

# Cover Sheet: Request 13671

## ART4XXXC - Presentation of Practices

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Bethany Taylor bwarp@ufl.edu
Created	2/25/2019 12:43:54 PM
Updated	11/12/2019 10:27:24 AM
Description of request	Requesting approval of new course in the School of Art and Art History, Presentation of Practices. The course is designed to give students a platform for presenting research/creative work in public forums and venues. The course provides a framework for students to understand the professional best practice expectations and develop the skills necessary in planning, creating, documenting, publicizing and exhibiting/presenting creative work.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Art and Art History 011302000	Elizabeth Caple		9/27/2019
No document changes					
College	Recycled	CFA - College of Fine Arts	Jennifer Setlow	Recycling at the request of the unit for edits.	9/27/2019
No document changes					
Department	Approved	CFA - Art and Art History 011302000	Elizabeth Caple		10/2/2019
No document changes					
College	Recycled	CFA - College of Fine Arts	Jennifer Setlow	Returning for edits as described over email.	10/14/2019
No document changes					
Department	Approved	CFA - Art and Art History 011302000	Elizabeth Caple	items corrected per email from Bethany	10/16/2019
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		10/18/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/18/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

## Course|New for request 13671

### Info

**Request:** ART4XXXC - Presentation of Practices

**Description of request:** Requesting approval of new course in the School of Art and Art History, Presentation of Practices. The course is designed to give students a platform for presenting research/creative work in public forums and venues. The course provides a framework for students to understand the professional best practice expectations and develop the skills necessary in planning, creating, documenting, publicizing and exhibiting/presenting creative work.

**Submitter:** Bethany Taylor bwarp@ufl.edu

**Created:** 11/12/2019 10:30:43 AM

**Form version:** 12

### Responses

**Recommended Prefix** ART

**Course Level** 4

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** C

**Course Title** Presentation of Practices

**Transcript Title** Present Practices

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Co-Listing Explanation** n/a

**Effective Term** Fall

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Presentation of Practices is designed to give students a platform for presenting research/creative work in public forums and venues. The course provides a framework for students to understand the professional best practice expectations and develop the skills necessary in planning, creating, documenting, publicizing and exhibiting/presenting creative work.

**Prerequisites** Must be Senior BFA Art or BA Art major & must have passed sophomore portfolio review & must be in final year of study.

**Co-requisites** BFA Art majors must also be enrolled in ART 4XXXC Senior Studio (new course request submitted).

**Rationale and Placement in Curriculum** This course is a professional practices course that will be taken in conjunction with 4XXXC senior studio.

Although some of the advanced senior level studio courses have introduced content related to professional practices, we do not currently have a course dedicated to preparing senior students to prepare for their next endeavors after an undergraduate degree in the arts.

The course will also offer opportunities for the senior student to present creative work publically in venues designed to engage the larger UF/Gainesville community as well as to educate art students just beginning their academic ventures. This course will require presentations to the academic community and participation in a BA/BFA art exhibition.

**Course Objectives** • To think independently and critically as professional creatives by actively participating in opportunities in the arts as cultural producers.

- To set achievable goals and objectives for the distribution of one's research and practice.
- To understand both commodity and theoretical systems encountered in the arts industries.
- To strengthen engagement in a chosen discipline in preparation for future endeavors.
- To organize, promote, present, document and contextualize one's art practice in professional formats and venues.
- To educate the UF arts community through the sharing of creative research.

There are a many opportunities and paths of engagement available in the arts. This class is intended to provide the senior art student with professional development opportunities, possibilities, information and insights to help prepare for a future as a creative professional. This course will require students to practice professional standards, address questions about their work, and develop strategies for success and self-sufficiency toward a future career. In addition, it will offer opportunities for the senior student to present creative work publically in venues designed to engage the larger UF/Gainesville community as well as to educate art students just beginning their academic ventures.

