COURSE SYLLABUS

ARTC 1302 (3:2:3)

Digital Imaging

Graphic Arts

Creative Arts

Technical Education Division

SOUTH PLAINS COLLEGE

Fall 2026

COURSE SYLLABUS

COURSE TITLE: ARTC 1302 Digital Imaging

INSTRUCTOR: Roy Contreras
OFFICE LOCATION: TA 114
LAND PHONE/E-MAIL: 806-716-2348 lcontreras@southplainscollege.edu

OFFICE HOURS: TBA

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

◇◇

I. GENERAL COURSE INFORMATION

A. Course Description: Mastery of advanced art direction projects with emphasis on selected topics in advertising campaigns. Includes written, oral, and visual skills.

End-of-Course Outcomes: Demonstrate problem solving skills in art direction; apply skills in the creation, management, and presentation of advertising campaigns.

B. Course Competencies: Upon successful completion of this course each student will have demonstrated through examination and projects a competent understand of:

1. The use of the computer as a graphic tool.
2. Design, mechanical and production process
3. A variety of imaging techniques and processes
4. Saving, filing, and printing procedures
5. Terminology as it pertains to the graphic arts industry
6. Organizational skills and documentation
7. Leadership
8. Advertising plan

C. Academic Integrity: It is the aim of the Graphic Arts faculty to foster a spirit of complete honesty and high standard of integrity. The attempt of any student to present his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension. Students should refer to the SPC General Catalog policy regarding consequences for cheating and plagiarism (see "Academic Integrity" and "Student Conduct" sections of the college catalog.) At times, working with other students is encouraged for some assignments and meets SCANS competencies C-9 through C-14. If you have any questions as to whether you may work with other students on any assignments ASK YOUR INSTRUCTOR.

D. SCANS and Foundation Skills. This course contains the following SCANS competencies: C-1, C-3, C-4, C-5, C-6, C-7, C-8, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-16, C-17, C-18, C-19, C-20. The following Foundations skills apply to this course: F-1, F-2, F-3, F-4, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17. Definition and explanation of scans and foundation skills included at the end of syllabus.

II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

A. There is no textbook for this course. Learning materials will be in the form of handouts or printouts. The instructor reserves the right to require additional materials.

B. **Attendance Policy**

Students are expected to attend all classes to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. The student **MUST** email the instructor as soon as possible to be offered the opportunity to make up the work they missed. It is the student's responsibility to complete work missed within a reasonable period as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first-class meeting.

Students who enroll in a course but have never attended by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through Texan Connect. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate, and the student will owe any balance resulting from the adjustment.

Graphic Arts Attendance Policy

The South Plains College attendance policy is stated in the General Catalog (see above). Punctual and regular attendance in class is required of all Graphic Arts students. Each student is responsible for all class work covered while he or she was not in class. At the discretion of the instructor, a student may complete makeup work assignments for unavoidable absences if the student has adequately notified the instructor of the absences. The instructor uses their discretion to administer an "X" or "F" grade when a student has excessive absences. In the event a student is not able to complete course work, he or she is expected to take initiative to initiate a student withdrawal notice that results in a "W" grade when completed before the last college "Drop date." All students must complete or remain in compliance with TASP requirements.

The Graphic Arts program has modified the absentee policy as follows: After a student has missed **three** regular days of class, his or her final grade will be **dropped one letter grade** for each additional absence. A student who has missed **four** class days may be dropped at the instructor's discretion. Tardiness for two class days equals one absence and will be used to consider this policy.

It is at the instructor's discretion to allow a student to do additional work to make up for absences.

The lab is an intricate part of a class. If a student attends the class but misses the lab, the student will be marked absent for the whole class period.

The chairperson of the Creative Arts, Administration, or Counseling Department must approve, in writing, any deviation from the attendance policy.

Students may be required to attend events on and off campus for additional grades at various times. Failure to attend will result in an absence at the instructor's discretion. Students must be notified at least two weeks in advance of the event.

Absence for Military Service
In accordance with Texas Education Code Section 51.9111, a student is excused from attending classes or engaging in other required activities, including exams, if he or she is called to active military service of a reasonably brief duration. The maximum time for which the student may be excused has been defined by the Texas Higher Education Coordinating Board as "no more than 25 percent of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service." The student will be allowed a reasonable time after the absence to complete assignments and take exams.

Religious Holy Days
In accordance with Texas Education Code Section 51.911, South Plains College will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within seven (7) calendar days after the absence. Students are required to file a written notification of absence with each instructor within the first fifteen (15) days of the semester in which the absence will occur. Forms for this purpose are available in the Dean of Students Office along with instructions and procedures. "Religious holy days" means a holy day observed by a religion whose place of worship is exempt from property taxation under Texas Tax Code Section 11.20.

