Please complete the following application, providing attachments as requested.

1. **Program: Studio Art and Art History**

2. **Course: ARTS 2348 – Digital Media**

3. **Petition Type**

   ___X__   New Course

   _____   Re-submitted THECB Rejected Course (New statement of Justification Attached)

   _____   CAO Course moved to Component Area

4. **Foundational Component Area**

___	Communication	_X_	Creative Arts
___	American History	___	Mathematics
___	Governmental/Political Science	___	Life and Physical Sciences
___	Social/Behavioral Science	___	Language, Philosophy, and Culture

   ☐ Component Area Option Only

5. **Core Objectives**
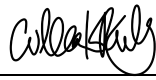
	Required	Optional
Critical Thinking	__X___	_____
Communication Skills	__X___	_____
Empirical & Quantitative	_____	_____
Teamwork	__X___	_____
Social Responsibility	__X__	_____
Personal Responsibility	_____	_____

6. **Statement of Justification** (see attached)

7. **Attach the Assessment Plan** (see attached)

8. **Attach the course syllabus** (see attached)

Submitted by _____   10/5/20
                      Program Coordinator   Date

Submitted by _____   10/5/20
                            Dean   Date

STATEMENT OF JUSTIFICATION

1. **Why does this course belong in the Foundational Component Area (FCA)?**

    The Creative Arts component of the Texas Core Curriculum stresses the "appreciation and analysis of creative artifacts and works of the human experience." The HCC ARTS Program is proposing ARTS 2348, Digital Media, for inclusion in the core because it successfully fosters an appreciation for artwork and offers a breadth of knowledge that represents an investigation of artistic styles, methods of artistic production, and media.

    Through readings, lectures, discussions, critiques, and hands-on art making, art works will be created, analyzed, and defined in relation to the formal elements and principles of design.

    In this course, universal themes of the human experience are explored within their historical, political, economic, theological, sociological, conceptual, and ethnic contexts.

2. *Applies to all Core courses:* **How does the course target critical thinking?**

    This course represents an investigation and analysis of artworks through the exploration of digital design principles and considerations.

    Through the study and creation of artworks, written analyses, and critique, universal themes are examined, and students will produce assignments and creative artifacts that demonstrate an appreciation for the creative process as an evolving synthesis of cultural, personal, and technological influences.

    Assessment of critical thinking in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

3. *Applies to all Core Courses:* **How does the course target communication skills?**

    Digital Media students will learn to interpret the language of visual communication through the study of selected artworks and creation of their own hands-on art projects. Students will demonstrate effective writing skills as they fulfill instructor specific writing assignments. In addition, students will develop verbal communication skills as they participate in discussions, critiques, and presentations throughout the semester.

    Assessment of verbal and written communication in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

4. *If applicable*: **How does the course target empirical and quantitative skills?**

    NA

5. *If applicable*: **How does the course target teamwork skills?**

    In ARTS 2348 courses, we will use discussions, critiques, group assignments and hands-on art

projects to analyze artistic production within various cultures and time periods. This exploration of culture through art allows students to connect with a variety of viewpoints and then exchange viewpoints with others. Students will demonstrate their ability to work effectively with others in class as they safely and responsibly manage shared media, tools, equipment, and clean-up duties, as applicable.

Each semester students will also participate in at least one collaborative assignment designed to advance their experience in developing skills essential to working effectively with others to support a shared purpose or goal.

Assessment of teamwork activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments

6.   *If applicable***: How does the course target social responsibility?**

By its very nature, this course is intercultural. Visual Art as a subject explores historical, political, economic, theological, sociological, and ethnic contexts. Using these frameworks, students will consider the cultural impact and significance of digital media, design, and visual art. Students will observe current events and how they influence or change artistic production, as new events and cultural collaborations may change our perceptions about art and design.

Students will additionally make use of the local art community (including museums, galleries, etc.) to augment their knowledge of and participation in their community.

Assessment of social responsibility activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments.

7.   *If applicable***: How does the course target personal responsibility?**

 NA

ASSESSMENT PLAN

1. How will you measure each of the four core objectives targeted in the course? Describe the methods (participants, procedures, & measures) you will employ to gather evidence that students are achieving these core objectives in this course. Attach copies of representative assignments and rubrics or sample exam items you will use to measure each core competency.

