Phillips Community College of the University of Arkansas

Program Review for Graphics

Submitted by Dr. Deborah King for Linda Killion and Vicki Cobb
AAS in Graphic Communications
Technical Certificate in Graphic Communications
Certificate of Proficiency in Graphic Communications

This Program Review includes the External Peer Review and the Self Study for Graphic Communications.

Division of Applied Technology
2-6-2024

ARKANSAS DIVISION OF HIGHER EDUCATION

Academic Program Review
External Reviewers

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Phillips Community College of the University of Arkansas

Division of Applied Technology

Graphics Communication

Associate of Applied Science

Technical Certificate

Certificate of Proficiency

February 6, 2024

Will Staley

Ashley Chavis

External Reviewer's Signature **External Reviewer's Signature**

The PCCUA Institutional Program Self-Study can be referenced at the following link.

https://www.pccua.edu/faculty-staff/adhe-information/program-reviews

Academic Program Review

External Reviewers

Will Staley

Will Staley studied at the University of Arkansas School of Architecture for two years, then attended the Kansas City Art Institute where he received his BFA in Graphic Design in 2004. He received his Masters of Industrial Design from Pratt Institute in New York City. He has served as a design intern at the Smithsonian Institute and has worked for the William J. Clinton Foundation in Harlem, New York, as a Fellow in the Department of Domestic Policy. In 2010, he co-founded Thrive, Inc., a non-profit organization that strives to use design to assist people and improve the culture in the economically distressed Mississippi River Delta. Will Staley started Thrive, a dynamic non-profit organization based in Helena, Arkansas, Thrive has guided rural communities to new economic opportunities through rebranding, placemaking, and youth engagement since 2009. His special interests include traveling, gardening. health & outdoor recreation, art & design, politics, and community building.

Ashley Chavis

Ashley Chavis is an art instructor at Northwest Mississippi Community College. He is a ceramic artist and curator who teaches and also runs the college's art gallery and is faculty advisor of the students' art club, Les Fauve. Chavis's creative energies are devoted to producing functional pottery that has a unique sense of tactility and surface design. His work has been exhibited regionally and nationally and can be found at Southside Gallery in Oxford. He is a member of the National Council on Education for the Ceramic Arts (NCECA), Southeastern College Art Conference (SECAC), Southern Graphics Council International (SGCI), and Sycamore Arts Council. Chavis has an A*RT,* B.A., Armstrong Atlantic State University; M.F.A., University of Mississippi.

I. Review of Program Goals, Objectives and Activities

A. Are the intended educational (learning) goals for the program appropriate and assessed?

Yes, program goals seem appropriate and well-assessed. The elements of art and design are implemented with the recognition of physical, cultural, and social human factors that shape design decisions. Student Learning Outcomes gauge the understanding of technological tools used for industry standards.

The General Program Objectives are listed.

- The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions,
- The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
- The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
- An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).
- An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.
- An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

Further, the program addresses institutional student learning outcomes which include the following skills which they call core competencies.

All students receiving an associate degree from PCCUA will possess the following STACC Core Competencies:

- *Social and Civic Responsibility:* Demonstrate adherence to legal/ethical standards established by society.
- *Technology Utilization:* Use tools of the trade to achieve a specific outcome.
- *Analytical & Critical Thinking:* Display reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
- *Communication:* Engage in the interactive process through which there is an exchange of verbal and/or nonverbal information.

- *Cultural Awareness:* Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

B. How are the faculty and students accomplishing the program's goals and objectives?

Through comprehensive approaches to teaching, including remote learning and exposure to real-life internships.

Faculty goals are accomplished through faculty development projects. Student goals are accomplished by indicators such as course rubrics, portfolio development, and industry standard projects as stated in syllabi.

The Self Study demonstrated that there was knowledge of this as reflected in the following statements included in the Self Study.

Even with a minimal growth in job projections, there will remain a demand for specialists in the graphics field. There are part time and full-time positions, design firms, hobbyists, and self-launched businesses. Regardless, it is imperative that the designers keep abreast of all the latest trends and tools. As in any field, the graphics industry is being affected by Artificial Intelligence technology. Within the graphics industry, the human touch is still what makes the difference in its success. According to the U.S. Bureau of Labor Statistics (BLS), there are more than 250,000 graphic design jobs in the United States. However, the number of individual designers is projected to decrease by about 4% between now and 2029.[1] Quality and abstract concepts will demand that the designers stay current of where the need actually lies. Things will continue to change so new environments are still bright, even with a much slower growth rate nationally until 2030. Graphic designers are projected to average about 3% growth over the next ten years. Other segments of the industry, such as video editors, photographers, craft artists, and web developers, will experience a larger percentage of growth. As long as there is an expansion of the entertainment market, video editing and design, social media, web designing, and interactive internet publications, the graphics industry should continue to grow.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

Faculty and administration are knowledgeable about industry trends, pushing for maintained portfolios and advocating for internships.

The program is meeting market demands by technology utilization and technology upgrades. Also meeting market demands by the implementation of cultural awareness (beliefs, values, attitudes of diverse population).

When the site was visited the lead faculty member and the VC for Instruction shared that with the increased use of the Internet, designers will be more in demand to create designs and images for portable devices, websites, electronic publications, and video entertainment media and could possibly work from anywhere. Graphic designers will take on increasingly important roles in the marketing of products. For example, graphic designers working in advertising or for computer design firms may influence the design of websites and publications. Designers will work with advertising and marketing staff to create graphics for websites, mobile phones, and other technology.

D. Is there sufficient student demand for the program?

Demand could be better. The data provided shows a great increase in enrollment! However, as reported, the number of graduates of the AAS for the past three years is poor.

Yes. The enrollment numbers are an indicator of the relatively small region. In the interview and throughout the Self Study the is evidence of student demand. Many graphic design jobs require a bachelor's degree. However, costs of earning a bachelor's degree will cost nearly $10,000 or more per year. A two-year degree, an associate degree, will cost the student one-third the amount of a typical public university. The combination of shorter programs and lower prices certainly sounds appealing. One question that many potential students often ponder is whether they can still get high-paying graphic design jobs with an associate degree. After all, lower tuition and shorter completion times are only really a benefit if there are jobs available upon graduation. The good news is that, although some people may think that a bachelor's degree is required for high-paying careers in graphic design, there are many great positions for those who possess an associate degree. With an associate's degree, salaries for an entry-level position will range from $30,000 and $50,000. Once experience is gained, salaries can increase up to $70,000.

E. Do course enrollments and program graduation/completion rates justify the required resources?

The resources required for the course are minimal compared to a creative area student not being given a chance at success and support structure.

Yes, the courses remain relevant to graduation/completion rates.

The number of graphics majors for the associate degree and certificates of proficiencies for the last three years reflect a small enrollment as seen in the graph below.

Undergraduate/Graduate Majors/Declared Students 2021-2023				
	2021	**2022**	**2023**	**Total**
Associate of Applied Science in Graphic Communications	4	5	8	17

Technical Certificate in Graphic Communications	4	1	1	6
Graphic Communications Certificate of Proficiency	0	1	7	8
Computer Artistry and Design Certificate of Proficiency	1	0	0	1

II. Review of Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

Yes, supplementing with self-led, free online resources related to augmented reality graphic design applications which may pique the interest of local students. I would suggest continuing the dialogue with U of A Fayetteville professors to compare notes—especially if students are interested in getting a four-year degree. The elements of art and design are implemented with the recognition of physical, cultural, and social human factors that shape design decisions. Student Learned Outcomes gauge the understanding of technological tools used for industry standards.

The Graphic Communications Department offers the following programs of study: An Associate of Applied Science degree in Graphic Communications, a Technical Certificate, and a Graphic Communications Certificates of Proficiency. Below is the Curriculum Summary Outline.

Curriculum Summary Outline

Graphics Communication Associate of Applied Science Total Number of Hours for Degree: 60 **General Education Component – 19 Hours**		
Course Number	Course Title	Credits
EH 113	Freshman English I	3
EH 123	Freshman English II	3
SP 243	Fundamentals of Speech	3
PSY 213 or SY 213	Social Science	3
MS 123, MS 143, or MS 183	Mathematics	3
CT 113	Computer Information Systems	3
Graphics Component – 41 Hours		
ART 133 or PR 133	Freehand Drawing or Illustration I	3
ART 143or PR 143	Drawing or Illustration II	3
ART 263	Art Seminar	3
CT 233	Programming/Coding for Web Design	3
NT 253	Digital Image Production I	3
NT 273	Digital Image Production II	3
PR 103	Graphic Art and Design I	3
PR 113	Graphic Art and Design II	3

PR 114	Printmaking	4
PR 123	Typography	3
PR 164	Digital Photography	4
PR 224	Two-Dimensional Design	4
PR 233	Printing Layout and Design	3
PR 274	Computer Graphics	4
Technical Certificate Total Number of Hours for Technical Certificate: 30 **General Education Component – 9 Hours**		
EH 113	Freshman English I	3
MS 1023	Elementary Algebra or higher	3
CT 113 or PR 274	Computer Information Systems or Computer Graphics	3
Graphics Component – 21 Hours		
ART 133 or PR 133	Freehand Drawing or Illustration I	3
NT 253	Digital Image Production I	3
NT 273	Digital Image Production II	3
PR 103	Graphic Art and Design I	3
PR 113	Graphic Art and Design II	3
PR 123	Typography	3
PR 233	Printing Layout and Design	3
Computer Art & Design Certificate of Proficiency Total Number of Hours for Certificate of Proficiency: 12		
CT 233	Programming/Coding for Web Design	3
NT 253	Digital Image Production I	3
PR 103	Graphic Art and Design I	3
PR 113	Graphic Art and Design II	3
Graphic Communications Certificate of Proficiency Total Number of Hours for Certificate of Proficiency: 13		
ART 133 or PR 133	Freehand Drawing or Illustration I	3
NT 253	Digital Image Production	3
PR 103	Graphic Art & Design 1	3
PR 224	Two-Dimensional Design	4

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?

Yes, College administration collaborates with state legislature and state economic groups to stay informed of changes in the service area. Institutional policies/procedures allow opportunities to upgrade facilities needed for workforce skills development. Faculty are supported by Administration for professional development. Student Learning Outcomes are assessed each semester.

PCCUA recognizes the professionalism of its faculty and provides opportunities for professional development and training through college and grant funds. Additionally, the College values quality instruction and encourages faculty to keep current in their teaching discipline by focusing on instruction and student learning issues. Administration and the department support graphics faculty to stay current in emerging technologies and teaching strategies by allowing faculty time and resources to participate in workshops, seminars, conferences, and professional organizations. The table below reflects the faculty member is involved and committed to professional and scholarly activities.

Professional Development 2021-2023		
Instructor	Workshops	Conferences
Vicki Cobb	• Workday Training • Mental Health First Aider Project One Student Town Hall • Cyber Awareness Part 1 & 2 • Resource Development and Grant Proposals Workshop • Excel Workshop	• HLC Conference • HLC Round Table by Zoom

C. Are program and exit requirements appropriate?

Yes, all students must complete ART 263 (Art Seminar, Graphics Communication Capstone Course) that includes a final critique and exhibition.

They seem appropriate. Students must meet the college entrance requirements. In the interview, the lead instructor shared that there was a program level advisor who coordinators with the division dean and is available to assist graphics majors in course selection, completion, and graduation requirements. At entry all students complete a Degree Check Off Sheets. These Check-Check offs outline degree requirements for graphics students. The Graphics Program rotation schedule is based on a three-year rotation of graphics courses students can follow to ensure expected graduation dates. If a course is not on that schedule, an independent study is provided. We try to encourage two-year completion for our students but some need an additional semester. These independent study courses are available if students who are graduating have a conflict and are prevented from attending a required course at the scheduled time.

Although standardized entrance and exit tests are not required of the graphics students, several courses have implemented pre and posttests to assess student improvement. In addition, all students must complete ART 263, Art Seminar, which is the graphic communications capstone course. In this course, the student must be able to exhibit a variety of technical skills and knowledge learned in the development of a final project. Students completing the requirements of ART 263 display their work in an exhibit.

D. Does the program contain evidence of good breath/focus and currency, including consistence with good practice?

Yes, the core competencies of the college indicate inclusion and representation, which is critical when considering marketing tactics of which graphic design is a tool to disburse. The implementation and emphasis on cultural awareness is a sign of good intentions and practice. Also, the inclusion of visiting artists and lecturers are indicators of good practice. The 2023 upward trend of Applied Science in Graphics Communication majors is a positive indicator. The Graphics program adheres to best practices in the graphics field in a variety of ways. Examples include utilizing guest speakers to keep students abreast of changes in the graphic field, requiring students to research and analyze work of other artists, inviting outside artists to critique students' work, and assigning activities and projects based on world of work experiences.

PCCUA also encourages faculty to attend conferences and seminars to learn best practices as well as emerging skills and teaching methodologies in their respective disciplines. Due to the effect of COVID on traveling, more and more training is obtained through Zoom and webinars.

The department also values the input from the Industrial Council, which includes a variety of community stakeholders. The Council's recommendations guide the department in providing a high-quality program and curriculum to better meet the needs of the service area. Graphic classrooms have recently been updated with current software, to align more closely with industry standards as a result of input from the Industrial Council.

E. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Yes, Thrive Inc. gives multiple presentations per year and invites students to after-school graphic design workshops.

Yes, examples include utilizing guest speakers to keep students abreast of changes in the graphic field, requiring students to research and analyze work of other artists, inviting outside artists to critique students' work, and assigning activities and projects based on world of work experiences. College service and participating with general education and other disciplinary programs is promoted in the Graphic Communications Department. A good example of support is that graphics students design program covers and posters for the Phillips Community College and Helena Little Theatre productions. Other departments have also utilized the graphic students' creativity and talents to design t-shirts, flyers and murals.

F. Does the program promote and support interdisciplinary initiatives?

Yes, students help with the local community theater, designing t-shirts and flyers for other departments, and painting community murals with Thrive Inc. In the site visit, the lead instructor and VC for Instruction indicated the following:

Community service is another area where PCCUA graphics students are encouraged to showcase their art talents and volunteer to promote local arts programs. Students also participate in service-learning activities by designing and printing "happy" occasion cards for the residents of Crestpark Nursing Homes in Helena and Marianna. They also draw and present portraits to celebrate survivors of traumatic events and/or illnesses of someone the students know. Some students have donated their time and talents to helping design for members of the community. For instance, the police department now has a new seal and badge design by one of our students. Graphics majors are required to take general education courses as well as discipline specific courses. Knowledge in language, speech, math and social sciences will help prepare them to understand, effectively communicate, and accommodate their future clients' needs.

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibility and duties; in honors, awards, and scholarship recognition; in recruitment?

Not sure based on the reporting. However, in the site visit, several artifacts were provided and it appeared that the general education competencies and the graphics student learning outcomes integrated this in the program. Also, a large number of minority students participate in the program. The College mission is definitely inclusive. The other reviewer was a reader did not have the same opportunity to see this and said based on the report, he felt the response to this was inconclusive. However, cultural diversity is featured with PCCUA Core Competencies. The competencies do stress that cultural diversity is important. Additionally, it is mainly a minority student enrollment and always has been.

III. Review of Academic Support

A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

Yes, however, I would suggest the future instructor get involved with industry trade organizations such as the American Institute of Graphic Arts (AIGA)to learn more about how they could help. Memphis has a fairly active student chapter. Stated on page 25-26 of Graphic Communications Program Review

Yes. Stated on page 25-26 of Graphic Communications Program Self Study the following items are listed and it is evident that student support is provided.

- Academic Advising – Academic dean and two program coordinators in the Applied Technology Division serve as advisors to assist students in reaching their academic goals. Students are advised regarding program requirements, detailed degree planning, and College-supported services.
- Early Alert/Warning System – This allows opportunities for early faculty-initiated intervention to resolve problems or issues with class attendance, tutoring, advising, or other counseling needs of students.

- Student Email Accounts – Each student is provided a college e-mail account to improve communication between the student and instructors as well as the college staff.
- Student Support Services – This trio program motivates and supports students in their academic endeavors through academic advising, financial aid counseling, career exploration, peer and computer assisted tutoring, and advocacy with staff and faculty.
- Student Orientation – A college-wide orientation is required for new and returning students each fall to provide them with skills and resources to improve student success.
- Achieving the Dream (AtD) – This initiative promotes institutional change to improve student success in community colleges by identifying barriers that prevent students from advancing through college programs.
- Faculty Scheduled Office Hours – Faculty uses this time to meet with students to discuss course and program issues. Listening to students during this one-on-one time enables faculty to learn of students' needs to determine and implement strategies that will help students meet those needs.
- Multimedia Classrooms and Technology – Graphics classrooms are equipped with various technology-based components to accommodate a variety of learning styles and to meet the growing technology needs of students.
- Cooperative Learning – Activities incorporated into the classroom setting to assist the learning process. For instance, working in small groups fosters a better understanding of the subject matter as well as learning to work well with others as a team.
- Computer Labs – Access to computer labs are available.

B. Does the program provide for retention of qualified students from term to term and support student progress toward achievement of graduation?

Yes, this process seems extensive, as reported and stated on page 26 of the Self Study under Graduation of Students. This is reflected at the table below taken from the Self Study.

Table 9: Number of Program Graduates 2021-2023

	2021	2022	2023*	Total
Associate of Applied Science in Graphic Communications	0	0	1	1
Technical Certificate in Graphic Communications	2	1	0	3
Graphic Communications Certificate of Proficiency	1	4	0	5
Computer Artistry and Design Certificate of Proficiency	1	1	0	2

IV. Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Yes. Faculty member, Vicki Cobb, holds a BFA from Delta State University and a M.Ed. from University of Arkansas, Fayetteville.

- The credentials of the faculty of the Graphics Program not only surpass the requirements in level of education, but also in experience and community service.

Ms. Cobb is a part-time instructor for the Graphic Communications program on the Helena campus. She has been employed with PCCUA since 1998 as the Director of Printing Services and became a part-time instructor in 1999. She also is an advisor in the graphics program. In 2008, she became the program coordinator in the Applied Technology Division on the Helena campus. As program coordinator, Ms. Cobb works under the supervision of the division dean to lead in the development, implementation and delivery of instructional programs in the Applied Technology Division. She works with faculty on issues including program development, assessment, planning, scheduling, and problem solving.

Previous work experience relating to the current curriculum includes an internship at Hammonds & Associates Advertising Agency, The Bolivar Commercial (Cleveland, Mississippi newspaper), Nicholls Printing Company, Fielders Fast Print, and Hoffinger Industries in Helena-West Helena, Arkansas.

B. Are the faculty orientation and faculty evaluation processes appropriate?

Yes, with both student evaluations and administration. Stated on page 16 under "Faculty Orientation and Evaluation."

- Faculty orientation includes an inclusive checklist of all areas of job duties and College operation. It also includes the assignment of a mentor, which is incredibly helpful to orient a new employee.
- The faculty evaluation process is comprehensive, with all stakeholders providing input for improvement.

C. Is the faculty workload in keeping with best practices?

Yes, it seems so as reported within Appendix C in the Self Study. Generally, faculty teach the equivalent of four to five classes or fifteen credits. This is typical of community colleges. Faculty workloads at PCCUA are on trend with best practices.

V. Review of Program Resources

A. Is there an appropriate level of institutional support for program operation?

Yes, institutional support for faculty development, library resources, and administrative support seems to be strong. Funding has been made available for both professional development of faculty and equipment purchases.

Resources include the following areas of support:
Advising
Tutoring
Security
Student Clubs

The food pantry and career closet meet student needs social needs. However, programs like student Support Services, and Career Pathways help with educational support needs like tutoring, focused advising, and much more.

B. **Are faculty, library, professional development and other program resources *sufficient?***

No, the library budget seems supportive. However, the program budget for the AAS is minimal and should be increased to experiment with program recruitment. The second reviewer considers these are extensive.

The following resources are available at the PCCUA Library:

- *General circulating collection including fiction, non-fiction, biographies, special interest*
- *Journals (general interest and special subject areas)*
- *Newspapers including Arkansas Democrat-Gazette, Wall Street Journal, USA Today, local community newspapers, and special subject areas*
- *Coin-operated copier services*
- *Computer workstations with Microsoft software products, classroom software, and Internet access*
- *Online searchable databases (full-text and abstract) including:*
  - *Ebsco Databases*
    - *PsycINFO, Psychology and Behavioral Sciences Collection*
    - *CINAHL (nursing and allied health)*
    - *Health Source (Nursing/Academic Edition, Consumer Edition, Clinical Pharmacology)*
    - *MLA International Bibliography, MLA Directory of Periodicals*
    - *Academic Search Elite*
    - *Business Source Elite*
    - *ERIC, Professional Development Collection (education)*
  - *Gale Group: Opposing Viewpoints*
  - *SIRS Discoverer on the Web*
  - *SIRS Knowledge Source*
  - *World Cat*
  - *Encyclopedia Britannica Online*
- *Interlibrary Loan Services. PCCUA provides interlibrary loan services for students who need to find materials held in other library collections*

- *Courier Services. PCCUA runs a daily courier service between the 3 campuses*

Titles Available PCCUA Library

- *3D computer graphics: a user's guide for artists and designers / Andrew S. Glassner. Glassner, Andrew S.*
- *Step-by-step graphics. [Peoria, IL: Dynamic Graphics, Inc., in association with Dynamic Graphics Educational Foundation*
- *Photoshop 7.0: basic: student manual. Boston, Mass.: Course Technology, c2002.*
- *AV video & multimedia producer. White Plains, NY: Knowledge Industry Publications, James Edward.*
- *Using AutoCAD: release 12 with AME, AutoSHAPE, AutoLISP, and customizing / James E. Fuller. Fuller, James Edward.*
- *The AutoCAD release 12 encyclopedia / David S. Cohn. Cohn, David S.*
- *The AutoCAD 3D companion: the illustrated guide to AutoCAD's third dimension Head, George O.*
- *Introduction to computer-aided drafting Goetsch, David L.*
- *Introduction to computer-aided drafting Voisinet, Donald D.*
- *Engineering drawing and graphic technology / Thomas E. French, Charles J. Vierck. French, Thomas Ewing,*
- *Artist's proof. New York, N.Y.: Pratt Graphic Art Center, 1961-*
- *Roy Lichtenstein: The Art of the Graphic Image National Gallery of Art 20 minutes; VHS*
- *Graphics for Engineers: Visualization, Communication, and Design [by] Randolph P. [by] Hoelscher, Clifford*
- *Programmed Graphics [by] William F. Schneerer.*
- *Computer Graphics; a Revolution in Design. [by]Authors: R. A. Siders [and others]*
    - *Graphic Novels and Comic Books [by] edited by Kat Kan.*
    - *Graphic Design Solutions [by]Robin Landa.*
    - *Graphic Design & Visual Communication[by] Catalod, John W.*
    - *Graphic Communications Today. [by]Ryan, William E.*

Availability, Adequacy, and Accessibility of Campus Resources
The library has several computers that the students may have access to some on-line resources, such as:

- On-Campus Access
    - Britannica Online
    - Ebsco
    - Gale Group (Opposing Viewpoints and Literary Criticism Online)
    - SIRS Discover on the Web
    - SIRS Knowledge Source
    - World Cat
    - Ferguson's Career Guidance Center
- Additional Websites (Off-Campus Access)
    - Ferguson's Career Guidance Center

- http://portal.arkansas.gov – Official Website for the State of Arkansas
- http://www.asl.lib.ar.us – Arkansas State Library
- http://www.arstudies.org – Arkansas Studies Institute
- http://www.encyclopediaofarkansas.net – Encyclopedia of Arkansas History and Culture
- http://www.ask.com – General Information
- http://bartleby.com – Reference Sources
- http://www.loc.gov – Library of Congress
- http://www.archives.gov – National Archives
- http://nga.gov/collection – National Gallery of Art
- http://sparknotes.com – Study Guides
- http://www.census.gov – U. S. Population/Census

VI. Review of Program Effectiveness

A. Indicate areas of program strength.

Strengths include: Vicki Cobb! / Current Adobe Creative Cloud Licenses / Cameras / Including drawing and sketching as a fundamental tool for communicating ideas to clients / Getting rid of dated terminology in course titles such as "computer art"

There has been growth in the number of declared majors for Associate of Applied Science in Graphic Communications, with significant growth in number of declared majors and degrees awarded in area of Certificate of Proficiency in Graphic Communications since 2021.

Art Seminar (ART263) provides students with real world experience through assigned projects that require students to use industry standard technology and equipment. This course also produces a professional design portfolio that will help students gain employment in the field.

Service-Learning Projects are incorporated into the curriculum which allow students to gain experience and form professional connections within the field locally. These projects also give the program more visibility within the community.

The program demonstrates sensitivity to diversity in design as seen in the adoption of the PCCUA core competency regarding Cultural Awareness, which has been incorporated within the context of each course in the program.

B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.

Recruitment is a challenge because people haven't been exposed to the career path choices. I'm happy that future solutions include education and exposure at the High School level. Enhance recruiting efforts to increase student demand. Continue to develop courses for online modality. Develop a plan for student retention and completion.

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

Augmented Realty / User Interface & User Experience Design (the graphic layout of digital applications) / Remote freelance work & the entrepreneurship skills that are related to working on your own. The second reviewer could not determine from the Self-Study if this was emphasized. It may be that it was inconclusive in the Self Study.

VII. Review of Instruction by Distance Technology (if program courses offered by distance)

A. Are the program distance technology courses offered/delivered in accordance with best practices?

Not enough information except that remote learning options include four classes for Arkansas County students. This could be an option to sustain the program in the long run if staffing becomes challenging. I believe UA Master of Communications students could help here. This is not really a distance program. However, plans to offer more online options in the Spring of 2024 are in progress.

Computer Hardware and Software
Students **must** have access to the Internet and the World Wide Web. You will be required to research styles of other artists. The access for classroom use is extensive.

Blackboard
Internet Explorer 10 or later or Firefox. You must have Java enabled in your browser to use the Blackboard chat rooms and upload files. Windows 7 or 8 operating system installed. Pop-Up blockers must be turned off or set to allow this web site while working in Blackboard. Students also need Active X, Adobe Acrobat Reader installed.

Computer, Internet, Email and Other Electronic Communications Acceptable Use Policy
Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes

B. Does the institution have appropriate procedures in place to assure the security of personal information?

Yes, according to the provided example syllabus.

Minimal information concerning Distance Technology and online courses.
Four courses have been delivered via Distance Technology using Blackboard and supplemented by ZOOM. The College uses a double authentication for access to any materials.

C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?

Yes, thanks to recent program purchases. Funding opportunities, such as Carl Perkins, have been granted to enhance classroom instruction. Camcorders, cameras, and software have been purchased with the available funding to give our students an opportunity for training in skills needed in the current market. (from page 22 of the Self Study).

Program Equipment Purchases

Each classroom is equipped with computers, Smart Boards, digital cameras, and camcorders. In addition, internet access enables the student to have access to a world of information in seconds. Smart Boards enable a complete visual and interactive experience for student learning and participation, which gives graphic students the technical ability to enhance assignments and experience industry standard technology. Program purchases for the last three years are listed below in Table 7.

Table 7: Program Purchases 2021-2023	
Equipment	***Software***
Video camcorders	*Adobe Cloud Licenses*
DSLR cameras	
Drawing stools	
Studio table easels	

D. Are policies for students/faculty ratio, and faculty course load in accordance with best practice?

Yes, but could be enhanced with remote instructors. The second reviewer only read the Self Study and wrote that this was inconclusive. As the main reviewer I asked about the ratio. The faculty student ratio is about 5:1 in this program. Although there are nine students this semester.

E. Are policies on intellectual property in accordance with best practices?

Yes, as provided in the course syllabus in the appendix. In the interview the reviewer was told there is a college policy for this designed to protect intellectual rights of the faculty member. The second reviewer felt it was inconclusive and did not see the policy because it was not included in the Self-Study.

VIII. Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?

Yes, extensively through reporting displayed in Appendix D. A variety of assessment methods are implemented, including pre and posttests as well as portfolios and critiques. This gives an overall plan for assessing the whole program. Comprehensive data is collected each semester and evaluated to determine if criteria are met and to determine areas for improvement. Assessment Results/Action Plans report is then developed to implement improvements. See Appendix D.

B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriately assessed and results utilized?

I believe so based on the report in Appendix D. The following assessment table describes some of these practices. The table on Social and Community Responsibility highlights the efforts to integrate entrepreneurial practices in the program.

1. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.	1. Students will apply the principles of design to the visual letterform and develop a personal viewpoint of aesthetics and creativity in design problem solving.
2. The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	2. Students will understand the basic terminology associated with video production.
3. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.	3. Design projects relative to specific client needs.
4. The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/ composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	4. Student will understand the basic terminology associated with printmaking.
5. The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization / composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	5. Students will understand the role of the letterform in visual communications using In Design, Illustrator, and Photoshop.

IX. Local Reviewer Comments

A. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program is comprehensive (drawing) and focuses on portfolio development, which will get a student hired. Exposure to career opportunities can/should excite a student about their future. I'm happy to see an emphasis on this within the program, and this exposure can be increased. Graphic design is a "young / sexy / fast-paced" job in larger cities. Because of this, the program can sell itself potentially. Also, with the advent of remote job opportunities through the online gig economy (companies like Fiverr and Upwork) we now have a couple more reasons for people to stay in the Delta vs. go to the big city for work.

B. What program modifications are needed?

I recommend a more significant partnership with my design firm, Thrive Inc., in the future to discuss student involvement in our service learning design workshops, one-on-one mentorship services currently provided through UA graduate students (they're paid by UA); remote/online instruction through UA graduate students

X. Report Summary

A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.

The program is small and that might be because of the nature of the courses. It is evident that a recruitment strategy would ensure program sustainability. As agencies use more catalog, telehealth, and a variety of work experiences, majors from this program are in a ideal position and prepared to assume some of these jobs. It would be valuable to assist the students by providing opportunities which prepare them for this kind of experience. On interesting fact noticed by the reviewers is that the program loses very few students and there are a large number of minority student in the program.

B. Include reviewer comments on overall program quality, state program review process, etc.

The program is a good one but all programs could benefit from improvement. It would be useful to make connections with the University of Arkansas Graphics Department and the Memphis College of Art. If I were designing the program, I would remove the drawing classes and replace them with entrepreneurship, internship experiences, and service learning. While some service learning occurs, it is not done in a planned and consistent way and doing this would benefit students and the community.

I. Response to the External Reviewers' Recommendations

In this section, please copy the recommendations that the external reviewers provided in their report. Then, provide the institution/department/program response to the recommendation.