C. **Assignment Policy**
All required work must be turned in on time in order that the student may benefit from the corrections and study for future development. Assigned work is **DUE ON THE DATE AND TIME ASSIGNED**. **Late work is not accepted.** Work that is not turned in by the posted due date results in a **zero** for that grade and project. Under extreme circumstances, the instructor has sole discretion whether to accept late work due to circumstances beyond the student's control.

D. Grading Policy/Procedure and/or methods of evaluation: A student's final grade is determined by averaging all examinations, projects and participation grades. All graded projects and exercises will be graded within two weeks after the due date.

E. Grading Defined:
90-100 A • Art Director
The Art Director takes an assignment and makes it their own. By incorporating the requirements and exceeding all limitation including psychological. An Art Director will take a project to the next step establishing characteristics of thought, emotion, development, and design working through any technical limitations or requirements. The Art Director achieves a more dimensional design with a broader meaning and message. This additional level is obtained without any change in time restraints and technical requirements. It tells a story, makes you think or creates an emotional reaction. The piece usually has a sense of what is defined as overtone. This level of work reaches a professional level that makes the piece unique within itself and stands out as an individual thought or the results of a unique design process.

80-89 B • Graphic Artist
The Graphic Artist works within the limitations of the assignment. He stays within the requirements but develops those limitations to their fullest. They use creative techniques to create physical and visual responses to the assignment which will improve the overall appearance or show a better understanding of the requirements, but fail to take the piece beyond the creative and technical limitations to the psychological level. This level reaches a professional level that visually makes the piece unique and all technical aspects are used and recognized and done within the allotted time.

70-79 C • Production Artist
The Production Artist takes the assignment and recreates it as demonstrated or exactly as proposed. Technical design elements such as proximity, line, etc may be followed, but the Production Artist is limited to and by the technical requirements of the piece. No creative processes are used and no decisions or risk(s) are taken. This level reaches a professional level that visually and technically equal the requirements of the assignment.

60-69 D • Amateur
The Amateur is an artist who falls short of the basic requirements of a piece. Unlike a Production Artist, who only completes the requirements and does it well, the Amateur completes the project but fails to reach the required level of technical expertise. These are aspects that may require more practice or lab time, but are believed to be reachable within the artist's skills. This level does not equal visually or technically the requirements of the assignments, but appears to be a completed effort.

0-59 F • Failure
Failure is usually the results of poor time management or technical confusion (a lack of understanding how to do something). An incomplete project that does not reach the basic requirements of the assignment is considered incomplete and therefore, a failure.

Final Examination is required for all students.
The final examination/project counts twice. The total average will determine the student's grade point average minus any absences and or tardies.

(Note: See the General College Catalog "Grade and Reports" for explanation of grades and grade point averages.")

Projects are graded on completeness, presentation and technical correctness. Creativity and originality may contribute to additional points according to the instructor's discretion.

Real-time projects: Projects from outside sources in which the instructor deems applicable to the curriculum. The instructor's discretion is used to assign projects to the whole class, a group of students or an individual student. These projects may call for special circumstances, such as leaving class early or coming in late as necessary. These projects may substitute for an assigned project or may be an additional project based on complexity. These projects are graded equally to any class project or examination.

F. Special Requirements: Required materials

1. Pencils, an assortment of drawing pencils.
2. Black Sharpies
3. Metal Ruler (12 inch minimum)
4. Fine point or extra fine point "Bic" pen.
5. Small drawing pad (at least 8.5" X 11")
6. External Solid State Drive (SSD)

G. Lab Policy

The purpose of the lab policy is to encourage the careful and proper use of the Graphic Arts computer labs; including equipment, materials and supplies, in order to improve the educational opportunities of each student.

Lab equipment: Lab equipment is not to be used without the permission and supervision of an instructor. Lab equipment should be cleaned and left in good condition, as well as disposing of all trash.

Computers: The Graphic Arts computers are set up for specific purposes, especially for exercises and projects. A student **may not** install, add or delete anything from the computer without the permission of the instructor. **Nothing** about the computer may be changed without the permission of the instructor. Students may **NOT** change or alter the screen saver or desktop. If not having assigned computers, the computers are assigned on a first come, first serve basis at the beginning of each semester unless otherwise specified by the instructor.