**Course Textbook(s) and/or Other Assigned Reading** Required Texts:

Art/Work - Revised & Updated: Everything You Need to Know (and Do) As You Pursue Your Art Career - Heather Darcy Bhandari and Jonathan Melber

Suggested Bibliography:

- ? Art-Write: The Writing Guide for Visual Artists- Vickie Krone Ambrose
- ? Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings (Second Edition) - Kristine Stiles
- ? Business and Legal Forms for Fine Artists (Business and Legal Forms Series) Fourth Edition – Tad Crawford
- ? The Artist as Culture Producer: Living and Sustaining a Creative Life – Sharon Loudon (Editor)
- ? How to Write About Contemporary Art - Gilda Williams
- ? Artists' Rights: A Guide to Copyright, Moral Rights and Other Legal Issues in the Visual Art Sphere - Molly Torsen Stech
- ? Criticizing Art, Understanding the Contemporary - Terry Barrett
- ? Creative Capital Handbooks and Workshops (online)
- ? Online links to recent exemplary art exhibitions and catalogues – T.B.D.

**Weekly Schedule of Topics** Students will encounter and re-visit units throughout the semester. The course is designed to create opportunities for goal setting and future career planning, but also to create community among SA+AH students as senior art students present and exhibit work in public venues. The course timeline is subject to change by instructor.

\*Visitors/Guest speakers will be scheduled into the calendar each semester.

WEEK 1

COURSE INTRODUCTION

- Course handouts and introduction

WEEK 2

Life After a Degree in the Arts

- ? Developing plans for the future
- ? Graduate School, internships, residencies, jobs and other options/opportunities
- ? Strategic Planning

WEEK 3

Artist Statements/Writing

- ? Making use of Research and Theory
- ? Formats and Language

WEEK 4

Public Speaking/Presenting Research/Work

- ? Visual presentation “dos and don'ts”
- ? Creating a narrative around practice
- ? Utilizing images to tell your story
- ? Discussion and examples of assigned student visual research presentation (format and

assignment dates)

#### WEEK 5

Correspondence/Applications

- ? Writing a Letter of Introduction
- ? Resumes
- ? Interview
- ? Other possible requested materials

#### WEEK 6

Exhibition Planning/Installation

- ? Proposals
- ? Scheduling
- ? Site and floor plan modeling
- ? Exhibition curation/design of SA+AH BA/BFA exhibition

#### WEEK 7

Website Development

- ? Website design - Website content review
- ? Image preparation – formats
- ? Artist website example review

#### WEEK 8

Promotion Materials/Social Media

- ? Exhibition announcement design
- ? Press releases
- ? Insurance list / inventory
- ? Social media

#### WEEK 9

Galleries, Museums, Non-Profits, Studios and other Creative Industries

- ? Pricing, accounting and taxes
- ? Nonprofit, profit, alternative
- ? Contracts – consignment agreements
- ? Curating opportunities

#### WEEK 10

- Public art, exhibitions, residencies, non-profit etc. - knowing the system and locating opportunities
- Proposals
- Budgets
- Grants

#### WEEK 11

The Creative Practitioner as Entrepreneur

- ? Independent contractor
- ? “Business” plan models
- ? Employing acquired “art school skills” in the world

DUE: Exhibition Proposal Packet

#### WEEK 12

STUDENT VISUAL RESEARCH PRESENTATIONS

15-20 Students per week/ SA+AH students will be invited to attend this series of senior research presentations- 5 minute / 20 slides @ 15 seconds per slide  
Who are you? • What Do you make? • Why do you make it?

#### WEEK 13

STUDENT VISUAL RESEARCH PRESENTATIONS (continued)

#### WEEK 14

STUDENT VISUAL RESEARCH PRESENTATIONS (continued)

Installation BFA/BA exhibition

WEEK 15

STUDENT VISUAL RESEARCH PRESENTATIONS (continued)

Installation BFA/BA exhibition

Course Evaluations

Due: Opportunity Packet, Strategic Plan/Business Plan

Due: Personal Website Updated/Completed

BFA/BA Exhibition Reception

## **Links and Policies ATTENDANCE AND PARTICIPATION EXPECTATIONS**

### **ATTENDANCE**

Students are expected to attend all classes and participate in all course activities. Attendance will be taken at the beginning of each class period. Students are allowed three unexcused absences. Each unexcused absence after the three allowable will result in the participation grade dropping a full letter grade for each absence.

Absences will be counted from the first class meeting onward. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competitions or debates. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other sound reasons may be offered and considered on an individual basis.