Recommendations from External Reviewers (Copied from the external review report)	**Responses**
I recommend a more significant partnership	This is an exceptional idea and, in the Fall of 2024, we hope to be able to implement this.
Student involvement in our service-learning design workshops	Service learning is practiced but no in a ongoing fashion. Hopefully during the 2024-25 academic year, a comprehensive service-learning component can be added to the program outcomes.
One-on-one mentorship services currently provided through UA graduate students	This has usually been considered the domain of the instructor. However, it would benefit the program
Remote/online instruction through UA graduate students	We are actually trying this for the Spring 2024 term. It is mainly because the instructor has retired but is willing to teach remotely via Zoom. We are seeking permission to offer the entire degree online through remote instruction.
With the advent of remote job opportunities through the online gig economy (companies like Fiverr and Upwork) we now have a couple more reasons for people to stay in the Delta vs. go to the big city for work	We have not really helped students find remote jobs. The Division of Applied Technology is in the process of trying to do this and make job placement a part of the culminating experience at graduation.
Intellectual Properties comment by one reviewer wrote inconclusive	PCCUA has a comprehensive Intellectual Property Policy, but one reviewer did not ask about it and it was not detailed in the Graphics Self Study. See Attachment 1
V.G Cultural Diversity-one reviewer was unsure of this.	Cultural diversity, and student success are paramount to all teaching. In fact, one of the Core Competencies which we call STACC skills is focused on cultural competency. We include it in the assessment of student learning and it is part of our mission. Copy of Core Competencies and Mission attached. Attachment 2

IV C Faculty Workload and VII D Faculty Workload.	All faculty teach the equivalent of fifteen credit hours. The graphics instructor teaches fewer than that load usually about nine to twelve credits. The workload is in lien with other colleges and is part of the PCCUA Administrative Procedures. See Attachment 3.

II. Actions Taken in Response to the External Reviewers' Recommendations

In this section, please describe the actions that will be taken as a result of the review; if any based on the recommendation from the external reviewers; note when the action will be completed and who is responsible for seeing that it is completed; and finally, list any resources that will be used to complete the action. Please add lines to the table as necessary.

Recommendation	Action	Timing & Responsible Person/Group	Resources
Partnerships for Sustaining the Program	Program strategic plan to recruit, retrain, and place students in the workforce.	Program Director/Instructor	Outreach Partnerships-possibly MOUs Time to develop the relationships
Requesting ADHE and HLC permission to provide the entire degree online.	Submit a Letter of Notification to ADHE and a Request for approval to the Higher Learning Commission to make the program available online.	Fall 2024	File Letter of Notification And Request for Online Program Instruction
Mentorships	Develop an outreach strategy to implement mentorships using community graphics employees and entrepreneurs. This could be tied to the capstone course as an internship experience.	Director/Instructor Begin planning immediately	Resources-the college needs to develop a resource list of capable mentors who are external to the college. Perhaps contacting past graduates and local industry partners needs to begin immediately.
Service Learning Opportunities	Incorporate service learning as part of the educational experience. Require each student in their graduating term to work with an agency needing their assistance and expertise. This process needs to be	Director/Instructor	A plan designed to develop ongoing service-learning project opportunities. The projects do not need to be ongoing but there does need to be a sustainable plan used to address this.

	formalized. Then instructor does not believe this has to be a senior student experience but that it should be the kind of experience required of every student before graduating.		
Entrepreneurship Training	Provide a basic entrepreneurship course for all students. Make it a requirement and integrate it into the curriculum. It is likely that many of the graduates may be entrepreneurs and also many may work remotely.	Instructor/Director	Instructor to develop and teach the course or provide the training. The Director/instructor will begin exploring with other technical faculty the best way to design this.

The following attachments have been provided to provide evidence of practices which the reviewers might not have seen because these were not included in the Self Study. .

Attachments 1: Cultural Diversity.
Core Competencies
Mission, Vision, Values
Attachment 2: Faculty Workload
Attachment 3: Intellectual Property

Attachment 1: Mission, Vision, Values, and Core Competencies (STACC Skills)

Mission - *PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students*

Vision - *Imagine a college at which every student is intentionally connected to an individual person who feels responsible for that student's success.*
Imagine a college at which every student is clear about the college's high expectations for performance — and every student has high aspirations for his or her success.
Imagine a college at which every student defines his or her educational goals, develops a plan for attaining them, and with guidance updates it regularly.
Imagine a college at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.
Imagine a college at which engaged learning is intentional, inescapable, and the norm for all students.
Imagine a college at which every student is met with a personalized network of financial, academic, and social support.
Imagine a college at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.
Imagine a college fully engaged in the communities it serves, listening to their voices, responding to their needs.
You have imagined the college we seek to be.

In addition, the College is guided by three enduring values.

Values -We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.
We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.
We respect the inherent worth and dignity of every person.

Core Competencies (STACC Skills)
CORE COMPETENCIES DEFINED (STACC Skills)

Social and Community Responsibility-behavior that demonstrates adherence to legal/ethical standards established by society.

Degree graduates will demonstrate the ability to

- **1.1** develop and/or refine social interaction skills
- **1.2** develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.
- **1.3** develop knowledge and skills to act responsibly and engage in civic and community life.

Technology Utilization-use of tools of the trade to achieve a specific outcome.
A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.
Degree graduates will demonstrate the ability to

- **2.1** determine the nature and extent of the information needed;
- **2.2** access needed information effectively and efficiently;
- **2.3** evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
- **2.4** use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
- **2.5** understand many of the economic, legal, and social issues surrounding the use of information and access and use
  information ethically and legally
- **2.6** use field specific technology (graphing, calculators, thermometers, plotters, etc.)

Analytical and Critical Thinking and Reasoning- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.
Degree graduates will demonstrate the ability to

- **3.1** discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
- **3.2** recognize parallels, assumptions, or presuppositions in any given source of information;
- **3.3** evaluate the strengths and relevance of arguments on a particular question or issue;
- **3.4** weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
- **3.5** determine whether certain conclusions or consequences are supported by the information provided; and
- **3.6** use problem solving skills.

Communication-the interactive process through which there is an exchange of verbal and/or

nonverbal information.
A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.
Degree graduates will demonstrate the ability to

- **4.1** understand and interpret complex materials;
- **4.2** assimilate, organize, develop, and present an idea formally and informally;
- **4.3** use standard English in speaking and writing;
- **4.4** use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
- **4.5** use listening skills; and
- **4.6** recognize the role of culture in communication

Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.
Commitment and practice which strives to promote to diversity, equity, and inclusion. A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.
Degree graduates will demonstrate the ability to

- **5.1** assess the impact that social institutions have on individuals and culture—past, present, and future;
- **5.2** describe their own as well as others' personal ethical systems and values within social institutions; and
- **5.3** recognize the impact that arts and humanities have upon individuals and cultures.
- **5.4** recognize the role of language in social and cultural contexts.
- **5.5** recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

Attachment 2: Faculty Workload

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: 11/88 Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06, 3/18
Reviewed: 6/19

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary.

A point system is utilized to determine teaching loads have been met. A full instructional load for all faculty is 30 points per regular semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

a. one point for each contact hour in the classroom (non-lab courses)
b. one point for each credit hour taught
c. six points per semester for student advising
d. two-thirds point for each laboratory hour

Secondary Area Career and Technical Center instructors teach five (5) days a week and the number of credits taught do not affect the points awarded for instructing these classes. Generally, faculty teach four classes. However, budget and enrollment can impact the number of courses required of full-time faculty in the Secondary Area Career and Technical Center.

Overload compensation for faculty is $275 per point above 30 points in a regular semester. The same class taught both during the day and evening will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week. See policy on Faculty Work Schedule.

Criteria for assigning overloads are as follows:

a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach overload classes will first be extended to full-time faculty based on seniority in teaching within that specific discipline. In the event of two equally qualified faculty with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.

b. An instructor is not required to accept an overload; consequently the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed. If an instructor decides not to teach an overload course, the instructor willing to teach that course may receive priority for that overload course in the next term.

c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time faculty will, however, be employed when
full-time staff are not available. The same formula as described above will be used to calculate pay for part-time faculty.

d. Double overloads will be assigned only in unavoidable situations.

e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the College Chancellor may authorize overload pay to an faculty with less than an average of 45 student contact hours per class.

f. Faculty teaching via synchronous interactive video will receive one point for each remote site and one point ($250) for the first ten (10) students enrolled at each remote site. In addition, they will receive $25 per student above the first ten (10) students ($25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to faculty who teach courses designed for high school students meeting five days a week if those instructors are receiving compensation of eight points for the high school Secondary Area Career and Technical Center course(s).

Attachment 3: Intellectual Property

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 365

Subject: Conflict of Interest

Date Adopted: 8/89

Revised: 9/14
Reviewed: 6/19

The Board of Visitors authorizes the Chancellor to establish conflict of interest policies applicable to employees. It is intended to assure adequate disclosure of conflicts of interest and to provide a method for resolving such conflicts.

Conflicts of interest include situations in which college employees may have the opportunity to influence college administrative, business, or academic decisions in ways that could lead to personal gain, give improper advantage to self or others, or interfere inappropriately with the preservation, generation, or public dissemination of knowledge such that an independent observer might reasonably question whether the individual's professional actions or decisions are influenced by considerations of personal gain, financial, or otherwise. It can also be a conflict of interest for an individual to work for a competitor of the College. A conflict of interest depends on the situation, and not on the character or actions of the individual.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 365.02

Subject: Intellectual Property Rights

Applicable Board Policy: 365

Date Adopted: 8/89 Reviewed: 4/14, 6/19

The ownership of any scientific and technological developments, including inventions, discoveries, computer software, materials, or processes developed solely by a faculty or staff member's individual effort and expense shall vest in that individual and be licensed, if at all, in that person's name.

The ownership of any scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials and processes produced solely for the College and at college expense shall vest in the College and be licensed, if at all, in its name.

In those instances where scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials and processes are produced by a faculty and staff member with college support, by way of use of significant personnel time, facilities, or other college resources, the ownership of the materials or processes shall vest in (and be licensed by, if at all) the person designated by written agreement between the Chancellor and faculty or staff member prior to the production. This agreement shall make provisions for the employee to assign ownership rights to the College, or for a fair and equitable joint ownership, sharing of royalties or reimbursement to the College of its costs and support. In the event no such written agreement exists, the ownership shall vest in the College. There are no properties which are excluded from these ownership guidelines.

In the case of works created under developmental grants from governmental or foundation sources prescribing ownership rights, the conditions of such grants, rather than this policy shall govern.

Graphic Communications Program Self-Study

Prepared for Arkansas Department of Higher Education
Spring 2023

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Graphic Communications Program Review

Introduction

Phillips Community College of the University of Arkansas (PCCUA) is a comprehensive community college with an open-access admissions policy and includes three campus locations: DeWitt, Helena, and Stuttgart. Phillips has four academic divisions including Allied Health, Applied Technology, Arts and Sciences, and Business and Information Systems. The Graphics program is offered through the Applied Technology Division.

PCCUA was created as Phillips County Community College (PCCC), the first public community college to be organized in Arkansas, as a result of Amendment 52 to the Arkansas Constitution in 1964. In 1965, Act 560 of the Arkansas State Legislature paved the way for establishing tax-supported community colleges in Arkansas, and the people of Phillips County provided local financial support for the College.

Classes were first offered in the fall of 1966 in the Naval Reserve Building in Helena, which served as temporary quarters. The new campus and facilities comprised of five buildings were occupied in 1968.

The next three decades were a period of growth for the College with the addition of a Fine Arts Center, A Nursing Education Building, a Technical and Industrial Education Building, the John Easley Administration Building, the Bonner Student Center, renovation of the Lewis Library, and restoration of the Pillow-Thompson House.

The year 1996 was an important year in the history of the College. In March 1996, the people of Arkansas County passed a referendum to annex that county into the PCCC taxing district. The PCCC Board of Trustees changed the name of the College to Phillips Community College to reflect the multi-county support and began plans to expand the off-campus programs in Stuttgart. In June 1996, the State transferred the former Rice Belt Technical Institute in DeWitt to Phillips Community College, and on July 1, 1996, Phillips became a member of the University of Arkansas System.

Institutional Mission Statement

Phillips Community College of the University of Arkansas is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. We provide high quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities.

Applied Technology Division Mission Statement

In support of the college mission, the purpose of the Division of Applied Technology is to provide quality educational programs consistent with the needs of the community. To accomplish this, the Division:

- Provides career programs to equip students with job skills needed to secure employment
- Provides opportunities to upgrade existing workforce skills
- Encourages effective communication, cultural diversity, social and civic responsibility, critical thinking, mathematical reasoning, and technology utilization through assessment of students and academic programs
- Stresses the development of skills for life-long learning and meets training needs through:
  - Business and Industry Training
  - Customized Training
  - Professional Development Workshops
  - Community Education classes

Along with the mission statements, the division has embraced the five college-wide core competencies that all students should possess upon graduating from PCCUA. The core values established for the division programs are:
All students receiving an associate degree from PCCUA will possess the following STACC Core Competencies:

- *Social and Civic Responsibility:* Demonstrate adherence to legal/ethical standards established by society.
- *Technology Utilization:* Use tools of the trade to achieve a specific outcome.
- *Analytical & Critical Thinking:* Display reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
- *Communication:* Engage in the interactive process through which there is an exchange of verbal and/or nonverbal information.
- *Cultural Awareness:* Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

Program Goals, Objectives, and Activities

Graphic communications is the visual exchange of information encompassing all of the processes involved in getting the image produced into a visual form. It plays a vital part in how people think and draw conclusions from what they have seen. In addition, it has become the lifeblood of our technological society because of its role in influencing the world through printed literature. In essence, graphic communications ensure that the printed image conveys the message that was intended.

The Graphic Department's objective is to train students to become the graphic artists of today by taking an idea and presenting it in an appropriate format to the appropriate audience. Because the

graphics industry is constantly changing and growing, students need a strong foundation to compete in an ever-changing technological society.

General Program Objectives

- The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions,
- The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
- The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
- An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).
- An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.
- An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

Service to General Education and Other Disciplinary Programs

College service and participating with general education and other disciplinary programs is promoted in the Graphic Communications Department. A good example of support is that graphics students design program covers and posters for the Phillips Community College and Helena Little Theatre productions. Other departments have also utilized the graphic students' creativity and talents to design t-shirts, flyers and murals.

Community service is another area where PCCUA graphics students are encouraged to showcase their art talents and volunteer to promote local arts programs. Students also participate in service learning activities by designing and printing "happy" occasion cards for the residents of Crestpark Nursing Homes in Helena and Marianna. They also draw and present portraits to celebrate survivors of traumatic events and/or illnesses of someone the students know. Some students have donated their time and talents to helping design for members of the community. For instance, the police department now has a new seal and badge design by one of our students.

Graphics majors are required to take general education courses as well as discipline specific courses. Knowledge in language, speech, math and social sciences will help prepare them to understand, effectively communicate, and accommodate their future clients' needs.

Market Demand

Even with a minimal growth in job projections, there will remain a demand for specialists in the graphics field. There are part time and full-time positions, design firms, hobbyists, and self-launched businesses. Regardless, it is imperative that the designers keep abreast of all the latest trends and tools. As in any field, the graphics industry is being affected by Artificial Intelligence technology. Within the graphics industry, the human touch is still what makes the difference in its success. According to the U.S. Bureau of Labor Statistics (BLS), there are more than 250,000 graphic design jobs in the United States. However, the number of individual designers is projected to decrease by about 4% between now and 2029.[1] Quality and abstract concepts will demand that the designers stay current of where the need actually lies. Things will continue to change so new environments are still bright, even with a much slower growth rate nationally until 2030. Graphic designers are projected to average about 3% growth over the next ten years. Other segments of the industry, such as video editors, photographers, craft artists, and web developers, will experience a larger percentage of growth. As long as there is an expansion of the entertainment market, video editing and design, social media, web designing, and interactive internet publications, the graphics industry should continue to grow.

With the increased use of the Internet, designers will be more in demand to create designs and images for portable devices, websites, electronic publications, and video entertainment media and could possibly work from anywhere. Graphic designers will take on increasingly important roles in the marketing of products. For example, graphic designers working in advertising or for computer design firms may influence the design of websites and publications. Designers will work with advertising and marketing staff to create graphics for websites, mobile phones, and other technology.

[1] https://www.forbes.com/sites/forbesbusinesscouncil/2021/10/26/will-the-demand-for-graphic-designers-diminish-in-the-near-future/?sh=492617d81e28

[2]Below is breakdown of employment changes of segments in the graphic industry:

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31	
				Percent	Numeric
Graphic designers[2]	27-1024	265,000	271,800	3	6,800
Television, video, and film camera operators and editors[3]	27-4030	81,700	91,400	12	9,600
Photographers[4]	27-4021	125,600	136,800	9	11,200
Special effects artists and animators[5]	27-1014	58,900	62,100	5	3,200
Web developers and digital interface designers[6]	15-1255	101,800	118,400	16	16,600
Art directors[7]	27-1011	121,500	126,200	4	4700
Craft and fine artists[8]	—	52,200	55,300	6	2,900
Craft artists	27-1012	10,700	11,200	5	500
Fine artists, including painters, sculptors, and illustrators	27-1013	27,100	28,800	6	700

[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Film and Video Editors and Camera Operators,at https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm (visited *July 12, 2022*).

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Photographers, at https://www.bls.gov/ooh/media-and-communication/photographers.htm (visited *July 12, 2022*).

[5] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Special Effects Artists and Animators, at https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm (visited *July 16, 2022*).

[6] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Web Developers and Digital Designers, at https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm (visited *July 12, 2022*).

[7] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Art Directors, at https://www.bls.gov/ooh/arts-and-design/art-directors.htm (visited *July 12, 2022*).

[8] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Craft and Fine Artists, at https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm (visited *July 13, 2022*).

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31	
				Percent	Numeric
Artists and related workers, all other	27-1019	14,500	15,200	5	700
Advertising, promotions, and marketing managers	—	347,000	380,700	10	33,700
Advertising and promotions managers	11-2011	28,000	30,000	7	2000
Marketing managers[9]	11-2021	319,000	350,700	10	31,700

Below is a summary showing the graphics and related occupations outlook for salaries.

	OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATION	2021 MEDIAN PAY
	Art Directors	Art directors are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions.	Bachelor's degree	$100,890
	Craft and Fine Artists	Craft and fine artists use a variety of materials and techniques to create art for sale/exhibition.	See How to Become One	$49,960

[9] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Advertising, Promotions, and Marketing Managers, at https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm (visited *June 15, 2022*).

	OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATION	2021 MEDIAN PAY
	Fashion Designers	Fashion designers create clothing, accessories, and footwear.	Bachelor's degree	$77,450
	Floral Designers	Floral designers arrange live, dried, and silk flowers and greenery to make decorative displays.	High school diploma or equivalent	$29,880
	Graphic Designers	Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers.	Bachelor's degree	$50,710
	Industrial Designers	Industrial designers combine art, business, and engineering to develop the concepts for manufactured products.	Bachelor's degree	$77,030
	Interior Designers	Interior designers make indoor	Bachelor's degree	$60,340

	OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATION	2021 MEDIAN PAY
		spaces functional, safe, and beautiful by determining space requirements and selecting essential and decorative items.		
	Special Effects Artists and Animators	Special effects artists and animators create images that appear to move and visual effects for various forms of media and entertainment.	Bachelor's degree	$78,790

Last Modified Date: Thursday, September 8, 2022[10]

Student Demand

Many graphic design jobs require a bachelor's degree. However, costs of earning a bachelor's degree will cost nearly $10,000 or more per year. A two-year degree, an associate degree, will cost the student one-third the amount of a typical public university. The combination of shorter programs and lower prices certainly sounds appealing. One question that many potential students often ponder is whether they can still get high-paying graphic design jobs with an associate degree. After all, lower tuition and shorter completion times are only really a benefit if there are jobs available upon graduation. The good news is that, although some people may think that a bachelor's degree is required for high-paying careers in graphic design, there are many great positions for those who possess an associate degree. With an associate's degree, salaries for an entry-level position will range from $30,000 and $50,000. Once experience is gained, salaries can increase up to $70,000 or more.[11]

[10] https://www.bls.gov/ooh/arts-and-design/home.htm
[11] https://www.onlineassociatesdegrees.net/faqs/can-i-get-a-high-paying-job-with-an-associates-degree-in-graphic-design/

Skill, creativity, determination and the ability to work will greatly be affected by the daily changing of technology. Therefore, the graphic designer and all other graphic communications specialists will need to stay abreast of the changes to have a competitive edge in the job market. The PCCUA Graphic Communications Program is equipped to prepare students for a variety of graphic careers. Students have a definite degree plan:

- Certificate of Proficiency in Graphic Communications
- Technical Certificate in Graphic Communications
- Associate of Applied Science in Graphic Communications

The Graphic Communications Certificate of Proficiency has been designed to give students a specific skill set in one semester to enter the job market at an entry level and serve to provide a beginning of gaining expertise in the graphics field. The Technical Certificate will add even more skills to their resume. The Associate of Applied Science in Graphic Communications will provide the opportunities to enter the job market with a higher level of skills or a higher educational institution upon completion. In four semesters, students will gain a broader set of skills in art, graphic design, basic video, animation, and a working knowledge of the latest industry software.

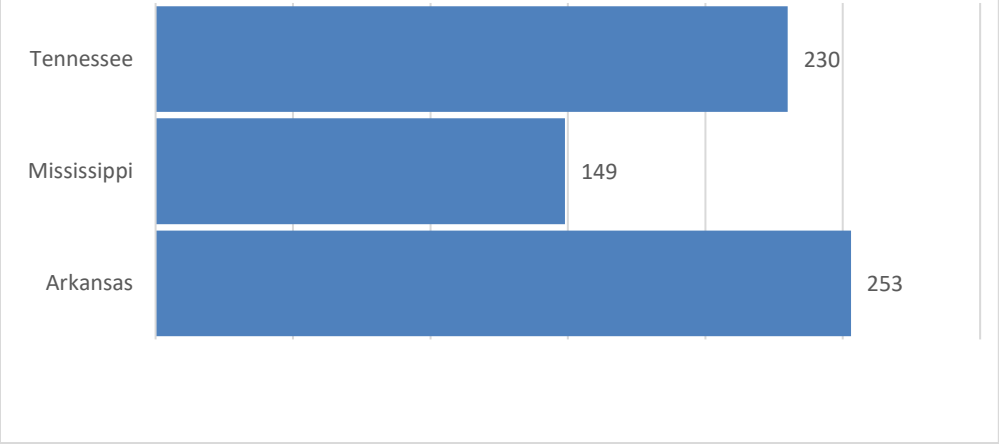
Student and market needs, new technology, and training are all an integral part of the division planning process. The different evaluations and surveys conducted within the division serve as vital resources to help the Graphic Communications Department to learn more about the students and communities it serves. The following items demonstrate the College and division's commitment to respond to the above factors:

- The College administration interacts with legislature and state economic groups to keep abreast of changes that occur in our state and service area.
- Division faculty members work closely with the PCCUA Director of Workforce and a local non-profit advertising agency, Thrive, to identify industry training and job possibilities for students.
- Course, program, and division student learning outcomes are assessed each semester to ensure that students are equipped with the necessary skills to enter the workforce.
- Recommendations and input from Advisory Committees and Employer Surveys ensure that the division's programs are meeting the needs of its potential market.
- Relationships with area high schools, high school career coaches, and Career Pathways are maintained and strengthened through recruitment activities.
- Faculty members are encouraged to seek training to stay on the cutting edge of technology and learn new teaching methodologies.

Although Eastern Arkansas is an area with high levels of poverty and declines in industry, there are approximately 30 graphic communications establishments, printing and design, located in the following cities which could provide employment opportunities: Helena, Forrest City, Poplar Grove, and Stuttgart in Arkansas; Clarksdale, Southaven, and Olive Branch in Mississippi.

As illustrated below, there are currently over 600 job openings in Arkansas, Mississippi and Tennessee in the graphics field. Employment possibilities still exist if students are willing to relocate or travel short distances.[2]

Table 1: Predicted Growth Outcomes



Although growth in the job market is slower than average, there is still an indication of student demand for the Graphics program. According to online and newspaper job listings, there is still a good student demand for the Graphics Program. The Graphic Communications program will continue to adjust to changing market demands and offer students the current skills needed to compete in today's job market.

Curriculum

Current Thinking Trends

The Graphics program adheres to best practices in the graphics field in a variety of ways. Examples include utilizing guest speakers to keep students abreast of changes in the graphic field, requiring students to research and analyze work of other artists, inviting outside artists to critique students' work, and assigning activities and projects based on world of work experiences.

PCCUA also encourages faculty to attend conferences and seminars to learn best practices as well as emerging skills and teaching methodologies in their respective disciplines. Due to the effect of COVID on traveling, more and more training is obtained through Zoom and webinars.

The department also values the input from the Industrial Council, which includes a variety of community stakeholders. The Council's recommendations guide the department in providing a high-quality program and curriculum to better meet the needs of the service area. Graphic classrooms have recently been updated with current software, to align more closely with industry standards as a result of input from the Industrial Council.

Programs Under Review

The Graphic Communications Department offers the following programs of study: An Associate of Applied Science degree in Graphic Communications, a Technical Certificate, and a Graphic Communications Certificates of Proficiency. Please refer to Table 2 below for the Curriculum Summary Outline. Detailed check off sheets of the associate degree and certificates, the sequence of courses, and the last semester courses that were offered are included in Appendix A.

Curriculum Summary Outline

Table 2: Graphics Communication Associate of Applied Science
Total Number of Hours for Degree: 60
General Education Component – 19 Hours

Course Number	Course Title	Credits
EH 113	Freshman English I	3
EH 123	Freshman English II	3
SP 243	Fundamentals of Speech	3
PSY 213 or SY 213	Social Science	3
MS 123, MS 143, or MS 183	Mathematics	3
CT 113	Computer Information Systems	3
Graphics Component – 41 Hours		
ART 133 or PR 133	Freehand Drawing or Illustration I	3
ART 143or PR 143	Drawing or Illustration II	3

ART 263	Art Seminar	3
CT 233	Programming/Coding for Web Design	3
NT 253	Digital Image Production I	3
NT 273	Digital Image Production II	3
PR 103	Graphic Art and Design I	3
PR 113	Graphic Art and Design II	3
PR 114	Printmaking	4
PR 123	Typography	3
PR 164	Digital Photography	4
PR 224	Two-Dimensional Design	4
PR 233	Printing Layout and Design	3
PR 274	Computer Graphics	4
Technical Certificate Total Number of Hours for Technical Certificate: 30 **General Education Component – 9 Hours**		
EH 113	Freshman English I	3
MS 1023	Elementary Algebra or higher	3
CT 113 or PR 274	Computer Information Systems or Computer Graphics	3
Graphics Component – 21 Hours		
ART 133 or PR 133	Freehand Drawing or Illustration I	3
NT 253	Digital Image Production I	3
NT 273	Digital Image Production II	3
PR 103	Graphic Art and Design I	3
PR 113	Graphic Art and Design II	3
PR 123	Typography	3
PR 233	Printing Layout and Design	3
Computer Art & Design Certificate of Proficiency Total Number of Hours for Certificate of Proficiency: 12		
CT 233	Programming/Coding for Web Design	3
NT 253	Digital Image Production I	3
PR 103	Graphic Art and Design I	3
PR 113	Graphic Art and Design II	3
Graphic Communications Certificate of Proficiency Total Number of Hours for Certificate of Proficiency: 13		
ART 133 or PR 133	Freehand Drawing or Illustration I	3
NT 253	Digital Image Production	3
PR 103	Graphic Art & Design 1	3
PR 224	Two-Dimensional Design	4

Curriculum Change Process

The process for curriculum development is initiated at the department or division level with faculty suggestions and recommendations. Faculty evaluates and discusses curriculum changes

and submits recommendations to the division dean. These proposed changes are routed through a Curriculum Change Form, located in Appendix B, to the Curriculum Committee of the Faculty Senate. Changes are then presented to the Instruction and Curriculum Committee for approval and inclusion in the college catalog and website. The Instruction and Curriculum Committee is a standing committee led by the Vice Chancellor for Instruction, and committee members include division deans, department chairs, Faculty Senate President, Senate representatives, and functional area supervisors. More detailed procedures for adding, deleting, or modifying a course are listed in the PCCUA Policy Manual under Administrative Procedure 420.02 which is also included in Appendix B.

New Course Proposals

The PCCUA Board Policies and College Procedure Manual is very specific regarding the procedure to be followed for new course proposals as outlined in Administrative Procedure 420.02 in Appendix B.

Syllabi

Faculty members are required to provide every enrolled student, the division dean or department chair, and the Vice Chancellor of Instruction with a syllabus for each class taught each semester. A course syllabus template is available to guide faculty in the development and to ensure inclusion of textbook information, course description, course learning objectives, core competencies, expected learning outcomes, grading policy, and other campus information. Current syllabi for Graphics courses are located in Appendix G.

Distance Learning

All classes have been adapted to Blackboard and supplemented by ZOOM so that they may be accessed by students in Arkansas County. At this time, no more than four courses have been delivered by this method.

Program Faculty

Faculty Members

The academic excellence of a college is largely dependent upon the level of excellence of the faculty. PCCUA is committed to a positive learning environment by providing high-quality educational programs through the employment of dedicated and competent faculty. The minimum professional qualification for a full-time or adjunct/part-time faculty member in the Graphics program is an Associate degree in a related graphic field; however, a bachelor's degree is preferred. The graphics faculty have the appropriate academic credentials that include a bachelor's degree or higher and industry experience. Since graphics is a small program at PCCUA, one full-time instructor in Helena accomplishes department and program goals. Commitment and dedication are evidenced by 23 years of service.

Table 3 below lists the program faculty information for the faculty.

Table 3: Graphic Communications Faculty

Name	Degree	Subjects Taught
Vicki Cobb Year Hired: 1998	B.F.A., Delta State University M.Ed., University of Arkansas at Fayetteville	ART 133 Freehand Drawing ART 143 Drawing ART 263 Art Seminar NT 253 Digital Image Production I NT 273 Digital Image Production II PR 103 Graphic Art & Design I PR 113 Graphic Art & Design II PR 114 Printmaking PR 123 Typography PR 164 Digital Photography PR 224 Two-Dimensional Design PR 233 Printing Layout & Design PR 274 Computer Graphics

Vicki Cobb

Ms. Cobb is a part-time instructor for the Graphic Communications program on the Helena campus. She has been employed with PCCUA since 1998 as the Director of Printing Services and became a part-time instructor in 1999. She also is an advisor in the graphics program. In 2008, she became the program coordinator in the Applied Technology Division on the Helena campus. As program coordinator, Ms. Cobb works under the supervision of the division dean to lead in the development, implementation and delivery of instructional programs in the Applied Technology Division. She works with faculty on issues including program development, assessment, planning, scheduling, and problem solving.

Previous work experience relating to the current curriculum includes an internship at Hammonds & Associates Advertising Agency, The Bolivar Commercial (Cleveland, Mississippi newspaper), Nicholls Printing Company, Fielders Fast Print, and Hoffinger Industries in Helena-West Helena, Arkansas.

The following list of service opportunities is an example of her 2021 and 2022 curriculum vitae:

Professional Service

- Workday Training
- Mental Heal First Aider
- Project One Student Townhall
- Cyber Awareness Part 1 & 2
- Grant Writing
- HLC Chicago Conference
- Blackboard Training
- Advanced Excel Workshop
- Portfolio Training
- ACC Webinars: Modern Skilled Workforce, The Future of Work, Creating Student Portfolio

College Service

- Faculty Senate Curriculum Committee
- Faculty Senate member
- Faculty Senate representative to College Council
- Round Table member
- Assessment Committee member
- Attended planning meetings for High School Recruitment
- Attended High School and Wal-Mart Recruitment events
- Attended Spring Fling
- Attended Volleyball game
- High School Recruitment Day
- Zoom meeting with Carol Birth to discuss IET (Integrated Educational Training)

- Served on Student All-Star Committee
- Attended "Wildin Out"
- Served on Portfolio Evaluation Committee
- ArkACRAO College Fair

Community Service

- Marvell Dinner Theater
- Scanned printed book of maps for the West Helena Water Department
- Created a digital book of scanned maps for the West Helena Water Department
- Donated to Freeman's Playground
- Donated to Heart Walk
- Judged art work for Delta Cultural Center
- Attended reception of Painting and Photography Competition
- Donated to Girl Scouts
- Attended Warfield Concerts: Artrageous, Seven Bridges, Barrett Baber, Liverpool Legends

Faculty Orientation and Evaluation

PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee supervisor is given a new employee checklist located in Appendix C, which must be completed two to three weeks after the hire date. A resource for employees is the PCCUA Policy Manual, which outlines written policies and procedures and can be accessed through Web Advisor. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues can also be located in the policy manual.

