

Approval Chart for Curriculum Changes

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

Course Number ART 494

or Degree Plan(s) BFA

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

ART 494 Senior Exhibition was designed as an innovative capstone course for BFA majors pursuing a concentration in Painting or Sculpture. The course content focuses on the pragmatic and theoretical dimensions of developing and mounting an exhibition. Students learn to write an exhibition proposal and an artist's statement, as well as to complete a capstone paper related to the ideas and issues involved in their exhibition. The ultimate goal, however, is that they create and mount the work for their senior exhibition and then defend it. This process takes two semesters, so the course begins in the fall and ends in the spring.

Once offered, unforeseen problems arose. Because coursework was not complete at the end of the fall semester, a grade of IP was assigned as planned. In March, we found that the IP prohibited our students, who were graduating in May, from ordering graduation gowns or announcements. The students panicked. To solve this problem, the instructor filed a change-of-grade form with a "placeholder" grade that would permit students to progress unimpeded toward graduation. When all of the students had completed their senior exhibitions in mid-April (and coursework was complete), the instructor had to file a second change-of-grade form for every student whose "placeholder" grade was different than the final grade.

We request to change ART 494 Senior Exhibition from a 3-hour course to a 2-hour course called ART 494 - Senior Exhibition I.

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	UUAC	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.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	A
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G <i>or</i> G to U	A	A	A		A			A	A
11.	Cross list with another department: U or G level	A	A	A		A			A	A
12.	Department of record	A	A	A		A			A	A
13.	Open or close a course	A	A	A		A			A	A
14.	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.

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		COUNCIL ³							Provost	Faculty	President	Board of Trustees
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD				
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	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 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	03/17/2020 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	03/25/2020 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Greg Straugim (Mar 26, 2020) Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

MEMO

To: Jonathan Camp and the CASAC

Date: February 10, 2020

Subject: Reformatting ART 494 Senior Exhibition

ART 494 Senior Exhibition was designed as an innovative capstone course for BFA majors pursuing a concentration in Painting or Sculpture. The course content focuses on the pragmatic and theoretical dimensions of developing and mounting an exhibition. Students learn to write an exhibition proposal and an artist's statement, as well as to complete a capstone paper related to the ideas and issues involved in their exhibition. The ultimate goal, however, is that they create and mount the work for their senior exhibition and then defend it. This process takes two semesters, so the course was designed to begin in the fall and end in the spring. This course structure was intentional: an innovative means of organizing a capstone experience that matched the time involved in proposing, creating, and finally displaying a cohesive body of work.

Once offered, unforeseen problems arose. Because coursework was not complete at the end of the fall semester, a grade of IP was assigned as planned. In March, we found that the IP prohibited our students, who were graduating in May, from ordering graduation gowns or announcements. Students panicked. To solve this problem, the ART 494 instructor filed a change-of-grade form with a "placeholder" grade that would permit students to progress unimpeded toward graduation. When all of the students had completed their senior exhibitions in mid-April (and coursework was complete), the instructor had to file a second change-of-grade form for every student whose "placeholder" grade was different than the final grade.

What we'd like to propose as a solution are two linked courses:

ART 494 Senior Exhibition I, a two-hour course in the fall, and ART 496 Senior Exhibition II, a one-hour course in the spring. We have divided the course curriculum and assignments between semesters into two interrelated courses. No curriculum change will be required, merely a subdivision of the course as it exists.

Thus, we are seeking approval to revise one course into two consecutive courses for BFA majors pursuing a concentration in Painting or Sculpture.

Meeting times: MW 3:00 – 4:20, as well as times to be arranged by student with mentor and instructor for individual consultations. Also note the required (Fine Arts) Joint Critiques that are typically held on a Friday of the 9th week and 15th week or dead day of the semester, more sessions are possible. Also see the description of the *IMPORTANT NOTE ABOUT THE SEQUENCE OF THIS COURSE, this should be seen as part 1 of 2 courses needed to fulfill your senior exhibition graduation requirement. Therefore, some components of this class will stretch over two semesters.

Room: Don Morris 141 and other sites when announced.