### **TARDINESS:**

Late arrival (after start of class) will be noted and three such incidences will count as one unexcused absence. Leaving early from class will also be considered as tardiness, and will be counted as such.

### **LATE WORK**

If an absence occurs, it is the student's responsibility to make up all work. If absent students should check-in immediately with the instructor or another student outside of class time. Students with a legitimate documented excuse will be given a reasonable amount of time to make up assignments, materials and activities they missed. An unexcused absence does not constitute extension of an assignment deadline. Without a documented excuse late work will drop a full grade each class period it is not submitted.

Requirements for class attendance, make-up assignments, and other work in this course are consistent with university policies. More info on UF policies regarding Absences, Religious Holidays, Illnesses and other attendance policies can be found at: [catalog.ufl.edu/UGRD/academic](http://catalog.ufl.edu/UGRD/academic)

### **DEMEANOR POLICY**

Students must silence cell phones, and all electronic devices during class time and respect and participate in course activities at hand.

### **DIVERSITY STATEMENT**

It is my intent that we explore the content of this course in a way that is respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. It is also my intent to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be both your, and my responsibility. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated.

### **UNIVERSITY AND SA+AH RESOURCES AND POLICIES**

GENERAL UNIVERSITY POLICIES AND SERVICES: <http://www.dso.ufl.edu/>

### **ACADEMIC HONESTY POLICY**

UF students are bound by The Honor Pledge which states, "We, the members of the University of

Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The course will follow the University's honesty policy found on-line at: <https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

#### ACCOMODATION FOR STUDENTS WITH DISABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc) ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### U MATTER, WE CARE

Your wellbeing is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 911.

#### UNIVERSITY COUNSELING & WELLNESS CENTER

3190 Radio Road  
P.O. Box 112662, University of Florida  
Gainesville, FL 32611-4100  
Phone: 352-392-1575  
Web: <http://www.counseling.ufl.edu/cwc/>

#### UNIVERSITY POLICE DEPARTMENT:

392-1111 or 9-1-1 for emergencies; <http://www.police.ufl.edu/>

#### HAZARDOUS WASTE SATELLITE ACCUMULATION:

Please make yourself familiar with the SAAH Health and Safety Program at: <http://www.arts.ufl.edu/art/healthandsafety> during the first week of class. Refer especially to the H&S Rules by Area sections pertaining to the facilities you use for your work. Each student will be asked to complete an H&S student waiver form (which will be given to you and signed during studio).

#### DRUG-FREE SCHOOL & WORKPLACE & CLEAN INDOOR AIR ACT:

The School of Art and Art History is committed to upholding the policies set forth by the University of Florida in regards to drug and alcohol use and smoking in educational facilities. Possession and use of drugs or alcoholic beverages is not allowed in the classroom or outdoor areas. In addition, The Florida Clean Indoor Air Act of 1992 prohibits smoking in educational facilities. Violation of University policies and applicable laws is grounds for disciplinary action up to and including expulsion and does not preclude the possibility of criminal charges.

#### COURSE EVALUATION:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.ua.ufl.edu/students/](http://gatorevals.ua.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.ua.ufl.edu/public-results/](http://gatorevals.ua.ufl.edu/public-results/)

#### **Grading Scheme EVALUATION**

All assignment descriptions and due dates will be posted on e-learning.

Each assignment in the course will be graded on specific criteria clearly outlined on e-learning and successful examples will be shown and discussed in class.

All assignment grades will consider success equally in the following areas: design decisions, craftsmanship, effective communication, effort, professionalism, and meeting deadlines. The idea of the course is for students to use the coursework and feedback to improve materials to apply for actual opportunities.

Letter grades will be entered on e-learning for the exhibition proposal, opportunity package, personal website, visual presentation, strategic plan, and attendance/participation in the course. E-learning will auto-figure final course grades by the following percentage weighted categories:

Exhibition Proposal Package (30% of Course Grade – grading criteria/examples posted on e-learning)

Exhibition Proposal - 20 pts.

Time line - 10 pts.

Itemized budget - 10 pts.

Floor plan or maquette - 10 pts.

