

Approval Chart for Curriculum Changes

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

Course Number ART 496 or Degree Plan(s) _____

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

See course application and supplemental materials

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	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
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	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
✓ 14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

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										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
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								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
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

Approval Chart for Curriculum Changes

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

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

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 8-26-19

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 Straughtin (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

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	ART 496
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 II
4	Course Abbreviation (if title is over 30 characters)	
5	College	CAS
6	Department	Art and Design
7	Number of Credit Hours	1
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	1
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	3 hours per week
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 hours per week
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	12
17	Catalog Description (50 words or less)	The skills and works of art developed in Art 494 Senior Exhibition I, along with additional works created in this course will be professionally presented in a senior exhibition along with an oral defense of the project (capstone experience).

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: ART 494 Senior Exhibition I
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	
22b	How often will it be offered? Spring	Spring only
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>	Spring 2020
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 in Art with a concentration in Painting 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 redistributes credit hours implements 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>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	In terms of content and number of hours required, this course brings about no change. Also, no curriculum change will be required, merely a subdivision of the existing course ART 494. Its role in the degree plan is therefore unchanged; 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 or Sculpture.
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)	The ultimate goal of a senior exhibition capstone experience is that students create and mount their artwork for a senior exhibition and then defend it. Previously, ART 494 Senior Exhibition was offered as a single class that stretched over two semesters, 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. However, unforeseen problems arose as we had to assign grades of IP. It blocked those who were graduating in May from ordering graduation gowns or announcements. Adding ART 496, while revising ART 494, will address the awkward work around of having to file two change-of-grade forms and the assigning of a "placeholder" grade--which was necessary to permit students to progress toward graduation. The second change-of-grade form was needed for every student whose "placeholder" grade was different than the final grade. What we are proposing as a solution is splitting the existing Art 494 into two linked courses: a two-hour course in the fall (ART 494) and this one-hour course in the spring (ART 495). We have divided the course

		curriculum and assignments between semesters into two interrelated courses. Thus, we are seeking approval to revise one course, create this course, ART 496 Senior Exhibition II, and change from a capstone course to a capstone experience for BFA majors in Art pursuing a concentration in Painting or Sculpture.
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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, ART 444 or ART 434, and ART 494 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 or sculpture teacher) and the teacher of record. Apply exhibit design, and develop an artist's statement, and orally defend the work.

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 oral defense of the senior exhibition. Written competencies will be assessed in the final artist statement.
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 their work.	The senior exhibition body of work will be examined in relationship to the final artist statement and the 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.	Joint critique sessions, including studio visits, the defense of the senior exhibition, and final artist statement.
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3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Meeting times: TBA as a standard lecture course meeting 3-hours per week

Room: TBA

Prerequisites: ART 494 Senior Exhibition I

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.

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 or Sculpture. Skills developed in ART 423 and ART 444 or ART 434. 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 and ART 494 Senior Exhibition I.

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 Spring, is part 2 of 2 of a two-course 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 this course, ART 496. Additionally, meetings may fall outside of the scope of the class period, for example the fine arts joint critiques, which are typically held on a 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 begun in ART 494 Senior Exhibition I. Students learn to refine how they write and talk about their work. 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. Preparation and completion of an artistic body of work that is professionally presented in an exhibition.
- C. Attend and participate in all class meetings / critiques, including the departmental Joint Critiques and mentor studio visits.
- 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. Written and oral presentations such as an Artist Statement and oral defense of student's exhibition.
- F. Collaborative reflection and teamwork responsibilities especially with the student's exhibit Mentor, teacher of record and possibly art exhibition partner(s).

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

1. **Preparing and attending for Discussions/Presentations:** Students will meet with the professor of record and their mentor for regular sessions that will look at the theories and practical aspects of presenting a professional quality art exhibition, as well as a continuation and further development of the project thesis and strategies for the successful pursuit of that project that was begun in Art 494. The research of significant, professional contemporary and historic artists that are influential and/or relevant to the student's art production will inform the artist statement and student "TED talk" type of presentation during the Joint Critique sessions (see below) – this includes showing and discussing examples of relevant and historically significant artist's 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.
2. **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. Also, as mentioned above, it is a time to receive peer and professorial feedback on various drafts of the student's artist statement which are to be read aloud as a TED-talk type presentation –this offers preparation/rehearsal for the final oral defense. You will receive a grade from the teacher of record for the student's level of preparedness, the demonstrated progress of the work, and the quality of the comments/ reflections presented in the talk and Q & A period. NOTE: it is possible that a student may need to separate out some works in the joint critique 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.