Prerequisites: Successful completion of the highest 400-level course (ART 444 Painting IV or ART 434 Sculpture IV are required within the student's area of specialization) and ART 423 Art History: 20th Century.

Instructor: Kenny Jones, Professor of Art and Design. Office DM 316; kenny.jones@acu.edu - [this is the best way to contact me](#). Additionally, each student is responsible for working with the Art faculty member within his or her concentration as a mentor during the creation of exhibition-quality artwork. The faculty mentor must be selected from full-time ACU Art & Design Department faculty relevant to the student's area of specialization/concentration, e.g. Professors Broderick or Green.

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 Center. I am also available online for email correspondence throughout the day. Also, I am often in my office during non-scheduled times. Phone: 325 674- 6871. But the best way to get a message to me at times other than my office hours is by email, kenny.jones@acu.edu or kjd05d@acu.edu (they are really the same).

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: All seniors pursuing the BFA with a concentration in Painting or Sculpture. Skills developed in ART 423 and ART 444 or ART 434 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 also laid by successful completion of ART 425 Art Theory.

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.

***AN IMPORTANT NOTE ABOUT THE UNIQUE NATURE OF THIS CLASS AND COMPLETION OF YOUR GRADUATION REQUIREMENT:** This class, offered in the fall, is part 1 of 2 in a sequence. It is important to understand that meeting the graduation requirement of your senior exhibition will not be assessed until successful completion of both ART 494 Senior Exhibition I and ART 496 Senior Exhibition II. This is due to the longer-term process aspect of this class that is very similar to professional level work. Some examples of work that will be in-progress through the next semester are: Artwork for the senior exhibition, the artist statement, joint critiques, and meetings with the exhibition mentor and Professor Jones. These will culminate in an installation/oral defense of the final student Senior Exhibition in the spring semester as part of Art 496. Additionally, meetings may fall outside of the scope of the class period, for example the fine arts joint critiques, which are typically offered on the Friday of the 9th week and the 15th week or dead day of the semester.

Course Goal: This course focuses on the pragmatic and theoretical dimensions of developing, organizing, and mounting an exhibition. Students learn to write an exhibition proposal and an artist's statement, as well as to complete a capstone paper related to the ideas and issues involved in their exhibition. The ultimate goal, however, is that they create a cohesive body of work, present it in a senior exhibition, and then defend it before the fine art faculty. Cumulatively, these experiences prepare students to confidently present themselves and their art to professionals working in the field of art.

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

- A. Research of visual sources and new conceptual themes through weekly readings, writing, web searches, and drawing.
- B. Maintain a consistent, exploratory sketchbook/writing journal related to preparatory studies for each assignment. All reflections on image searches, reading, field trip excursions, critiques, and studio exploration should be documented for the purpose of presentation in Joint Critiques and mentor meetings.
- C. Preparation and movement towards completion of an artistic body of work that is professionally presented in an exhibition.
- D. Attend and participate in all class meetings/critiques, including the departmental Joint Critiques and mentor meetings.
- E. Develop consistent work habits for organizing, planning, and implementing the installation, as well as maintaining the group areas, mat room, woodshop, tool care, etc.
- F. Written papers and oral presentations such as an Artist Statement, Project Proposal, Capstone Paper.
- G. Collaborative reflection and teamwork responsibilities, especially with the student's exhibition Mentor, teacher of record and possibly art exhibition partner(s).

Course Activities: This course will be divided into several distinct components:

Preparing for and Attending to Discussions/Presentations: Students will meet with the professor of record for regular 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 contemporary and historic artists that are influential and/or relevant to the student's art production. This will inform the artist statement and student "TED talk" type of presentation during the Joint Critique sessions – this includes showing and discussing examples of relevant and historically significant artists' work, the student's sketchbook research and rough draft maquettes/media research as well as first drafts of art and writing. Preparation may include additional meetings with the student's mentor.

Attending Critiques: Students of this course are required to present work created during and prior to this course for examination and critique in the Joint Critique sessions. These

sessions will collaboratively involve all junior and senior fine arts students (from painting and sculpture) and all fine arts faculty. Additionally, there will be several "progress critiques" with the student's mentor and teacher of record, typically a more informal, though substantive studio visit. The primary focus of these critiques is to assess the student's work associated with and created for the senior project 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. NOTE: it is possible that a student may need to separate out some works in the joint critiques if it is not relevant to the Senior Exhibition Thesis, for example, a painting project that was assigned in a different class that does not fit the student's thesis proposal.