The PCCUA faculty evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies.

Academic Credentials of Adjunct/Part Time Faculty

All adjunct/part-time faculty must meet the same minimum qualifications of a full-time faculty member.

Average Courses and Credit Hours

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary. A point system is utilized to determine the point at which teaching loads have been met and overload compensation begins. A full instruction load for all faculty is 30 points per regular semester based upon the following formula: Course Points – Credit Hours + Lecture Hours + 2/3 (lab hours). For more detailed information concerning teaching loads, refer to Administrative Procedure 364.01 in Appendix C.

Full time faculty members are required to teach a minimum of 15 hours a week. On average, each instructor teaches ten three-hour credit courses per academic year. In 2022-23, the average number of courses and credit hours taught in the graphic department was nine and thirteen respectively.

Program Resources

Institutional Support for Faculty Development

Faculty is encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a limited budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional money is needed, a request may be made to the division dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division.

Faculty development funds may be made available to faculty who apply or who are asked to present scholarly papers at regional and national meetings. There is no set limit on the number of presentations that may be requested; however, funds for this type of application are limited and are considered on an individual basis. Presentation requests that result from a competitive selection process receive priority funding status. Concurrent submission to the Vice Chancellor for Instruction and the selecting organization is required for funding consideration.

Funding opportunities, such as Carl Perkins, have been granted to enhance classroom instruction. Camcorders, cameras, and software have been purchased with the available funding to give our students an opportunity for training in skills needed in the current market.

Professional Development

PCCUA recognizes the professionalism of its faculty and provides opportunities for professional development and training through college and grant funds. Additionally, the College values quality instruction and encourages faculty to keep current in their teaching discipline by focusing on instruction and student learning issues. Administration and the department support graphics faculty to stay current in emerging technologies and teaching strategies by allowing faculty time and resources to participate in workshops, seminars, conferences, and professional organizations. As illustrated in Table 4 on next page, faculty members are involved and committed to professional and scholarly activities.

Table 4: Professional Development 2021-2023		
Instructor	Workshops	Conferences
Vicki Cobb	• Workday Training • Mental Health First Aider Project One Student Town Hall • Cyber Awareness Part 1 & 2 • Resource Development and Grant Proposals Workshop • Excel Workshop	• HLC Conference • HLC Round Table by Zoom

Library Resources

The following resources are available at the PCCUA Library:

- General circulating collection including fiction, non-fiction, biographies, special interest
- Journals (general interest and special subject areas)
- Newspapers including *Arkansas Democrat-Gazette*, *Wall Street Journal*, *USA Today*, local community newspapers, and special subject areas
- Coin-operated copier services
- Computer workstations with Microsoft software products, classroom software, and Internet access
- Online searchable databases (full-text and abstract) including:
  - Ebsco Databases
    - PsycINFO, Psychology and Behavioral Sciences Collection
    - CINAHL (nursing and allied health)
    - Health Source (Nursing/Academic Edition, Consumer Edition, Clinical Pharmacology)
    - MLA International Bibliography, MLA Directory of Periodicals
    - Academic Search Elite
    - Business Source Elite
    - ERIC, Professional Development Collection (education)
  - Gale Group: Opposing Viewpoints
  - SIRS Discoverer on the Web
  - SIRS Knowledge Source
  - World Cat
  - *Encyclopedia Britannica Online*
- Interlibrary Loan Services. PCCUA provides interlibrary loan services for students who need to find materials held in other library collections

- Courier Services. PCCUA runs a daily courier service between the 3 campuses

Titles Available PCCUA Library

- 3D computer graphics: a user's guide for artists and designers / Andrew S. Glassner. Glassner, Andrew S.
- Step-by-step graphics.[Peoria, IL: Dynamic Graphics, Inc., in association with Dynamic Graphics Educational Foundation
- Photoshop 7.0: basic: student manual. Boston, Mass.: Course Technology, c2002.
- AV video & multimedia producer. White Plains, NY: Knowledge Industry Publications, James Edward.
- Using AutoCAD: release 12 with AME, AutoSHAPE, AutoLISP, and customizing / James E. Fuller. Fuller, James Edward.
- The AutoCAD release 12 encyclopedia / David S. Cohn. Cohn, David S.
- The AutoCAD 3D companion: the illustrated guide to AutoCAD's third dimension Head, George O.
- Introduction to computer-aided drafting Goetsch, David L.
- Introduction to computer-aided drafting Voisinet, Donald D.
- Engineering drawing and graphic technology / Thomas E. French, Charles J. Vierck. French, Thomas Ewing,
- Artist's proof. New York, N.Y.: Pratt Graphic Art Center, 1961-
- Roy Lichtenstein: The Art of the Graphic Image National Gallery of Art 20 minutes; VHS
- Graphics for Engineers: Visualization, Communication, and Design [by] Randolph P. [by] Hoelscher, Clifford
- Programmed Graphics [by] William F. Schneerer.
- Computer Graphics; a Revolution in Design. [by]Authors: R. A. Siders [and others]
    - Graphic Novels and Comic Books [by] edited by Kat Kan.
    - Graphic Design Solutions [by]Robin Landa.
    - Graphic Design & Visual Communication[by] Catalod, John W.
    - Graphic Communications Today. [by]Ryan, William E.

Availability, Adequacy, and Accessibility of Campus Resources

The library has several computers that the students may have access to some on-line resources, such as:

- On-Campus Access
    - Britannica Online
    - Ebsco
    - Gale Group (Opposing Viewpoints and Literary Criticism Online)
    - SIRS Discover on the Web
    - SIRS Knowledge Source
    - World Cat
    - Ferguson's Career Guidance Center
- Additional Websites (Off-Campus Access)

- Ferguson's Career Guidance Center
- http://portal.arkansas.gov – Official Website for the State of Arkansas
- http://www.asl.lib.ar.us – Arkansas State Library
- http://www.arstudies.org – Arkansas Studies Institute
- http://www.encyclopediaofarkansas.net – Encyclopedia of Arkansas History and Culture
- http://www.ask.com – General Information
- http://bartleby.com – Reference Sources
- http://www.loc.gov – Library of Congress
- http://www.archives.gov – National Archives
- http://nga.gov/collection – National Gallery of Art
- http://sparknotes.com – Study Guides
- http://www.census.gov – U. S. Population/Census

Library Budget

Funds budgeted for the library are not specifically allocated by academic discipline. Requests for material purchases from all disciplines are approved as funds permit. The library budget for 2012- 2013 is included below in Table 5. This budget does not include personnel costs.

Current library staffing includes one full-time director for all three campuses, three full-time and two part-time staff members on the Helena campus, one full-time member on the Dewitt campus, and one full-time staff member on the Stuttgart campus.

Table 5: Library Budget
2022-2023

Campus	Supplies/Services	Holdings	Travel	Total
Helena	$34,000	$30,000	$1,400	$65,400
DeWitt	$14,000	$20,000	$960	$34,960
Stuttgart	$14,000	$20,000	$960	$34,960
Total by Account	$62,000	$70,000	$3,320	$135,320

Graphic Communications Budget

The budget in Table 6 shows the amount allotted for supplies, which was adequate to sustain the program.

Table 6: Annual Graphic Communications Budget
2022-2023

Campus	Travel	Supplies
Helena	$200	$1,400
DeWitt	$0	$300
Stuttgart	$0	$300

Program Equipment Purchases

Each classroom is equipped with computers, Smart Boards, digital cameras, and camcorders. In addition, internet access enables the student to have access to a world of information in seconds. Smart Boards enable a complete visual and interactive experience for student learning and participation, which gives graphic students the technical ability to enhance assignments and experience industry standard technology. Program purchases for the last three years are listed below in Table 7.

Table 7: Program Purchases 2021-2023

Equipment	Software
Video camcorders	Adobe Cloud Licenses
DSLR cameras	
Drawing stools	
Studio table easels	

Instruction via Distance Technology

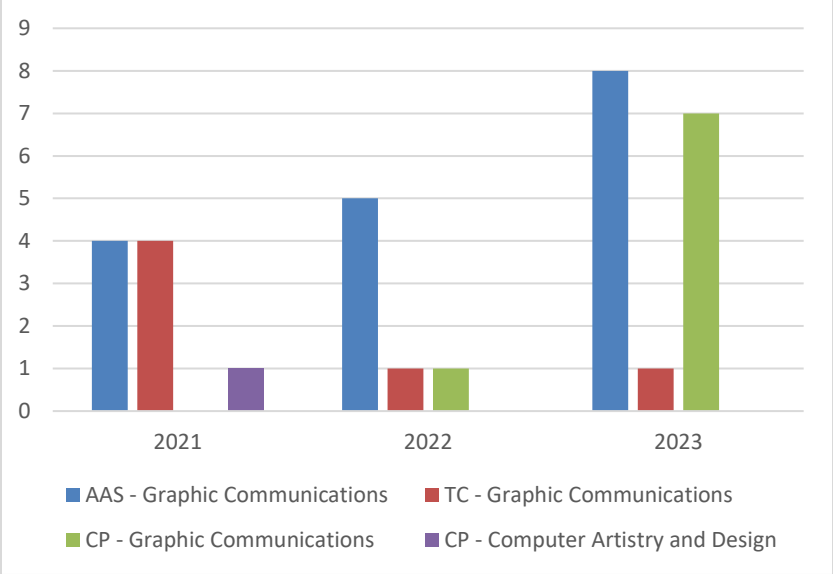
All classes have been adapted to Blackboard and supplemented by ZOOM so that they may be accessed by students in Arkansas County. At this time, no more than four courses have been delivered by this method.

Majors/Declared Students

Number of Undergraduates/Graduate Majors

The number of graphics majors for the associate degree and certificates of proficiencies for the last three years is displayed in Table 8 and the graph below.

Table 8: Undergraduate/Graduate Majors/Declared Students 2021-2023				
	2021	**2022**	**2023**	**Total**
Associate of Applied Science in Graphic Communications	4	5	8	17
Technical Certificate in Graphic Communications	4	1	1	6
Graphic Communications Certificate of Proficiency	0	1	7	8
Computer Artistry and Design Certificate of Proficiency	1	0	0	1



Recruitment

- College Wide – The PCCUA Recruitment Team led by the Vice Chancellor for College Advancement focuses its efforts on the surrounding high schools (approximately 14) in Arkansas and Mississippi. PCCUA also employs High School Recruiters who are a big part of the recruitment team and have a big presence in the high schools. The following are some of the activities in which the team participated during 2022-23: High School Days, ArkACRAO College Fair, etiquette lunches for high school juniors and seniors, and Secondary Technical Center visits.
- Graphics Communications Department – Faculty members also attend local college and career fairs to showcase program offerings. Contacts made through career and college fairs are followed up through phone calls and mailings. To recruit those in the workforce who want to up upgrade skills or pursue a degree, the department uses social media advertisement and delivers fall, spring, and summer class schedules.

Retention

- Academic Advising – Academic dean and two program coordinators in the Applied Technology Division serve as advisors to assist students in reaching their academic goals. Students are advised regarding program requirements, detailed degree planning, and College-supported services.
- Early Alert/Warning System – This allows opportunities for early faculty-initiated intervention to resolve problems or issues with class attendance, tutoring, advising, or other counseling needs of students.
- Student Email Accounts – Each student is provided a college e-mail account to improve communication between the student and instructors as well as the college staff.
- Student Support Services – This trio program motivates and supports students in their academic endeavors through academic advising, financial aid counseling, career exploration, peer and computer assisted tutoring, and advocacy with staff and faculty.
- Student Orientation – A college-wide orientation is required for new and returning students each fall to provide them with skills and resources to improve student success.
- Achieving the Dream (AtD) – This initiative promotes institutional change to improve student success in community colleges by identifying barriers that prevent students from advancing through college programs.
- Faculty Scheduled Office Hours – Faculty uses this time to meet with students to discuss course and program issues. Listening to students during this one-on-one time enables faculty to learn of students' needs to determine and implement strategies that will help students meet those needs.
- Multimedia Classrooms and Technology – Graphics classrooms are equipped with various technology-based components to accommodate a variety of learning styles and to meet the growing technology needs of students.

- Cooperative Learning – Activities incorporated into the classroom setting to assist the learning process. For instance, working in small groups fosters a better understanding of the subject matter as well as learning to work well with others as a team.
- Computer Labs – Access to computer labs are available.

Graduation of Students

- Program Level Advisors – Two program coordinators and division dean are available to assist graphics majors in course selection, completion, and graduation requirements.
- Degree Check Off Sheets – Check offs outlining degree requirements are available to graphics students.
- Graphics Rotation Schedule – A three-year rotation of graphics courses is available for advisors and students to follow to ensure expected graduation date.
- Independent Studies – These are available if students who are graduating have a conflict and are prevented from attending a required course at the scheduled time.

Number of Program Graduates

Listed below in Table 9 is the number of Graphics program graduates for the last three years.

Table 9: Number of Program Graduates 2021-2023

	2021	2022	2023*	Total
Associate of Applied Science in Graphic Communications	0	0	1	1
Technical Certificate in Graphic Communications	2	1	0	3
Graphic Communications Certificate of Proficiency	1	4	0	5
Computer Artistry and Design Certificate of Proficiency	1	1	0	2

*2023 total does not include May graduates as the semester is not complete.

Program Assessment

Program Assessment Process

PCCUA has an extensive college-wide assessment plan with six core competencies to measure outcomes assessment of student learning. The Graphic Communications program's assessment process models the college plan and uses the same core competencies—communication, commitments to diversity, equity, and inclusion within the context of cultural engagement and understanding, social and community responsibility, analytical and critical thinking and reasoning, mathematical reasoning, and technology utilization—as a major component of instruction and assessment at the course and program level.

To accomplish these goals, the assessment process for each accredited degree program includes the following steps: 1) determine what needs to be assessed, 2) select tools to measure results, 3) establish criteria to determine if concerns exist or if change is needed, 4) administer assessment tools, 5) evaluate results, and 6) develop and implement methods for improvement.

The first two steps in the assessment process are to determine which courses address each competency and what method or tool is used to measure the results within each course. A variety of assessment methods are implemented, including pre and posttests as well as portfolios and critiques. This gives an overall plan for assessing the whole program. The process is then expanded to the individual course level. Learning outcomes and assessment methods to best measure the desired outcomes are determined. Tables 10 and 11 located in Appendix D summarize the steps of determining program competencies, student learning outcomes, and assessment methods.

Steps three and four are to establish criteria and administer assessment tools. Comprehensive student learning data for each course taught is collected and evaluated at the end of each semester to determine if criteria are met and to implement methods for improvement (steps five and six). An Assessment Results/Action Plans report validating outcome results is submitted to the division dean at the end of each semester. The Program Coordinator will discuss the findings of the entire division during the annual evaluation meeting. The individual program results will be discussed with the individual faculty members. An example of an individual course Assessment Results/Action Plan is provided in Appendix D.

Assessment is an ongoing process. The trended data provides tangible, measurable results that determine where improvement is needed. A Graphics Program Summary Sheet showing the findings for Fall 2020 through Spring 2023 is included in Appendix D.

Program Exit or Capstone Requirements

Although standardized entrance and exit tests are not required of the graphics students, several courses have implemented pre and posttests to assess student improvement. In addition, all students must complete ART 263, Art Seminar, which is the graphic communications capstone course. In this course, the student must be able to exhibit a variety of technical skills and knowledge learned in the development of a final project. Students completing the requirements of ART 263 will display their work in an exhibit.

Teaching Evaluation

As outlined in the PCCUA Administrative Procedure 370.05 included in Appendix E, all full-time and part-time faculty members will be reviewed annually on the basis of classroom effectiveness, college service, professional growth, and community service. Evidence of instructor effectiveness is provided by student evaluations each semester and a teaching portfolio.

Student Evaluation: A student questionnaire regarding instructor course delivery and design methods is administered to two classes, randomly selected by the division dean, each fall and spring semester. In this student evaluation, which will be available in the Resource Room, students are also given the opportunity to anonymously provide feedback on instructor strengths and offer ways to improve teaching methods that promote student learning and student engagement. A summary of results is provided to the instructor and dean of the division. Student evaluation score averages are based on the following scale: 5-Always, 4-Usually, 3-Sometimes, 2-Rarely, 1-Never.

Teaching Portfolio: Faculty members teaching eighteen points or more are required to annually submit teaching portfolios to document teaching effectiveness, college service, professional growth, and community service. Included in this portfolio is a collection of instructor-selected documents to validate teaching strategies and performance. Minimum requirements for the portfolio are two current syllabi with relevant course information, examples of revisions in course materials, and examples of evaluation methods such as tests and graded assignments. Each portfolio is evaluated by the division dean as well as two instructors within the division and one instructor outside the division. Each section is scored and weighted, resulting in a numerical score that is compared with other faculty.

The final evaluation score is based on the following scale:

3 – Exceptional.
This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high-quality results in all major areas of job emphasis. **To earn a rating of "Exceptional" in College**

Service, Professional Development and Community Service the faculty member should have *6 or above* total points.

2 – Effective.
This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level. **To earn a rating of "Effective" in College Service, Professional Development and Community Service, the faculty member should have *4-5* total points.**

1 – Needs Improvement.
This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year. **To earn a rating of "Needs Improvement" in College Service, Professional Development, and Community Service, the faculty member should have *3 or less* total points.**

Use of Student Evaluations

During the annual faculty evaluation conference, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies. PCCUA recognizes outstanding faculty members on each campus by honoring those with the highest portfolio scores at the Arkansas Association of Two-Year Colleges Annual Conference.

Teaching components that have been incorporated into the curriculum as a result of student evaluations are cooperative learning strategies and service learning projects. Another classroom addition is that Graphic Communications experts are invited as guest lecturers to provide the students an opportunity to relate the knowledge and skills they are learning to the workplace.

Transfer Information

Students enrolled in the graphic communications program are following the Associate of Applied Science pathway or seeking a Certificate of Proficiency. Programs of this nature have normally been considered terminal and are generally non-transferrable. However, he University of Arkansas at Fort Smith offers a Bachelor of Applied Science degree. Courses are offered on site, compressed video, and online. Graphics graduates may choose to continue their education through the U of A Fort Smith.

Students have transferred to other four-year institutions upon comparison of courses: Arkansas State University at Jonesboro, Arkansas; Philander Smith, Little Rock, Arkansas; and Delta State University, Cleveland Mississippi.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of

applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer. http://acts.adhe.edu/secure/institutiontransferinfo.aspx

Surveys

The Applied Technology Division measures student, alumni, and employer satisfaction of offerings and services through the listed surveys in Table 10 below.

Table 10: Applied Technology Division Surveys

Strategy	Frequency	Resources	How Data is used:
Graduate Survey	Upon applying for graduation	Graduating students	Improvement of courses, services, and programs
Alumni Survey	Six months after graduation	Former students who completed degree programs	Improvement of courses, services, and programs
Employer Survey	Annually	Area Businesses	Recommendations implemented to enhance students' employability skills

In 2021-22, six of the fifteen Applied Technology surveys received were Graphic Communications graduates. All graduates expressed satisfaction with their overall degree. Aggregate results are reflected in Appendix F.

Although alumni and employer survey responses have been minimal, efforts to improve the response rates are ongoing. To increase the employer survey response, instructors will contact employers individually to collect results.

Program Alignment to Current Job Market Needs

To align the program curriculum to current job market needs for state and local communities is a continuing effort of the division dean, program coordinator and faculty. Research from the Bureau of Labor and Statistics and other related internet sites, graphic communications literature, and graphic communications professionals (Industrial Council) are consulted to determine what curriculum practices need to be continued and/or changed.

Job Placement Information

Although PCCUA currently does not have a job placement office, the department tries to track job placement through graduate and alumni surveys. Many students have freelanced their graphic skills in areas such as web design, logo design, and video production, as well as furniture design and manufacturing. Table 11 illustrates recent graphic student employment.

Table 11: Graphic Student Employment	
Number of Students	**Employment**
2	Thrive
2	Local church's graphic designer
1	Print shop in Batesville, AR
1	Owns furniture design company

Possible Employers for Graphic Students

Due to the migrating population, Phillips and Arkansas Counties have experienced many changes in the local employment possibilities. Salaries range from minimum wage and above, depending on experience. Although most employers do not require a degree, it is regarded as a measure of skill in the graphics area. Listed below are the names and addresses of local companies who might hire program graduates.

- Helena World 417 York St.
  Helena, Arkansas 72342
- Duncan's Printing
  1121 Franklin St.
  Helena, AR 72342
- Green's Printing
  Poplar Grove, AR 72374
- The Sign Shop
  West Helena, AR 72390
- Thrive
  Helena-West Helena, AR
- Be Dazzled By Lisa
  44 Hornbeck Ln
  DeWitt, AR 72042
- Funcessories Too
  212 Court Square
  DeWitt, AR 72042
- Field & Floral
  210 Court Square
  DeWitt, AR 72042
- Dewitt Era- Enterprise
  140 Court Square
  DeWitt, AR 72042
- MK Designs
  416 W 6th St
  Stuttgart, AR 72160
- Butterfly Designs
  Stuttgart, AR 72160
- Drummond Printing & Office
  2114 S Main St
  Stuttgart, AR 72160

Program Effectiveness

Program Strengths

- Faculty possess a Master's degree
- Experienced faculty
- Continuous improvement and updating of courses and materials
- Division dean and program coordinator are committed to academic freedom, faculty autonomy, and instructional creativity in the classroom.
- Faculty commitment to professional development and enhancement of professional skills
- Experience and supportive administration
- Strong advising system
- Continuance of education: Bachelor of Applied Science degree – University of Arkansas, Fort Smith
- Up-to-date equipment
- Current graphics communications software
- Experienced IT staff to maintain laboratories
- Adequate classroom and laboratories facilities
- Variety of Available Scholarships for Students
- Courses developed for Blackboard
- Development of hybrid courses to accommodate changing student enrollment needs

Programs Concerns

- Declining population base
- Limited opportunities for local employment
- Large percentage of students considered at risk
- Economically distressed area fails to monetarily reward students for receiving formal education
- Small enrollments require faculty to teach two courses simultaneously in order to have sufficient numbers of students to make a contact load
- Lack of time for more recruitment efforts
- Continue to develop hybrid courses to accommodate changing student enrollment needs
- Increased funding

Program Improvements

New Equipment

- SLR Cameras

- Digital Camcorders

Through a Carl Perkins Grant and Title III funding, the department purchased the following:

- Adobe Cloud licenses
- Camcorders
- SLR digital cameras

Planned Program Improvements

Table 12 lists the following program improvements as well as the timetables and costs:

- Increase graphics program enrollment by enhancing recruitment efforts in the high schools
- Become more visible in the community by incorporating more student service learning projects
- There were two certificates of proficiencies: Computer Art & Design and Graphic Communications. The demand for the Computer Art & Design Certificate of Proficiency has been very low. After further examination into both certificate of proficiencies, it was discovered that there was an error in the CIP codes carrying over from the time when the degree had a printing focus. It was a consensus that it would be a better degree path to combine both the Computer Art & Design and Graphic Communications certificate of proficiencies into one called Graphic Communications Certificate of Proficiency.

Table 12: Planned Program Improvements

Improvement	Timetable	Cost
Continue improving Blackboard courses to improve online delivery	ongoing	N/A
Increase recruitment efforts	ongoing	N/A
Strengthen relations with Thrive (non-profit ad agency in Helena)	ongoing	N/A

Institutional Review Team

Vicki Cobb
Co-Chair, Program Review
Graphic Communications Instructor, Advisor
Applied Technology Division Program Coordinator
Phillips Community College

Linda Killion
Co-Chair, Program Review
Director of Special Projects
Phillips Community College

References

1. United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, http://www.bls.gov/ooh/Arts-and-Design/Graphic-designers.htm#tab-6

Appendix A

UofA PHILLIPS COMMUNITY COLLEGE

Associate of Applied Science: Graphic Communications (GRCOM.AAS D-H-S)

Name		Student ID		Phone	
Address		Major		Email	

Group I (ACTS)	**English and Fine Arts – 9 Hours**	**Semester**	**Grade**
EH 113 (ENGL 1013)	Composition I		
EH 123 (ENGL 1023)	Composition II		
SP 243 (SPCH 1003)	Fundamentals of Speech		
Group II (ACTS)	**Social Sciences – 3 Hours**	**Semester**	**Grade**
PSY 213 (PSYC 1103)	General Psychology		
SY 213 (SOCI 1013)	Fundamentals of Sociology		
Group III (ACTS)	**Science and Mathematics – 3 Hours**	**Semester**	**Grade**
MS 123 (MATH 1103)	College Algebra		
MS 143	Technical Math		
MS 193 (MATH 1113)	Quantitative Reasoning		
Group IV	**Physical Education – None Required**		
Group V (ACTS)	**Computer Technology – 3 Hours**	**Semester**	**Grade**
CT 113 (CPSI 1003)	Computer Information Systems		
PR 274	Computer Graphics		
Group VI	**Required Courses – 42 Hours**	**Semester**	**Grade**
ART 133 or PR 133	Freehand Drawing or Illustration I		
ART 143 or PR 143	Drawing or Illustration II		
ART 263	Art Seminar		
CT 233	Programming/Coding for Web Design		
NT 253	Digital Imaging I		
NT 273	Digital Imaging II		
PR 103	Graphic Art & Design I		
PR 113	Graphic Art & Design II		
PR 114	Printmaking		
PR 123	Typography		
PR 164	Digital Photography		
PR 224	Two-Dimensional Design		
PR 233	Printing Layout & Design		

Program/Graduation Requirements		
Total Program Hours	**60 Hours**	**Deficiencies:**
Hours Completed at PCCUA		
Hours Transferred		
Total Hours		
Grade Point Average (GPA)		

Advisor (Signature)		**Vice Chancellor/Dean/Chair (Signature)**	

(ACTS #)

PHILLIPS COMMUNITY COLLEGE

Technical Certificate: Graphic Communications (GRACO.TC D-H-S)

Name		Student ID		Phone	
Address		Major		Email	

Group I (ACTS)	**English and Fine Arts –3 Hours**	**Semester**	**Grade**
EH 113 (ENGL 1013)	Composition I		
Group II (ACTS)	**Social Science – None Required**		
Group III	**Science/Math – 3 Hours**	**Semester**	**Grade**
MS 1023	Elementary Algebra or higher		
Group IV	**Physical Education – None Required**		
Group V (ACTS)	**Computer Technology – 3 Hours**	**Semester**	**Grade**
CT 113 (CPSI 1003)	Computer Information Systems		
PR 274	Computer Graphics		
Group VI	**Required Courses – 21 Hours**	**Semester**	**Grade**
ART 133 or PR 133	Freehand Drawing or Illustration I		
NT 253	Digital Image Production I		
NT 273	Digital Image Production II		
PR 103	Graphic Art & Design I		
PR 113	Graphic Art & Design II		
PR 123	Typography		
PR 233	Printing Layout & Design		

Program/Graduation Requirements			
Total Program Hours	**30 Hours**	**Deficiencies:**	
Hours Completed at PCCUA			
Hours Transferred			
Total Hours			
Grade Point Average (GPA)			
Advisor (Signature)		**Vice Chancellor/Dean/Chair (Signature)**	

(ACTS #)

UofA PHILLIPS COMMUNITY COLLEGE

Certificate of Proficiency: Computer Art & Design (COMPART.CP D-H-S)

Name		Student ID		Phone	
Address		Major		Email	

Course Number	Required Courses – 12 Hours	Semester	Grade
CT 233	Programming/Coding for Web Design		
NT 253	Digital Image Production		
PR 103	Graphic Art & Design I		
PR 113	Graphic Art & Design II		

Program/Graduation Requirements		
Total Program Hours	**12 Hours**	**Deficiencies:**
Hours Completed at PCCUA		
Hours Transferred		
Total Hours		
Grade Point Average (GPA)		

Advisor (Signature)		Vice Chancellor/Dean/Chair (Signature)	

(ACTS #)

PHILLIPS COMMUNITY COLLEGE

Certificate of Proficiency: Graphic Communications (GRACO.CP D-H-S)

Name		Student ID		Phone	
Address		Major		Email	

Course Number	Required Courses – 13 Hours	Semester	Grade
ART 133 or PR 133	Free Hand Drawing or Illustration I		
NT 253	Digital Image Production I		
PR 103	Graphic Art & Design I		
PR 224	Two-Dimensional Design		

Program/Graduation Requirements

Total Program Hours	13 Hours	Deficiencies:
Hours Completed at PCCUA		
Hours Transferred		
Total Hours		
Grade Point Average (GPA)		

Advisor (Signature)		Vice Chancellor/Dean/Chair (Signature)	

(ACTS #)

Sequence of Graphics Courses Fall 2020 – Spring 2023							
Helena Campus		**Fall 2020**	**SP 2021**	**Fall 2021**	**SP 2022**	**Fall 2022**	**SP 2023**
ART 133	Freehand Drawing/	X		X		X	
ART 143	Drawing	X		X		X	
PR 103	Graphic Art & Design I		X	X		X	
PR 113	Graphic Art & Design II		X	X			X
NT 253	Digital Image Production I	X		X		X	
NT 273	Digital Image Production II		X		X		X
PR 114	Printmaking	X			X		
PR 123	Typography				X		
PR 164	Digital Photography	X	X				X
PR 224	Two-Dimensional Design			X		X	
PR 233	Printing Layout & Design				X		X
PR 274	Computer Graphics						
ART 263	Art Seminar	AS NEEDED - INDEPENDENT STUDY					

Program Courses Last Offered Fall 2022-Spring 2023	
FALL 2022	**SPRING 2023**
ART 133	NT 273
ART 143	PR 113
ART 263	PR 164
NT 253	PR 233
PR 103	
PR 224	

Appendix B

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 420.02

Subject: Procedures for Adding and Deleting Courses

Applicable Board Policy: 420

Date Adopted: 6/86

Revised: 7/89, 6/04, 10/05
Reviewed: 5/13, 6/19

A course is an organized, composite unit of instruction which constitutes a part of a program or curriculum. The concept or origination of a new or revised course may occur from a variety of sources; faculty, administration, professional groups, four-year institutions, or others. Courses may originate and be instituted at any time as long as appropriate review and implementation procedures are followed. These procedures are outlined below for credit courses.

1. The dean/chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Faculty Senate for recommendation of approval or disapproval. The form includes:

    a. Documentation of need for the course,

    b. The level of the course, (i.e., developmental, introductory, college level, etc.) and its applicability to degree or certificate programs,

    c. The transferability of the course to four-year institutions,

    d. The availability of resources (i.e., qualified faculty, equipment, special space requirements, etc.),

    e. The syllabus for the course,

    f. Scheduling and frequency.