A crashed computer is not an excuse for not turning in an assignment. It is normal for computers to crash, and work be lost. It is the student's responsibility to save on a regular basis. Most assignments are turned in electronically; therefore, it is the student's responsibility to ensure that all assignments have been properly turned in to the location specified by the instructor. The project will not be graded if not turned in to the proper location.

NO FOOD OR DRINKS ARE ALLOWED IN THE LAB. There will be no form of liquid near the computers other than cleaning solutions. Backpacks, purses, and bags should be stored in the location designated by the instructor and not by the computers. No phones, iPads, laptops, headphones, etc. are allowed to be used in the lab unless with the permission of the instructor for the purpose of lessons.

Daily cleanup: Each student is responsible for cleaning any area of the lab where he/she worked by the end of the class period. Lab equipment and supplies are to be returned to their place. Any paper, drawings or other materials left in the lab may be thrown away at the instructor's discretion. It is the purpose of this program for all students to work in a quiet, professional environment. Students must show restraint from using the classroom and lab as anything other than a place to learn, work and explore.

H. Distractions

Distraction is a behavior that prevents a student or students from giving their full attention to a task. Examples of past distractions are excessive talking or visiting, hygiene, inappropriate dress, lack of attentiveness, habitual tardiness, aggressive or combative attitudes, failure to have assignments and supplies when needed, use of technology that intrudes on another's space or inhibits a student from participating in the activities of the class, etc.

It is the purpose of this program for all students to work in a quiet, professional environment. Students are expected to act as they would in a professional environment. Any failure to do so may result in disciplinary action or dismissal from class. Students must show restraint from using the classroom and lab as anything other than a time to learn, work and explore.

I. Disciplinary Students should report when they are prevented from giving their complete attention. Should the instructor identify the activity as a distraction, the student will be asked to stop by being given a written notice that informs the student of the behavior. If the problem persists, the student will be asked to address the problem with the Program Coordinator, with the instructor present. The Program Coordinator will decide if the behavior warrants a meeting with the Dean of Students. The Dean of Students will determine if the student will be allowed to return to class.

J. Cell Phones Any student caught with a cell phone in any Graphic Arts classroom at any time will be immediately dismissed. A second offense will result in disciplinary action. Any missed lecture or material as a result of dismissal is the responsibility of the student to make up at the discretion of the instructor.

III. COURSE OUTLINE

1. Melon Head

Summary: Students learn Photoshop's foundational selection and editing tools by isolating, moving, copying, transforming, and combining image elements in a new document.

Core Competencies: Selection tools, Lasso tools, Magic Wand, Marquee tools, cut and paste, Move Tool, basic layers, Transform tools, adding and subtracting selections, inverting selections, moving selections, document creation.

2. Photo Blending

Summary: Students combine multiple images into a freeform composition using layers, transparency, selections, erasing, and soft-edge brushes to communicate a visual story.

Core Competencies: Layer management, transparency, multiple-image composition, selection tools, Move Tool, Eraser tools, brush flow and pressure, Quick Selection, soft-edge brushes, visual storytelling, composition, image integration.

3. Treehouse

Summary: A copy-cat exercise and skills test that evaluates whether students understand the difference between Photoshop's selection tools and painting tools and can apply them appropriately.

Core Competencies: Selection tools, painting tools, tool identification, observation, accuracy, technical control, workflow, following visual references.

4. Car Show Exercise

Summary: Students apply Photoshop tools to an actual graphic design piece by combining multiple documents into one organized composition while introducing typography and professional file-saving practices.

Core Competencies: Image compositing, organization, composition, typography, font selection, type size, type color, text layers, document management, flattening, file formats, saving/exporting.

5. Color Book Exercise

Summary: Students use Photoshop's painting and tonal tools to add and control color while learning how selections, layers, highlights, shadows, and color relationships affect an image.

Core Competencies: Paint Bucket, Eyedropper, Brushes, Dodge and Burn, anti-aliasing, multi-layer workflow, highlights and shadows, color theory, contiguous selections, adding and subtracting selections, painting techniques.

6. Color Correction

Summary: Students learn to correct and control the color, contrast, exposure, and tonal balance of photographic images using Photoshop's primary adjustment tools.

Core Competencies: Levels, Curves, Vibrance, Exposure, Color Balance, Desaturate, tonal correction, color correction, contrast, exposure control, light balance, photographic adjustment.

7. Retouch Exercise

Summary: Students learn professional image-retouching techniques for repairing imperfections and correcting photographic problems using several specialized Photoshop tools.

Core Competencies: Patch Tool, Healing Brush, Spot Healing, Red Eye, Content-Aware tools, Clone Stamp, image repair, retouching, blending, averaging, transferring image data, photographic restoration.