Student's Mentor: the student's mentor will work in collaboration with the student and teacher of record to aid the student in their area of concentration, i.e. painting or sculpture. Students ask one of the studio faculty to mentor them for their Senior Show with an understanding that they need to speak with their mentor often regarding questions and problems. The mentor is selected from full-time ACU Art & Design Department faculty only relevant to the student's area of specialization/concentration, e.g. Professors Broderick or Green. The mentor signs off on the Senior Studio Art Exhibition proposal (included in this document) and their final proposal. The mentor guides them in their preliminary and final proposal; assists them in the process, preparation and selection of artwork for the exhibition; assists them in reading, discussing, and augmenting the preparation of the oral defense, paper and portfolio/CD; and in any other way that is needed. Students are responsible for working with their mentor beyond the course sessions as they create an exhibition-quality body of work.

Studio Production: 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. Students will work with the exhibit Mentor--the professor who teaches in their concentration--who will oversee the development of the student's artwork in consultation with teacher of record. A body of work is expected for the final senior exhibition, culminating in the spring semester in ART 496 Senior Exhibition II.

Preparation for Mounting / Defending the Senior Exhibition: Students will learn and analyze best practices for mounting an exhibition, including the planning and coordination of artwork's promotion and presentation (e.g. matting, framing, pedestal installation) activities associated with that exhibition such as the reception--this will involve meeting with others outside of the regular class time.

Additional Out-of-Class Work and Collaborations: Time not devoted to class meetings is for students to fulfill all the requirements of developing, mounting, and preparing for the oral defense of the senior exhibition. Collaboration among faculty in the student's discipline (the exhibition mentor) and other 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 (the exhibit mentor).

ACU Capstone Requirement: A seven-page paper (2000 words) worth 15% of the final grade. The capstone paper is an 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 five appropriate sources that support their research and follow the appropriate style requirements for scholarly writings.

Materials for the Course: No text is required; however, you will be required to print several hardcopy versions of provided PDFs. See the blog webpage for details.

The materials for this course can cost anywhere from \$150 or more depending on the cost of preparing your work for a professionally presented exhibition, i.e. framing, matting, etc. The bulk of this cost is often accrued in the Spring semester during Art 496 but may also begin this semester. Also, new artworks created in response to the project proposal during both semesters may add additional costs as well. Many

of these decisions will be flexible but please be aware of these costs and begin budgeting now. For example, beyond art production and presentation costs, you may have reception and invitation mailer costs. Whereas there are creative alternatives that may help lower the costs, it is never appropriate to use shoddy or distracting 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 (each a graded component): Oral competencies will be assessed in the Joint Critique sessions and studio visits with the mentor and teacher of record. Written competencies will be assessed in the Senior Project Proposal, Thesis/Artist Statement, 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 intellectual goals that are evident in a body of work.

Measurement (each a graded component): The professionalism of the work prepared for the senior exhibition will be evaluated in relationship to the Senior Project Proposal, Thesis/Artist Statement, the Capstone Paper.

3. Students must demonstrate the ability to form, communicate and defend value judgments about art/design ideas, personal content related to concepts/themes of art interpretation, and requirements related to the practice of the student's major field, especially within the context of a professionally presented exhibition of a body of work.

Measurement (each a graded component): Value judgments will be evaluated through Joint Critique sessions, Senior Project Proposal, Thesis/Artist Statement, and the Capstone Paper.

Graded Elements of the Course:

Class Participation - Includes active participation in class critiques, discussions, exercises, and committee work. We might have scheduled or pop quizzes on the course material throughout the semester if student participation and preparedness slacks. The format will be announced.

Senior Exhibition Project Proposal & Artist Statement: Students are responsible for working with an Art faculty member as their mentor while 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/concentration, e.g. Professor Broderick or Green. When the student is developing and submitting the senior project (which will lead to the senior exhibition), he or she will work collaboratively with the teacher of record, and the mentor faculty who teaches within the concentration. This will be accomplished mainly through studio consultation session, times to be arranged during the first week of classes. 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 the responsibility 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, Artist Statement** and present considered responses for each.

