

## OUTCOMES BASED LEARNING MATRIX

**Course:** ARTG400 — Visual Arts Internship

**Department:** Emergent Technologies / Visual Arts

**Course Description:** This internship opportunity exemplifies the principles of cooperation between business and academia. The internship coordinates marketplace art experience with that of the College. Students who are strongly motivated to advance their knowledge of specific job opportunities in the art and graphic design and the fine arts fields are encouraged to seek and complete this 160-hour elective at a worksite approved by the department. After meeting the demands of the professional marketplace, students return to the classroom with a more focused view as they complete their studies.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
At the end of this course students will be able to: 1. Work with people more effectively. Gain marketplace experience.	Immersion in the workplace environment. Working with professionals and managers. CT, TS, OC, QS, R	Employer conferences/ evaluation Intern log Regular faculty/student meetings
2. Establish networking skills.	Immersion in the workplace environment. Working with professionals and managers. CT, TS, OC, QS, R	Employer conferences/ evaluation Intern log Regular faculty/student meetings
3. Build upon skills learned in the academic setting. Learn new skills in the workplace.	Immersion in the workplace environment. Working with professionals and managers. CT, TS, OC, QS, R	Employer conferences/ evaluation Intern log Regular faculty/student meetings

4. Brainstorm and problem solve with Visual Arts faculty.	Immersion in the workplace environment. Working with professionals and managers. CT, TS, OC, QS, R	Employer conferences/ evaluation Intern log Regular faculty/student meetings
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\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes, activities, and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (W).