

**ADM Meeting: ARTS 102 & ARTS 131**

**Facilitator:** Brian Bishop

**Date:** Thursday, October 9<sup>th</sup>, 2008

**Time:** 3:00 pm – 4:30 pm

**Attendees:** Brian Bishop, Peter Tascarella, Debra Bonello, Cassie Brogan, Dale Johnson, Gail Johnson, Susan Hardee, Carolyn Shafer, Christine Xiong

**Direction for the Art Program Fine Art Foundation area:**

Create course content and pedagogy that prepares all art students for all art endeavor; fine art students for successful transfer to any school in the country.

**Objective:**

We want to look at what content we have in our courses and evaluate how we're doing, what we're doing, and justify why our program should stay. Last year the curriculum committee came up with the optimal 2-year experience for FA Foundation Students.

**GOAL: Firm Foundation Design and Drawing with an understanding and appreciation of the history of image making.**

**A. Art schools are demanding. How do we get our students there?**

- a. In terms of process, we want to make sure that our students being sent out can perform as well or better than students who are at Universities.
- b. Possibly unify expectations and assessments across all sections and maintain designated standards. This will address the unevenness in all sections. Everyone will be teaching the same things, but not necessarily using the same exercises. We want consistency not conformity.
- c. Come up with a set of standards that are agreed upon by the group so everyone can "self police." With this said, the group will be watched by administration. The administration will be there for reinforcing standards only. Actual decisions on how classes should run, etc, will be made based on the group's consensus.
- d. Everyone agrees that there needs to be a consistency between sections of the same course. This will be extremely beneficial to instructors who are teaching upper level courses, as expectations of prerequisite skills will be met.
- e. Everyone at the meeting agrees that there should be a consensus on a book for ARTS 131. The book will be placed in the main office for drawing instructors to look at and evaluate. This book must be selected by October 19<sup>th</sup>.

**B. Create integrated environment of history, theory, criticism, and skills of art and design.**

- a. We don't want to teach students just how to draw, but teach them the theory, history, and cultural influences that accompany the art. We want

students to work through ideas of what is currently happening in the field in the course as well.

- b. To meet the requirements of public speaking and writing, we can possibly make writing assignments a requirement in all courses since writing, public speaking, and critiques intertwine with one another. Our logic behind writing assignments, whether it is a critique or a self-assessment, is that if the students have to write it, they had to think about what they are writing about.
  - i. Standards of writing: Have more structured frame of requirements vs. leaving writing assignments opened ended. For instance, list questions or requirements they must fulfill vs. telling them to write a self-assessment.
  - ii. There was a suggestion to make writing standards department wide, this way instructors will have something to reference to.
- c. Critiquing: Susan McGinnis stated that taking her students out of the original classroom into a different surrounding helped her students put more thought into critiquing projects. This bought up possibility for a critique room.
- d. We want to make sure instructors along with students are aware that everything we're doing is relevant to this time, keeping recent.

**C. Course content will recognize the context of imagery in the larger culture and the power of art and design in our environment.**

- a. Peter suggested the idea of using billboards as a teaching item. How to communicate an idea in seconds.
- b. Artist Dates, having students go out into the world and express themselves through nature and the elements around them.

Thoughts/Concerns:

- A self-examination of our program puts us in a situation where we will be prepared if we are called in to justify why our program needs to stay at LCC. We want to be able to tell others our vision, where we are going, and making certain that we maintain accreditation levels that will in turn transfer well to Universities. By doing self-examination, we are bettering ourselves and enabling ourselves to designate definite need or needs during budget time. If we do a good enough job, we will be able to receive funding for rewriting course and physical equipment for our courses.
- If we make decisions on classes, we must find classes that are going to help students get a job. If we are keeping classes, we want to make sure we make the course better.
- We currently have students are transferring nicely to Universities, and we don't look down upon that, however, we believe those standards are only a beginning; we can make things better. We want them to be great.

Our next Sub-Committee meeting will be held Thursday, Oct. 30<sup>th</sup>, at 3 pm. 102 and 131 instructor meetings will be scheduled between now and then to outline the new 102 e-book and to select a text and sequence for 131.