    Program faculty will be encouraged to create a summative assessment designed to emphasize and evaluate the students' abilities to break down complex tasks into component parts, communicate effectively, successfully collaborate on a team, and explore issues of social responsibility in visual art.

    Instructors will use rubrics for each of the required core objective areas to assess a random sample of the core assignments created in ARTS 2348.

    The assessment results will be shared with program faculty at one of the program committee meetings each academic year. A summary of the results will also be documented as part of the Program Student Learning Assessment report and stored on the HCC Visual Art Teams site.

2. Which of the following formats, settings, and populations apply:

    __X___Face-to-Face, on-campus section(s)

    Which campuses?

    Central, Northeast, Northwest, Southeast, Southwest

    _____ Face to Face, dedicated dual Credit section(s)

    Which high schools?

    __X*___Hybrid section(s)

    __X*___Distance education section(s)

    *This course may be taught online/hybrid when extenuating circumstances require it

    _____Section(s) taught in other off-campus settings

    Where?

    __X___Section(s) taught by adjunct faculty?

3. Can you attest to the fact that core objectives are targeted and assessed in all course sections, regardless of instructional format, population, or setting?

    ARTS 2348 instructors will be given a comprehensive syllabus and examples of program rubrics that explain the expectations for each core competency. They will be required, if selected for assessment, to produce examples of the core assignment(s) and student work

samples that demonstrate their approach to targeting the necessary core competencies.

4. How will you evaluate the results of your course-wide assessment(s)?

    A random sample of ARTS 2348 course sections will be chosen for evaluation once each four-year cycle. Faculty will be asked to use program rubrics to evaluate the core assessment(s) in their course and the rubric results will be shared with the program coordinator.

5. How will you know when your students have been successful in achieving each core competency?

    Our goal will be for the rubric results to achieve an overall rating of "good" or above.

6. How will your assessment results be documented and archived?

    A summary of the results will be documented as part of the Program Student Learning Assessment report and stored on the Visual Art Teams site.

7. How will you use the results of your assessments to improve student learning?

    The Program Coordinator will present findings at one of the program committee meetings each year. Faculty will discuss relative strengths and weaknesses and propose changes in course design, instructional strategies, and assessment tools and methodologies. When targets are not met, the program coordinator and the program committee will make plans to intervene and reassess student learning within the four-year cycle.

Sample Assessment:
ARTS 2348 - Group Project

<u>Group Assignment: Public Artwork Proposal</u>

Presented in class during Final Exam week, December 14 beginning at noon

   In-class workdays: 12/7 and 12/14 (9 am- noon)

Goal: In a team of 3 or 4, propose a public work of art that addresses a social issue. Examples of contemporary social issues include refugee crisis, immigration, homelessness, racial justice, clean water, healthcare, and hunger. Your project may NOT condone violence or crime; it must be appropriate for a public audience. Discuss and agree on an issue with your teammates and clear your topic and idea with me.

Each team must choose a different issue.

Imagine that you have an unlimited budget for this project and can place your work anywhere. Will it focus on your community and surrounding area, or be national or global? How will you address or involve the community and bring awareness to the social issue you have chosen?

Each team member will be responsible for a different aspect of the presentation, and you will work on the entire project together in class. It is important that you are present in class to work as a team. Exchange phone numbers and email addresses with your teammates. If you know that you will be absent, let your teammates know and discuss how you will participate. Google Docs are one way to work on your project remotely. Every member is expected to be in full communication with the rest of the group throughout the duration of the project.

Use visual aids to communicate your idea. Visual aids may include images that you have found on Google, other artworks that you look to as inspiration, but it must also include a unique visual representation of your proposed project using digital media. You may also draw or create a 3D model to enhance your presentation, but a digital rendering must be included.

This project is the final exam, and will address the following (outlined further below):

Subject matter, form, and content; value; elements and principles; media and material choices; and themes of art.

For your final presentation, imagine that you are presenting a business proposal to the class. Each group will have a total of 15 minutes to present the project and should plan to speak for at least 8 minutes.

The final presentation must cover the following topics. After agreeing on a social topic, decide as a group how the topics will be split into a fair workload.

Social Topic: Introduce the subject matter and theme: your chosen social issue, its history, and relevance. Why is it important? What theme or themes does your work fit into? Describe multiple perspectives related your issue and the direction your group ultimately chose to pursue and explain your rationale.