Insurance list - 10 pts

Labels - 10 pts

Press Release - 10 pts

High Resolution PR Image (suitable for publication) - 10 pts

Exhibition announcement design (postcard/ poster/brochure) - 10 pts

Total 100 pts.

Opportunity Package (20% of Course Grade– grading criteria/examples posted on e-learning)

A list of 3 research opportunities with proof of application

Letter of Introduction - 20 pts.

Artist Resume- 20 pts

10 professional quality images or appropriate documentation - 20 pts.

Annotated image description sheet - 20 pts.

250 Word Artist Statement- 20 pts.

Total 100 pts.

Personal Website (20% of Course Grade – 100 pts.- grading criteria/examples posted on e-learning)

Visual Research Presentation (10% of Course Grade – 100 pts.- grading criteria/examples posted on e-learning)

Strategic Plan/Business Plan (10% of Course Grade – 100 pts.- grading criteria/examples posted on e-learning)

Participation (10% of Course Grade – 100 pts.)

Students will earn a participation grade at midterm which will be posted on e-learning so that every student has the opportunity to improve their participation before it is revised again at the end of semester. This letter grade will be 10% of the final grade in the course. It will be figured by participation points (listed below). If a student misses more than the 3 allowed unexcused absences, the attendance/participation grade will drop one letter grade per each following unexcused absence.

Participation will be evaluated in the following way:

60 pts. – engagement in class discussions, collaborative exercises, critiques of peer work, professionalism, meeting deadlines, participation in the installation and cleanup of the final BA/BFA art exhibition. (4 points possible per week).

40 pts. - Each student will be given multiple opportunities (announced on e-learning) to attend visiting artist lectures where faculty will be present and award participation to those who attend. The School of Art and Art History has a Visiting Artist Program Series which provides great examples of artists effectively presenting their creative work and research to the public. Students are expected to attend at least two of these lectures/events during the semester and 20 pts will be earned for attendance at each.

Generally assignment grades in this course are considered in the following way:

A 4.0 Exceptional work, all criteria of assignment have been surpassed in a distinguished manner and solutions to problems presented exhibit a depth of understanding. In addition, student is engaged in exceptional performance, which includes active research, asking relevant questions and



being thoroughly engaged in the course content.

A- 3.67 Well-presented, superior work: all criteria of assignment were surpassed in a distinguished manner (including exceptional performance highlighted above). Minimal improvements could be made to the work overall.

B+ 3.33 Very good work: all criteria of assignment were surpassed, minor changes could be considered and executed but work and effort was exceptional.

B 3.0 Very good work: above average solutions and clear potential. Most criteria of assignment were surpassed with some improvements to be made. Execution was well done. Efforts during the assignment were commendable.

B- 2.67 Good work: most criteria of assignment were met. Work showed promise with a few significant improvements to be made. Effort was adequate.

C+ 2.33 Slightly above average: work, most of the criteria of the assignment were met. Effort was adequate, but could be more reflective and thoughtful.

C 2.0 Average work: the assignment directions were followed and the requirements were met in a relatively routine way. Involvement and best practice was adequate, but could be more reflective and thoughtful.

C- 2.67 Slightly below average work: the assignment directions were followed and the requirements were minimally met, but there is much room for assignment development. The level of performance needs to be improved. There is some evidence of best practice, but the quality and quantity of the work is lacking.

D+ 1.33 Below average work: an attempt to solve the problem was made, but there is much room for development. The criteria of the assignment are barely met. There is minimal evidence of best practice standards and the quality and quantity is lacking.

D 1.0 Inadequate, below average work: the requirements of the assignment are not addressed. The execution of the work is careless and represents an incomplete effort. Work is substandard. There is little or no evidence of best practices standards.

D- .67 Unacceptable work and effort: the requirements of the assignment are not addressed. The execution of the work is careless and represents an incomplete effort. Work is substandard and there is little or no evidence of best practice standards.

E 0 Unacceptable work and effort: the work submitted is inadequate; the requirements of the problem are not addressed. The piece represents careless and/or incomplete effort. No evidence of effort. Work is substandard. Or, assignment was not submitted.

