

PH 3000 - JUNIOR PORTFOLIO REVIEW

Credits: 0

All juniors are required to participate in their departmental Junior Portfolio Review, which occurs at the completion of the junior year. This review enables the department to direct students toward improving certain skills and tasks and helps them to focus on their professional objectives. At the end of this review, students and faculty have identified and discussed strengths and weaknesses in the student portfolios so that the students may address both in their upcoming major coursework.

Prerequisites: Students must have completed a total of at least 60 credit hours, of which 30 credits must be PH studio coursework.

Notes: e.g. New Course in 2020-21 Curriculum

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Students will create well-developed visual aesthetics as they apply to photograph making.	The student's artwork and process demonstrates exceptionally well-executed visual aesthetics as they apply to photograph making.	The student's artwork and process demonstrates well-developed visual aesthetics as they apply to photograph making.	The student's artwork and process infers a subpar understanding of visual aesthetics as they apply to photograph making.	The student's artwork and process does not demonstrate an understanding of visual aesthetics as they apply to photograph making.	PH1	Design Competence, Cultural Competence
Students demonstrate competency in photographic craft and storytelling.	The student's artwork synthesizes photographic craft and storytelling into complex narratives.	Student's artwork demonstrate competency in photographic craft and storytelling.	Student's artwork attempts to combine photographic craft and storytelling.	Student's artwork fails to combine photographic craft and storytelling.	PH2	Design Competence, Communication Competence
Students demonstrate critical thinking and creative problem-solving skills through research and a body of work.	The student synthesizes critical thinking and creative problem solving skills through research and a body of work.	The student exhibits critical thinking and creative problem solving skills through research and a body of work.	The student infers critical thinking and creative problem solving skills through research and a body of work.	The student fails to exhibit critical thinking and creative problem solving skills through research and a body of work.	PH3	Critical Thinking
Students demonstrate business, communication and marketing skills while meeting real world-expectations.	The student integrates business, communication and marketing skills in to their professional identity.	The student demonstrates business, communication and marketing skills.	The student infers business, communication and marketing skills.	The student does not demonstrate business, communication and marketing skills.	PH4	Communication Competence
Students evaluate and demonstrate industry ethics.	The student integrates business, communication and marketing skills in to their professional identity.	The student demonstrates business, communication and marketing skills.	The student infers business, communication and marketing skills.	The student does not demonstrate business, communication and marketing skills.	PH5	Communication Competence
Students demonstrate critical thinking through historical references and cultural context.	The student's artwork synthesizes critical thinking through the use of historical references and cultural context.	Student's artwork demonstrates critical thinking through historical references and cultural context.	Student's artwork attempts to apply critical thinking through historical references and cultural context.	Student's does not apply critical thinking through historical references and cultural context.	PH6	Critical Thinking Cultural Competence