2. Recommendations made by the Faculty Senate Curriculum Committee will be documented on the Curriculum Change form and forwarded to the Instruction and Curriculum Team for discussion and recommendations made considering the resource implications, possible duplications, college-wide or divisional applications, faculty qualifications, etc.

3. The dean/chair or the originator will answer questions related to information provided on the Curriculum Change form or other issues related to the addition, modification, or deletion of a course.

   NOTE--The Curriculum Change form must be submitted to the Vice Chancellor for Instruction prior to the scheduled meeting date.

4. The Instruction and Curriculum Team submits its recommendations and comments to the Vice Chancellor for Instruction.

5. The Vice Chancellor for Instruction takes appropriate action.

The following procedures will be followed in considering courses for deletion.

1. The dean/chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Curriculum Committee of the Faculty Senate concerning the planned deletion. Recommendations will be submitted to the Instruction and Curriculum Team. The Director of Institutional Research will refer courses which have not been taught for three years to the Vice Chancellor for Instruction before recommending deletion.

2. After Instruction and Curriculum Team deliberation and recommendation, the Vice Chancellor for Instruction will decide whether to proceed with the recommendation for deletion.

3. The Vice Chancellor for Instruction will confer with the Chancellor and take action as necessary based on the Chancellor's decision.

PHILLIPS COMMUNITY COLLEGE

RECOMMENDED CURRICULUM CHANGE

FROM:_____ DATE:_____

DEPARTMENT: _____

SUBJECT:_____ _____ADD_____DELETE _____MODIFY

COURSE NUMBER	TITLE OF COURSE	CREDIT HOURS	PREREQUISITE	WEEKLY SCHEDULE LECTURE	LAB

COURSE DESCRIPTION (A)

MODIFY COURSE DESCRIPTION TO READ (B)

When a description is to be modified, please type the existing description in (A), and the new description in (B).

Approved:_____
Department Chairperson

ACTION OF CURRICULUM COMMITTEE:

_____Approved _____Not Approved DATE:_____

COMMENTS:

_____
Chairman, Curriculum Committee

Prepare three (3) copies for the Committee
(1) Vice President
(2) Secretary, Curriculum Committee
(3) Chairman, Curriculum Committee

Appendix C

NEW EMPLOYEE ORIENTATION
SUPERVISOR CHECKLIST

SUPERVISOR: _____ NEW EMPLOYEE:_____

DATE ISSUED:_____Office # _____ Phone ext. _____

To be completed by immediate Supervisor (within first week of hire)
The following is a checklist of information necessary to orient your new employee. Please check off each point you discussed with the employee and *return to the personnel office*.

	√	NOTES
Review Job Description		
Review Employee Evaluation process		
Discuss the department's function at the college, and the importance of customer service		
Introduce EE to co-workers & their work responsibilities		
Tour the department and campus. Include bathrooms, break rooms and parking areas		
Ensure that the new employee's working area, equipment, tools and supplies are available		
Explain levels of supervision within the department		
Provide new EE with necessary or required training		
Explain use of telephone (personal/college calls), copy machine, copy, mail, & purchasing procedures.		Demonstration
Request access to necessary accounts		Submit requests Demonstrate process
Explain procedures for time off –sick & vacation leave		Demonstrate intranet use.
Explain dress codes to include uniforms if applicable and "casual days"		College logo apparel is available. Contact R. St. Columbia
Ensure employee receives keys to office, building, etc.		Submit on-campus request to maintenance
Discuss work hours, lunch and break times		
Discuss overtime pay (see College policy 330/330.01)		If applicable
Obtain emergency contact phone numbers		
Discuss safety and security/emergency conditions and response such as: fire, bomb threat procedures, accident injury procedures, inclement weather policy		Emergency procedures are available on each campus
Follow up on: Email account, Telephone Access/codes Intranet Access, WebAdvisor Access		Requests are made initially by the personnel department.
Smoking Policies		Buildings are smoke-free
Paycheck distribution (15th & end of each month)		Direct deposit or mail option
Request name badge, business cards, name plate, etc.		Submit on-campus request to St. Columbia

Photo ID and Parking Decal		Schedule visit w/ Registrar's Office
Assign Mentor (indicate name)		

_____ _____

Employee Signature Date *Supervisor Signature Date*

Return to Personnel Office

PERSONNEL OFFICE USE ONLY *Place in personnel file*

Date received: _____

By: _____

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: 11/88

Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06/3/18
Reviewed: 6/19

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary.

A point system is utilized to determine teaching loads have been met. A full instructional load for all faculty is 30 points per regular semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

a. one point for each contact hour in the classroom (non-lab courses)
b. one point for each credit hour taught
c. six points per semester for student advising
d. two-thirds point for each laboratory hour

Secondary Area Career and Technical Center instructors teach five (5) days a week and the number of credits taught do not affect the points awarded for instructing these classes. Generally, faculty teach four classes. However, budget and enrollment can impact the number of courses required of full-time faculty in the Secondary Area Career and Technical Center.

Overload compensation for faculty is $275 per point above 30 points in a regular semester. The same class taught both during the day and evening will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week. See policy on Faculty Work Schedule.

Criteria for assigning overloads are as follows:

a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach overload classes will first be extended to full-time faculty based on seniority in teaching within that specific discipline. In the event of two equally qualified faculty with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.

b. An instructor is not required to accept an overload; consequently the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed. If an instructor decides not to teach an overload course, the instructor willing to teach that course may receive priority for that overload course in the next term.

c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time faculty will, however, be employed when
full-time staff are not available. The same formula as described above will be used to calculate pay for part-time faculty.

d. Double overloads will be assigned only in unavoidable situations.

e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the College Chancellor may authorize overload pay to an faculty with less than an average of 45 student contact hours per class.

f. Faculty teaching via synchronous interactive video will receive one point for each remote site and one point ($250) for the first ten (10) students enrolled at each remote site. In addition, they will receive $25 per student above the first ten (10) students ($25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to faculty who teach courses designed for high school students meeting five days a week if those instructors are receiving compensation of eight points for the high school Secondary Area Career and Technical Center course(s).

Appendix D

Core Competencies			
Course	**Course SLOs**	**Program SLOs**	**STACC**
ART 133 Freehand Drawing	Students will effectively apply proper contrast to each drawing	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will showcase their talents by producing a collection of their best work	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
ART 143 Drawing	Students will demonstrate his knowledge of portrait drawing	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will demonstrate his knowledge of perspective drawing	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will showcase their talents by producing a collection of their best work	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization

ART 263 Art Seminar	Students will demonstrate basic skills in creating a branding identity project	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions	Analytical & Critical Thinking and Reasoning
	Students will demonstrate basic skills in Photoshop, Illustrator, and In Design	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will demonstrate an objective, non-offensive approach to creating a branding identity	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding
	Students will apply the principles of design to the visual letterform and develop a personal viewpoint of aesthetics and creativity in design problem solving	The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	Social & Community Responsibility
	Students will establish the company brand through assigned projects so that the viewer will fully recognize the company.	The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions	Communication
NT 253 Digital Image Production I	Students will demonstrate basic skills in shooting a video	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and	Technology Utilization

		interactive media (film, video, computer multimedia).	
	Students will demonstrate basic skills editing video footage	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will understand the basic terminology associated with Video production	The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	Social & Community Responsibility
NT 273 Digital Image Production II	Students will demonstrate basic skills in creating short animations	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will demonstrate basic skills in telling stories through animations.	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
PR 103 Graphic Art & Design I	Recognize the elements of art and apply the principles of design to each assignment.	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	Analytical & Critical Thinking and Reasoning

	Generate creative projects in a clean and exact manner using computer tools and software.	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will showcase their talents by producing a collection of their best work.	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
PR 113 Graphic Art & Design II	Students will demonstrate an objective, non-offensive approach to creating a branding identity project for public	An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.	Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding
	Generate creative projects in a clean and exact manner using traditional and computer tools and software.	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will demonstrate basic skills in creating a branding identity project.	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions	Analytical & Critical Thinking
PR 114 Printmaking	Student will understand the basic terminology associated with video production.	The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography,	Social & Community Responsibility

		aesthetics, and the construction of meaningful images.	
PR 123 Typography	Students will develop the ability to make critical assessments of design problems and solutions in relationship to the letterform.	The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization / composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images	Social & Community Responsibility
	Students will gain a working knowledge of the role of the letterform in visual communications using In Design, Illustrator, and Photoshop	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
PR 133 Illustration I	Students will effectively apply proper techniques to each drawing	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will showcase their talents by producing a collection of their best work	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
PR 143 Illustration II	Students will recognize the elements of illustration and apply them to drawings	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization

	Students will demonstrate his knowledge of communicating in ink	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will demonstrate his knowledge of contour line	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
PR 164 Digital Photography	Students will demonstrate basic skills in photo manipulation software.	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will demonstrate basic skills in the use of the digital camera	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
PR 224 Two-Dimensional Design	Generate creative projects in a clean and exact manner using computer tools and software.	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
	Students will showcase their talents by producing a	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and	Technology Utilization

	collection of their best work	research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	
PR 233 Printing Layout & Design	Students will demonstrate basic skills in creating printing layouts	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization
PR 274 Computer Graphics	Students will demonstrate basic skills in Photoshop, Illustrator, and In Design	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Technology Utilization

Division of Applied Technology Core Competencies Student Learning Outcomes by Individual Courses								
Spring, 2022 Graphic Communications								
			PR 114	**PR 123**	**PR 233**	**NT 253**	**NT 273**	**Program and Retention Averages**
		Course Instructor	VC	VC	VC	VC	VC	
		Student Retention Rates	100%	75%	67%	100%	100%	87%
		Students enrolled	4	4	4	1	2	15
		Students completed	4	3	3	1	2	13
PCCUA Core Competencies	**Program Learning Outcomes**	**Course Learning Outcomes**						
Communication								
	1 The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions.	1. Students will establish the company brand through assigned projects so that the viewer will fully recognize the company.						
		Communication Average						
Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding								
	5. An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.	1. Students will demonstrate an objective, non-offensive approach to creating a branding identity project for public viewing.						
	5 An understanding of design from a variety of	2. Students will demonstrate an objective, non-						

	perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.	offensive approach to creating a branding identity project for public						
		Cultural Awareness Average						
Social and Community Responsibility								
	6. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.	1. Students will apply the principles of design to the visual letterform and develop a personal viewpoint of aesthetics and creativity in design problem solving.		100				
	3. The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	2. Students will understand the basic terminology associated with video production.				100		
	6. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.	3. Design projects relative to specific client needs.						

	3 The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/ composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	5 Student will understand the basic terminology associated with printmaking.	100					
	3 The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization / composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	4. Students will understand the role of the letterform in visual communications using In Design, Illustrator, and Photoshop.						
		Social and Civic Responsibility Average						100
Analytical & Critical Thinking and Reasoning								
	2 The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social	1. Students will demonstrate basic skills in creating a branding identity project.						

	human factors that shape design decisions.							
	2 The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	2. Recognize the elements of art and apply the principles of design to each assignment.						
	2. The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	3.Students will develop the ability to make critical assessments of design problems and solutions in relationship to the letterform.						
		Analytical & Critical Thinking						
Technology Utilization								
	4. An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video,	1.Students will effectively apply proper contrast to each drawing.						

	computer multimedia).							
	"	2.Students will showcase their talents by producing a collection of their best work						
	"	3. Students will demonstrate his knowledge of portrait drawing						
	"	4. Students will demonstrate his knowledge of perspective drawing						
	"	5. Students will demonstrate basic skills in Photoshop, Illustrator, and In Design						
	"	6. Students will demonstrate basic skills in shooting a video.				100		
	"	7.Students will demonstrate basic skills editing video footage				100		
	"	8. Students will demonstrate basic skills in creating short animations					100	
	"	9. Students will demonstrate basic skills in telling stories through animations.					100	
	"	10. Generate creative projects in a clean and exact manner using computer tools and software.						
	"	11. Students will be able to explain and demonstrate different methods of printing.						

	"	12. Students will recognize the elements of illustration and apply them to drawings.						
	"	13. Students will demonstrate his knowledge of communicating in ink.						
	"	14. Students will demonstrate his knowledge of contour line.						
	"	15. Students will demonstrate basic skills in photo manipulation software.						
	"	16. Students will demonstrate basic skills in the use of the digital camera.						
	"	17 Students will gain a working knowledge of the role of the letterform in visual communications using In Design, Illustrator, and Photoshop.		75				
	"	18. Students will demonstrate basic skills in creating printing layouts.						
		Technology Utilization						95
		Course Averages	100	88	100	100	100	
		Program Average						**98**

Division of Applied Technology – Core Competencies Assessment Results/Action Plan			Instructor:			
			Course Name and #:		PR 113 Graphic Design II	
			Semester:			
			Retention Rate:		% (of students)	
PCCUA Core Competency	**Course-Program - Level Student Learning Outcome(s)**	**Course-Student Learning Outcome(s)**	**Assessment Tool(s) Used to Calculate**	**Assessment Criteria**	**Assessment Results**	**Faculty Action Plan**
Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding	5 An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.	2 Students will demonstrate an objective, non-offensive approach to creating a branding identity project for public.	Project Rubric	70% of the students will score 70% or higher		
Technology Utilization	4.An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	10 Generate creative projects in a clean and exact manner using traditional and computer tools and software.	Project Rubric	70% of the students will score 70% or higher		
Analytical & Critical Thinking	2 The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	2 Students will demonstrate basic skills in creating a branding identity project.	Project Rubric	70% of the students will score 70% or higher		

Division of Applied Technology – AAS Graphic Communication Program Program Outcome and Core Competencies - Assessment Results/Action Plan Semester: Fall 2022					
Program Outcome	**Assessment Method/Measurement**	**Fall 21**	**SP 22**	**Fall 22**	
To provide high quality graphic communications courses/programs to prepare graduates with skills to enter the workforce in a mid-level design position.	85% of all Graphic Communication students will achieve the core competencies by scoring 70% or higher on the required course assessment methods.	71%	98%	93%	Emphasize importance of meeting deadlines; Relate assignments to actual work scenarios.
	85% of AAS students will score 70% or higher in the ART 263 – Art Seminar capstone course.	---	----	———	Emphasize how important the seminar course is to portfolios
Division Outcome	85% of all applied technology students will achieve the core competencies by scoring 70% or higher on the required course assessment methods.	74%	80%		Emphasize importance of meeting deadlines; Relate assignments to actual work scenarios;
Student Retention Rates		77%	87%	89%	

Upon completion of this program, students will be able to:

PCCUA Core Competency	Division Core Competency	Program Goals	Student Learning Outcome – Courses Assessed	Assessment Method/ Measurement	Fall 21	SP 22	Fall 22	ACTION PLANS
Communication	Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media	The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions.	ART 263	70% of students will score 70% or higher on the communication student learning outcomes for selected courses.	---	---	---	
Cultural Awareness	Students will demonstrate interact with diverse groups of people in their chosen discipline.	An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.	ART 263 PR 113	70% of students will score 70% or higher on the communication student learning outcomes for selected courses.	67%	---	---	
Social and Civic Responsibility	Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline	The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	ART 263 PR 114 PR 123 NT 253	70% of students will score 70% or higher on the communication student learning outcomes for selected courses.	67%	100%	100%	Place extra emphasis on terminology throughout the semester Have students critique at least one of their own projects
Analytical & Critical Thinking	Students will demonstrate	The ability to describe and respond to the	ART 263 PR 103	70% of students will score 70% or	67%	---	88%	

	ability to identify, analyze, and remediate problems critical to their chosen discipline	audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	PR 113	higher on the communication student learning outcomes for selected courses.				
Technology Utilization	Students will demonstrate ability to perform technical operations to their chosen discipline	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	ART 133 ART 143 ART 263 PR 103 PR 113 PR 123 PR 133 PR 143 PR 164 PR 224 NT 253 NT 273 PR 274	70% of students will score 70% or higher on the communication student learning outcomes for selected courses.	82%	95%	92%	Allow more time for each assignment. There were software issues throughout the semester. Students needed more time to complete some assignments due to the software issues.

Division of Applied Technology Program and Division Averages							
		Old Forms			New Forms		
		Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Graphic Communications							
Program Learning Outcomes	**Student Retention Rate**	**100%**	**100%**	**77%**	**87%**		
	Communication	64%	75%				
The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions.							
	Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding	0%	75%	67%			
An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.							
	Social and Community Responsibility	50%	75%	67%	100%		
The ability to create and develop visual forms in response to communication problems, including an understanding of principles of visual organization/ composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.							
An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.							
	Analytical & Critical Thinking and Reasoning	50%	75%	67%			

The ability to descript and respond to the audiences and contests, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.							
	Technology Utilization	76%	80%	82%	95%		
An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).							
	Graphic Communications Program Average	**43%**	**71%**	**57%**	**98%**		

Applied Technology Division				
Student Retention Rate	**89%**	**94%**	**78%**	**81%**
Communication	73%	80%	78%	98%
Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding	62%	78%	66%	72%
Social and Community Responsibility	81%	66%	70%	81%
Analytical & Critical Thinking	82%	70%	75%	73%
Technology Utilization	89%	78%	82%	77%
Division Average	**77%**	**74%**	**74%**	**80%**

Division Criteria/Expected Outcome: 70% of all Applied Technology Students will score 70% or higher on Core Competencies.

Appendix E

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 370.05

Subject: Faculty Evaluation

Applicable Board Policy: 370

Date Adopted: 4/74

Revised: 8/88, 9/90, 7/99, 8/08
Reviewed: 6/19

The performance of all full-time and part-time faculty members will be reviewed annually. The faculty evaluation will be based upon evidence from three sources: (1) a student evaluation of instructional delivery and design skills, (2) a teaching portfolio reviewed by the division dean and a peer review committee, and (3) the dean's evaluation of course management skills. The peer review committee will be composed of one faculty member selected by the instructor from the instructor's division, one faculty member selected by the division dean from the division, and one faculty member from another division selected by the Faculty Development Committee. Evaluation of full-time faculty will be based upon four criteria: teaching, college service, professional development, and community service. This policy refers to all part-time faculty receiving benefits.

Appendix F

APPLIED TECHNOLOGY

GRADUATE SURVEY RESULTS
FALL 2020 AND SPRING 2021

DeWitt – 0; Helena – 10; Stuttgart – 0
Spring – 7; Fall – 3
10 Survey Received

Survey Items**	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
Courses in Major	7	2			
Instruction in Major	6	3			
Courses in General Education	4	5			
Instruction in General Education	7	2			
Overall Degree	7	2			
How much importance did PCCUA Division of Applied Technology (faculty/staff) place in the following areas:	Very Much	Somewhat	Very Little	Not Addressed	
Managing Time (Day Planner/Calendar)	9				
Customer and Co-Worker Relations	7	2			
Computer Skills	5	4			
Oral Communication Skills	5	4			
Written Communication Skills*	6	2			
Math Reason Computation Skills	5	4			
Understanding Different Cultures	6	3			
Interviewing Job Application Skills	4	5			
Self-Confidence	7	2			
Problem Solving Critical Thinking	7	2			

*No answer given

**One student did not mark any survey items.

2020-2021 Surveys Received	Surveys Received
Construction Technology	1
General Technology	0
Graphic Communications	2
Welding (TC)	7
Total	10

What recommendations would you make to improve our courses or programs?

Comments:

- Do better and aim for a higher GPA.
- I think they are awesome.
- Everything seems to be working fine for me.
- None.
- The courses are perfect as they are.
- None – had a good experience!

Planning to Transfer: Yes – 0; No – 10
Looking for Employment: Yes – 7; No – 2; No answer -1;

Appendix G

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Freehand Drawing
ACTS Name: N/A
Course Number: ART 133
ACTS Course Number: N/A
Academic Year: Fall, 2022
Meeting Time & Place: 8:00 – 9:20 a.m.
MW T & I 125
Prerequisites: none
Required Laboratories: none
Credit Hours: 3
Clock Hours: 45
Revision Date: 4-26-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122
Office Phone #: (870)-6474, ext. 1122
Email Address: vcobb@pccua.edu
Office Hours: MWT Th 1:00 – 3:30 p.m. **(or by appointment)**

COURSE DESCRIPTION
Drawing from figures, objects and outdoor sketching, including organization of two-dimensional space and sound design elements and principles.

TEXT AND READING MATERIALS:
No text is required.

RESOURCES:
https://www.britannica.com/art/drawing-art
https://en.wikipedia.org/wiki/Drawing
https://en.wikipedia.org/wiki/Outline_of_drawing_and_drawings

EXPECTED STUDENT LEARNING OUTCOMES
In this course, students will gain a basic foundation in drawing concepts, principles, and drawing media.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
The students will demonstrate and develop their knowledge of two-dimensional drawing concepts and principles through application to projects that demonstrate the design principles. Through drawing assignments students will:

A. Learn to draw what you see
B. Explore different methods of rendering a drawing
C. Apply proper contrast to each drawing
D. Develop the ability to generate appropriate ideas
E. Develop the ability to make critical assessments of drawing problems and solutions
F. Develop a personal viewpoint of aesthetics and creativity

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

All students receiving an Associate's Degree from PCCUA will possess the following competencies:

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.

Technology Utilization: Use tools of the trade to achieve a specific outcome.

***Analytical & Critical Thinking*:** Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.

Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will effectively apply proper contrast to each drawing	**Drawing rubric**	**70% of the students will score 70% or higher**
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will showcase their talents by producing a collection of their best work	**Portfolio**	**70% of the students will score 70% or higher**

GRADING POLICY

Quizzes	Drawings as assigned
Papers	NONE
Assignments	Drawings as assigned
Tests	All drawings turned in to instructor are counted as test grades
Final Exam	Completed Portfolio

I. Grading will be based on all drawings and final portfolio

All drawings	50%
Portfolio (due December 8, 2022)	50%

II. Attendance will greatly affect your grades. It is difficult to complete your assignments on time if you are not attending class regularly.

III. Late work: For each day the assignment is late, your grade will be reduced by one letter grade (-10 points). Your project is not considered late if it is turned in **before** 8:00 am prior to the beginning of the next class.

METHODS OF SUBMISSION OF ASSIGNMENTS

You must adhere to the deadlines. If you are attending class face to face, you may hand the drawing in to the instructor on the deadline. If you are attending classes remotely, scan or take a picture of your drawings and upload them to Blackboard as a .pdf. All assignments must be received by the posted deadline or they will be considered late and subject to the grade being lowered by one letter grade.

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and **on time**.
2. Students and their advisors will receive a referral notice on the first, second and third absence
3. Students will receive an EW on the fourth absence.
4. Punctuality is expected. Classes will begin at the time designated by the college. Attendance will be taken at 8:00 am. If you arrive for class after 8:00 am and before 8:15 am, you will be marked as tardy. Two tardies will be considered an absence. **At 8:15 am, the door will be closed and you will be marked as absent.**
5. You are responsible for any assignment missed during your absence. An absence does not release you from your assignments or their deadlines. You are aware of all assignment deadlines well in advance of their due dates.
6. There are no excused absences, unless the student misses class while engaged in approved college activities. Even then it is your responsibility to make up any missed work.

7. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

*Any exception to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance will directly affect their grade in this course.

PARTICIPATION
All students are required to participate in all class activities. **NO EXCEPTIONS**.

COURSE EVALUATION & ASSESSMENT
This rubric will be used to evaluate the submitted assigned drawings.

ART 133/ART 143

_____ Name
_____ Date
_____ Assignment
_____ Grade

		Instructor Comments
Craftsmanship (20 possible)		
Appearance		
Concern for excellence		
Creativity (20 possible)		
Unique solution		
Personality incorporated		
Work Habit (20 possible)		
use of time		
Seeks help/considers advice		
Attitude/Attendance (20 possible)		
Considerate		
Assumes responsibility		
Assignment Fulfilled (20 possible)		
Carried assignment to		
completion and on time.		
Total=100		

This rubric will be used to evaluate the submitted assigned drawings.

ART 133/ART 143

_____ Name
_____ Date
_____ Assignment
_____ Grade

Excellent = 20-15
Good = 14-9
Average = 8-3
Needs Improvement = 2 and below

GRADING SCALE

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

What is a Portfolio?

A portfolio is a body of creative work used to showcase one's aptitudes, conceptual and creative thinking and experience. Everyone aspiring to be a graphic designer needs one. The prospective employers will most likely see your portfolio before the actual interview. Your portfolio is an ongoing project consisting of completed assignments, projects, student competitions, and any self-directed projects. It should showcase your talents in typography, visualizations, composition, visual communication, creativity and technical skills.

A portfolio should consist of:

- Logos
- Icons or pictographs
- Visual identity
- Branding
- Brochures
- Book covers
- Posters
- DVD covers
- Websites
- Package designs
- Annual reports
- Editorial designs
- Ad campaigns
- Informative designs

- Social media
- Videos
- Motion graphics
- Personal projects to showcase story telling skills
- Created your brand
- Resume
- Cover letter
- Self-promotional piece

Requirements for Final Drawing Portfolio:
The final portfolio is not a **sketchbook assignment**. A drawing portfolio will assess your final completion of this course. This portfolio will be the beginning of your art portfolio that could be shown for future college entrance requirements. Only your best work should be submitted for your portfolio. Your portfolio matters! The following requirements will apply to the portfolio.

1. The portfolio will consist of five **(5)** completed drawings, **NOT SKETCHES. These drawings should be fully rendered as if you were going to frame them.**
2. No loose drawings allowed. All loose drawings should be secured in sleeve protectors in a binder or bound sketchbook.
3. Leave a blank piece of paper between each drawing.
4. Subject matter of your choice
5. **No cartoon drawings**
6. Include one of each of the following categories:
   a) Contour drawing
   b) Hatching and Cross hatching rendering
   c) Stippling rendering
   d) Two drawings in a rendering of your choice
7. A portfolio is a set of drawings intended to demonstrate a person's ability to a potential employer. You would want to show ***only your best drawings*** in this portfolio.
8. The following rubric is an example of how your portfolio will be assessed. Your score is determined by the complete presentation.

Final Portfolio

Name_____ Grade _____

CATEGORY	A = 90-100	B = 89-80	C = 79-70	D = 69-60	F = 59-0
DRAWING	Drawing is expressive and detailed. Shapes, patterns, shading, and/or texture are used to add interest. Student has great control & is able to experiment a little.	Drawing is expressive & somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not branched out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	
Drawing Steps	The student has completed all objectives of the assignment. It is clear that the student understands the use of the sketchbook. evident that the student followed the proper steps in completing the drawings. Gesture drawing can be seen as a first step, with details and value being added as the drawing progresses.	The student completes the majority of the assignment, but is lacking in some content The student completes the drawings, but one step may be missing.	The student started the assignment, but only completed ½. started to follow the steps, but it is obvious more than one step was not followed.	The student started to work on the assignment, but Less than 1/2 of the work is completed. did not follow the drawing steps, and simply worked from their own agenda.	
Use of Materials	The student understands the properties of their utensils. Value is expressed appropriately, and the drawing pencils were used correctly.	The student has added value, but the overall drawing is 'gray', and lacking in all the values of a gray scale.	The student has attempted to add value, but the shading does not blend. There are stark contrasts between values.	The student made little or no attempt to add value to the drawings. Where value is attempted, it is sketchy at best, and unfinished.	
DETAILS	The drawing is fully shaded and all values are represented and has a high contrast. Excellent details, including shading as a means of showing volume and the use of textures to create surface interest. High level of observational skills evident with very realistic details. Background information is as detailed as the main subject matter.	The drawing is shaded with at least half of the values. The drawing also has some contrast Most of drawing shows realistic and carefully drawn details. Objects in drawing show textures, patterns and shading on the surface of the objects and increase the sense of volume. Most details increase the realism of the objects. Student also incorporates background information in the drawing.	The drawing is shaded with little or no contrast. It is shaded the same value and is "washed out." Evidence of the observation of several, but not all. details. Some attempt at surface textures. Shading is minimal but does add some sense of volume to the objects. Background not evident.	There is little or no attempt to shade the drawing. Very few details Only the contours are definite. Details within subject matter are very limited	
CONTOURS	Observational skills very strong. Drawings show correct proportions and all areas of the drawing show the same consistent quality in all objects.	The contours of the object are carefully drawn showing realistic proportions and attention to detail on almost all of the drawing. Shows evidence of careful visual study by student. All objects recognizable, with some drawn more strongly than others.	Contours of objects are drawn with uneven success at proportion and realistic detail. Objects in drawing are recognizable, but not without some distortion OR some areas of drawing are stronger than others.	Contours inconsistent, out of proportion or distorted.	
Composition	There was great use of one form of balance. It complemented the over all composition of design.Art work is highly effective and demonstrates balance in elements and principles of design. The drawing fills the page and objects are well grounded (shadows & background).	There was good use of one form of balance. It complemented most of the sketchbook design Art work is effective, although more emphasis could be placed on single element or principle. The drawing fills the page but objects are floating in space. Little or no attempt to ground the subject.	The use of one form of balance was not obvious. Design complemented some of sketchbook design. Art work is moderately effective, although 2 - 3 principles or elements could be adjusted. The drawing subject is small but there is an attempt to ground the subject with shadows or background	There was no balance used and overall design of sketchbook cover was poor Art work is not effective in regards to design (student appears unaware of elements and principles). The drawing is small and objects are also floating in space. No background or shadows	
Proportion	The drawing has correct proportions, perspective and texture (Realism). It is also drawn from an interesting point-of-view.	The drawing has correct proportions, perspective and texture but is drawn in basic point of view.	The drawing is out of proportion or perspective but represents the object drawn.	The drawing is not realistic or is a logo or cartoon.	
Time and Effort	The work shows that the student worked on the drawings in a diligent manner, and took great pride in the finished work Much time and effort went into the planning and design of the page..	The student worked hard on the drawings, but it is evident that more work could have made the drawings more complete.	The drawings look somewhat rushed, and it is evident that more time and effort could have been put into the drawings.	The drawings appear rushed and completed in the last minute. Little time and effort were put into the work.	

9. The deadline for your portfolio submission is the last official day of class: no later than December 8 at the end of class. ***Portfolios will not be accepted after this time.***
10. The portfolio is 50% of your final grade. Therefore, it's very important that you work on this assignment throughout the semester and not at the last minute.
11. If you are in Arkansas County, you must courier the portfolio to me and received by the deadline of December 8. (To courier your drawings, you may take the drawings to your advisor or to the switchboard on your campus and ask that the drawings be sent to Vicki Cobb, Helena Campus.)

EARLY ASSESSMENT OF LEARNING MEASURE

A drawing assignment will be given to determine the student's perception of value in their drawings.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
If any intervention is deemed necessary, an assignment comparing values in other artist's work will be given and individual instruction will be made available by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you attend class as required. Therefore, your grade will be reduced by one letter grade for all late work submitted (-10 points). Any assigned drawings and the portfolio will be graded for the final exam. Your assigned class drawings will be submitted by each individual deadline.

STUDENT RESPONSIBILITIES
Punctuality is expected. If you are absent, you are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. The portfolio is a semester long on-going assignment to be completed on your own time. **No exceptions! Portfolios will <u>not</u> be accepted after the due date.**

You will purchase:	*Required purchase:* sketchbook/ portfolio, assorted pencils, and a container for your personal supplies *Optional purchase: pastels, charcoal*
Good Work Habits:	Find a place away from distracting activity. Pay close attention to lighting while drawing. An easel and comfortable chair are a matter of personal preference Consistent drawing times Concentrated practice Repetition will reinforce what you learn
Self-Evaluation:	Group Critiques Instructor Critiques Critical evaluation is an integral part of learning process Self-evaluation -look over what you have done in terms of the assignment Make a habit of self-evaluation Save all of your drawings.
Blackboard Information:	You will find the following course information on Blackboard: Syllabus Examples of drawings Course assignments and due dates Instructional videos

STUDENT SKILLS
1. Students should:
- have the ability to navigate the internet and navigate to their Blackboard course.
- should also know how to send and receive emails from your college email
- have the ability to download and upload files.