#### GRADING SCALE:

A 94-100 4.0/ A- 90-93 3.67/ B+ 87-89 3.33/ B 83-86 3.0/ B- 80-82 2.67/ C+ 77-79 2.33/ C 73-76 2.0/ C- 70-72 1.67/D+ 67-69 1.33/ D 63-66 1.0/ D- 60-62 .67/ E 0-59

For more information: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>  
Students must earn a grade higher than C- to earn credit toward their major.

**Instructor(s)** "to be determined"

A rotation of studio faculty will teach 4XXXC Presentation Of Practices

**ART 4XXX –PRESENTATION OF PRACTICES**

**Instructor:** (studio faculty rotation)

**3 Credits:** spring semester/3 contact hr. week

**Meeting Time:** T.B.A. 2 hrs. + 1 Hr

**Location:** 60 seat classroom

**Office Hours:**

**Office Location:**

**Email:**

**COURSE DESCRIPTION**

Presentation of Practices is designed to give students a platform for presenting research/creative work in public forums and venues. The course provides a framework for students to understand the professional best practice expectations and develop the skills necessary in planning, creating, documenting, publicizing and exhibiting/performing/presenting creative work. Through a series of lectures, workshops, presentations, guest speakers, independent research, and an exhibition/presentation of research and creative work, the student will begin to utilize skills, insights and strategies necessary for creative professionals working in an increasingly complex world of cultural production.

**COURSE OBJECTIVES**

- To think independently and critically as professional creatives by actively participating in opportunities in the arts as cultural producers.
- To set achievable goals and objectives for the distribution of one's research and practice.
- To understand both commodity and theoretical systems encountered in the arts industries.
- To strengthen engagement in a chosen discipline in preparation for future endeavors.
- To organize, promote, present, document and contextualize one's art practice in professional formats and venues.
- To educate the UF arts community through the sharing of creative research.

There are a many opportunities and paths of engagement available in the arts. This class is intended to provide the senior art student with professional development opportunities, possibilities, information and insights to help prepare for a future as a creative professional. This course will require students to practice professional standards, address questions about their work, and develop strategies for success and self-sufficiency toward a future career. In addition, it will offer opportunities for the senior student to present creative work publically in venues designed to engage the larger UF/Gainesville community as well as to educate art students just beginning their academic ventures.

**UNITS AND TOPICS**

- Exploring Opportunities and Paths of Success Available in the Arts
- Artist Statements/Writing
- Public Speaking/Presenting Research/Work
- Communications/Correspondence/Applications
- Exhibition Planning/Installation
- Website Development/Promotion
- Locating Opportunities/Strategic Planning
- Proposals
- Fundraising/Budgeting
- Understanding Galleries, Museums, Non-Profits, Studios, and Other Means of Creative Distribution

## TEXTS / BIBLIOGRAPHY

### Required Texts:

***Art/Work - Revised & Updated: Everything You Need to Know (and Do) As You Pursue Your Art Career*** - Heather Darcy Bhandari and Jonathan Melber

### Suggested Bibliography:

- ***Art-Write: The Writing Guide for Visual Artists***- Vickie Krone Ambrose
- ***Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings*** (Second Edition) - Kristine Stiles
- ***Business and Legal Forms for Fine Artists*** (Business and Legal Forms Series) Fourth Edition – Tad Crawford
- ***The Artist as Culture Producer: Living and Sustaining a Creative Life*** – Sharon Loudon (Editor)
- ***How to Write About Contemporary Art*** - Gilda Williams
- ***Artists' Rights: A Guide to Copyright, Moral Rights and Other Legal Issues in the Visual Art Sphere*** - Molly Torsen Stech
- ***Criticizing Art, Understanding the Contemporary*** - Terry Barrett
- ***Creative Capital Handbooks and Workshops*** (online)
- ***Online links to recent exemplary art exhibitions and catalogues*** – T.B.D.

## CALENDAR / TIMELINE

Students will encounter and re-visit units throughout the semester. The course is designed to create opportunities for goal setting and future career planning, but also to create community among SA+AH students as senior art students present and exhibit work in public venues. The course timeline is subject to change by instructor.

