 391 Advanced Photography I: Commercial Practices	3
ART 392 Advanced Photography II: Moving Picture	3
ART 425 Art Theory	3
ART 456 Graphic Design Portfolio (capstone course)	3
ART 494 Senior Exhibition (capstone course)	3
Choose 12 hours of two and/or three-dimensional studio (ART 200-499)	12
TOTAL	39
Sculpture (SCPT)	
ART 213 Figure Drawing II	3
ART 314 Advanced Drawing	3
ART 332 Sculpture II	3
ART 425 Art Theory	3
ART 433 Sculpture III	3
ART 434 Sculpture IV	3
ART 490 Advanced Studio Problems	3
ART 494 Senior Exhibition (capstone course)	3
ART 495 Life and Career in Art (capstone course)	3
Choose 12 hours of two and/or three-dimensional studio (ART 200-499)	12
TOTAL	39
Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
SUPPLEMENT FOR MAJOR	
Sophomore (or higher) Literature	3
TOTAL	3
ELECTIVES	
Minimum	3
TOTAL MAJOR HOURS	75
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described on page 115.	
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major (GRDS, PTNG, PHTO, SCPT)	2.25
Minimum GPA for graduation (GRDS, PTNG, PHTO, SCPT)	2.00
Minimum GPA in major (ARTT)	2.75
Minimum GPA for graduation (ARTT)	2.75
Minimum advanced hours	33
Minimum total hours	131
Transfer students must complete a minimum of 24 hours of the total advanced hours in studio areas at ACU.	
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

September 21, 15

Professor Kenny Jones
DM316
(325)674-6871
Kenny.jones@acu.edu

Re: Review of ART594 Senior Exhibition

Dear Professor Jones,

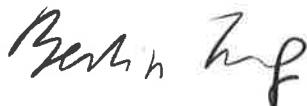
Thank you for the submission of ART594 Senior Exhibition. I reviewed the syllabus based on the ACU application requirements. I am attaching a checklist, but here are a few observations I have:

- Formatting may need some change. For instance, in the "office hour" section, there is an unnecessary line break in "by email". There should be a line break before "Office hours". You might want to go over the document to make changes where necessary.
- Some headings/subheadings could be better highlighted in a consistent way to show the syllabus structure. It is rather inconsistent now. Sometimes headings are highlighted through outlining, or bold fonts, or both.
- You might want to remove wording from the syllabus checklist in this document, for instance, "complete and accurate details of factors and elements that will comprise the final grade", as students will be the main audience of the syllabus, while these words you cited are mostly internal evaluation criteria used to evaluate syllabi.
- The materials section states that there is no required text, but then there is a required text section following this statement. You might want to clarify that.
- The grading section may need to show a 100-point scale, which students are more used to, instead of 70 for total and the 30 for "senior art show". The breakdown for the 30% of grade can be represented as a rubric.
- I personally find the attendance and participation section rather complex. Is there any alternative way to represent your expectation, for instance, by using a table to show how tardiness or absences correspond to grade changes?

I'd greatly appreciate it if you could consider making these changes. This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference for the council members, who may have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,



ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

Art 494 Senior Exhibitio

Reviewer

Berlin Fang



Developer

Professor Kenny Jones

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☒ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☒ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☒ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☐ Exam dates
- ☐ Assignments
- ☐ Due dates and other deadlines (and late assignment/exam policy)
- ☐ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

Any comments?

Please see my review letter

Submit

Never submit passwords through Google Forms.

Powered by

This form was created inside of myACU.
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)