8. Face Swap

Summary: Students combine multiple photographic elements to create a convincing face-swap composite while using tonal and color adjustments to integrate the images.

Core Competencies: Layers, Levels, Curves, soft-edge brushes, Vibrance, Exposure, Color Balance, Desaturate, light balance, image compositing, blending, color matching, realism.

9. Liquify

Summary: Students use the Liquify tools to reshape specific areas of an image while exploring controlled distortion and manipulation.

Core Competencies: Liquify, Push, Pull, Rotate, Reflect, Pucker, Bloat, image distortion, controlled reshaping, proportion, visual manipulation, precision editing.

10. Puppet Warp

Summary: Students use a visual mesh to dramatically reshape selected areas of an image while preserving surrounding areas, demonstrating controlled transformation.

Core Competencies: Puppet Warp, mesh manipulation, localized distortion, image reshaping, anatomy adjustment, repositioning, precision, non-uniform transformation.

11. Wrapped Cars

Summary: Students use the Pen Tool to create precise paths and selections and then apply Warp and Puppet Warp techniques to make artwork conform to a curved vehicle surface.

Core Competencies: Pen Tool, paths, selections, Warp, Puppet Warp, perspective, surface distortion, image integration, precision, vehicle graphics, compositing.

12. Perspective Warp

Summary: Students learn to correct and manipulate perspective in photographs containing straight lines and flat surfaces, particularly architectural imagery.

Core Competencies: Perspective Warp, perspective correction, architectural photography, straight-line alignment, spatial relationships, distortion control, image correction.

13. Cylindrical Warp

Summary: Students learn to transform flat artwork so it appears wrapped around a curved cylindrical surface.

Core Competencies: Cylindrical Warp, surface distortion, curvature, perspective, dimensionality, artwork integration, transformation, spatial visualization.

14. Filter Exercise

Summary: Students explore Photoshop filters by applying multiple effects to the same image while learning how image size, canvas size, scaling, and duplication affect filter results.

Core Competencies: Filters, image size, canvas size, scaling, duplication, experimentation, visual effects, comparative evaluation, image manipulation, technical control.

15. Altered Art

Summary: Students creatively modify an existing masterpiece by introducing a contemporary idea or image. The project evaluates the student's ability to combine Photoshop techniques into a cohesive conceptual composition.

Core Competencies: Creative concept development, texture, scale, highlights and shadows, composition, color,

image manipulation, visual storytelling, integration, conceptual thinking.

16. Recoloring Pics

Summary: Students use the Pen Tool and Bézier curves to create precise selections and masks, then recolor photographic imagery using Hue/Saturation and selection-based editing.

Core Competencies: Pen Tool, Bézier curves, paths, positive and negative selections, Hue/Saturation, Paste Into Selection, masks, color manipulation, precision selection, non-destructive editing.

17. Posters

Summary: Students create a finished poster using imagery, typography, layer styles, and composition, bringing together technical Photoshop skills with graphic design principles.

Core Competencies: Layer Styles, typography, image integration, composition, hierarchy, visual communication, layout, type and image relationships, graphic design.

18. Automated Processing

Summary: Students learn to automate repetitive Photoshop tasks using Actions and Batch Processing while exploring automated features such as Photomerge, HDR, and Web Gallery.

Core Competencies: Actions, Batch Processing, automation, workflow efficiency, Photomerge, HDR, Web Gallery, repetitive-task management, production workflow, file processing.

19. Resolution

Summary: A lecture and demonstration covering digital image resolution and the relationship between pixels, physical dimensions, and print production. Students learn how resolution requirements differ for photography, web, and print.

Core Competencies: PPI, DPI, LPI, image size, physical size, resolution, CMYK, RGB, photography resolution, web resolution, print resolution, digital production knowledge, file preparation.

20. Tutorials

Summary: Students research and teach a Photoshop technique that has not already been covered in class, demonstrating that they can learn unfamiliar processes by applying foundational Photoshop knowledge.

Core Competencies: Independent learning, research, technical problem-solving, Photoshop fundamentals, tutorials, blending options, brushes, patterns, workflow adaptation, presentation skills, knowledge transfer.

Additional Projects Using Skills and Tools

Summary: Students apply previously learned Photoshop skills to additional real-world design applications such as a children's book cover, self-inclusion composite, billboard, yearbook pages, and a landscape image of their house.

Core Competencies: Concept development, compositing, typography, composition, image manipulation, visual storytelling, scale, color, layer management, project application, creative problem-solving, adapting technical skills to different design formats.