*\*Visitors/Guest speakers will be scheduled into the calendar each semester.*

Week	Date/ Content
1.	<b>COURSE INTRODUCTION</b> <ul style="list-style-type: none"><li>● Course handouts and introduction</li></ul>
2.	<b>Life After a Degree in the Arts</b> <ul style="list-style-type: none"><li>● Developing plans for the future</li><li>● Graduate School, internships, residencies, jobs and other options/opportunities</li><li>● Strategic Planning</li></ul>
3.	<b>Artist Statements/Writing</b> <ul style="list-style-type: none"><li>● Making use of Research and Theory</li><li>● Formats and Language</li></ul>
4.	<b>Public Speaking/Presenting Research/Work</b> <ul style="list-style-type: none"><li>● Visual presentation “dos and don'ts”</li><li>● Creating a narrative around practice</li><li>● Utilizing images to tell your story</li><li>● Discussion and examples of assigned student visual research presentation (format and assignment dates)</li></ul>

5.	<b>Correspondence/Applications</b> <ul style="list-style-type: none"> <li>● Writing a Letter of Introduction</li> <li>● Resumes</li> <li>● Interview</li> <li>● Other possible requested materials</li> </ul>
6.	<b>Exhibition Planning/Installation</b> <ul style="list-style-type: none"> <li>● Proposals</li> <li>● Scheduling</li> <li>● Site and floor plan modeling</li> <li>● Exhibition curation/design of SA+AH BA/BFA exhibition</li> </ul>
7.	<b>Website Development</b> <ul style="list-style-type: none"> <li>● Website design - Website content review</li> <li>● Image preparation – formats</li> <li>● Artist website example review</li> </ul>
8.	<b>Promotion Materials/Social Media</b> <ul style="list-style-type: none"> <li>● Exhibition announcement design</li> <li>● Press releases</li> <li>● Insurance list / inventory</li> <li>● Social media</li> </ul>
9.	<b>Galleries, Museums, Non-Profits, Studios and other Creative Industries</b> <ul style="list-style-type: none"> <li>● Pricing, accounting and taxes</li> <li>● Nonprofit, profit, alternative</li> <li>● Contracts – consignment agreements</li> <li>● Curating opportunities</li> </ul>
10.	<b>Locating and Pursuing Opportunities in the Arts</b> <ul style="list-style-type: none"> <li>● Public art, exhibitions, residencies, non-profit etc. - knowing the system and locating opportunities</li> <li>● Proposals</li> <li>● Budgets</li> <li>● Grants</li> </ul>
11.	<b>The Creative Practitioner as Entrepreneur</b> <ul style="list-style-type: none"> <li>● Independent contractor</li> <li>● “Business” plan models</li> <li>● Employing acquired “art school skills” in the world</li> </ul> <p><b>DUE: Exhibition Proposal Packet</b></p>
12.	<b>STUDENT VISUAL RESEARCH PRESENTATIONS</b> 15-20 Students per week/ SA+AH students will be invited to attend this series of senior research presentations- 5 minute / 20 slides @ 15 seconds per slide <b>Who</b> are you? • <b>What</b> Do you make? • <b>Why</b> do you make it?
13.	<b>STUDENT VISUAL RESEARCH PRESENTATIONS (continued)</b>
14.	<b>STUDENT VISUAL RESEARCH PRESENTATIONS (continued)</b>

	<b>Installation BFA/BA exhibition</b>
15.	<b>STUDENT VISUAL RESEARCH PRESENTATIONS (continued)</b> <b>Installation BFA/BA exhibition</b>  Course Evaluations <b>Due: Opportunity Packet, Strategic Plan/Business Plan</b> <b>Due: Personal Website Updated/Completed</b> <b>*BFA/BA Exhibition Reception</b>

## EVALUATION AND GRADING

All assignment descriptions and due dates will be posted on e-learning.

Each assignment in the course will be graded on specific criteria clearly outlined on e-learning and successful examples will be shown and discussed in class.

All assignment grades will consider success equally in the following areas: design decisions, craftsmanship, effective communication, effort, professionalism, and meeting deadlines. The idea of the course is for students to use the coursework and feedback to improve materials to apply for actual opportunities.