Artwork: What would your proposed work of art look like? Describe material choices, color, and any information that will help the audience envision the work. What medium/media would be used to create the actual public artwork? See details about the visual aid requirement above.

Content: What is the meaning? What do you want the viewer to take away from the work? How will this come across visually?

Value: What community (of the public) is your work for? Where will the work be located, and why is the location significant?

Not sure where to start? A presentation and list of artists working with social issues is located on the Learning Web. Here are a few ideas to get started:
1. Murals and sculptures are common forms of public art- billboards, video, and installation are also effective.
2. Consider social media to reach larger communities, using apps and/or hashtags as a form of art.

Grading: You will receive a team grade, worth 100 points, and an individual grade, worth 100 points, for a total of 200 points.

Core Rubrics:
Instructions for faculty use:

Use the following rubrics to score student achievement on the Core Objectives of Critical Thinking, Communication, Social Responsibility and Teamwork.

Every student in your selected course must be scored. You will return your scores to the Program Coordinator.

Include with your scores examples of 2 or 3 of the best student works, and a brief description of the assignment.

Also feel free to include general notes about trends you notice in your students' performance (I.e. "students did well in verbal presentations, but their writing struggled because they are predominantly non-native English speakers", etc.)

Example: If you teach a course with 30 students, you will return 30 scores to the Program Coordinator. Record your scores in a table like this:

Student Initials	WC	OC	VC	CT	SR	TW	total
CD	4	3	3	2	4	2	18
BG	3	4	4	3	3	4	21
BT	2	4	3	3	4	4	20
SN	4	3	3	1	2	3	16
etc.							

Legend:
     WC: written communication
     OC: oral (verbal) communication
     VC: visual communication
     CT: critical thinking
     SR: social responsibility
     TW: teamwork
     total: the sum of each student's scores on the rubric criteria

COMMUNICATION SKILLS COURSE LEVEL RUBRIC

Explanation: Communication Skills (COM) are defined by the Texas Higher Education Coordinating Board as encompassing "effective development, interpretation and expression of ideas through written, oral and visual communication."

	Work is Comprehensive: 4	Work is Adequate: 3	Work is Basic: 2	Work is inadequate: 1
Written content, organization and delivery.	Content and organization are sophisticated. Writing effectively communicates content to the target audience.	Content and organization are adequate. Writing communicates content to the target audience but could be clearer.	Content or organization is insufficient. Writing does not sufficiently communicate content to the target audience.	Content, organization, or delivery is of poor quality or irrelevant, resulting in minimal communication to the target audience.
Verbal content, organization and delivery.	Content and organization are sophisticated. Verbal delivery effectively communicates content to the target audience.	Content and organization are adequate. Verbal delivery communicates content to the target audience but could be clearer.	Content or organization is insufficient. Verbal delivery does not sufficiently communicate content to the target audience.	Content, organization, or delivery is of poor quality or irrelevant, resulting in minimal communication to the target audience.
Visual content, organization and delivery.	Content and organization are sophisticated. Visual choices effectively communicate content to the target audience.	Content and organization are adequate. Visual choices communicate content to the target audience but could be clearer.	Content or organization is insufficient. Visual choices do not sufficiently communicate content to the target audience.	Content, organization, or delivery is of poor quality or irrelevant, resulting in minimal communication to the target audience.

CRITICAL THINKING SKILLS COURSE LEVEL RUBRIC

Explanation: Critical Thinking Skills (CT) are defined by the Texas Higher Education Coordinating Board as encompassing "creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information."

	Work is Comprehensive: 4	Work is Adequate: 3	Work is Basic: 2	Work is Inadequate: 1
Articulation of issues, analyses, and conclusions	Content is stated clearly and examined comprehensively, delivering all relevant information necessary for full understanding. Conclusions reflect an informed and thorough analysis.	Content is stated, examined and clarified so that understanding is not seriously impeded by omissions. Conclusions reflect a basic analysis.	Content is stated but examination is incomplete, resulting in a lack of clarification of the issue. Conclusions are stated but do not reflect an analysis of the issue.	Neither the content nor conclusions are state coherently.