COMPUTER HARDWARE AND SOFTWARE
Students **must** have access to the Internet and the World Wide Web. You will be required to research styles of other artists.

Blackboard
Internet Explorer 10 or later or Firefox. You must have Java enabled in your browser to use the Blackboard chat rooms and upload files. Windows 7 or 8 operating system installed. Pop-Up blockers must be turned off or set to allow this web site while working in Blackboard. Students also need Active X, Adobe Acrobat Reader installed.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course, students have several options to assist with learning course material. A drawing will be assigned to demonstrate the basic drawing principles discussed in class. Each student will meet with the instructor to discuss his/her progress on this assignment. Drawing examples and instructional videos on drawing concepts are posted in Blackboard for further assistance.

ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas
Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES:

1. **No food or drink allowed in the classroom and/or lab.**
2. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies.
3. Always come in prepared and ready to work. **You must bring a pencil and pen.**
4. ***NO* horseplay allowed under any circumstances!!**
5. Cell phones must be turned to "silent" or "vibrate" mode while in class. You should place your phone in a designated holder as you enter the class. If you have not placed your phone in the holder and are using your phone for personal use during class, the

phones will be collected and placed in a phone holder for the rest of the class duration. You may pick them up as you leave class.
NO EXCEPTIONS! **No phone conversations or text messaging are allowed during class.**

6. **No wireless headset devices of any kind are allowed during class.**
7. No personal IPODS, DVDs, CDs or music devices of any kind are allowed in the lab.
8. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
9. The academic honesty policy must strictly be adhered to.

COMPUTER, INTERNET, EMAIL, AND OTHER ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes.

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus.

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1610

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook or on the College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to

review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

Remote or Online Instructions in the event of college closure for this course ART 133

PCCUA is committed to student success and providing quality courses in a variety of delivery formats. In order to maintain a safe and healthy learning environment for students and employees, the College may need to make adjustments during the semester.
Students should follow the course syllabus and refer to this handout for guidelines and instructions in the event the College transitions to online or remote instruction. Students should follow the instructions below for this course. Some areas may apply to the classroom or in a remote/online situation.

Course Name:	Freehand Drawing
Course Number and Section:	ART 133 H 1
Class Day and Time:	Monday and Wednesday 8:00 am – 9:20 am
Instructions to be followed should the College close	
Communication and Email	College email should be checked regularly. The instructor will send emails on updates and important class/college information. If the College closes and no email is received before the next regularly scheduled class meeting, contact the instructor immediately. Refer to syllabus for instructor contact information. A weekly email will be sent to the class about assignments that are due, what is available in Blackboard, and a Zoom link for the weekly class meeting.
Zoom	If this class moves online, a Zoom class meeting will be held for this course every Monday at 8:00 am. Students will receive an email each week with a Zoom link to access the class. The class will be recorded and posted in Blackboard for review at a later time. **Attendance is required by Zoom.** You will use your Wednesday class meeting as your lab to complete your assignments.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates and weekly reminders will be posted to keep students on track with due dates.
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.
Computer Labs	Students will have access to a computer lab on the Helena campus (A107) and free Wi-Fi access from the parking lot in front of the Administration Building.

Helpful Student Information Links:

https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/catalog/program/graphic-communications
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/student-handbook/
https://www.pccua.edu/students/student-handbook/acceptable-technology-use/

Tentative Course Outline:

I. Introduction to Course — August 22
   Tour through Blackboard

II. Explanation of Syllabus — August 22

III. Elements of Drawing — August 24
   a. Line
   b. Value
   c. Texture
   d. Composition and space
      a. Negative and positive space
      b. Balance
      c. Rhythm and repetition

IV. Drawings — August 29-December 8
   A. Value
   B. Gesture
   C. Contour/Cross Contour
   D. Hatching/Cross Hatching
      a. Pencil
      b. Charcoal
      c. Pastels
         i. Soft
         ii. Oil
      d. Scratchboard
   E. Stippling
   F. Texture Emphasis

V. Portfolio — December 8

Assignment Deadlines

All drawing assignments are considered as tests. Remember your grade is 50% of your assigned drawings and 50% of your portfolio.

Drawing Assignments	**Due Dates**
Value Drawing	September 7
Gesture drawing	September 12
Contour Line drawing	September 28
Hatching/Cross Hatching drawing (pencil)	October 10
Charcoal drawing	October 24
Pastels (oil of soft)	November 7
Scratchboard	November 28
Stippling drawing	December 5
Final Drawing Portfolio	December 8

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

ART 133
Freehand Drawing
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for meeting the assignment deadlines and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

COLLEGE & PERSONAL EMAIL ADDRESSES:

_____

_____

PHONE NUMBER _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Drawing
ACTS Name: N/A
Course Number: ART 143
ACTS Course Number: N/A
Academic Year: Fall, 2022
Meeting Time & Place: 8:00 – 9:20 a.m.
MW T & I 125
Prerequisites: ART 133 or departmental approval
Required Laboratories: none
Credit Hours: 3
Clock Hours: 45
Revision Date: 4-26-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122
Office Phone #: (870)-6474, ext. 1122
Email Address: vcobb@pccua.edu
Office Hours: MWTTh 1:00 – 3:30 p.m.
(or by appointment)

COURSE DESCRIPTION
Prerequisite: ART 133 or departmental approval. A continuation of ART 133.

TEXT AND READING MATERIALS:
No text is required.

EXPECTED LEARNING OUTCOMES
The purpose of the course is to provide the students with enhanced skills in drawing concepts. Students will gain skills in still life, perspective, and portrait drawing.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
1. The students will demonstrate his knowledge of two- and three-dimensional drawing concepts.
2. The students will demonstrate his ability in rendering a drawing properly.
3. The students will demonstrate his knowledge of one- and two-point perspective drawing.
4. The students will demonstrate his knowledge of portrait drawing.

RESOURCES:
https://www.britannica.com/art/drawing-art
https://en.wikipedia.org/wiki/Drawing
https://en.wikipedia.org/wiki/Outline_of_drawing_and_drawings

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

All students receiving an Associate's Degree from PCCUA will possess the following competencies:

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
***Analytical & Critical Thinking*:** Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program - Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
Technical Skills	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate his knowledge of portrait drawing	**Drawing rubric**	**70% of the students will score 70% or higher**
Technical Skills	An understanding of tools and technology, including their roles in the creation, reproduction, and	Students will demonstrate his knowledge	**Drawing rubric**	**70% of the students will score 70% or higher**

PCCUA Core Competency	Course-Program - Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
	distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	of perspective drawing		
Technical Skills	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will showcase their talents by producing a collection of their best work	**Portfolio**	**70% of the students will score 70% or higher**

TEXT AND READING MATERIALS:
No text is required.

Videos and examples are on Blackboard for explanation of each drawing concept.

GRADING POLICY

Quizzes	Drawings as assigned
Papers	NONE
Assignments	Drawings as assigned
Tests	All drawings turned in to instructor are counted as test grades
Final Exam	Completed Portfolio

J. Grading will be based on all drawings and final portfolio

All drawings	50%
Portfolio (due December 8, 2022)	50%

II. Attendance will greatly affect your grades. It makes it difficult to complete your assignments on time.

III. III. Late work: For each day the assignment is late, your grade will be reduced by one letter grade
(-10 points). Your project is not considered late if it is turned in **before** 8:00 am prior to the beginning of the next class.

METHODS OF SUBMISSION OF ASSIGNMENTS

You must adhere to the deadlines. If you are attending class face to face, you may hand the drawing in to the instructor on the deadline. If you are attending classes, remotely scan or take a picture of your drawings and upload them to Blackboard as a .pdf on the deadline. All assignments must be received by the posted deadline or they will be considered late and subject to the grade being lowered by one letter grade.

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and **on time**.
2. Students and their advisors will receive a referral notice on the first, second and third absence
3. Students will receive an EW on the fourth absence.
4. Punctuality is expected. Classes will begin at the time designated by the college. Attendance will be taken at 8:00 am. If you arrive for class after 8:00 am and before 8:15 am, you will be marked as tardy. Two tardies will be considered an absence. **At 8:15 am, the door will be closed and you will be marked as absent.**
5. You are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. You are aware of all assignment deadlines well in advance of their due dates.
6. There are no excused absences, unless the student misses class while engaged in approved college activities. Even then it is your responsibility to make up any missed work.
7. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

*Any exception to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance will directly affect their grade in this course.

PARTICIPATION
All students are required to participate in all class activities. NO EXCEPTIONS.

COURSE EVALUATION & ASSESSMENT
This rubric will be used to evaluate the submitted assigned drawings.

ART 133/ART 143

_____ Name
_____ Date
_____ Assignment
_____ Grade

		Instructor Comments
Craftsmanship (20 possible)		
Appearance		
Concern for excellence		
Creativity (20 possible)		
Unique solution		
Personality incorporated		
Work Habit (20 possible)		
use of time		
Seeks help/considers advice		
Attitude/Attendance (20 possible)		
Considerate		
Assumes responsibility		
Assignment Fulfilled (20 possible)		
Carried assignment to		
completion and on time.		

Total=100

Excellent = 20-15
Good = 14-9
Average = 8-3

GRADING SCALE

100-90 = A
89-80 = B
79-70 = C

69-60 = D
Below 60 = F

What is a Portfolio?
A portfolio is a body of creative work used to showcase one's aptitudes, conceptual and creative thinking and experience. Everyone aspiring to be a graphic designer needs one. The prospective employers will most likely see your portfolio before the actual interview. Your portfolio is an ongoing project consisting of completed assignments, projects, student competitions, and any self-directed projects. It should showcase your talents in typography, visualizations, composition, visual communication, creativity and technical skills.
A portfolio should consist of:

- Logos
- Icons or pictographs
- Visual identity
- Branding
- Brochures
- Book covers
- Posters
- DVD covers
- Websites
- Package designs
- Annual reports
- Editorial designs
- Ad campaigns
- Informative designs
- Social media
- Videos
- Motion graphics
- Personal projects to showcase story telling skills
- Created your brand
- Resume
- Cover letter
- Self-promotional piece

Requirements for Final Drawing Portfolio:
The final portfolio is not a **sketchbook assignment**. A drawing portfolio will assess your final completion of this course. This portfolio will be the beginning of your art portfolio that could be shown for future college entrance requirements. Only your best work should be submitted for your portfolio. Your portfolio matters! The following requirements will apply to the portfolio.

10. The portfolio will consist of five **(5)** completed drawings, **NOT SKETCHES. These drawings should be fully rendered as if you were going to frame them.**
11. No loose drawings allowed. All loose drawings will be secured in a sleeve protector in a binder or bound sketchbook.
12. Leave a blank piece of paper between each drawing.

13. Subject matter of your choice
14. **No cartoon drawings**
15. Include one of each of the following categories:
    e) 1-point perspective fully rendered
    f) 2-point perspective fully rendered
    g) Portrait drawing fully rendered
    h) Two drawings in a rendering of your choice
16. A portfolio is a set of drawings intended to demonstrate a person's ability to a potential employer. You would want to show **only your best drawings** in this portfolio.
17. The following rubric is an example of how your portfolio will be assessed. Your score is determined by the complete presentation.

Final Portfolio

Name _____ Grade _____

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Drawing Steps	The student has completed all objectives of the assignment. It is clear that the student understands the use of the sketchbook. evident that the student followed the proper steps in completing the drawings. Gesture drawing can be seen as a first step, with details and value being added as the drawing progresses.	The student completes the majority of the assignment, but is lacking in some content The student completes the drawings, but one step may be missing.	The student started the assignment, but only completed ½, started to follow the steps, but it is obvious more than one step was not followed.	The student started to work on the assignment, but Less than 1/2 of the work is completed. did not follow the drawing steps, and simply worked from their own agenda.	
Use of Materials	The student understands the properties of their utensils. Value is expressed appropriately, and the drawing pencils were used correctly.	The student has added value, but the overall drawing is 'gray', and lacking in all the values of a gray scale.	The student has attempted to add value, but the shading does not blend. There are stark contrasts between values.	The student made little or no attempt to add value to the drawings. Where value is attempted, it is sketchy at best, and unfinished.	
DETAILS	The drawing is fully shaded and all values are represented and has a high contrast. Excellent details, including shading as a means of showing volume and the use of textures to create surface interest. High level of observational skills evident with very realistic details. Background information is as detailed as the main subject matter.	The drawing is shaded with at least half of the values. The drawing also has some contrast Most of drawing shows realistic and carefully drawn details. Objects in drawing show textures, patterns and shading on the surface of the objects and increase the sense of volume. Most details increase the realism of the objects. Student also incorporates background information in the drawing.	The drawing is shaded with little or no contrast. It is shaded the same value and is 'washed out.' Evidence of the observation of several, but not all, details. Some attempt at surface textures. Shading is minimal but does add some sense of volume to the objects. Background not evident.	There is little or no attempt to shade the drawing. Very few details Only the contours are definite. Details within subject matter are very limited	
CONTOURS	Observational skills very strong. Drawings show correct proportions and all areas of the drawing show the same consistent quality in all objects.	The contours of the object are carefully drawn showing realistic proportions and attention to detail on almost all of the drawing. Shows evidence of careful visual study by student. All objects recognizable, with some drawn more strongly than others.	Contours of objects are drawn with uneven success at proportion and realistic detail. Objects in drawing are recognizable, but not without some distortion OR some areas of drawing are stronger than others.	Contours inconsistent, out of proportion or distorted.	
Composition	There was great use of one form of balance. It complemented the over all composition of design Art work is highly effective and demonstrates balance in elements and principles of design. The drawing fills the page and objects are well grounded (shadows & background).	There was good use of one form of balance. It complemented most of the sketchbook design Art work is effective, although more emphasis could be placed on single element or principle. The drawing fills the page but objects are floating in space. Little or no attempt to ground the subject.	The use of one form of balance was not obvious. Design complemented some of sketchbook design. Art work is moderately effective, although 2 - 3 principles or elements could be adjusted. The drawing subject is small but there is an attempt to ground the subject with shadows or background	There was no balance used and overall design of sketchbook cover was poor Art work is not effective in regards to design (student appears unaware of elements and principles). The drawing is small and objects are also floating in space. No background or shadows	
Proportion	The drawing has correct proportions, perspective and texture (Realism). It is also drawn from an interesting point-of-view.	The drawing has correct proportions, perspective and texture but is drawn in basic point of view.	The drawing is out of proportion or perspective but represents the object drawn.	The drawing is not realistic or is a logo or cartoon.	
Time and Effort	The work shows that the student worked on the drawings in a diligent manner, and took great pride in the finished work Much time and effort went into the planning and design of the page..	The student worked hard on the drawings, but it is evident that more work could have made the drawings more complete.	The drawings look somewhat rushed, and it is evident that more time and effort could have been put into the drawings.	The drawings appear rushed and completed in the last minute. Little time and effort were put into the work.	

9. ***1.*** The deadline for your portfolio submission is the last official day of class: no later than December 8 at the end of class. ***Portfolios will not be accepted after this time.***
10. The portfolio is 50% of your final grade. Therefore, it's very important that you work on this assignment throughout the semester and not at the last minute.
11. If you are in Arkansas County, you must courier the portfolio to me and received by the deadline of December 8. (To courier your drawings, you may take the drawings to your advisor or to the switchboard on your campus and ask that the drawings be sent to Vicki Cobb, Helena Campus.)

EARLY ASSESSMENT OF LEARNING MEASURE
A drawing assignment will be given to determine the student's perception of value in their drawings.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
If any intervention is deemed necessary, an assignment comparing values in other artist's work will be given and individual instruction will be made available by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you attend class as required. Therefore, your grade will be reduced by one letter grade for all late work submitted. Your project is not considered late if it is turned in **before** 8:00 am prior to your next class.
Any assigned drawings and the portfolio will be graded for the final grade. Your assigned class drawings will be submitted by each individual deadline.

STUDENT RESPONSIBILITIES
Punctuality is expected. If you are absent, you are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. The portfolio is a semester long on-going assignment to be completed on your own time. **No exceptions! Portfolios will not be accepted after the due date.**

You will purchase:	*Required purchase:* sketchbook/ portfolio, assorted pencils, and a container for your personal supplies
	Optional purchase: pastels, charcoal
Good Work Habits:	Find a place away from distracting activity.
	Pay close attention to lighting while drawing.
	An easel and comfortable chair is a matter of personal preference
	Consistent drawing times
	Concentrated practice
	Repetition will reinforce what you learn
Self-Evaluation:	Group Critiques
	Instructor Critiques
	Critical evaluation is an integral part of learning process
	Self-evaluation -look over what you have done in terms of the assignment
	Make a habit of self-evaluation

Save all of your drawings.

Blackboard Information: You will find the following course information on Blackboard:

Syllabus
Examples of drawings
Course assignments and due dates
Instructional videos

STUDENT SKILLS

Students should:

- have the ability to navigate the internet and navigate to their Blackboard course.
- should also know how to send and receive emails from your college email
- have the ability to download and upload files.

COMPUTER HARDWARE AND SOFTWARE

Students **must** have access to the Internet and the World Wide Web. You will be required to research styles of other artists.

Blackboard

Internet Explorer 10 or later or Firefox. You must have Java enabled in your browser to use the Blackboard chat rooms and upload files. Windows 7 or 8 operating system installed. Pop-Up blockers must be turned off or set to allow this web site while working in Blackboard. Students also need Active X, Adobe Acrobat Reader installed.

SUPPORT FOR LEARNING

Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. A drawing will be assigned to demonstrate the basic drawing principles discussed in class. Each student will meet with the instructor to discuss his/her progress on this assignment. Drawing examples and instructional videos on drawing concepts are posted in Blackboard for further assistance.

ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas
Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for

academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES:

1. **No food or drink allowed in the classroom and/or lab.**
2. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies.
3. Always come in prepared and ready to work. **You must bring a pencil and pen.**
4. ***NO* horseplay allowed under any circumstances!!**
5. Cell phones must be turned to "silent" or "vibrate" mode while in class. You should place your phone in a designated holder as you enter the class. If you have not placed your phone in the holder and are using your phone for personal use during class, the phones will be collected and placed in a phone holder for the rest of the class duration. You may pick them up as you leave class.
   NO EXCEPTIONS! No phone conversations or text messaging are allowed during class.
6. **No wireless headset devices of any kind are allowed during class.**
7. No personal IPODS, DVDs, CDs or music devices of any kind are allowed in the lab.
8. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
9. The academic honesty policy must strictly be adhered to.

COMPUTER, INTERNET, EMAIL, AND OTHER ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes.

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus.

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1610

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook or on the College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

Remote or Online Instructions in the event of college closure for this course ART 143
PCCUA is committed to student success and providing quality courses in a variety of delivery formats. In order to maintain a safe and healthy learning environment for students and employees, the College may need to make adjustments during the semester.
Students should follow the course syllabus and refer to this handout for guidelines and instructions in the event the College transitions to online or remote instruction. Students should follow the instructions below for this course. Some areas may apply to the classroom or in a remote/online situation.

Course Name:	Drawing
Course Number and Section:	ART 143 H 1
Class Day and Time:	Monday and Wednesday 8:00 am – 9:20 am
Instructions to be followed should the College close due to COVID-19.	
Communication and Email	College email should be checked regularly. The instructor will send emails on updates and important class/college information. If the College closes and no email is received before the next regularly scheduled class meeting, contact the instructor immediately. Refer to syllabus for instructor contact information. A weekly email will be sent to the class about assignments that are due, what is available in Blackboard, and a Zoom link for the weekly class meeting.
Zoom	If this class moves online, a Zoom class meeting will be held for this course every Monday at 8:00 am. Students will receive an email each week with a Zoom link to access the class. The class will be recorded and posted in Blackboard for review at a later time. **Attendance is required.** You will use your Wednesday class meeting as your lab to complete your assignments.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates and weekly reminders will be posted to keep students on track with due dates.
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will

Course Name:	Drawing
	receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.
Computer Labs	Students will have access to a computer lab on the Helena campus (A107) and free Wi-Fi access from the parking lot in front of the Administration Building.

Helpful Student Information Links:

https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/catalog/program/graphic-communications
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/student-handbook/
https://www.pccua.edu/students/student-handbook/acceptable-technology-use/

Tentative Course Outline:

I. Introduction to Course — August 22
Tour through Blackboard

II. Explanation of Syllabus — August 22

III. Elements of Drawing Review — August 24
- e. Line
- f. Value
- g. Texture
- h. Composition and space
  - a. Negative and positive space
  - b. Balance
  - c. Rhythm and repetition

IV. Drawings — August 29-December 8
- G. Value Review
- H. Contour/Cross Contour Review
- I. Hatching/Cross Hatching Review
- J. One-point perspective
- K. Two-point perspective
- L. Portrait

M. Self portrait
N. Service Learning project

V. Portfolio December 8

Assignment Deadlines
All drawing assignments are considered as tests. Remember your grade is 50% of your assigned drawings and 50% of your portfolio.

Drawing Assignments	**Tentative Due Dates**
Value Drawing	September 7
One-point perspective	September 28
Two-point perspective	October 10
Portrait	October 24
Self-portrait	November 7
Service learning project	November 28
Final Drawing Portfolio	December 8

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

ART 143
Freehand Drawing
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for meeting the assignment deadlines and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

COLLEGE & PERSONAL EMAIL ADDRESSES:

_____

_____

PHONE NUMBER _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Art Seminar
ACTS Name: N/A
Course Number: ART 263
ACTS Course Number: N/A
Semester and Year: Fall, 2022
Meeting Time & Place: TBA T & I 124
Prerequisites: minimum of one art class
Required Laboratories: none
Credit Hours: 3
Revision Date: 4-27-22

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122

Office Phone #: (870)-6474, ext. 1122

Email Address: vcobb@pccua.edu
Office Hours: MWTTh 1:00 – 3:30 p.m.
(or by appointment)

COURSE DESCRIPTION
Prerequisite: Minimum of one art class. Students will work in the studio on projects in their chosen discipline.

TEXT AND READING MATERIALS:
No text is required

EXPECTED LEARNING OUTCOMES
The purpose of the course is to provide the students with additional lab time to explore his chosen discipline. In this course, students will be able to complete a design project from beginning to end.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
The students will demonstrate his knowledge of various art forms by completing further study in his chosen discipline.

1. The student will be able to establish the foundation of his project.
2. The student will do research required to complete his project.
3. The student will compile all of the art work necessary to complete his project.
4. The student will present his project in an appropriate manner to the instructor and an outside party in the design field.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

All students receiving an Associate's Degree from PCCUA will possess the following competencies:

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
***Analytical & Critical Thinking*:** Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

In this course, we will assess the following core competencies:

PCCUA Core Competency	**Course-Program -Level Student Learning Outcome(s)**	**Course-Student Learning Outcome(s)**	**Assessment Tool(s) Used to Calculate**	**Assessment Criteria**
Analytical & Critical Thinking	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	Students will demonstrate basic skills in creating a branding identity project	Rubric	70% of the students will score 70% or higher
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate basic skills in Photoshop, Illustrator, and In Design	Rubric	70% of the students will score 70% or higher
Cultural Awareness	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including	Students will demonstrate an objective, non-offensive approach to	Rubric	70% of the students will score 70% or higher

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
	recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	creating a branding identity project for public viewing.		
Social and Civic Responsibility	The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	Students will apply the principles of design to the visual letterform and develop a personal viewpoint of aesthetics and creativity in design problem solving	Rubric	70% of the students will score 70% or higher
Communication Skills	The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions,	Students will establish the company brand through assigned projects so that the viewer will fully recognize the company.	Rubric	70% of the students will score 70% or higher

GRADING POLICY

I. The appropriate seminar study will be agreed upon by student and instructor. There will be advisory consultations and periodic grade submissions to the student on his/her progress.

II. Concerning grades:

A. Each project submitted will be judged by these qualities

1. Design concepts
2. Presentation
3. Completion

Innovation	Strategy	Layout	Commitment to Refine Project	General
Project is thoughtful and creatively resolves the assignment. The concept is sound, surprising and unique.	Project reflects significant effort and planning. Thought process is clear and understood.	Project shows exceptional understanding of design. Project is aesthetically pleasing.	Student work reflects significant time, effort and focus. Student is attentive and contributes to a positive atmosphere in the classroom.	◻ Materials are correct. ◻ Dimensions are correct. ◻ Resolution of project is correct. ◻ Presentation is clean and professional. ◻ Assignment is punctual.
Project resolves the assignment creatively. Project is thoughtful and creative.	Project reflects sufficient effort and planning. Thought process is fairly clear.	Project shows good understanding of design principles. Project is aesthetically pleasing.	Student work reflects sufficient time, effort and focus. Student is attentive and contributes to a positive atmosphere in the classroom.	
Project is solved simply. Project is somewhat thoughtful.	Project reflects some effort and planning. Process is not completely clear.	Project shows basic understanding of design principles. Aesthetics of	Student work reflects some time, effort and focus. Classroom attention could improve.	◻ Materials are not correct. ◻ Dimensions are not correct. ◻ Resolution is unclear. ◻ Presentation is messy and not
Project is not clearly related to the assignment objectives. Student shows little regard to	Project reflects minimal planning, process not clear.	Project shows little understanding of design, aesthetics seem unconsidered.	Student work reflects little time, effort and focus.	

B. ***<u>Late work will not be accepted for grading!</u>***

Specific deadlines will be given and should be adhered to.

METHODS OF SUBMISSION OF ASSIGNMENTS

<u>You must adhere to the deadlines.</u> If you are attending class face to face, you may hand the drawing in to the instructor on the deadline. If you are attending classes remotely, scan or take a picture of your drawings and upload them to Blackboard as a .pdf. All assignments must be

received by the posted deadline or they will be considered late and subject to the grade being lowered by one letter grade.

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

ATTENDANCE POLICY

You will meet with your instructor ***weekly at regularly scheduled times face to face***. These times will be assigned and adjusted to your class schedule. You must sign in. This time will be agreed upon at the beginning of the semester. If you are unable to meet your scheduled time, please contact your instructor.

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

PARTICIPATION

All students are expected to complete all assignments. **NO EXCEPTIONS**. There will be scheduled meetings to demonstrate how to complete your established deadline and to create the digital portfolio. If you need additional lab time, it is your responsibility to schedule the time with your instructor.

COURSE EVALUATION & ASSESSMENT

The final project will be assessed using the following rubric.

A**RT 263 Final Critique**

Name _____
ART 263

	NON-EXISTENT	MINIMAL	EXTREMELY POOR	VERY POOR	POOR	BELOW AVERAGE	PASSABLE	AVERAGE	ABOVE AVERAGE	EXCELLENT	PERFECT
Dedication, Effort, Commitment to Refine Project Work goes above and beyond the basic requirements of the assignment. It reflects significant time, effort, and focus. Student is supportive and constructive with classmates. Makes good use of class time.	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Cultural Awareness and Communication Demonstrates an objective, non-offensive approach to creating a branding identity project for public viewing (thumbnails, roughs, etc) and verbally. Student is receptive to suggestions. Student is able to defend design choices in an intelligent manner, using appropriate design vocabulary. Student communicates regularly with instructor regarding progress and pitfalls.	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Social and Civic Responsibility Student has followed all directions, meeting all technical and conceptual limitations and requirements of the assignment. Meets deadlines and completes assignment in a timely manner.	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

A**RT 263 Final Critique**

Critical Thinking Ideas are original or reflect a creative use of existing ideas. Student has extended the concept through interpretation or synthesis of new ideas. Project is thoughtful and creatively resolves the assignment. The concept is sound, surprising and unique.	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Critical Thinking Work reflects understanding of the concepts discussed in class in both lecture and readings. Student has pushed him/herself past basic understanding to application of the concept.	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Communication Work reflects that it has been well thought out – design decisions show purpose. Work visually communicates appropriate message to appropriate audience.	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Critical Thinking/Technology Appropriate use of design principles including balance, unity/ contrast, scale, and rhythm to purposefully create harmony/ dissonance. Appropriate use of design elements including line, form, negative/positive space, texture, value, typography and color to purposefully create harmony/dissonance. An "A" is impressive, has eye appeal – makes viewer say "Wow!"	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Technology Piece is well-constructed, clean and tidy. Piece contains no mistakes or misspelled words.	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Technology	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

A**RT 263 Final Critique**

Piece shows that student has control of medium. Student has used appropriate tools, materials, and techniques. Selected medium is appropriate to the design.

Technology **0 1 2 3 4 5 6 7 8 9 10**

Presentation form is appropriate, clean and tidy. Presentation form enhances the work.

Grading Scale:

100-90 = A
89-80 = B
79-70 = C
69-60 = D

EARLY ASSESSMENT OF LEARNING MEASURE

The student will meet weekly with the instructor and discuss his progress.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME

If any intervention is deemed necessary, a special research assignment will be made to help the student compare similar projects.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Deadlines for each assignment are attainable if you attend class as required. Therefore, your grade will be reduced by one letter grade (-10 points) for all late work submitted. Any assignments and the portfolio will be graded for the final exam. Your assigned class drawings will be submitted by each individual deadline.

STUDENT RESPONSIBILITIES

Punctuality is expected. If you are absent, you are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. The portfolio is a semester long on-going assignment to be completed on your own time and scheduled face to face meetings with the instructor. **No exceptions! Portfolios will <u>not</u> be accepted after the due date.**

STUDENT SKILLS

Students should:

- have the ability to navigate the internet and navigate to their Blackboard course.
- should also know how to send and receive emails from your college email
- have the ability to download and upload files.
- work independently to compile his/her final portfolio.
- keep a sketchbook of project ideas

Good Work Habits: Find a place away from distracting activity.

Pay close attention to lighting while drawing.
An easel and comfortable chair is a matter of personal preference
Consistent drawing times
Concentrated practice
Repetition will reinforce what you learn

Self-Evaluation:

Group Critiques
Instructor Critiques
Critical evaluation is an integral part of learning process
Self-evaluation -look over what you have done in terms of the assignment
Make a habit of self-evaluation
Save all of your drawings.

What is a Portfolio?

A portfolio is a body of creative work used to showcase one's aptitudes, conceptual and creative thinking and experience. Everyone aspiring to be a graphic designer needs one. The prospective employers will most likely see your portfolio before the actual interview. Your portfolio is an ongoing project consisting of completed assignments, projects, student competitions, and any self-directed projects. It should showcase your talents in typography, visualizations, composition, visual communication, creativity and technical skills.

A portfolio should consist of:

- Logos
- Icons or pictographs
- Visual identity
- Branding
- Brochures
- Book covers
- Posters
- DVD covers
- Websites
- Package designs
- Annual reports
- Editorial designs
- Ad campaigns
- Informative designs
- Social media
- Videos
- Motion graphics
- Personal projects to showcase story telling skills
- Created your brand
- Resume
- Cover letter

- Self-promotional piece

COMPUTER HARDWARE AND SOFTWARE
Students **must** have access to the Internet and the World Wide Web. You will be required to submit your ideas and through Blackboard.