Critiques: You will be graded on your level of preparedness, the demonstrated progress of your work, and the quality of your comments/ reflections in critique sessions. Collaboration between the teacher

of record and your mentor is also needed in order to assess the student's project proposal. You should be able to demonstrate the following in written and oral forms:

- 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. See expanded Form Decoder Content sheet
 2. Recognize and name the symbolic/metaphoric binary set that best fits the artwork.
 3. Recognize and name the techniques and materials in terms of professional standards of appropriate craft & finish.

Capstone Paper: The student 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 your art exhibition project and its relationship to theories of art as well as historical and/or contemporary art trends.
2. It will offer an evaluative or reflective discussion of the artistic merits and interpretation of your exhibited works (a body of work).

Student Thesis Presentation & Sketch/Journal Blog: You will write, practice and deliver a TED style talk about your work in the Joint Critiques. 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 sketchbook/journal. The TED style 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.

Grading:

Weight and point value of all graded elements

your final grade will be based on the following components:

Sketchbook/Journal/homework	10%
Artist's Statement	15%
Critique/Studio Visit with mentor	15%
Senior Project Proposal/Thesis	15%
Student Thesis presentation	15%
Participation/Behavior/Attendance	15%
Capstone Paper	15%

Evaluation: The teacher of record'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 readings and previous lectures are possible.

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

Grade enhancement opportunities - (to be determined, not guaranteed to be offered and optional).

University Policies:

ADA Compliance Policy: "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: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

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 and critique 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. Canvas will function as a gradebook where a running total is reported at midterm and finals week. Updates beyond these can be made by emailing the teacher of record, note that some delay may be expected between requests and an updated running, weighted, total grade.

A Class calendar is posted on the course blog site. Visit the class blog often as it is updated regularly with important information and due dates.

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.

Part 1 Attendance – general policy

Fall/Spring MW Classes

- 1) Each student is given three absences that may be taken without penalty beyond any missed in-class points. Each session missed beyond this will result in a 4-point reduction from your final grade. *Please see the Part 2 NOTE below concerning excused absences due to university-sponsored activities and debilitating circumstances.*
- 2) Three instances of tardiness will be counted as one absence. *Please see the Part 2 NOTE below concerning excused absences due to university-sponsored activities and debilitating circumstances.*
- 3) Leaving class early without permission by the instructor will be counted as at least a tardy and may be counted as a class absence.
- 4) If more than six class sessions are missed, the student will either be given a failing grade or may choose to drop the course with the appropriate WP or WF. Note that *university-sponsored activities cannot compel you to miss class if you are within the three-week limit of missing class: "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."* Therefore, a student will fail the class if six class periods are missed for ANY reason— see item 3 below in Part 2.

Part 2 Attendance policy – excused and unexcused absences.

NOTE: *Special consideration may be given for excessive absences due to debilitating circumstances such as serious extended illness or family tragedy. The student is encouraged to discuss this with the instructor and must provide documentation.*

- A. 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 critique, homework or exam/quiz. The make-up for a class critique as well as other missed class work usually takes the form of a written paper, one for each missed class activity or project. **An exam/quiz must be taken within 1 week of the original exam/quiz date. It is the student's responsibility to contact the teacher of record for specifics. Once the one-week deadline has expired no make-up will be offered, a zero will be recorded.**
- B. If a grade is missed due to an unexcused absence a make-up opportunity will not be offered, a zero will be recorded or late work will receive a 10-point deduction per day, excepting weekends that count as a single day. Point deductions begin at the moment due.
- C. **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.

Professor Kenny Jones
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February 6, 2020

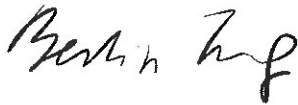
Re: Review of ART494

Dear Professor Jones,

Thank you for submitting the application for course *ART494 Senior Exhibition I*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Beth H. Ziegler". The signature is fluid and cursive, with the first name "Beth" and last name "Ziegler" clearly distinguishable.

Director of Instructional Design, Adams Center