SOCIAL RESPONSIBILITY COURSE LEVEL RUBRIC

Explanation: Social Responsibility (SR) is defined by the Texas Higher Education Coordinating Board as encompassing "Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities."

	Comprehensive Demonstration: 4	Adequate Demonstration: 3	Basic Demonstration: 2	Inadequate Demonstration: 1
Cultural and intercultural awareness and engagement	Articulates insights into past and present cultures (or diverse cultures and biases) and makes connections (if applicable) between own worldview and civic engagement.	Compares and contrasts past and present cultures (or diverse cultures and biases) and identifies possible connections between own worldview and civic engagement.	Recognizes some components of past and present cultures (or diverse cultures and biases) and understands what civic engagement means.	Does not show understanding of past and present cultures (or diverse cultures and biases) or and is not able to describe civic engagement.

TEAMWORK SKILLS COURSE LEVEL RUBRIC

Explanation: Teamwork Skills (TW) are defined by the Texas Higher Education Coordinating Board as encompassing the "ability to consider different points of view and to work effectively with others to support a shared purpose or goal."

	Work is Comprehensive: 4	Work is Adequate: 3	Work is Basic: 2	Work is Inadequate: 1
Ability to work effectively	Helps the team move forward by articulating the merits of alternative ideas or proposals and by consistently modeling behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.	Offers alternative solutions or courses of action that build on the ideas of others and generally models behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.	Offers new suggestions to advance the work of the group and occasionally models behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.	Shares ideas but does not advance the work of the group. Does not model behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.

HCC | HOUSTON COMMUNITY COLLEGE

Center of Excellence for Visual and Performing Arts
Visual Art
https://www.hccs.edu/centers/visual--performing-arts/

ARTS 2348: Digital Art I | Lecture/Lab | #12345
Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)
In-Person | Northline 217 | MW 11 a.m.-1:50 p.m.
3 Credit Hours | 96 hours per semester

Instructor Contact Information

Instructor: Jane Doe, Ph.D.   Office Phone: 713-718-0000
Office: Northline, Room 321   Office Hours: M-R 9:30-10:45 a.m.
HCC Email: jane.doe@hccs.edu   Office Location: Northline Faculty Area

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's Preferred Method of Contact
<< HCC Email address required including preferred method of contact (e.g., email, phone); additional contact information as required by the Division/Department, such as the program's administrative assistant's email address and phone number. >> I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

This course, an introduction to Art through the digital medium, fosters an appreciation for digital art and develops critical and observational skills necessary for the creation, analysis, and interpretation of digital artworks. Through lecture, studio experience, and critique, students will examine the historical and contemporary significance of digital art. Students will create digital art and learn various approaches, styles, techniques and media associated with digital art, as well as Elements and Principles of Design.

My Personal Welcome

Welcome to Digital Art I– **(example from a psychology course; create your own statement)** I'm delighted that you have chosen this course! One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass that on. I will present

the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life.

As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I'm available during posted office hours to tackle the questions. My goal is for you to walk out of the course with a better understanding of yourself and of human behavior. So please visit me or contact me by email whenever you have a question.

Prerequisites and/or Co-Requisites

None

Canvas Learning Management System

If applicable:
This section of PSYC 2301 will use Canvas (https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. **<< Insert here more specific information about how you expect students to use Canvas. Include information about scoring rubrics for assignments, samples of class assignments, and other information to assist students in the course. >>**
HCCS Open Lab locations may be used to access the Internet and Canvas. **USE FIREFOX OR CHROME AS THE INTERNET BROWSER**.

HCC Online Information and Policies
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: http://www.hccs.edu/online/

Scoring Rubrics, Sample Assignments, etc.
Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. https://eagleonline.hccs.edu/login/ldap

Instructional Materials

Textbook Information

There is no book required for this course.
There is an extensive list of supplies and materials required which can be found on the last page of this document. We suggest that you separate the page and take it with you when you shop for the materials
Instructors: Add your Supply List

Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for fourteen days: << [add link] >>

Other Instructional Resources

Publisher's Digital Workbook
<< Insert information about how you will be using the Publisher's digital workbook in your course. If you do not require a digital workbook, you can delete this section. >>