Blackboard
Internet Explorer 10 or later or Firefox. You must have Java enabled in your browser to use the Blackboard chat rooms and upload files. Windows 7 or 8 operating system installed. Pop-Up blockers must be turned off or set to allow this web site while working in Blackboard. Students also need Active X, Adobe Acrobat Reader installed.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. An idea will be submitted to the instructor for an appropriate project. Each student will meet with the instructor regularly to discuss his/her progress on this project.

ACADEMIC HONESTY POLICY

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Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

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LABORATORY PROCEDURES: (if applicable)

1. **No food or drink allowed in the classroom and/or lab.**
2. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies.
3. Always come in prepared and ready to work. **You must bring a pencil and pen.**
4. ***NO*** **horseplay allowed under any circumstances!!**

5. Cell phones must be turned to "silent" or "vibrate" mode while in class. You should place your phone in a designated holder as you enter the class. If you have not placed your phone in the holder and are using your phone for personal use during class, the phones will be collected and placed in a phone holder for the rest of the class duration. You may pick them up as you leave class.
   NO EXCEPTIONS! **No phone conversations or text messaging are allowed during class.**
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8. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
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https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

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If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

Course Name:	Art Seminar
Course Number and Section:	ART 263
Class Day and Time:	Taught like independent study
Instructions to be followed should the College close due to COVID-19.	
Communication and Email	College email should be checked regularly. The instructor will send emails on updates and important class/college information. If the College closes and no email is received before the next regularly scheduled class meeting, contact the instructor immediately. Refer to syllabus for instructor contact information. A weekly email will be sent to the class about assignments that are due, what is available in Blackboard, and a Zoom link for the weekly class meeting.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates and weekly reminders will be posted to keep students on track with due dates.
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.
Computer Labs	Students will have access to a computer lab on the Helena campus (A107) and free Wi-Fi access from the parking lot in front of the Administration Building.

Helpful Student Information Links:

https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/catalog/program/graphic-communications
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/student-handbook/
https://www.pccua.edu/students/student-handbook/acceptable-technology-use/

Tentative Course Outline:

I.	Introduction to Course Set up Group Me app. Tour through Blackboard	August 22
II.	Explanation of Syllabus	August 22
III.	Weekly meetings with the Instructor will be scheduled	August 22
IV.	Submit your idea in writing Using the following form	August 31
V.	Working on project	August 11- May 8
VI.	Final Presentation	May 8

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

Fill out this form and submit it to the instructor for approval of your study.

ART 263 Art Seminar

Name _____

Idea for Final Art Seminar Project:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

For example, if you choose to create a branding identity, your portfolio will consist of the following parts:

a. _____Logo
b. _____Business card
c. _____Letterhead
d. _____Envelope
e. _____Flyer/ad
f. _____Billboard
g. _____Invoice
h. _____Website (home page and at least 3 linked pages)

Your final presentation will be placed in a power point presentation or Acrobat portfolio format.

ART 263
Art Seminar
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for meeting the assignment deadlines and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

COLLEGE & PERSONAL EMAIL ADDRESSES:

_____

_____

PHONE NUMBER _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Digital Image Production I
ACTS Name: N/A
Course Number: NT 253
ACTS Course Number: N/A
Semester and Year: Fall, 2022
Meeting Time & Place: T TH
9:30 – 10:50
T & I 124
Prerequisites: none
Required Laboratories: combination lab and lecture
Credit Hours: 3
Clock Hours: 3
Revision Date: 4-27-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122

Office Phone #: (870)-6474, ext. 1122

Email Address: vcobb@pccua.edu
Office Hours: MWT Th 1:00 – 3:30 p.m. **(or by appointment)**

COURSE DESCRIPTION
The course provides an introduction to the production and manipulation of digital images using industry recognized digital image recognition and enhancement software. The student will develop and apply computer image-editing skills through classroom and hands-on projects.

TEXT:
No text required

Resources:
Premiere Pro User Guide
https://helpx.adobe.com/support/premiere-pro.html

Digital Video Glossary
http://www.manifest-tech.com/links/video_terms.htm
Rysinger, Lisa, Exploring Digital Video, Thompson Delmar, 2nd edition, 2006, 328 pages

EXPECTED LEARNING OUTCOMES
The students will learn to properly use a camcorder, edit video, and experience the challenges of time and project management.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
- The students will explore video communication and production as a career in the graphic design and communication field.

- Students will learn the basics of shooting and editing video footage.
- Students will adhere to time management details for each project.
- Students will manage proper photographic environments: lighting, subjects, equipment

Project assessment will be pre-test and posttest, individual and class critiques, and instructor rubric.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

All students receiving an Associate's Degree from PCCUA will possess the following competencies:

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
***Analytical & Critical Thinking*:** Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	PCCUA Core Competency
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate basic skills in shooting a video	Project Rubric	**Technology Utilization**

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	PCCUA Core Competency
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate basic skills editing video footage	Project Rubric	**Technology Utilization**
Social & Civic Responsibility	The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	Students will understand the basic terminology associated with Video production	Project Rubric	**Social & Civic Responsibility**

GRADING POLICY

There will be two (2) scheduled tests during the semester. Homework throughout the term will consist of the planning, editing, and preparing to present three (3) completed video assignments. All weekly assignments may not require extensive outside work, but if needed, you should treat each assignment as one with outside work attached. If extra lab time is needed to complete your assignment, contact your instructor. This is your responsibility. Project assessment will be individual and class critiques, and instructor rubric. *Bonus points may be awarded to the groups learning to use After Effects to create special effects placed into your video.* All assignments will hold equal weight in the grading criteria. **You must adhere to the deadlines.**

Methods of submission of assignments: Upload your project and submit the file through Blackboard as an H.264 video file. All assignments must be received by the posted deadline or they will be considered late and subject to the grade being lowered by one letter grade.

Grading Scale

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and **on time**.
2. Students and their advisors will receive a referral notice on the first, second and third absence
3. Students will receive an EW on the fourth absence.
4. Punctuality is expected. Classes will begin at the time designated by the college. Attendance will be taken at 8:00 am. If you arrive for class after 8:00 am and before 8:15 am, you will be marked as tardy. Two tardies will be considered an absence. **At 8:15 am, the door will be closed and you will be marked as absent.**
5. You are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. You are aware of all assignment deadlines well in advance of their due dates.
6. There are no excused absences, unless the student misses class while engaged in approved college activities. Even then it is your responsibility to make up any missed work.
7. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

*Any exception to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance will directly affect their grade in this course.

PARTICIPATION

Students are required to participate in all class activities. **NO EXCEPTIONS**.

COURSE EVALUATION & ASSESSMENT

Grading will be based on tests, homework, and video assignments. There will be a final group video project. All assignments will hold equal weight in the grading criteria. The following form be used for evaluation.

Video Critique

Name _____ Score _____

1. _____ Video Quality (20 pts)

a. _____Framing (head room, look room, lead room, rule of thirds)
b. _____Length of shots
c. _____ Picture steadiness
d. _____ Shooting angles
e. _____ Continuity
f. _____ Kinds of shots

2. _____ Composition (20 pts)
a. _____ Planning
b. _____ Simplicity, order, and balance
c. _____ Emphasis in Composition
d. _____ Perspective
e. _____ Direct viewer through video

3. _____ Editing (60 pts)
a. _____ Continuity in story
b. _____ Appropriate sound choices
c. _____ Appropriate transitions
d. _____ Effective story told

Instructor Comments:

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EARLY ASSESSMENT OF LEARNING MEASURE

A video filming and editing assignment will be given to determine the student's abilities in this area.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
If any intervention is deemed necessary, additional time comparing videos and editing techniques will be given and one on one instruction will be made available by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you attend class as required. **Therefore, your grade will be reduced by one letter grade (-10 points) for all late work submitted.** Late work: For each day the assignment is late, your grade will be reduced by one letter grade. Your project is not considered late if it is turned in **before** 8:00 am prior to your next class.

Homework throughout the term will consist of assigned readings, project ideas, and management concepts. Your assigned projects will be submitted by each individual deadline and will be included in your midterm and final grades. Your final grade will be the average of all of your assignment grades, including any and all exams.

STUDENT RESPONSIBILITIES
Purchase a Flash Drive

Punctuality is expected. If you are absent, you are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. **No exceptions!**

If you require extra lab time, please contact and schedule time through your instructor. If you need to reserve use of the camcorder, you will sign a release form and agree to its requirements. A copy of this form is included in your syllabus.

STUDENT SKILLS
Students should:

- have the ability to navigate the internet and navigate to their Blackboard course.
- should also know how to send and receive emails from your college email
- have the ability to download and upload files.

COMPUTER HARDWARE AND SOFTWARE
Students **must** have access to the Internet and the World Wide Web. You will be required to research videos as examples.

Blackboard
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Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. A video film will be assigned to demonstrate the basic principles discussed in class. Each student will meet with the instructor to discuss his/her progress on this assignment. PowerPoints and handouts comparing other artists' work will be shown in class

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Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

Course Name:	Digital Image Production I
Course Number and Section:	NT 253 H 1
Class Day and Time:	Tuesday and Thursday 9:30 am – 10:50 am
Instructions to be followed should the College close due to COVID-19.	
Communication and Email	College email should be checked regularly. The instructor will send emails on updates and important class/college information. If the College closes and no email is received before the next regularly scheduled class meeting, contact the instructor immediately. Refer to syllabus for instructor contact information. A weekly email will be sent to the class about assignments that are due, what is available in Blackboard, and a Zoom link for the weekly class meeting.
Zoom	If this class moves online, a Zoom class meeting will be held for this course every Tuesday at 9:30 am. Students will receive an email each

Course Name:	Digital Image Production I
	week with a Zoom link to access the class. The class will be recorded and posted in Blackboard for review at a later time. **Attendance is required.** You will use your Thursday class meeting as your lab to complete your assignments.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates and weekly reminders will be posted to keep students on track with due dates.
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
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https://www.pccua.edu/students/student-handbook/
https://www.pccua.edu/students/student-handbook/acceptable-technology-use/

TENTATIVE COURSE OUTLINE:

I. Introduction to Course — August 23

II. Explanation of Syllabus — August 23
- Set up Group Me app.
- Tour through Blackboard

III. Homework: — August -September
- Watch the following PowerPoints and make notes:
  - DIP Introduction
  - Digital Video Production
  - Equipment Basics
  - Editing Video
  - Title, Graphics, and Audio

Using Photographs
Rendering Digital Video

IV. Watch Video Series in class	September
V. Create Study Guide Video	September
VI. Create PSA video	September - October
VII. Create Product Promo video	October
VIII. Final Video	November-December

TENTATIVE ASSIGNMENT DEADLINES

Assignment	**Due Date**
Create your reference notebook	
Homework: Watch PowerPoints Take notes on the following PowerPoints: DIP Introduction Digital Video Production Equipment Basics	August 30
Homework: Watch PowerPoints Take notes on the following: Editing Video Title, Graphics, and Audio Using Photographs Rendering Digital Video	September 8
Lecture on PowerPoints in class	August 25-September 13
Watch video series and create video Study Guide Video Practice creative shots Creative Video study guide due	September 8-30
PSA Video	October 11
Product Promotion Video	October 27
Final Video	December 8

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

Permission to use Camera and/or Camcorder

I agree to responsibly use the cameras and/or camcorders for the required assignment. It will be returned at the end of the assigned time frame in the same condition as it was in at the time of check-out or I agree to fix any damages or replace the camera.

_____ Name

_____ Date checked out

_____ Date checked in

NT 253
Digital Image Production
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for meeting the assignment deadlines and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms. (Please write legibly)

NAME _____

DATE _____

COLLEGE & PERSONAL EMAIL ADDRESSES:

_____

_____

PHONE NUMBER _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Digital Image Production II
ACTS Number: N/A
Course Number: NT 273
Semester and Year: Spring, 2023
Meeting Time & Place: T Th 9:30 – 10:50
T & I 124
Prerequisites: none
Required Laboratories: none
Credit Hours: 3
Revision Date: 11-17-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122

Office Phone #: (870)-6474, ext. 1122

Email Address: vcobb@pccua.edu

Office Hours: MTWTh 1:00 – 3:30
or by appointment

COURSE DESCRIPTION
An introduction to 2 dimensional and 3 dimensional animations in digital form

TEXT AND READING MATERIALS:
None

EXPECTED LEARNING OUTCOMES
Students will gain an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).

INSTRUCTIONAL OBJECTIVES *& MEASURES*

- Students will demonstrate basic skills in creating short animations
- Students will demonstrate basic skills in telling stories through animations.
- The students will demonstrate their abilities in Adobe Photoshop and Adobe Animate.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Social and Community Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.

Technology Utilization: Use tools of the trade to achieve a specific outcome.

Analytical & Critical Thinking and Reasoning: Thinking Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication The interactive process through which there is an exchange of verbal and/or nonverbal information.

Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate basic skills in creating short animations	**Project Rubric**	**70% of the students will score 70% or higher**
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate basic skills in telling stories through animations.	**Project Rubric**	**70% of the students will score 70% or higher**

GRADING POLICY

There will be no written tests during the semester. Homework throughout the term will consist of the planning, editing, and preparing to present animation projects. All weekly assignments may not require extensive outside work, but if needed, you should treat each assignment as one with outside work attached. If extra lab time is needed to complete your assignment, contact your instructor. This is your responsibility. All assignments will hold equal weight in the grading criteria.

Grading Scale

100-90 = A

89-80 = B

79-70 = C
69-60 = D
Below 60 = F

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and **on time**.
2. Students and their advisors will receive a referral notice on the first, second and third absence
3. Students will receive an EW on the fourth absence.
4. Punctuality is expected. Classes will begin at the time designated by the college. Attendance will be taken at 8:00 am. If you arrive for class after 8:00 am and before 8:15 am, you will be marked as tardy. Two tardies will be considered an absence. **At 8:15 am, the door will be closed and you will be marked as absent.**
5. You are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. You are aware of all assignment deadlines well in advance of their due dates.
6. There are no excused absences, unless the student misses class while engaged in approved college activities. Even then it is your responsibility to make up any missed work.
7. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

*Any exception to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance will directly affect their grade in this course.

PARTICIPATION

All students are expected to participate in all class activities. NO EXCEPTIONS.

COURSE EVALUATION & ASSESSMENT

All assignments will be evaluated by the following criteria:

1. accuracy
2. craftsmanship
3. control
4. contrast
5. composition

- The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

EARLY ASSESSMENT OF LEARNING MEASURE

A project will be assigned and completed before the 4th week of class to demonstrate the basic animation principles discussed in class. Each project will be assessed on how well they have

completed the technical animation within the software and their understanding of what animation is.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
Each student will meet with the instructor and discuss the results of the assigned project. If the results indicate improvement is needed, additional lab time and tutoring will be available**.**

MISSED OR LATE ASSIGNMENTS AND EXAMS
All assignment due dates are posted within the course calendar and students are expected to adhere to those deadlines. I understand that there may be an instance when something prevents you from completing an assignment on time; However, 10 points will be deducted for each late assignment submitted.

STUDENT RESPONSIBILITIES
Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered **TARDY**. No late assignments will be accepted for full grade value. All assignments will be lowered by one letter grade for each day it is late. **You** are responsible for any assignment missed during your absence to place in your final portfolio. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments for their final portfolio.
Students should save all of their work on One Drive and their Flash Drive.

You should purchase: Flash drive to save all of your work
Other supplies: *(Recommended): computer, reliable internet, animation software*

Self-Evaluation: Instructor Critiques
Critical evaluation is an integral part of learning process
Self-evaluation -look over what you have done in terms of the assignment
Make a habit of self-evaluation
Save all of your work

To do any homework at home, you will need a computer, reliable internet and software. If unable to subscribe to the Adobe Creative Suite, you may download other graphic design software to complete your work at home.

If you require extra lab time, please contact and schedule time through your instructor.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. All course information, including handouts and any other supplementary material will be posted in Blackboard. Additional lab time and lab time may be available as needed.

ACADEMIC HONESTY POLICY
Phillips Community College of the University of Arkansas
Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person

unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES: (if applicable)

1. ***Masks are not required for classroom unless mandated by the college.***

2. **No food or drink allowed in the classroom and/or lab.**
3. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies. https://www.pccua.edu/faculty-staff/student-discipline-policy-and-form/
4. Come in prepared and ready to work. **You must bring a pencil and pen.**
5. ***NO* horseplay allowed under any circumstances!!**
6. Cell phones will ***not*** be allowed in the classroom after you have completed your student account sign in unless the instructor has authorized further use. Cell phones must be turned to "silent" or "vibrate" mode while in class and put away. **NO EXCEPTIONS! No phone conversations or text messaging are allowed during class.**
7. **No wireless headset devices of any kind are allowed during class.** No personal ear buds, IPODS, DVDs, CDs or music devices of any kind are allowed in the lab.
9. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
10. The academic honesty policy must strictly be adhered to.

To do any homework at home, you will need a computer, reliable internet and software. If unable to sign in to the Adobe Creative Suite, please put in a help desk ticket to resolve this issue.

Graphics lab may be available Monday through Thursday from 8:00 am til 3:00 pm. If you require extra lab time, please contact and schedule time through your instructor.

You should purchase: Flash drive

Self-Evaluation: Examine Instructor Critiques
Critical evaluation is an integral part of learning process
Self-evaluation -look over what you have done in terms of the assignment

Make a habit of self-evaluation
Save all of your drawings and/or thumbnails

COMPUTER, INTERNET, EMAIL, AND OTHER ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes.

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus. *(Insert the name and contact information for the Disabilities Coordinator for the student's campus.)*

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

Remote or Online Instructions for this course
PCCUA is committed to student success and providing quality courses in a variety of delivery formats. In order to maintain a safe and healthy learning environment for students and employees, the College may need to make adjustments during the semester.
Students should follow the course syllabus and refer to this handout for guidelines and instructions in the event the College transitions to online or remote instruction. Students should follow the instructions below for this course. Some areas may apply to the classroom or in a remote/online situation.

Course Name:	Digital Image Production II
Course Number and Section:	NT 273 H 1
Class Day and Time:	Tuesday and Thursday 9:30 pm – 10:50 pm
Instructions to be followed in the event of an extended school closure	
Communication and Email	College email should be checked regularly. Communication will be through email and phone calls as needed.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates will be posted to keep students on track with due dates. Students are responsible for following the assignment deadlines
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.
Computer Labs	Students will have access to a computer lab on the Helena campus (A107) and free Wi-Fi access from the parking lot in front of the Administration Building.

Tentative Course Outline:

Assignments		**Dates**
I.	Introduction to Course	January
II.	Explanation of Syllabus	January
III.	Hardware and Software	January/February
IV.	Story and Character Development	February
V.	Simple Animation (2 dimensional)	February/ March
VI.	Claymation	March
VII.	Rotoscoping	April
VII.	Cartoons or Cel Animation	April
VIII.	Final project due	April

Assignment Deadlines
All animation assignments are considered as tests and hold equal value in the grading criteria. Deadlines must be adhered to unless changed by the instructor.

Assignment **Tentative Due Date**

Syllabus receipt form	1/9/2023
Test	1/17/2023
Animated movie	1/26/2023
Photoshop name animation	1/31/2023
Animate shapes	2/7/2023
Maze animation	2/14/2023
Bouncing Ball	2/21/2023
Stick Figure	3/7/2023
Bone tool/characters/story	4/4/2023
Claymation	4/11/2023
Rotoscoping	4/18/2023
Final project	4/27/2023

SPECIAL NOTE: You may always work ahead and turn in your work early, but you may not be late completing the assignment.

Additional Student Resources:
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/resources/emergency-alert-system/
https://www.pccua.edu/faculty-staff/directory/
https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/students/resources/bookstore/
https://www.pccua.edu/students/resources/active-shooter-protocol/
https://www.pccua.edu/students/resources/student-handbook/
https://www.pccua.edu/students/resources/ridge-runner-campus-food-pantry/
https://www.pccua.edu/students/graduation-application/

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

NT 273
Digital Image Production II
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

SCHOOL EMAIL ADDRESS_____

PERSONAL EMAIL ADDRESS_____

PHONE: _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Graphic Art & Design I
ACTS Name: N/A
Course Number: PR 103
ACTS Course Number: N/A
Semester and Year: Fall, 2022
Meeting Time & Place: T & I 124
T Th 8:00 am-9:20 am
Prerequisites: none
Required Laboratories: none
Credit Hours: 3
Revision Date: 4-27-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122
Office Phone #: (870)338-6474, ext. 1122
Email Address: vcobb@pccua.edu
Office Hours: MW 1:30 – 3:30
or by appointment

COURSE DESCRIPTION
A visual communication of specific ideas in a clean and exact manner. Assignments include illustration and graphic symbolism using computers and laser printers for designing purposes.

TEXT AND READING MATERIALS:
Landa, Robin, Graphic Design Solutions 5th Edition, Cengage Learning, 2014, 448 pages ISBN: 13: 978-1-133-94552-9
* You may order an E-book version from the bookstore or from the following website.
Students choosing to use the website, follow the information below to purchase the e-book.
GO TO: www.cengagebrain.com
Do a product search for ISBN: 9781133945529 ***** (do not copy and paste the ISBN without deleting the last digit (9) and then retyping it (9).

EXPECTED LEARNING OUTCOMES
The students will demonstrate his knowledge of how and why the basic graphic design elements are used and how to apply them to projects that demonstrate the design principles.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
G. Develop the ability to generate appropriate ideas
H. Develop the ability to make critical assessments of design problems and solutions
I. Understand the process of design as a synthesis of formal, functional, creative, and critical viewpoints
J. Develop a personal viewpoint of aesthetics and creativity in design problem solving
K. Each project will be assessed by instructor rubric and critique.

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
Analytical & Critical: Thinking Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication The interactive process through which there is an exchange of verbal and/or nonverbal information.
Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Criteria
Analytical and Critical Thinking	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	Recognize the elements of art and apply the principles of design to each assignment.	70% of the students will score 70% or higher
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Generate creative projects in a clean and exact manner using computer tools and software.	70% of the students will score 70% or higher
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will showcase their talents by producing a collection of their best work.	70% of the students will score 70% or higher

GRADING POLICY

There will be eight-chapter quizzes and eight assigned projects during the semester. Grades will consist of your Blackboard quizzes, assigned projects, and a final portfolio. Your assigned projects will be submitted by each individual deadline and will be included in your portfolio for your final grade. Your final grade will be the average of all grades and each assignment and all tests will hold equal value.

GRADING SCALE

I. 100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

II. Attendance will greatly affect your grades. It is difficult to complete your assignments on time if you are not attending class regularly.

III. Late work: For each day the assignment is late, your grade will be reduced by one letter grade (-10 points). Your project is not considered late if it is turned in **before** 8:00 am prior to the beginning of the next class.

What is a Portfolio?

A portfolio is a body of creative work used to showcase one's aptitudes, conceptual and creative thinking and experience. Everyone aspiring to be a graphic designer needs one. The prospective employers will most likely see your portfolio before the actual interview. Your portfolio is an ongoing project consisting of completed assignments, projects, student competitions, and any self-directed projects. It should showcase your talents in typography, visualizations, composition, visual communication, creativity and technical skills.

A portfolio should consist of:

- Logos
- Icons or pictographs
- Visual identity
- Branding
- Brochures
- Book covers
- Posters
- DVD covers
- Websites
- Package designs
- Annual reports
- Editorial designs
- Ad campaigns
- Informative designs
- Social media

- Videos
- Motion graphics
- Personal projects to showcase story telling skills
- Created your brand
- Resume
- Cover letter
- Self-promotional piece

METHOD OF ASSIGNMENT SUBMISSION
Submit all assignments through Blackboard by due dates indicated. Do not email the assignments unless instructed to do so.

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and **on time**.
2. Students and their advisors will receive a referral notice on the first, second and third absence
3. Students will receive an EW on the fourth absence.
4. Punctuality is expected. Classes will begin at the time designated by the college. Attendance will be taken at 8:00 am. If you arrive for class after 8:00 am and before 8:15 am, you will be marked as tardy. Two tardies will be considered an absence. **At 8:15 am, the door will be closed and you will be marked as absent.**
5. You are responsible for any assignment missed during your absence. An absence does not release you from your assignments or their deadlines. You are aware of all assignment deadlines well in advance of their due dates.
6. There are no excused absences, unless the student misses class while engaged in approved college activities. Even then it is your responsibility to make up any missed work.
7. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

*Any exception to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance will directly affect their grade in this course.

PARTICIPATION
All students are required to participate in all class activities. **NO EXCEPTIONS**

COURSE EVALUATION & ASSESSMENT ASSIGNMENTS
It is the student's responsibility to check Blackboard course outline and email for assignments and be prepared for each class which may include but not limited to submitting assignments in Blackboard or email (upon request only) completing chapter exercises.

This rubric will be used to evaluate the submitted assigned projects.

PR 103
Graphic Design I

_____ Name
_____ Date
_____ Assignment
_____ Grade

		Instructor Comments
Craftsmanship (20 possible)		
Appearance		
Concern for excellence		
Creativity (20 possible)		
Unique solution		
Personality incorporated		
Work Habit (20 possible)		
use of time		
Seeks help/considers advice		
Attitude/Attendance (20 possible)		
Considerate		
Assumes responsibility		
Assignment Fulfilled (20 possible)		
Carried assignment to		
completion and on time.		
Total=100		

Excellent = 20-15
Good = 14-9
Average = 8-3
Needs Improvement = 2 and below

DAILY/WEEKLY ASSIGNMENTS: Daily/weekly assignments will include reading and studying the text and turning in assignments. These **MUST** be turned in on time within the corresponding assignments links the instructor sets up within Blackboard. Students will take chapter tests, complete projects and submit through Blackboard.

EARLY ASSESSMENT OF LEARNING MEASURE
A project will be assigned and completed before the 4th week of class to demonstrate the basic design principles discussed in class. Each project will be assessed on how well you have completed the technical project within the software and their understanding of what design is.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
Each student will meet with the instructor and discuss the results of the assigned project. If the results indicate improvement is needed, additional lab time and tutoring will be available**.** No class/lab work will be made up. All assignments with specific due dates will be completed by the due date or lowered by 10 points for each day it is late.

MISSED OR LATE ASSIGNMENTS AND EXAMS
All assignment due dates are posted within the course calendar and students are expected to adhere to those deadlines.

I. Methods of Instruction
   A. Studio projects
   B. Assigned readings

II. Methods of Evaluations
   A. Studio projects
   B. Critique
   C. Portfolio Review

STUDENT RESPONSIBILITIES
It is the student's responsibility to read all documents/postings from the instructor throughout the semester. Students should notify the instructor immediately if they are having problems that will prevent them from turning in their assignments by the due dates indicated on the course calendar. If needed, print this syllabus and take it to your campus bookstore to ensure that you receive the correct textbook. Not having a textbook is an unacceptable excuse for not being able to meet course requirements.

To do any homework at home, you will need a computer, reliable internet and software. If unable to subscribe to the Adobe Creative Suite, you may download another graphic design software to complete your work at home. For more information, open the following link. The lab may be available upon request by contacting your instructor for access to the software.

SCHEDULED LAB TIME
Graphics lab may be available Monday through Thursday from 8:00 am until 3:00 pm. If you require extra lab time, please contact and schedule time through your instructor.

You should purchase: Flash drive

Self-Evaluation: Examine Instructor Critiques
Critical evaluation is an integral part of learning process
Self-evaluation -look over what you have done in terms of the assignment
Make a habit of self-evaluation
Save all of your drawings and/or thumbnails

STUDENT SKILLS
Students should:

- have the ability to navigate the internet and navigate to their Blackboard course.
- should also know how to send and receive emails from your college email
- have the ability to download and upload files.

COMPUTER HARDWARE AND SOFTWARE
Students **must** have access to the Internet and the World Wide Web. You will research various advertising projects.

Blackboard
Internet Explorer 10 or later or Firefox. You must have Java enabled in your browser to use the Blackboard chat rooms and upload files. Windows 7 or 8 operating system installed. Pop-Up blockers must be turned off or set to allow this web site while working in Blackboard. Students also need Active X, Adobe Acrobat Reader installed.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. A project will be assigned to demonstrate the basic design principles discussed in class. Each student will meet with the instructor to discuss his/her progress on this assignment.

ACADEMIC HONESTY POLICY

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Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES:

1. **No food or drink allowed in the classroom and/or lab.**
2. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies.
3. Always come in prepared and ready to work. **You must bring a pencil and pen.**

4. ***NO*** **horseplay allowed under any circumstances!!**
5. Cell phones must be turned to "silent" or "vibrate" mode while in class. You should place your phone in a designated holder as you enter the class. If you have not placed your phone in the holder and are using your phone for personal use during class, the phones will be collected and placed in a phone holder for the rest of the class duration. You may pick them up as you leave class.
   NO EXCEPTIONS! **No phone conversations or text messaging are allowed during class.**
6. **No wireless headset devices of any kind are allowed during class.**
7. No personal IPODS, DVDs, CDs or music devices of any kind are allowed in the lab.
8. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
9. The academic honesty policy must strictly be adhered to.

COMPUTER, INTERNET, EMAIL, AND OTHER ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes.

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https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Course Name:	**Graphic Art & Design I**
Course Number and Section:	**PR-103 H1**
Class Day and Time:	**Tuesday and Thursday 8:00 am – 9:20 am**
Instructions to be followed should the College close due to COVID-19.	
Communication and Email	College email should be checked regularly. Communication will be through email and phone calls as needed.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates and weekly reminders will be posted to keep students on track with due dates.
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

Tentative Course Outline:

I. Introduction to Course — August

II. Explanation of Syllabus — August

III. Introduction to Graphic Design — August

IV. Fundamentals of Graphic Design — August-December
   a. Formal Elements of Design
   b. Principles of Design
   c. Manipulation of Graphic Space and Typography
   d. Design and Layout
   e. Designing with Type
   f. Logos/Symbols/Pictograms

V. Portfolio — December 8

Assignment Deadlines

Due dates must be strictly adhered to.

Tests	**Due Dates**	**Project Assignments**	**Due Dates**
Syllabus Receipt Form	8-23		
Ch. 1	9-6		
Ch. 2	9-20	Ch 2 project p 43	9-1
Ch. 3	10-4	Ch 3 project p. 72	9-22
Ch. 4	10-18	Ch 4 project p. 96	10-6
Ch .5	11-1	Ch 5 project p. 113	10-27
Ch. 6	11-8	Ch 6 project p. 142	11-17
Ch. 7	11-29	Ch 7 project p. 170	12-6
FINAL PORTFOLIO (collection of all of your assignments) Due December 8			
SPECIAL NOTE: You may always work ahead and turn in your work early, but you may not be late completing the assignment.			

Helpful Student Information Links:

https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/catalog/program/graphic-communications
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/student-handbook/
https://www.pccua.edu/students/student-handbook/acceptable-technology-use/

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

PR 103
Graphic Art & Design I
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

COLLEGE & PERSONAL EMAIL ADDRESSES:

_____

_____

PHONE NUMBER _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Graphic Art & Design II
ACTS Number: N/A
Course Number: PR 113
Academic Year: Spring, 2023
Meeting Time & Place: T & I 124
T Th 8:00 am-9:20 am
Prerequisites: none
Required Laboratories: none
Credit Hours: 3
Revision Date: 11-15-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 107
Office Phone #: (870)338-6474, ext. 1122
Email Address: vcobb@pccua.edu
Office Hours: MTWTh 1:00 – 3:30
or by appointment

COURSE DESCRIPTION

A visual communication of specific ideas in a clean and exact manner. Assignments include illustration and graphic symbolism using computers and laser printers for designing purposes.