Letter grades will be entered on e-learning for the exhibition proposal, opportunity package, personal website, visual presentation, strategic plan, and attendance/participation in the course. E-learning will auto-figure final course grades by the following percentage weighted categories:

### **Exhibition Proposal Package (30% of Course Grade – grading criteria/examples posted on e-learning)**

- Exhibition Proposal - 20 pts.
- Time line - 10 pts.
- Itemized budget - 10 pts.
- Floor plan or maquette - 10 pts.
- Insurance list - 10 pts
- Labels - 10 pts
- Press Release - 10 pts
- High Resolution PR Image (suitable for publication) - 10 pts
- Exhibition announcement **design** (postcard/ poster/brochure) - 10 pts

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**Total 100 pts.**

### **Opportunity Package (20% of Course Grade– grading criteria/examples posted on e-learning)**

#### ***A list of 3 research opportunities with proof of application***

- Letter of Introduction - 20 pts.
- Artist Resume- 20 pts
- 10 professional quality images or appropriate documentation - 20 pts.
- Annotated image description sheet - 20 pts.
- 250 Word Artist Statement- 20 pts.

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**Total 100 pts.**

### **Personal Website (20% of Course Grade – 100 pts. – grading criteria/examples posted on e-learning)**

### **Visual Research Presentation (10% of Course Grade – 100 pts. – grading criteria/examples posted on e-learning)**

**Strategic Plan/Business Plan (10% of Course Grade – 100 pts. – *grading criteria/examples posted on e-learning*)**

**Participation (10% of Course Grade – 100 pts.)**

Students will earn a participation grade at midterm which will be posted on e-learning so that every student has the opportunity to improve their participation before it is revised again at the end of semester. This letter grade will be 10% of the final grade in the course. It will be figured by participation points (listed below). If a student misses more than the 3 allowed unexcused absences, the attendance/participation grade will drop one letter grade per each following unexcused absence.

Participation will be evaluated in the following way:

**60 pts.** – engagement in class discussions, collaborative exercises, critiques of peer work, professionalism, meeting deadlines, participation in the installation and cleanup of the final BA/BFA art exhibition. *(4 points possible per week).*

**40 pts.** - Each student will be given multiple opportunities (announced on e-learning) to **attend visiting artist lectures where faculty will be present and award participation to those who attend.** The School of Art and Art History has a Visiting Artist Program Series which provides great examples of artists effectively presenting their creative work and research to the public. Students are expected to attend at least two of these lectures/events during the semester and 20 pts will be earned for attendance at each.

Generally assignment grades in this course are considered in the following way:

**A 4.0** Exceptional work, all criteria of assignment have been surpassed in a distinguished manner and solutions to problems presented exhibit a depth of understanding. In addition, student is engaged in exceptional performance, which includes active research, asking relevant questions and being thoroughly engaged in the course content.

**A- 3.67** Well-presented, superior work: all criteria of assignment were surpassed in a distinguished manner (including exceptional performance highlighted above). Minimal improvements could be made to the work overall.

**B+ 3.33** Very good work: all criteria of assignment were surpassed, minor changes could be considered and executed but work and effort was exceptional.

**B 3.0** Very good work: above average solutions and clear potential. Most criteria of assignment were surpassed with some improvements to be made. Execution was well done. Efforts during the assignment were commendable.

**B- 2.67** Good work: most criteria of assignment were met. Work showed promise with a few significant improvements to be made. Effort was adequate.

**C+ 2.33** Slightly above average: work, most of the criteria of the assignment were met. Effort was adequate, but could be more reflective and thoughtful.

**C 2.0** Average work: the assignment directions were followed and the requirements were met in a relatively routine way. Involvement and best practice was adequate, but could be more reflective and thoughtful.

**C- 2.67** Slightly below average work: the assignment directions were followed and the requirements were minimally met, but there is much room for assignment development. The level of performance needs to be improved. There is some evidence of best practice, but the quality and quantity of the work is lacking.

**D+ 1.33** Below average work: an attempt to solve the problem was made, but there is much room for development. The criteria of the assignment are barely met. There is minimal evidence of best practice standards and the quality and quantity is lacking.

**D 1.0** Inadequate, below average work: the requirements of the assignment are not addressed. The execution of the work is careless and represents an incomplete effort. Work is substandard. There is little or no evidence of best practices standards.