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

ARTS 2348 is a studio art course that introduces the potential of basic digital media manipulation and graphic creation. The course emphasizes still and time-based media (ACGM). This course introduces the student to Photoshop and will focus on manipulating images within a digital environment. Students will demonstrate the ability to critically analyze how digital manipulations affect interpretations of photographic imagery, in relationship to social, political and historical terms, as well as examine and explore the role of Digital Media in our changing visual culture

Core Curriculum Objectives

Critical Thinking: [HCC: to include creative thinking, innovation, inquiry and analysis, synthesis of information]

> This course represents an investigation and analysis of artworks through the exploration of digital design principles and considerations.
>
> Through the study and creation of artworks, written analyses, and critique, universal themes are examined, and students will produce assignments and creative artifacts that demonstrate an appreciation for the creative process as an evolving synthesis of cultural, personal, and technological influences.
>
> Assessment of critical thinking in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

Communication Skills: [HCC: to include effective development, interpretation and expression of ideas through written, oral, and visual communication]

> Digital Media students will learn to interpret the language of visual communication through the study of selected artworks and creation of their own hands-on art projects. Students will demonstrate effective writing skills as they fulfill instructor specific writing assignments. In addition, students will develop verbal communication skills as they participate in discussions, critiques, and presentations throughout the semester.
>
> Assessment of verbal and written communication in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

Teamwork: [HCC: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal]

> In ARTS 2348 courses, we will use discussions, critiques, group assignments and hands-on art projects to analyze artistic production within various cultures and time periods. This exploration of culture through art allows students to connect with a variety of viewpoints and then exchange viewpoints with others. Students will demonstrate their ability to work effectively with others in class as they safely and responsibly manage shared media, tools, equipment, and clean-up duties, as applicable.
>
> Each semester students will also participate in at least one collaborative assignment designed to advance their experience in developing skills essential to working effectively with others to support a shared purpose or goal.

Assessment of teamwork activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments

Social Responsibility: [HCC: to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities]

By its very nature, this course is intercultural. Visual Art as a subject explores historical, political, economic, theological, sociological, and ethnic contexts. Using these frameworks, students will consider the cultural impact and significance of digital media, design, and visual art. Students will observe current events and how they influence or change artistic production, as new events and cultural collaborations may change our perceptions about art and design.

Students will additionally make use of the local art community (including museums, galleries, etc.) to augment their knowledge of and participation in their community.

Assessment of social responsibility activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments.

Program Student Learning Outcomes (PSLOs)

Can be found at:
http://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/art/

Course Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will:
1. Apply tools and technologies used in digital media.
2. Apply the elements of art and principles of design within the realm of digital media.
3. Demonstrate creative skill in aesthetic problem solving within assigned parameters.
4. Employ discipline-specific vocabulary in the evaluation of still and time-based design problems.
5. Demonstrate an appropriate level of professional practice.
6. Critically interpret and evaluate works of art.
7. Demonstrate an understanding of the impact of arts on culture.
8. Successfully collaborate on a curatorial or artistic project.

Learning Objectives

Learning Objectives for each CSLO can be found at https://learning.hccs.edu/programs/art

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:
- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**
- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through lectures, hands-on art projects, activities, discussions and critiques
- Provide a clear description of projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up work
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange group work

As a student, it is your responsibility to**:**
- Participate in class, respect deadlines, and be prepared for each class meeting
- Use time wisely to focus on assignments, projects and exams
- Keep and organize copies of all materials, including the syllabus, articles, links and online resources
- Respect other class members
- Clean up thoroughly after each work session, when applicable
- Be prepared for critique: have complete assignments ready on time and be prepared to participate in the verbal critique process
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignment

<< Modify Section & Delete Placeholder Text in red >> At least 1000 words in written assignment are required. INSTRUCTORS: The written assignment(s) should be clearly linked to the course student learning outcomes and learning objectives. Their value should be clearly indicated on the grading scale (see Grading Formula below).

Exams

<< Modify Section & Delete Placeholder Text in red >> Insert a specific description of your exams. State how much each exam counts toward students' course grades. If your exams are on Eagle Online Canvas, advise students of the dates of availability of each exam, the time limit, if any, and the number of attempts allowed. HCC does not provide students with Scantron forms. They are sold in campus bookstores.

In-Class Activities

<< Modify Section & Delete Placeholder Text in red>> Specify the types of activities student should expect, such as quizzes, participation in activities during class, field-trips, hands-on projects, groupwork, etc.