TEXT AND READING MATERIALS:

Landa, Robin, Graphic Design Solutions 5th Edition, Cengage Learning, 2014, 448 pages ISBN: 13: 978-1-133-94552-9

* You may order an E-book version from the bookstore or from the following website.
Students choosing to use the website, follow the information below to purchase the e-book.
GO TO: www.cengagebrain.com
Do a product search for ISBN: 9781133945529 ***** (do not copy and paste the isbn without deleting the last digit (9) and then retyping it (9).

EXPECTED LEARNING OUTCOMES

The students will demonstrate his knowledge of how and why the basic graphic design elements are used and how to apply them to projects that demonstrate the design principles.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

L. Develop the ability to generate appropriate ideas
M. Develop the ability to make critical assessments of design problems and solutions
N. Understand the process of design as a synthesis of formal, functional, creative, and critical viewpoints
O. Develop a personal viewpoint of aesthetics and creativity in design problem solving

Each project will be assessed by instructor rubric and critique.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Social and Community Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
Analytical & Critical Thinking and Reasoning: Thinking Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication The interactive process through which there is an exchange of verbal and/or nonverbal information.
Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding	An understanding of design from a variety of perspectives, including those of art history, communication, technology, and the social and cultural use of design objects.	Students will demonstrate an objective, non-offensive approach to creating a branding identity project for public	Project Rubric	70% of the students will score 70% or higher
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing,	Generate creative projects in a clean and exact manner using traditional and computer tools and software.	Project Rubric	70% of the students will score 70% or higher

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
	printing, photography, and time-based and interactive media (film, video, computer multimedia).			
Analytical & Critical Thinking and Reasoning	The ability to describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	Students will demonstrate basic skills in creating a branding identity project.	Project Rubric	70% of the students will score 70% or higher

GRADING POLICY

There will be eight-chapter quizzes and eight assigned projects during the semester. Grades will consist of your Blackboard quizzes, assigned projects, and a final portfolio. Your assigned projects will be submitted by each individual deadline and will be included in your portfolio for your final grade. Your final grade will be the average of all grades and each assignment and all tests will hold equal value.

What is a Portfolio?

A portfolio is a body of creative work used to showcase one's aptitudes, conceptual and creative thinking and experience. Everyone aspiring to be a graphic designer needs one. The prospective employers will most likely see your portfolio before the actual interview. Your portfolio is an ongoing project consisting of completed assignments, projects, student competitions, and any self-directed projects. It should showcase your talents in typography, visualizations, composition, visual communication, creativity and technical skills.

A portfolio should consist of:

- Logos
- Icons or pictographs
- Visual identity
- Branding
- Brochures
- Book covers
- Posters

- DVD covers
- Websites
- Package designs
- Annual reports
- Editorial designs
- Ad campaigns
- Informative designs
- Social media
- Videos
- Motion graphics
- Personal projects to showcase story telling skills
- Created your brand
- Resume
- Cover letter
- Self-promotional piece

GRADING SCALE

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

METHOD OF ASSIGNMENT SUBMISSION

Submit all assignments through Blackboard by due dates indicated. Do not email the assignments unless instructed to do so.

ATTENDANCE POLICY

Students are expected to log into the course and complete scheduled assignments by due dates. To meet these requirements students must log into the course weekly unless special arrangements have been made with the instructor in advance. Failure to log into the course by the end of the first week of the semester will result in student being turned in to the Registrar as a NO SHOW and student will be dropped from the class. If a student is having trouble logging into the course, it is the student's responsibility to contact or notify the instructor, the registrar, or the Distance Learning Coordinator of these specific problems. Students may be denied access and receive an "F" in the course if they fail to login as required.

It is imperative that you attend the class regularly and complete the assignments by the specified due dates. A student may choose to withdraw from the course by the specified withdrawal date to receive a W. This is the student's responsibility. Student must contact the Registrar's office to complete this process.

PARTICIPATION

Students are expected to participate in class by attending, logging in regularly, and completing course assignments as indicated on the course outline.

COURSE EVALUATION & ASSESSMENT
ASSIGNMENTS
It is the student's responsibility to check Blackboard course outline and email for assignments and be prepared for each class which may include but not limited to submitting assignments in Blackboard or email (upon request only) completing chapter exercises.

DAILY/WEEKLY ASSIGNMENTS: Daily/weekly assignments will include reading and studying the text and turning in assignments. These MUST be turned in on time within the corresponding assignments links the instructor sets up within Blackboard.

EXAMINATIONS: Students will take chapter tests and submit through Blackboard.

MISSED OR LATE ASSIGNMENTS AND EXAMS
All assignment due dates are posted within the course calendar and students are expected to adhere to those deadlines. I understand that there may be an instance when something prevents you from completing an assignment on time. However, 10 points will be deducted for each late assignment.

I. Methods of Instruction
   C. Studio projects
   D. Assigned readings

II. Methods of Evaluations
   D. Studio projects
   E. Critique
   F. Portfolio Review

EARLY ASSESSMENT OF LEARNING MEASURE
A project will be assigned and completed before the 4th week of class to demonstrate the basic design principles discussed in class. Each project will be assessed on how well you have completed the technical project within the software and their understanding of what design is.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
Each student will meet with the instructor and discuss the results of the assigned project. If the results indicate improvement is needed, additional lab time and tutoring will be available**.**

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No class/lab work will be made up. All assignments with specific due dates will be completed by the due date or lowered by 10 points for each day it is late.

STUDENT RESPONSIBILITIES
It is the student's responsibility to read all documents/postings from the instructor throughout the semester. Students should notify the instructor immediately if they are having problems that will prevent them from turning in their assignments by the due dates indicated on the course calendar. It is the student's responsibility to have the necessary hardware and software required for this

course. You will find it very helpful to print important information, syllabus, course calendar, PowerPoints, etc. and keep them in a notebook for future reference. If needed, print this syllabus and take it to your campus bookstore to ensure that you receive the correct textbook. Not having a textbook is an unacceptable excuse for not being able to meet course requirements.

To do any homework at home, you will need a computer, reliable internet and software. If unable to sign in to the Adobe Creative Suite, please put in a help desk ticket to resolve this issue.

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1. **Masks are not required for classroom unless mandated by the college.**
3. **No food or drink allowed in the classroom and/or lab.**
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4. Come in prepared and ready to work. **You must bring a pencil and pen.**
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6. Cell phones will ***not*** be allowed in the classroom after you have completed your student account sign in unless the instructor has authorized further use. Cell phones must be turned to "silent" or "vibrate" mode while in class and put away. **NO EXCEPTIONS! No phone conversations or text messaging are allowed during class.**
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Instructions for Remote Delivery

Course Name:	**Graphic Art & Design II**
Course Number and Section:	**PR-113 H1**
Class Day and Time:	**Tuesday and Thursday 8:00 am – 9:20 am**
Instructions to be followed should the College close due to COVID-19.	
Communication and Email	College email should be checked regularly. Communication will be through email and phone calls as needed.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates will be posted to keep students on track with due dates. Students are responsible for following the assignment deadlines
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.

Tentative Course Outline:

I. Introduction to Course — January

II. Explanation of Syllabus — January

III. Introduction to Graphic Design — January

IV. Fundamentals of Graphic Design — February- April

g. Formal Elements of Design
h. Principles of Design
i. Manipulation of Graphic Space and Typography

j. Design and Layout
k. Designing with Type
l. Logos/Symbols/Pictograms

V. Portfolio April 27

Assignment Deadlines
Due dates must be strictly adhered to.

Tests	**Due Dates**	**Project Assignments**	**Due Dates**
Syllabus Receipt Form	1-9		
Ch. 8	1-26	Ch 8 project p. 187	1-26
Ch. 9	2-9	Ch 9 project p. 212	2-9
Ch. 10	2-16	Ch 10 project p. 239	2-16
Ch. 11	3-9	Ch 11 project p. 284	3-9
Ch .12	3-30	Ch 12 project p. 325	3-30
Ch. 13	4-20	Ch 13 project p. 374	4-20
FINAL PORTFOLIO (collection of all of your assignments) Due 4-27-23			
SPECIAL NOTE: You may always work ahead and turn in your work early, but you may not be late completing the assignment.			

Helpful Student Information:

Academic Calendar
Please refer to the college website for the academic calendar
https://www.pccua.edu/faculty-staff/academic-calendar/

Student Accounts – Login Information
Please refer to MyRidgenet for all for student login information
https://www.pccua.edu/about/studentlogininfo

Student Resources
Please refer to the college website for additional resources.
https://www.pccua.edu/students/resources/

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

PR 113
Graphic Art & Design I
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

PERSONAL EMAIL ADDRESS _____

PHONE: _____

Course Name: Illustration I
Course Number: PR-133-S30
Semester and Year: Fall 2015
Meeting Time & Place:
Monday 06:00PM - 08:50PM WMTC #27
Prerequisites: None
Required Laboratories: None
Credit Hours: 3 **Clock Hours**: 45
Revision Date: 8/8/15

INSTRUCTOR INFORMATION:
Instructor: Randi RauhTyler
Office Location: WMTC
Office Phone #: (870)673-4201, ext. 1827
Office Location: D104
Office Phone #: (870)946-3506, ext. 1699
Cell Phone (870) 830-6699
Email Address: rtyler@pccua.edu
FACEBOOK: Randi RauhTyler
Graphic Communications at PCCUA Arkansas County
Office Hours: 1:00 – 3:30 Monday-Tuesday Stuttgart
1:00 – 3:30 Wednesday-Thursday DeWitt

COURSE DESCRIPTION: In this introduction to the fundamentals of drawing for illustration, freehand sketching, perspective, and drafting techniques are covered. Emphasis is on tight rendering. Projects include spot drawings, pencil, pen and ink, two-color, and technical/ project illustration.
EXPECTED LEARNING OUTCOMES: To have the learner demonstrate his knowledge of two dimensional drawing concepts and principles and their application to projects and demonstrate the design principles.
INSTRUCTIONAL OBJECTIVES & MEASURES: The purpose of the course is to provide the students with a basic foundation in illustration, freehand sketching, color and learning to think visually. Each student is unique and no comparison of drawings will be made that will be used to determine grading. All people have the ability to communicate visually in their own unique style.
PCCUA CORE COMPETENCIES -The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
Analytical & Critical: Thinking Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.

Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

PCCUA CORE COMPETENCIES are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students. The division of Applied Technology & Workforce Development perceives these competencies as:

The following are the Student Learning Outcomes developed for this specific course.		
Competency	**Student Learning Outcome**	**Assessment Method/Measurement**
Critical Thinking	Students will recognize the elements of art and apply them to each assignment	**Drawing rubric - Portfolio 70% of the students will score 70% or higher**
Technical Skills	Students will effectively apply proper techniques to each drawing	**Drawing rubric - Evaluation Test 70% of the students will score 70% or higher**
Technical Skills	Students will showcase their talents by producing a collection of their best work	**Portfolio 70% of the students will score 70% or higher**

TEXT AND READING MATERIALS: None required. Handouts will be made available.
MATERIALS REQUIRED: Portfolio folder, Sketch pad, assortment of pencils, pens and erasers.
BLACKBOARD – This class is blackboard enhanced. You will be required to log into blackboard and review all PowerPoints and handouts that are available. There are 5 learning modules. All assignments will be reviewed twice a semester and be graded and updated at that time. Assignment list is the same as Sketchbook assignment. If you choose to work ahead, please review all information in the module first.
GRADING POLICY – Rubric for Class will be provided
Grades: There will be two (2) scheduled tests during the semester. These are not available in blackboard.

A. Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.
B. Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.
C. Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.
D. Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.

F. Failure. Student exhibits no understanding of the requirements of the assignment.

Concerning grades: Judged by these qualities

1. Accuracy
2. Craftsmanship
3. Control
4. Contrast
5. Composition

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

EARLY ASSESSMENT OF LEARNING MEASURE – This class relies on Blackboard for additional lecture information. Assessment will be having checked in and completed the first project.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME – A conference time will be established to confer over possible choices and blocks to completing the project. At that time more possibilities and time management options will be discussed.

COURSE EVALUATION & ASSESSMENT – Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weight in the grading criteria. A survey will be provided to each student at the end of the class. A Rubric will be available for self-assessment.

SUPPORT FOR LEARNING-Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. Navigation of Blackboard links will be supportive to the student along with scheduled time with the instructor. Many graduated students who have completed the course may also be available for mentoring. Examples of past projects will be available in blackboard.

MISSED OR LATE ASSIGNMENTS AND EXAMS – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted.

CLASS ATTENDANCE POLICY CLASS ATTENDANCE - Attendance and discussions are mandatory to complete this course. Students are expected to attend all classes regularly and punctually. Two (2) excused absences are allowed and two (2) unexcused. It is the student's responsibility to know and comply with the instructor's policy and to contact the instructor to make up missed work. The instructor will warn a student when in danger of becoming excessively absent by sending a warning notice to the Advisement Center. The student can be contacted by an advisor. If the student is absent more times than three (3) times, the instructor will lower the grade for each absence. To receive an EW the student must have contacted the instructor and give explanation of inability to continue. This is a Cooperative Learning course and the work done on projects requires full class participation in some form.

Punctuality is expected. Classes will begin at the time designated by the college. Students not in the classroom at this time will be considered absent.

1. You are responsible for making up any assignment missed during absence. An absence does not release you from your assignment or their deadlines.
2. If you know of an impending absence, please contact the instructor by on of the following means:

Phone 870-673-4201, ext. 1827 – 870-946-3506, ext. 1699 EMAIL: rtyler@pccua.edu

*Exceptions to the attendance rules may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision

concerning absences is left to the instructor's discretion. A student's attendance may directly affect their grade in this course.

ACADEMIC INTEGRITY - Academic fraud and dishonesty including Cheating, Facilitating Dishonesty, Plagiarism and Test Tampering are regarded as offenses requiring disciplinary action. Solutions to assignments you submit will be your own work. Copywriter infringement and theft of an image, idea, song or slogan is included. A student who is discovered to have plagiarized another's work will immediately receive a grade of F for the course, and a recommendation for disciplinary action will be forwarded to the Dean of Students.

STUDENT CONDUCT - An objective of PCCUA is to provide an opportunity for education to all of its students. It is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with regulations and policies that are in place at PCCUA. For more on discipline/policies see the Student Handbook Policies, Procedures section.

LABORATORY PROCEDURES: Adult behavior is expected with respect to the equipment being used. If in doubt of proper use contact your instructor before using.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY: Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus. DeWitt-Phyllis Fullerton (870) 946-3506 ext. 1610 Helena-George White (870) 338-6474 ext. 1135 Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809 The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/
FERPA POLICY: Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE: Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS: The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer. Please note that the AAS for Graphic Communications transfers into the BAS in total with University of Arkansas Fort Smith degree program. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

General Topics to be covered:

1. Shape and Form
2. Texture, Contrast
3. Value, Light
4. Still life, Figures, Faces
5. Illustration History and employment

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

Module 1
WEEK 1 - Presentation of syllabus. Sketchbook and Portfolio overviews.
Exercises and shapes, Simple drawings
Power Point – Teach Me To Draw
Handout – Sketchbook Requirements and Rubric
Sketchbook – Shapes – find shapes in everyday objects**5 each - 15**
Shapes – connected and free
PreTest
WEEK 2 – Elements of Drawing
Proper hand position – fine line and broad line practice
Sketchbook – fine line and broad line **5 each - 10**
Power Point – Intro History
WEEK 3 – Seeing and Responding
Handout – Vitruvian Man
Gesture, objects and figures by shape
Sketchbook – full room gestures of objects **5 each - 5**
WEEK 4 – Gestures – Figures
Weight and form using shapes
Sketchbook – Figure gestures – 1 and 3 minute **5 each - 15**
Module 2
WEEK 5 – Line Blocking Composition, Sighting with a pencil, Visual Emphasis
Class work – Rubbings
Sketchbook – 3 drawing of techniques **5 each - 15**
Power Point Art Techniques
WEEK 6 - Contour, rendering techniques, line qualities
Contour of objects – Feel and draw
Sketchbook – 3 contours at least one of figure **5 each - 15**
WEEK 7-Value
Value relationships, value and space, effects of light, value reversal
Still life –value
Sketchbook – 3 still life drawings – 1 with figure – emphasis on source of light **5 each - 15**
Module 3
WEEK 8 – Texture
Tactile texture, illusion of Texture
Sketchbook – use of at least 3 types of texture in 3 different drawings 5 each - 15
WEEK 9 – Composition
Negative and positive space, balance, rhythm and repetition
Sketchbook – arranged composition **5 each - 5**
WEEK 10 – Perspective
Simple, foreshortening, one point, many points
Sketchbook – 3 perspective drawings
Handout – Perspective 1, Perspective 2 **5 each - 15**
Module 4
WEEK 11 – Faces
Use of shapes and measurement to formulate faces
Sketchbook – 5 faces – One must be your own, use a mirror **5 each - 25**

WEEK 12 - figure drawing
Abstracted forms in composition – review of gesture and contour to work on figures
Sketchbook – 3 action figure drawings **5 each - 15**
Ink Drawing – Working with Ink
Module 5
WEEK 13 – Drawing outdoors
Landscapes
Sketchbook – Up close and personal individual items of outdoor drawings **5 each - 5**– 1 full landscape INK **5 each - 5**
WEEK 14 – Mating and presentation Extra Credit – Full Color Fable **100**
Sketchbook – choose one drawing to work on for class- Ink
WEEK 15 – FINAL PRESENTATION - Post Test

100 95 90% **|A|** Excellent Outstanding Exemplary	**89 85 80%** **|---B---|** Above Average Very Good Acceptable	**79 75 70%** **|----C-----|** Average Good Not Yet Acceptable	**69 65 60%** **|----D----|** Below Average Needs Improvement Barely Acceptable	**59% and below** **|------F----|** Unsatisfactory Poor Unacceptable
ELEMENTS OF DESIGN: LINE, TEXTURE, COLOR, SHAPE/FORM, VALUE, SPACE PRINCIPLES OF DESIGN: REPETITION, BALANCE, EMPHASIS, CONTRAST, UNITY				
A: Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively	**B:** The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.	**C:** The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned	**D:** The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning	**F:** The student did the minimum or the artwork was never completed
Creativity/Originality				
A: The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills.	**B:** The student tried a few ideas for selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solve the problem in logical way	**C:** The student tried in idea, and help out adequately, but it lacked originality; substituted "symbols" for personal observation; might have copied work	**D:** The student fulfill the assignment, but gave no evidence of trying anything unusual	**F:** The student showed no evidence of original thought
Effort/Perseverance				
A: The project was continued until it was complete as the student could make it; gave it effort far beyond	B: The student work hard and completed the project, but with a loom or effort it might have been outstanding	C: The student finished the project, but it could have been improved with more effort; adequate	D: The project was completed with minimum effort	F: The student did not finished the work adequately

that required; to pride in going well beyond the requirement		interpretation of the assignment, but lacking finish;		
Craftsmanship/Skill/Consistency				
A: The artwork was beautiful and patiently done; it was as good as hard work could make it.	B: With a little more effort, the work could have been outstanding; lacks the finishing touches	C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless	D: The student showed below average craftsmanship, lack of pride in finished work	F: The student showed poor craftsmanship; evidence of lazy this or lack of understanding
Group Cooperation/Attitude				
A: The student work toward group goals, effectively performed a variety of roles in group work, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for class	B: The student participated enthusiastically, followed through with commitments, performed more than adequately, assisted in preparation and cleanup	C: The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked.	D: The student allowed others to do most of the work, did participate minimally, did the minimum amount	F: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup

CATEGORY	**A**	**B**	**C**	**D**
DRAWING	Drawing is expressive and detailed. Shapes, patterns, shading, and/or texture are used to add interest. Student has great control & is able to experiment a little.	Drawing is expressive & somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not branched out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.

Drawing Steps	The student has completed all objectives of the assignment. It is clear that the student understands the use of the sketchbook. evident that the student followed the proper steps in completing the drawings. Gesture drawing can be seen as a first step, with details and value being added as the drawing progresses.	The student completes the majority of the assignment, but is lacking in some content The student completes the drawings, but one step may be missing.	The student started the assignment, but only completed ½. started to follow the steps, but it is obvious more than one step was not followed.	The student started to work on the assignment, but Less than 1/2 of the work is completed. did not follow the drawing steps, and simply worked from their own agenda.
Use of Materials	The student understands the properties of their utensils. Value is expressed appropriately, and the drawing pencils were used correctly.	The student has added value, but the overall drawing is 'gray', and lacking in all the values of a gray scale.	The student has attempted to add value, but the shading does not blend. There are stark contrasts between values.	The student made little or no attempt to add value to the drawings. Where value is attempted, it is sketchy at best, and unfinished.
DETAILS	The drawing is fully shaded and all values are represented and has a high contrast. Excellent details, including shading as a means of showing volume and the use of textures to create surface interest. High level of observational	The drawing is shaded with at least half of the values. The drawing also has some contrast Most of drawing shows realistic and carefully drawn details. Objects in drawing show textures, patterns and shading on the surface of the objects and increase the sense of	The drawing is shaded with little or no contrast. It is shaded the same value and is “washed out.” Evidence of the observation of several, but not all, details. Some attempt at surface textures. Shading is minimal but does add some sense of volume to the objects.	There is little or no attempt to shade the drawing. Very few details Only the contours are definite. Details within subject matter are very limited

	skills evident with very realistic details. Background information is as detailed as the main subject matter.	volume. Most details increase the realism of the objects. Student also incorporates background information in the drawing.	Background not evident.	
CONTOURS	Observational skills very strong. Drawings show correct proportions and all areas of the drawing show the same consistent quality in all objects.	The contours of the object are carefully drawn showing realistic proportions and attention to detail on almost all of the drawing. Shows evidence of careful visual study by student. All objects recognizable, with some drawn more strongly than others.	Contours of objects are drawn with uneven success at proportion and realistic detail. Objects in drawing are recognizable, but not without some distortion OR some areas of drawing are stronger than others.	Contours inconsistent, out of proportion or distorted.
Composition	There was great use of one form of balance. It complemented the over all composition of design Art work is highly effective and demonstrates balance in elements and principles of design. The drawing fills the page and objects are well grounded (shadows & background).	There was good use of one form of balance. It complemented most of the sketchbook design Art work is effective, although more emphasis could be placed on single element or principle. The drawing fills the page but objects are floating in space. Little or no attempt to ground the subject.	The use of one form of balance was not obvious. Design complemented some of sketchbook design. Art work is moderately effective, although 2 - 3 principles or elements could be adjusted. The drawing subject is small but there is an attempt to ground the subject with shadows or background	There was no balance used and overall design of sketchbook cover was poor Art work is not effective in regards to design (student appears unaware of elements and principles). The drawing is small and objects are also floating in space. No background or shadows

Proportion	The drawing has correct proportions, perspective and texture (Realism). It is also drawn from an interesting point-of-view.	The drawing has correct proportions, perspective and texture but is drawn in basic point of view.	The drawing is out of proportion or perspective but represents the object drawn.	The drawing is not realistic or is a logo or cartoon.
Time and Effort	The work shows that the student worked on the drawings in a diligent manner, and took great pride in the finished work Much time and effort went into the planning and design of the page..	The student worked hard on the drawings, but it is evident that more work could have made the drawings more complete.	The drawings look somewhat rushed, and it is evident that more time and effort could have been put into the drawings.	The drawings appear rushed and completed in the last minute. Little time and effort were put into the work.

Assignments	**Points Possible**	**|A|**	**|---B---|**	**|----C----|**	**|----D----|**	**|----F----|**
Shapes – find shapes in everyday objects	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
fine line and broad line	**1 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
full room gestures of objects	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
Figure gestures – 1 and 3 minute	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
3 drawing of techniques	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
3 contours at least one of figure	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
3 still life drawings – 1 with figure – emphasis on source of light	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
use of at least 3 types of texture in 3 different drawings	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
arranged composition	**1 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
3 perspective drawings	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
5 faces – One must be your own, use a mirror	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**

3 action figure drawings	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
Up close and personal individual items of outdoor drawings	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
1 full landscape choose one drawing to work on for class INK	**1 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
Extra Credit - Fable	**100**	**100 - 90**	**89 - 80**	**79 - 70**	**69 - 60**	**59>**
Total Possible Points	**390**	**390-328**	**327-255**	**254-198**	**197-130**	**129>**

SYLLABUS RECEIPT

☐ I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

☐ I have read and understand the content of this syllabus provided by my instructor.

☐ I have read and understand the Internet usage police and agree to its proper usage.

☐ I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

☐ I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

INSTRUCTOR _____Randi RauhTyler_____

DATE _____

Course Name: Illustration II
Course Number: PR-143-S30
Semester and Year: Fall 2015
Meeting Time & Place: : Monday 06:00PM - 08:50PM WMTC #27
Prerequisites: PR 133 or Permission
Required Laboratories: None
Credit Hours: 3 **Clock Hours**: 45
Revision Date: 8/8/15

INSTRUCTOR INFORMATION:
Instructor: Randi RauhTyler
Office Location: WMTC
Office Phone #: (870)673-4201, ext. 1827
Office Location: D104
Office Phone #: (870)946-3506, ext. 1699
Cell Phone (870) 830-6699
Email Address: rtyler@pccua.edu
FACEBOOK: Randi RauhTyler
Graphic Communications at PCCUA Arkansas County
Office Hours: 1:00 – 3:30 Monday-Tuesday Stuttgart
1:00 – 3:30 Wednesday-Thursday DeWitt

COURSE DESCRIPTION: This course explores the integration of drawing, painting and design as expressed in illustrative compositions. Emphasis is on conceptual development and the application of various media and techniques examined through various contemporary illustrators. Students are assigned a variety of projects with realistic limitations. Assignments may include fairy tales, fables, book illustration, trade publishing, non-fiction, and editorial assignments

EXPECTED LEARNING OUTCOMES: To have the learner demonstrate his knowledge of two dimensional drawing concepts and principles and their application to projects and demonstrate the design principles.

INSTRUCTIONAL OBJECTIVES & MEASURES
The students will demonstrate his knowledge of two dimensional drawing concepts and principles and their application to projects that demonstrate the design principles.

PCCUA CORE COMPETENCIES -The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
Analytical & Critical: Thinking Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.

Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

PCCUA CORE COMPETENCIES are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students. The division of Applied Technology & Workforce Development perceives these competencies as:

The following are the Student Learning Outcomes developed for this specific course.		
Competency	**Student Learning Outcome**	**Assessment Method/Measurement**
Critical Thinking	Students will apply knowledge of principles of design to drawings	**Portfolio 70% of the students will score 70% or higher**
Technical Skills	Students will recognize the elements of illustration and apply them to drawings	**Portfolio - Evaluation Test 70% of the students will score 70% or higher**
Technical Skills	Students will demonstrate his knowledge of communicating in ink	**Rubric 70% of the students will score 70% or higher**
Technical Skills	Students will demonstrate his knowledge of contour line	**Rubric 70% of the students will score 70% or higher**

TEXT AND READING MATERIALS: None required. Handouts will be made available.
MATERIALS REQUIRED: Portfolio folder, Sketch pad, assortment of pencils, pens and erasers.

BLACKBOARD – This class is blackboard enhanced. You will be required to log into blackboard and review all PowerPoints and handouts that are available. There are 5 learning modules. All assignments will be reviewed twice a semester and be graded and updated at that time. Assignment list is the same as Sketchbook assignment. If you choose to work ahead, please review all information in the module first.

GRADING POLICY – Rubric for Class will be provided
Grades: There will be two (2) scheduled tests during the semester. These are not available in blackboard.

E. Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.
F. Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.
G. Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.

H. Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.
F. Failure. Student exhibits no understanding of the requirements of the assignment.

Concerning grades: Judged by these qualities

1. Accuracy
2. Craftsmanship
3. Control
4. Contrast
5. Composition

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

EARLY ASSESSMENT OF LEARNING MEASURE – This class relies on Blackboard for additional lecture information. Assessment will be having checked in and completed the first project.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME – A conference time will be established to confer over possible choices and blocks to completing the project. At that time more possibilities and time management options will be discussed.

COURSE EVALUATION & ASSESSMENT – Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weight in the grading criteria. A survey will be provided to each student at the end of the class. A Rubric will be available for self-assessment.

SUPPORT FOR LEARNING-Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. Navigation of Blackboard links will be supportive to the student along with scheduled time with the instructor. Many graduated students who have completed the course may also be available for mentoring. Examples of past projects will be available in blackboard.

MISSED OR LATE ASSIGNMENTS AND EXAMS – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted.

CLASS ATTENDANCE POLICY CLASS ATTENDANCE - Attendance and discussions are mandatory to complete this course. Students are expected to attend all classes regularly and punctually. Two (2) excused absences are allowed and two (2) unexcused. It is the student's responsibility to know and comply with the instructor's policy and to contact the instructor to make up missed work. The instructor will warn a student when in danger of becoming excessively absent by sending a warning notice to the Advisement Center. The student can be contacted by an advisor. If the student is absent more times than three (3) times, the instructor will lower the grade for each absence. To receive an EW the student must have contacted the instructor and give explanation of inability to continue. This is a Cooperative Learning course and the work done on projects requires full class participation in some form.

Punctuality is expected. Classes will begin at the time designated by the college. Students not in the classroom at this time will be considered absent.

3. You are responsible for making up any assignment missed during absence. An absence does not release you from your assignment or their deadlines.
4. If you know of an impending absence, please contact the instructor by one of the following means:

Phone 870-673-4201, ext. 1827 – 870-946-3506, ext. 1699 EMAIL: rtyler@pccua.edu

*Exceptions to the attendance rules may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance may directly affect their grade in this course.

ACADEMIC INTEGRITY - Academic fraud and dishonesty including Cheating, Facilitating Dishonesty, Plagiarism and Test Tampering are regarded as offenses requiring disciplinary action.

STUDENT CONDUCT - An objective of PCCUA is to provide an opportunity for education to all of its students. It is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with regulations and policies that are in place at PCCUA. For more on discipline/policies see the Student Handbook Policies, Procedures section.

LABORATORY PROCEDURES: Responsible adult behavior is expected with respect to the equipment being used. If in doubt of proper use contact your instructor before using.

CAMPUS SUPPORT SERVICES: Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY: Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus. DeWitt-Phyllis Fullerton (870) 946-3506 ext. 1610 Helena-George White (870) 338-6474 ext. 1135 Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809 The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

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INSURANCE: Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for
that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS: The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are

guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer. Please note that the AAS for Graphic Communications transfers into the BAS in total with University of Arkansas Fort Smith degree program. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx.