3. **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. Professor 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 documenting the final Senior Exhibition; 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.
4. **Studio Production:** Students of this course will continue to work with the exhibition mentor from ART 494 (the professor who teaches in their concentration), who will oversee the development of the student's artwork in consultation with the teacher of record. A body of work is expected for the final senior exhibition, culminating in this class ART 496 Senior Exhibition II.
5. **Preparation, Mounting, Oral Defense, Documentation and Deinstallation 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, and will mount said works while being involved in planning and coordination of the promotion and presentation activities associated with that exhibition, e.g. matting, framing, pedestal installation & the reception. This will involve meeting with others outside of the regular class time, though some class time is also available for this purpose. Additionally, refining and presenting the student's Artist Statement is required and each version should be shared with both the teacher of record and mentor. This is to aid the student in honing the statement to the most professional and relevant text as possible. The oral defense will proceed out of this statement. And finally, the photographic documentation and deinstallation of the senior exhibition are required to successfully complete the class.
6. **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 exhibit 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).

Materials for the Course: No text is required; however, you may need to print several hardcopies, 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. Many of these decisions will be flexible but please be aware of these costs. 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 the defense of the senior exhibition. Written competencies will be assessed in the final Artist Statement.

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 their work.

Measurement (each a graded component): The senior exhibition examined in relationship to the Senior Project Proposal/Thesis, Artist Statement, and 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 (each a graded component): Joint Critique sessions, including Studio Visits, the defense of the senior exhibition, and the Final Artist Statement.

Graded Elements of the Course:

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

Artist Statement – this is a continuation from ART 494 of the written statement that comes from the core of the student's thesis proposal and findings from the capstone paper. It will be revised numerous times with the help of the Mentor and teacher of record to reflect the work that will be exhibited, both as it is being made and after it is made – comments from Joint Critiques and studio visits are also figured into the statement. It will be mounted and installed along with the senior exhibition for visitors to read. As the student transitions from a proposal to an analysis of what has been made it is advised that the student identify the key ingredients that have been engaged in the art production and the capstone paper. Has anything changed since the first proposal and what is now essential to engaging the artwork? Consider these questions as you write the artist statement:

- A. Why do I make art?
- B. What do I hope the average viewer will take away from the exhibit, e.g. is the work primarily didactic, therapeutic, communicative, conceptual, reflective, experiential, etc.?
- C. What forms, subject matter and techniques in the art serve to communicate your point of view in this body of work?
- D. What is the symbolic/metaphoric nature of the work, i.e. things that connote contrast (see structural binaries list) in the content that can help us interpret your work?
- E. What artists have I been influenced by, compared to these artists what similarities and differences are present in your work?
- F. 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/or vocational plans.

Critiques/Studio Visits: 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 in studio visits is also needed in order to assess the student's project and progress.

- 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.

Oral Defense/Presentation: Also during the critique sessions the student will present a “TED-talk” based on their artist statement and thesis proposal. This will serve several 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. 3) It will also help articulate and defend a worldview that takes the main features of the student’s artwork into account. 4) It will provide a rehearsal for the final oral defense presented to the fine arts faculty in front of the student’s installed senior exhibition. These will naturally proceed out of the artist statement (see above item II.).

Regarding the Senior Exhibition – the student will be graded on the quality of the artwork, the quality of the professionalism of the installation and preparedness for the details surrounding the 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/gallery staff (might be off of ACU campus), 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/gallery staff with the installation of your peers’ work if applicable, 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 inside and outside of the class, respectful demeanor/attitude, motivation, high quality work ethic especially related to preparedness, etc.
- **Documentation** – Once the senior exhibition has been installed and all details are completed, the student is to photographically document it with installation shots--without people in the view. At least 24 hours before deinstallation of the senior exhibition – Document the work and exhibition proposal/statement – Send the file elements via google drive OR place it on a memory stick and put in Prof. Jones’ Art Department mail box. The portfolio should have a minimum of 20 images of your artwork. As a minimum have a full frame shot of each artwork, then take installation shots showing how each gallery wall was installed. Up to four images of close-up detail shots may be included if appropriate to the artwork. Three-dimensional work must have multiple view shots as a full frame shot, 2-3 per artwork and installation shots showing the layout of the artwork in the gallery. Images must be of professional quality and resolution, of the sort ready to use for grad school or job applications –double check that they are in focus.

Grading:

Weight and point value of all graded elements

Class Participation	10%
Artist Statement	15%
Critiques/Studio Visits	10%
Oral Defense	15%

50% of your final grade will be determined by participation in the Senior Exhibition, as follows:

Preparedness	15%
Installation	15%
Professionalism	10%
Documentation	10%

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.

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 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.

A Class calendar is posted on the course blog site, go to the class blog often 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 crit, 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.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: March 17, 2020
TO: Kenny Jones
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal – ART 496 – Senior Exhibition II

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.

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

February 6, 2020

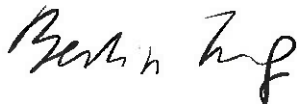
Re: Review of ART496

Dear Professor Jones,

Thank you for submitting the application for course *ART496 Senior Exhibition II*. 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. Huff". The signature is fluid and cursive, with the first name "Beth" and the last name "Huff" being clearly distinguishable.

Director of Instructional Design, Adams Center