Final Exam

<< Modify Section & Delete Placeholder Text in red>> Describe the nature and format of the final exam, how much it counts toward students' final course grades and any other important information

Additional Requirements for Studio Art Majors

AA of Studio Art majors are required to participate in a portfolio review at least once each academic year. Contact your instructor to learn what options are available in the current semester.

Grading Formula

<< Modify Section & Delete Placeholder Text in red>>
Example:
Written Assignment(s)   200 points
Exams   500 points
In-Class Activities   100 points
Departmental Final Exam 200 points

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

Incomplete Policy:
<< Modify Section & Delete Placeholder Text in red>> In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

HCC Grading Scale can be found on this site under Academic Information:
http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar

HCC Calendar: Per specific Semester; Instructor input	
Classes Begin	
Last day for drop/add	
Holidays and Breaks	
Last day to drop classes with a grade of W	
Instruction ends	
Final examination	

Week	Dates	Topic/What's due (Instructor input required)
1		Class orientation, syllabus, supply list, etc Introduce Project One
2		Studio work: explore medium, content, form
3		Studio work: explore medium, content, form
4		Studio work: explore medium, content, form
5		**Critique assignments, projects; collect notebooks, homework/sketchbooks**
6		Studio work: explore medium, content, form
7		Studio work: explore medium, content, form
8		Studio work: explore medium, content, form
9		**Critique assignments, projects; collect notebooks, homework/sketchbooks**
10		Studio work: explore medium, content, form
11		Field trip – Museum of Fine Arts Houston
12		Studio work: explore medium, content, form
13		Studio work: explore medium, content, form
14		Studio work: explore medium, content, form
15		Studio work: explore medium, content, form
16		**Critique assignments, projects; collect notebooks, homework/sketchbooks**

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

<< Modify Section & Delete Placeholder Text >> Insert your make-up policy for course work

Academic Integrity

<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations for academic integrity. Specify the consequences for cheating, plagiarism, collusion, etc.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

Attendance Procedures
<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations for attendance. Be specific about In-Person, Hybrid, and Online classes. Include your practice regarding withdrawals, never attending, etc.

Student Conduct
<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations for student conduct. Be specific about In-Person, Hybrid, and Online classes and the consequences that will be implemented for disruptive behavior.

Instructor's Course-Specific Information (As Needed)
<< Modify Section & Delete Placeholder Text >> Insert additional information on how you manage your course. For example, include your grading policy describing when students can expect grades and feedback after they submit coursework.

Art Program Requirements:

By the end of the semester the student who passes with a final grade of "C" or above will have demonstrated the ability to:
- Complete and comprehend the objectives of all graded assignments
- Attend class regularly, missing no more than 12.5% of instruction (12 hours)
- Arrive at class promptly and with the required supplies for that day's session
- Participate in the shared responsibilities for studio clean-up
- Exhibit safe studio habits
- Be prepared for and participate in class critiques
- Demonstrate the ability to communicate orally in clear, coherent, and persuasive language
- Complete a minimum of 1000 words in a combination of writing assignments and/or projects
- Express knowledge of the historical role and cultural impact of artists in society
- Effectively work on a team/collaborative project
- Exhibit knowledge of intercultural competence through engaging effectively with issues of social responsibility
- Communicate in clear, coherent, and persuasive language
- Demonstrate the ability to present works of exhibition quality
- Explore a variety of image input such as scanners, cameras or internet
- Understand the difference between screen and print selection
- Use basic image manipulation techniques with Photoshop, including collage/montage, layering, cropping, resizing, and color correction
- Apply the formal elements and principles of design to digital media
- Manipulate the element of time in a work of art by addressing more than one of these elements in the same project: sound, space, motion, memory, touch, taste, or smell

Electronic Devices
<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations regarding electronic devices.

Visual Art Program Information

The Visual Art Program offers an Associate Degree in Studio Art that is transferable to 4-year university programs. For more information, visit http://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/art/

HCC Policies

Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS[3]

The EGLS[3] (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS[3] surveys are only available for the Fall and Spring semesters. –EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email

account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/

Department Chair Contact Information

Katherine Rhodes Fields, M.F.A., katherine.fields@hccs.edu, 713-718-8264