**D- .67** Unacceptable work and effort: the requirements of the assignment are not addressed. The execution of the work is careless and represents an incomplete effort. Work is substandard and there is little or no evidence of best practice standards.

**E 0** Unacceptable work and effort: the work submitted is inadequate; the requirements of the problem are not addressed. The piece represents careless and/or incomplete effort. No evidence of effort. Work is substandard. Or, assignment was not submitted.

#### **GRADING SCALE:**

**A** 94-100 **4.0**/ **A-** 90-93 **3.67**/ **B+** 87-89 **3.33**/ **B** 83-86 **3.0**/ **B-** 80-82 **2.67**/ **C+** 77-79 **2.33**/ **C** 73-76 **2.0**/  
**C-** 70-72 **1.67**/**D+** 67-69 **1.33**/ **D** 63-66 **1.0**/ **D-** 60-62 **.67**/ **E** 0-59

**For more information:** <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students must earn a grade higher than C- to earn credit toward their major.

## **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

### **ATTENDANCE**

Students are expected to attend all classes and participate in all course activities. Attendance will be taken at the beginning of each class period. Students are allowed three unexcused absences. Each unexcused absence after the three allowable will result in the participation grade dropping a full letter grade for each absence.

Absences will be counted from the first class meeting onward. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competitions or debates. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other sound reasons may be offered and considered on an individual basis.

### **TARDINESS:**

Late arrival (after start of class) will be noted and three such incidences will count as one unexcused absence. Leaving early from class will also be considered as tardiness, and will be counted as such.

### **LATE WORK**

If an absence occurs, it is the student's responsibility to make up all work. If absent students should check-in immediately with the instructor or another student outside of class time. Students with a legitimate documented excuse will be given a reasonable amount of time to make up assignments, materials and activities they missed. An unexcused absence does not constitute extension of an assignment deadline. Without a documented excuse late work will drop a full grade each class period it is not submitted.

**Requirements for class attendance, make-up assignments, and other work in this course are consistent with university policies. More info on UF policies regarding Absences, Religious Holidays, Illnesses and other attendance policies can be found at: [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)**

#### **DEMEANOR POLICY**

Students must silence cell phones, and all electronic devices during class time and respect and participate in course activities at hand.

#### **DIVERSITY STATEMENT**

It is my intent that we explore the content of this course in a way that is respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. It is also my intent to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be both your, and my responsibility. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated.

### **UNIVERSITY AND SA+AH RESOURCES AND POLICIES**

**GENERAL UNIVERSITY POLICIES AND SERVICES:** <http://www.dso.ufl.edu/>

#### **ACADEMIC HONESTY POLICY**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The course will follow the University's honesty policy found on-line at:

<https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

#### **ACCOMODATION FOR STUDENTS WITH DISABILITIES:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### **U MATTER, WE CARE**

Your wellbeing is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 911.

#### **UNIVERSITY COUNSELING & WELLNESS CENTER**

3190 Radio Road

P.O. Box 112662, University of Florida

Gainesville, FL 32611-4100

Phone: 352-392-1575

Web: <http://www.counseling.ufl.edu/cwc/>



**UNIVERSITY POLICE DEPARTMENT:**

392-1111 or 9-1-1 for emergencies; <http://www.police.ufl.edu/>

**HAZARDOUS WASTE SATELLITE ACCUMULATION:**

Please make yourself familiar with the SAAH Health and Safety Program at:

<http://www.arts.ufl.edu/art/healthandsafety> during the first week of class. Refer especially to the H&S Rules by Area sections pertaining to the facilities you use for your work. Each student will be asked to complete an H&S student waiver form (which will be given to you and signed during studio).

**DRUG-FREE SCHOOL & WORKPLACE & CLEAN INDOOR AIR ACT:**

The School of Art and Art History is committed to upholding the policies set forth by the University of Florida in regards to drug and alcohol use and smoking in educational facilities. Possession and use of drugs or alcoholic beverages is not allowed in the classroom or outdoor areas. In addition, The Florida Clean Indoor Air Act of 1992 prohibits smoking in educational facilities. Violation of University policies and applicable laws is grounds for disciplinary action up to and including expulsion and does not preclude the possibility of criminal charges.

**COURSE EVALUATION:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available

at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/)