General Topics to be covered:

6. Line
7. Texture, Contrast
8. Value, Light
9. Contour, Color
10. Illustration History and employment

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

Assignments	**Points Possible**	**|A|**	**|B|**	**|C|**	**|D|**	**|F|**
1. Collections – different things you collect	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
2. Fruits and Vegetables (use technique)	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
3. Flowers Show visual effect	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
4. Animals (rendered and in contour)	**3 each - 15**	**15-14**	**13-11**	**10=9**	**8=6**	**5>**
5. Letter (illumination style)	**1 each - 100**	**100-90**	**89-80**	**79 -70**	**69-60**	**59>**
6. People – Faces shadow techniques	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
7. People – in action (Conte)	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
8. Fashion – Clothing or Jewelry (Marker)	**5 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
9. Storybook Rough	**1 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
10. Comic Book – 1 scene well rendered	**1 each - 75**	**75-70**	**69-65**	**64-60**	**59-55**	**50>**
11. Playing Cards - Rough	**1 each - 25**	**25-20**	**20-15**	**15-10**	**10=0**	**5>**
12. Playing Cards - Final	**1 each - 75**	**75-70**	**69-65**	**64-60**	**59-55**	**50>**
13. Any drawing rendered in your style	**1 each - 100**	**100-90**	**89-80**	**79 -70**	**69-60**	**59>**
14. Extra Credit - Fable	**1 each - 45**	**45-40**	**39-35**	**34-30**	**29-20**	**19>**
Total Possible Points	**600**					

SYLLABUS RECEIPT

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

INSTRUCTOR _____Randi RauhTyler_____

DATE _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Digital Photography I
ACTS Number: N/A
Course Number: PR 164
Semester and Year: Spring, 23
Meeting Time & Place: 9:30 – 11:20 p.m.
M W T & I 125
Prerequisites: none
Required Laboratories: none
Credit Hours: 4
Revision Date: 11-15-22

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 107
Office Phone #: (870)-6474, ext. 1122
Email Address: vcobb@pccua.edu
Office Hours: MTWTH 1:00 – 3:30
(or by appointment)

COURSE DESCRIPTION
An introduction to the basic concepts of digital photography and preparing the images for print through applied studio problems. Students develop knowledge of image development, construction, retouching, and collage techniques.

TEXT AND READING MATERIALS:
No textbook required

EXPECTED LEARNING OUTCOMES
The students will explore digital photography, the different processes of image preparation, and its impact on the graphics communications industry.

INSTRUCTIONAL OBJECTIVES & MEASURES
The students will learn how to operate a digital camera with an understanding of what it takes to create an excellent photograph and use computer software to generate images suitable for print.

A. Apply design principles to art of photography
B. Become familiar with parts of camera
C. Develop ability to make critical assessment of problems and successes of photography
D. Develop personal view point of aesthetics and creativity as it applies to digital photography
E. Students will manage proper photographic environments: lighting, subjects, equipment

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

All students receiving an Associate's Degree from PCCUA will possess the following competencies:

Social and Community Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.

Technology Utilization: Use tools of the trade to achieve a specific outcome.

Analytical & Critical Thinking and Reasoning: Thinking Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication The interactive process through which there is an exchange of verbal and/or nonverbal information.

Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate basic skills in photo manipulation software.	Project Rubric	70% of the students will score 70% or higher
Technology Utilization	An understanding of tools and technology, including their roles in the creation,	Students will demonstrate basic skills in	Project Rubric	70% of the students will

	reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	the use of the digital camera		score 70% or higher

GRADING POLICY

Tests and Homework Information: All assignments from Blackboard will be completed by the due dates indicated. Homework throughout the term will consist of research required by the instructor for the purpose of gaining a better understanding of how digital photographs are created and prepared. Your grades will be derived from lab assignments, photographer analysis power point, assigned readings and papers, posttest, and a final portfolio. Your final portfolio will consist of photographs taken throughout the semester. All grades hold equal value in your final grade.

Grading Scale

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

METHOD OF ASSIGNMENT SUBMISSION

Submit all assignments through Blackboard by due dates indicated. Do not email the assignments unless instructed to do so.

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and **on time**.
2. Students and their advisors will receive a referral notice on the first, second and third absence
3. Students will receive an EW on the fourth absence.
4. Punctuality is expected. Classes will begin at the time designated by the college. Attendance will be taken at 8:00 am. If you arrive for class after 8:00 am and before 8:15 am, you will be marked as tardy. Two tardies will be considered an absence. **At 8:15 am, the door will be closed and you will be marked as absent.**
5. You are responsible for any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. You are aware of all assignment deadlines well in advance of their due dates.

6. There are no excused absences, unless the student misses class while engaged in approved college activities. Even then it is your responsibility to make up any missed work.
7. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

*Any exception to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance will directly affect their grade in this course.

PARTICIPATION
All students are expected to participate in all class activities. NO EXCEPTIONS.

COURSE EVALUATION & ASSESSMENT

I. Grading will be based on homework, lab assignments, and a portfolio. All assignments will hold equal weight in the grading criteria.
II. **You must adhere to the deadlines.** Submit all assignments through Blackboard by due dates indicated.
III. Concerning Project grades
    a. Judged by these qualities
        1. Design fundamentals
        2. Presentation
        3. Criteria of good photography
    b. Late work: For each day the assignment is late, grade will be reduced by one letter grade (-10 points)

EARLY ASSESSMENT OF LEARNING MEASURE
An assignment demonstrating the digital camera and use of Adobe Photoshop to correct the photos will be given to determine the student's ability in this medium.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
If any intervention is deemed necessary, extra assignments using the camera and Adobe Photoshop will be given for practice and one on one instruction will be made available by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you attend class as required. Late work: For each day the assignment is late, your grade will be reduced by one letter grade. Your project is not considered late if it is turned in **before** 8:00 am prior to your next class.

Projects that will be added to your portfolio will be submitted as final tests. Homework throughout the term will consist of assigned readings and workbook assignments. Your assigned

projects will be submitted by each individual deadline and will be included in your midterm and final grades. Your final grade will be the average of your midterm and final grading periods.

STUDENT RESPONSIBILITIES
Punctuality is expected. Classes will begin at the time designated by the college.
You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All **students are expected to complete all assignments. No exceptions!**

Suggested purchase: Thumb drive

You will need a computer and reliable internet for access to Adobe Photoshop.

Good Work Habits:	Find a place away from distracting activity. Pay close attention to lighting while taking pictures Be willing to experiment with lighting possibilities Concentrated practice Repetition will reinforce what you learn
Self-Evaluation:	Group Critiques Instructor Critiques Critical evaluation is an integral part of learning process Self-evaluation -look over what you have done in terms of the assignment Save all of your photographs on One Drive and your flash drive Make a habit of self-evaluation

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. Photographs will be taken to demonstrate proper use of camera and software techniques discussed in class. Each student will meet with the instructor to discuss his/her progress on this assignment. PowerPoints are available on Blackboard.

ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas
Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.

2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES: (if applicable)

1. **Masks are not required for classroom unless mandated by the college.**
4. **No food or drink allowed in the classroom and/or lab.**
3. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies. https://www.pccua.edu/faculty-staff/student-discipline-policy-and-form/
4. Come in prepared and ready to work. **You must bring a pencil and pen.**
5. ***NO* horseplay allowed under any circumstances!!**
6. Cell phones will ***not*** be allowed in the classroom after you have completed your student account sign in unless the instructor has authorized further use. Cell phones must be turned to "silent" or "vibrate" mode while in class and put away. **NO EXCEPTIONS! No phone conversations or text messaging are allowed during class.**
7. **No wireless headset devices of any kind are allowed during class.** No personal ear buds, IPODS, DVDs, CDs or music devices of any kind are allowed in the lab.
9. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
10. The academic honesty policy must strictly be adhered to.

To do any homework at home, you will need a computer, reliable internet and software. If unable to sign in to the Adobe Creative Suite, please put in a help desk ticket to resolve this issue.

Graphics lab may be available Monday through Thursday from 8:00 am til 3:00 pm. If you require extra lab time, please contact and schedule time through your instructor.

You should purchase: Flash drive

Self-Evaluation: Examine Instructor Critiques
Critical evaluation is an integral part of learning process
Self-evaluation -look over what you have done in terms of the assignment
Make a habit of self-evaluation
Save all of your drawings and/or thumbnails

STUDENT SKILLS

Students should have the ability to navigate the internet and navigate to their Blackboard course. They should also know how to send and receive emails within blackboard. *See the Blackboard Email Instructions file under Getting Started.* Students should also have the ability to download and upload files.

COMPUTER HARDWARE AND SOFTWARE
Students **must** have access to the Internet and the World Wide Web.

COMPUTER, INTERNET, EMAIL, AND OTHER ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY
Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes.

CAMPUS SUPPORT SERVICES
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DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

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https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion

Remote or Online Instructions for this course
PCCUA is committed to student success and providing quality courses in a variety of delivery formats. In order to maintain a safe and healthy learning environment for students and employees, the College may need to make adjustments during the semester.
Students should follow the course syllabus and refer to this handout for guidelines and instructions in the event the College transitions to online or remote instruction. Students should

follow the instructions below for this course. Some areas may apply to the classroom or in a remote/online situation.

Course Name:	Digital Photography
Course Number and Section:	PR 164 H 1
Class Day and Time:	Monday and Wednesday 9:30 am – 11:20 am
Instructions to be followed should the College close	
Communication and Email	College email should be checked regularly. Communication will be through email and phone calls as needed.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates will be posted to keep students on track with due dates. Students are responsible for following the assignment deadlines
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.

Tentative Course Outline:

I. Introduction to Course — January 9
   a. Tour of Blackboard
   b. Set up of Group Me app

II. Explanation of Syllabus — January 9

III. Camera and its operation — January-April

IV. Digital Darkroom — January-April
   a. Image Quality
   b. Resolution
   c. Color Quality
   d. Saving Files
   e. Working in Adobe Photoshop

V. Digital Color Management — January-April

VI. Working with Light	January-April
VII. Composition	January-April
VIII. Critiquing Photos	January-April
IX. Copyright Law and Best Practices	January-April

Tentative Assignment Deadlines

Assignment	**Due Date**
Camera Shopping Spree	January 16
Photographer Analysis PowerPoint	February 1
Digital Photo PowerPoint	February 13
Camera Raw Editing	February 27
Destination Photo Shoot	March 13
Series Narrative	April 3
Lighting Exercise	April 17
Model Shoot	April 26
Final portfolio	**April 26**

Additional Student Resources:
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/resources/emergency-alert-system/
https://www.pccua.edu/faculty-staff/directory/
https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/students/resources/bookstore/
https://www.pccua.edu/students/resources/active-shooter-protocol/
https://www.pccua.edu/students/resources/student-handbook/
https://www.pccua.edu/students/resources/ridge-runner-campus-food-pantry/
https://www.pccua.edu/students/graduation-application/

PR 164
Digital Photography
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for meeting the assignment deadlines and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

PERSONAL EMAIL ADDRESS _____

PHONE NUMBER _____

UofA PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Two Dimensional Design
ACTS Name: N/A
Course Number: PR 224
ACTS Course Number: N/A
Semester and Year: Fall 2022
Meeting Time & Place: T & I 124
M W 9:30-10:50
Prerequisites: none
Required Laboratories: none
Credit Hours: 4
Revision Date: 4-26-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122
Office Phone #: (870)-6474, ext. 1122
Email Address: vcobb@pccua.edu
Office Hours: MWT Th 1:00 – 3:30 p.m. **(or by appointment)**

COURSE DESCRIPTION
The basic art elements: color theory and two dimensional composition; applied studio problems. Concentration on 2 D imaging creation is the focus of this course. Students use raster, vector, and layout programs to create original work.

TEXT AND READING MATERIALS:
None

EXPECTED LEARNING OUTCOMES
The students will demonstrate the design fundamentals which will encourage them to be creative in the processes involved in producing art work for use in different medium.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
1. The students will demonstrate his knowledge of two dimensional design concepts through design projects
2. Students will explore the art elements and their relationship to the design principles.
3. The student will explore the design process as related to visual communication problems.

Project assessment will be individual and class critiques and instructor rubric.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

All students receiving an Associate's Degree from PCCUA will possess the following competencies:

Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
***Analytical & Critical Thinking*:** Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program -Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Generate creative projects in a clean and exact manner using computer tools and software.	**Class critiques Project rubrics**	**70% of the students will score 70% or higher**
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will showcase their talents by producing a collection of their best work	**Portfolio**	**70% of the students will score 70% or higher**

GRADING POLICY
There will be two (2) scheduled tests during the semester. Homework and projects demonstrating principles of design and use of art elements will consist of readings, research for lab assignments, and a final portfolio, all of which will be graded for the midterm and final grading periods. Your assigned class projects will be submitted by each individual deadline. Your final grade will be the average of all of your homework, lab assignments, portfolio, and written tests within the midterm and final grading periods.

Grading Scale

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

Tests and Homework Information: Assignments from Blackboard will be completed by the due dates indicated. Homework throughout the term will consist of research required by the instructor for the purpose of gaining a better understanding of the principles of design. Your grades will be derived from lab assignments and a final portfolio. Your final portfolio will consist of completed projects completed throughout the semester. All grades hold equal value in your final grade.

What is a Portfolio?
A portfolio is a body of creative work used to showcase one's aptitudes, conceptual and creative thinking and experience. Everyone aspiring to be a graphic designer needs one. The prospective employers will most likely see your portfolio before the actual interview. Your portfolio is an ongoing project consisting of completed assignments, projects, student competitions, and any self-directed projects. It should showcase your talents in typography, visualizations, composition, visual communication, creativity and technical skills.
A portfolio should consist of:

- Logos
- Icons or pictographs
- Visual identity
- Branding
- Brochures
- Book covers
- Posters
- DVD covers
- Websites
- Package designs
- Annual reports
- Editorial designs
- Ad campaigns
- Informative designs
- Social media

- Videos
- Motion graphics
- Personal projects to showcase story telling skills
- Created your brand
- Resume
- Cover letter
- Self-promotional piece

METHOD OF ASSIGNMENT SUBMISSION
Submit all assignments through Blackboard by due dates indicated. Do not email the assignments unless instructed to do so. You will need to scan or take a picture to upload the file in Blackboard

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and **on time**.
2. Students and their advisors will receive a referral notice on the first, second and third absence
3. Students will receive an EW on the fourth absence.
4. Punctuality is expected. Classes will begin at the time designated by the college. Attendance will be taken at 8:00 am. If you arrive for class after 8:00 am and before 8:15 am, you will be marked as tardy. Two tardies will be considered an absence. **At 8:15 am, the door will be closed and you will be marked as absent.**
5. You are responsible for any assignment missed during your absence. An absence does not release you from your assignments or their deadlines. You are aware of all assignment deadlines well in advance of their due dates.
6. There are no excused absences, unless the student misses class while engaged in approved college activities. Even then it is your responsibility to make up any missed work.
7. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

Phone: 870-338-6474, ext. 1122
E-Mail: vcobb@pccua.edu

*Any exception to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements. The final decision concerning absences is left to the instructor's discretion. A student's attendance will directly affect their grade in this course.

PARTICIPATION
All students are expected to participate in all class activities. NO EXCEPTIONS.

COURSE EVALUATION & ASSESSMENT

I. Grading will be based on homework, lab assignments, portfolio and exams. All assignments will hold equal weights in the grading criteria.

II. **<u>You must adhere to the deadlines.</u>** Submit all assignments through Blackboard by due dates indicated.

III. Concerning Project grades

a. Judged by these qualities

1. Craftsmanship
2. Control
3. Contrast
4. Composition

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

This rubric will be used to evaluate the submitted assigned projects.

PR 224
Two Dimensional Design

_____ Name

_____ Date

_____ Assignment

_____Grade

Instructor Comments

Craftsmanship (20 possible)		
Appearance		
Concern for excellence		
Creativity (20 possible)		
Unique solution		
Personality incorporated		
Work Habit (20 possible)		
use of time		
Seeks help/considers advice		
Attitude/Attendance (20 possible)		
Considerate		

This rubric will be used to evaluate the submitted assigned projects.

PR 224
Two Dimensional Design

_____ Name

_____ Date

_____ Assignment

_____Grade

Assumes responsibility		
Assignment Fulfilled (20 possible)		
Carried assignment to		
completion and on time.		
Total=100		

Excellent = 20-15
Good = 14-9
Average = 8-3
Needs Improvement = 2 and below

EARLY ASSESSMENT OF LEARNING MEASURE
An assignment will be given to determine the student's perception of the art elements in their projects.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
If any intervention is deemed necessary, an assignment comparing the elements in other artist's work will be given and individual instruction will be made available by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you meet your deadlines as required. Therefore, **NO** late work will be accepted. Projects that will be added to your portfolio will be submitted as your mid-term and final tests. Homework throughout the term will consist of assigned readings,

workbook assignments, research for any of your design projects, and any unfinished class project. Your assigned projects will be submitted by each individual deadline and will be included in your midterm and final grades. Your final grade will be the average of your midterm and final grading periods.

STUDENT RESPONSIBILITIES

It is the student's responsibility to read all documents/postings from the instructor throughout the semester. Students should notify the instructor immediately if they are having problems that will prevent them from turning in their assignments by the due dates indicated on the course calendar. It is the student's responsibility to have the necessary hardware and software required for this course. You will find it very helpful to print important information, syllabus, course calendar, PowerPoints, etc. and keep them in a notebook for future reference. If needed, print this syllabus and take it to your campus bookstore to ensure that you receive the correct textbook. Not having a textbook is an unacceptable excuse for not being able to meet course requirements.

You will purchase:	flash drive, clear sheet protectors, 3 ring binder
Good Work Habits:	Find a place away from distracting activity. Pay close attention to lighting while taking pictures Be willing to experiment with lighting possibilities Concentrated practice Repetition will reinforce what you learn
Self-Evaluation:	Group Critiques Instructor Critiques Critical evaluation is an integral part of learning process Self-evaluation -look over what you have done in terms of the assignment

STUDENT SKILLS

Students should:

- have the ability to navigate the internet and navigate to their Blackboard course.
- should also know how to send and receive emails from your college email
- have the ability to download and upload files.

COMPUTER HARDWARE AND SOFTWARE

Students **must** have access to the Internet and the World Wide Web. You will be required to research ideas for your projects.

Blackboard

Internet Explorer 10 or later or Firefox. You must have Java enabled in your browser to use the Blackboard chat rooms and upload files. Windows 7 or 8 operating system installed. Pop-Up blockers must be turned off or set to allow this web site while working in Blackboard. Students also need Active X, Adobe Acrobat Reader installed.

SUPPORT FOR LEARNING

Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. An assignment will be given to demonstrate their understanding of the art elements and design principles discussed in class. Each student will meet with the instructor to discuss his/her progress on this assignment. PowerPoints and handouts comparing other artists' work will be shown in class.

ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas
Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES:

1. **No food or drink allowed in the classroom and/or lab.**
2. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies.
3. Always come in prepared and ready to work. **You must bring a pencil and pen.**
4. ***NO* horseplay allowed under any circumstances!!**
5. Cell phones must be turned to "silent" or "vibrate" mode while in class. You should place your phone in a designated holder as you enter the class. If you have not placed your phone in the holder and are using your phone for personal use during class, the phones will be collected and placed in a phone holder for the rest of the class duration. You may pick them up as you leave class.
   NO EXCEPTIONS! No phone conversations or text messaging are allowed during class.
6. **No wireless headset devices of any kind are allowed during class.**
7. No personal IPODS, DVDs, CDs or music devices of any kind are allowed in the lab.
8. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
9. The academic honesty policy must strictly be adhered to.

COMPUTER, INTERNET, EMAIL, AND OTHER ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes.

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus.

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1610

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook or on the College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

Course Name:	Two Dimensional Design
Course Number and Section:	PR-224
Class Day and Time:	Monday and Wednesday 9:30 am – 11:20 am
Instructions to be followed should the College close due to COVID-19.	
Communication and Email	College email should be checked regularly. Communication will be through email and phone calls as needed.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates and weekly reminders will be posted to keep students on track with due dates.

Course Name:	Two Dimensional Design
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.
Computer Labs	Students will have access to a computer lab on the Helena campus (A107) and free Wi-Fi access from the parking lot in front of the Administration Building.

Helpful Student Information Links:

https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/catalog/program/graphic-communications
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/student-handbook/
https://www.pccua.edu/students/student-handbook/acceptable-technology-use/

Tentative Course Outline:

I. Introduction to Course — August

II. Explanation of Syllabus — August

III. Introduction to art elements — August

IV. Elements and projects — August-December
- i. Line
- j. Shape
- k. Texture
- l. Value
- m. Color

V. Final Project
Due December 8, 2021

Tentative Assignment Deadlines

Assignment	**Due Date**
Line Project	September 7
Definitions	September 14
Shape Project	September 28
Texture Project	October 13
Value Project	November 9
Color Project	December 5
Final Project	December 8

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

PR 224
Two Dimensional Design I
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

COLLEGE & PERSONAL EMAIL ADDRESSES:

_____

_____

PHONE NUMBER _____

PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Printing Layout & Design
ACTS Number: N/A
Course Number: PR 233
Semester and Year: Spring, 2023
Meeting Time & Place: M W
8:00 am-9:20 am
Prerequisites: none
Required Laboratories: none
Credit Hours: 3
Revision Date: 11-17-2022

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 122
Office Phone #: (870)-6474, ext. 1122
Email Address: vcobb@pccua.edu
Office Hours: MTTh 1:00 – 3:30 p.m.
(or by appointment)

COURSE DESCRIPTION

The design and development of various types of layouts. Copy mark-up, styles in display, and principles of conventional and modern layouts covered.

EXPECTED LEARNING OUTCOMES

An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).

INSTRUCTIONAL OBJECTIVES & MEASURES

1. The students will learn about the processes of getting the printed jobs to the press in the correct format.
2. The students will learn how to design a layout for print and web.
3. The students will gain skills in using page layout software.
4. Develop the ability to make critical assessments of design problems and solutions in relationship to the letterform
5. Understand the process of design as a synthesis of formal, functional, creative, and critical viewpoints
6. Develop a personal viewpoint of aesthetics and creativity in design problem solving

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

All students receiving an Associate's Degree from PCCUA will possess the following competencies:

Social and Community Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society.
Technology Utilization: Use tools of the trade to achieve a specific outcome.
Analytical & Critical Thinking and Reasoning: Thinking Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Communication The interactive process through which there is an exchange of verbal and/or nonverbal information.
Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
In this course, we will assess the following core competencies:

PCCUA Core Competency	Course-Program - Level Student Learning Outcome(s)	Course-Student Learning Outcome(s)	Assessment Tool(s) Used to Calculate	Assessment Criteria
Technology Utilization	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools, technologies, and research include drawing, printing, photography, and time-based and interactive media (film, video, computer multimedia).	Students will demonstrate basic skills in creating printing layouts	**Project Rubric**	**70% of the students will score 70% or higher**

TEXT AND READING MATERIALS:
Bergsland, David, Introduction to Digital Publishing, Thompson Delmar Learning, 2002, 416 pages, ISBN: 0-7668-6326-3

GRADING POLICY

Tests and Homework Information: There will be a series of skill set assignments and exams and will be accessed through Blackboard. All completed assignments and exams will be submitted through Blackboard. Deadlines for the assignments must be adhered to. Homework throughout the term will consist of research required by the instructor for the purpose of gaining a better understanding of how digital files are prepared.

Methods of submission of assignments: <u>You must adhere to the deadlines.</u>
Upload your project and submit the file through Blackboard as a .pdf.

Grading Scale

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

**The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

ATTENDANCE POLICY

Students are expected to log into the course and complete scheduled assignments by due dates. To meet these requirements students must log into the course weekly unless special arrangements have been made with the instructor in advance. Failure to log into the course by the end of the first week of the semester will result in student being turned in to the Registrar as a NO SHOW and student will be dropped from the class. If a student is having trouble logging into the course, it is the student's responsibility to contact or notify the instructor, the registrar, or the Distance Learning Coordinator of these specific problems. Students may be denied access and receive an "F" in the course if they fail to login as required.

<u>A student who has not logged into the course or submitted assignments for two weeks will be denied access to the course and may be dropped from the course.</u> This will result in the student receiving an F for the course. (Student should immediately notify instructor if they are unable to access the course.) A student may choose to withdraw from the course by specified withdrawal date to receive a W. This is the student's responsibility. Student must contact the Registrar's office to complete this process. Your attendance is dependent on logging in regularly. You must sign in at least once a week or you will miss your assignment deadlines.

PARTICIPATION

Students are expected to participate in class by logging in regularly and completing course assignments as indicated on the course outline. **<u>You may be dropped from this course by missing assignments for three weeks. This is equivalent to three absences</u>**

COURSE EVALUATION & ASSESSMENT

I. Grading will be based on homework, skill set assignments, and exams.
   All assignments will hold equal weights in the grading criteria.
II. Concerning Project grades

a. Judged by these qualities
    1. Design fundamentals
    2. Presentation
    3. Accuracy

EARLY ASSESSMENT OF LEARNING MEASURE
The first mini skill assignment will be used to determine the student's ability to do a simple layout for print.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
If any intervention is deemed necessary, another assignment will be given and individual instruction will be made available by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you log in to Blackboard as required. If you have not logged into Blackboard for two weeks, you may be dropped from the class Therefore, your grade will be reduced by one letter grade for all late work submitted. All assignments and the portfolio will be graded for the final exam. Your assignments should be submitted by each individual deadline. Your final grade will be the average of your assignments and final portfolio.

STUDENT RESPONSIBILITIES
If you have not logged into Blackboard for two weeks, you may be dropped from the class. Reliable internet and device are required to complete this course successfully. You are responsible for completing each assignment by the deadline. All assignments and deadlines are attainable if you log in weekly to Blackboard.be completed. All students are expected to complete all assignments.

PORTFOLIO
You will create a PDF portfolio which will be composed of your projects throughout the semester and uploaded to Blackboard for grading. This assignment is due April 28. All completed projects will be included in the portfolio.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. An assignment will be assigned to demonstrate the skills in print layout discussed in class. Each student will meet with the instructor to discuss his/her progress on this assignment. A CD should be included with your textbook and will be used as references for this course. All assignments and software are included on the CD so that your assignments can be completed. If extra assistance is needed, please contact the instructor. You may schedule use of the lab if you need it.

ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas
Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught,

including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES: (if applicable)

1. **Masks are not required for classroom unless mandated by the college.**
5. **No food or drink allowed in the classroom and/or lab.**
3. **Absolutely no rude attitudes or behavior**. Please refer to the student discipline policies. https://www.pccua.edu/faculty-staff/student-discipline-policy-and-form/
4. Come in prepared and ready to work. **You must bring a pencil and pen.**
5. ***NO* horseplay allowed under any circumstances!!**
6. Cell phones will ***not*** be allowed in the classroom after you have completed your student account sign in unless the instructor has authorized further use. Cell phones must be turned to "silent" or "vibrate" mode while in class and put away. **NO EXCEPTIONS! No phone conversations or text messaging are allowed during class.**
7. **No wireless headset devices of any kind are allowed during class.** No personal ear buds, IPODS, DVDs, CDs or music devices of any kind are allowed in the lab.
9. **All** internet use must be approved by instructor. Internet usage will be monitored. Please refer to the Internet Acceptable Usage Policy below.
10. The academic honesty policy must strictly be adhered to.

To do any homework at home, you will need a computer, reliable internet and software. If unable to sign in to the Adobe Creative Suite, please put in a help desk ticket to resolve this issue.

Graphics lab may be available Monday through Thursday from 8:00 am til 3:00 pm. If you require extra lab time, please contact and schedule time through your instructor.

You should purchase: Flash drive

Self-Evaluation: Examine Instructor Critiques
Critical evaluation is an integral part of learning process
Self-evaluation -look over what you have done in terms of the assignment
Make a habit of self-evaluation
Save all of your drawings and/or thumbnails

COMPUTER, INTERNET, EMAIL, AND OTHER ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

Phillips Community College of the University of Arkansas provides access to computer equipment, programs, databases, and the Internet for informational and educational purposes. All users of the college's computer resources are expected to use these resources correctly and only for legal purposes.

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus. *(Insert the name and contact information for the Disabilities Coordinator for the student's campus.)*

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion

Remote or Online Instructions for this course
PCCUA is committed to student success and providing quality courses in a variety of delivery formats. In order to maintain a safe and healthy learning environment for students and employees, the College may need to make adjustments during the semester.
Students should follow the course syllabus and refer to this handout for guidelines and instructions in the event the College transitions to online or remote instruction. Students should follow the instructions below for this course. Some areas may apply to the classroom or in a remote/online situation.

Course Name:	Typography
Course Number and Section:	PR-123 H1
Class Day and Time:	Monday and Wednesday 8:00 am – 9:20 am

Instructions to be followed in the event of an extended school closure	
Communication and Email	College email should be checked regularly. Communication will be through email and phone calls as needed.
Blackboard	Blackboard will be used for all course assignments resources and instructional videos. Course updates will be posted to keep students on track with due dates. Students are responsible for following the assignment deadlines
Missed Assignments	If an assignment or other class information is missed, remember that an assignment may be turned in before the start of the next class before counted as late. If you miss this due date, it is counted as late and will receive a lower grade assigned for each day it is late. The first class of the week will be recorded and posted so that you may receive lecture information. The second class will not be delivered via Zoom and should be considered a lab so that you may complete your assignments.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone.
Computer Labs	Students will have access to a computer lab on the Helena campus (A107) and free Wi-Fi access from the parking lot in front of the Administration Building.

Tentative Course Outline:

I. Introduction to Course		January
II. Explanation of Syllabus		January
III. Digital Publishing	Chapter 2	January
IV. Printing History & Technology	Chapter 3	January
V. Hardware and Software Needs	Chapter 4 & 5	February
VI. File Management	Chapter 6	February
VII. Graphic Design History	Chapter 7	February
VIII. Type	Chapters 8, 9,10	March
VIX. Producing Type	Chapter 11	March
X. Typographic Norms	Chapter 12	March
XI. Forms, /Rules and Tables	Chapter 13	April
XII. Paper	Chapter 14	April
XIII. Web Design	Chapter 15	April
XIV. Customer Relations	Chapter 16	April
IX. Complete projects and Skill exams		April

Tentative Assignment Deadlines for each Chapter Theory (Open book)

Chapter 2	1-18
Chapter 3	1-25
Chapters 4 & 5	2-8
Chapter 8, 9, & 10	2-22
Chapter 12	3-8
Chapter 13	3-15

Tentative Assignment Deadlines for each Mini Skill Activity

Mini Skill 1	1-18
Mini Skill 2	1-20
Mini Skill 3	1-27

Mini Skill 4	2-6
Mini Skill 5	2-13
Mini Skill 6	2-20
Mini Skill 7	2-27
Mini Skill 8	3-6
Mini Skill 9	3-8
Mini Skill 10	3-10

Tentative Assignment Deadlines for each Skill Exams

Skill Exam 1 Bonus	
Skill Exam 2	3-13
Skill Exam 3	3-27
Skill Exam 4	4-3
Skill Exam 5	4-10
Skill Exam 6	4-12
Skill Exam 7	4-17
Skill Exam 8	4-19
Skill Exam 9	4-24
Skill Exam 10	4-26
Final Portfolio	4-26

SPECIAL NOTE: You may always work ahead and turn in your work early, but you may not be late completing the assignment.

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

Additional Student Resources:
https://www.pccua.edu/students/my-ridgenet-webadvisor-login-directions/
https://www.pccua.edu/students/resources/emergency-alert-system/
https://www.pccua.edu/faculty-staff/directory/
https://www.pccua.edu/faculty-staff/academic-calendar/
https://www.pccua.edu/students/resources/bookstore/
https://www.pccua.edu/students/resources/active-shooter-protocol/
https://www.pccua.edu/students/resources/student-handbook/
https://www.pccua.edu/students/resources/ridge-runner-campus-food-pantry/

PR 233
Printing Layout & Design
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME _____

DATE _____

SCHOOL EMAIL ADDRESS_____

PERSONAL EMAIL ADDRESS _____

PHONE: _____