SOFTWARE

Illustrator, InDesign, PhotoShop

***Instructor reserves the right to add or subtract from software list.**

IV. INTELLECTUAL EXCHANGE STATEMENT

In South Plains College courses, the instructor will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn

about others, about the larger world and about ourselves. By promoting intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

V. DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302.

VI. NON-DISCRIMINATION STATEMENT

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

VII. TITLE IX PREGNANCY ACCOMMODATIONS STATEMENT

If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email dburleson@southplainscollege.edu for assistance.

VIII. CARE (Campus Assessment, Response, and Evaluation) TEAM

South Plains College is committed to ensuring the safety, health, and well-being of its students and community. To support its campus community SPC has a CARE Team. This is a dedicated group of campus professionals responsible for assessing and responding to students who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you see someone experiencing challenges, appearing distressed, posing a threat to their safety or someone else's safety, or causing a significant disruption to the SPC community, please submit a CARE Team referral. You may also submit a referral for yourself if you would like additional support. NOTE: In cases where a person's behavior poses an imminent threat to you or another, contact 911.

IX. CAMPUS CONCEALED CARRY STATEMENT

Texas Government Code 411.2031, et al. authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: http://www.southplainscollege.edu/campuscarry.php

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

X. COVID-19

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376

1. SPC will follow the recommended 5-day isolation period for individuals that test positive.
   a. Please note that day 0 is the date of positive test. Day 1 begins the first full day after the date of positive result.
2. COVID reporting
   a. Please have students and employees notify DeEtte Edens if they have tested positive to verify dates before returning to class or work.
   b. The home tests are sufficient but students need to submit a photo of the positive result. The date of test must be written on the test result and an ID included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, BSN, RN at dedens@southplainscollege.edu.
   c. A student is clear to return to class without further assessment if they have completed:
      - The 5-day isolation period, symptoms have improved and
      - they are afebrile for 24 hours without the use of fever-reducing medication.
3. Please instruct students and employees to communicate with DeEtte Edens prior to their return date if still symptomatic at the end of the 5-day isolation.
4. Exposed individuals will not be required to quarantine. If exposed, SPC does request individuals closely monitor themselves. If an individual does become symptomatic, please do not attend class or work and be tested.

XI. STUDENT IDENTIFICATION VERIFICATION PICTURES (ADDED 12/3/2025)

EFFECTIVE SPRING 2026: In order to comply with institutional identity-verification procedures, students enrolled in courses at South Plains College must have a current photo available in the College's student information system. Approved photos are used solely for instructional, advising, and security purposes and are protected under applicable privacy laws. Students without a photo on file must update their record during the first week of class.

XII. ARTIFICIAL INTELLIGENCE STATEMENT

Purpose of Artificial Intelligence (AI) Applications:

AI applications such as ChatGPT, OpenAI, Bard, Grammarly, WordTune and others are advanced language models designed to aid and engage in meaningful conversations, as well as, generate and revise content. AI is intended to supplement learning, stimulate critical thinking, and enhance academic discourse. However, its use comes with certain responsibilities.

Academic Integrity:

Using AI to generate academic work, including essays, reports, or assignments, without proper attribution is a violation of SPC academic integrity policies. Plagiarism undermines the learning process and is strictly prohibited. Students must ensure that their work reflects their own ideas, research,

synthesis, and analysis and appropriately cites all sources, including AI.

Collaboration and Consultation:
While AI can be a valuable resource, it is essential to strike a balance between seeking assistance and maintaining personal responsibility. Collaboration with peers, consulting instructors, and utilizing other approved learning resources should be prioritized. Overreliance on AI for solutions without actively engaging in the learning process is discouraged and can be grounds for academic integrity violations. Utilizing AI as a tool for brainstorming or research is allowed but the writing should be the student's own work and thoughts.

Critical Thinking and Originality:
AI usage can provide suggestions and information, but it is essential to critically evaluate the responses and exercise independent thought. Relying solely on AI for answers deprives students of the opportunity to develop their analytical and problem-solving skills. In assignments where originality, creativity, and independent thinking are valued, AI would be detrimental to the student learning process. Critical thinking and originality emphasize the importance of independent thinking in all academic endeavors as part of the student's learning experience apart from outside influence and offers the student the opportunity to refine their unique, individual voice through academic discourse with other students and faculty.

Ethical Use and Bias Awareness:
AI is trained on large amounts of data from the internet, which may include biased or inaccurate information. Be mindful of the potential for bias and critically evaluate the responses provided by AI. Therefore, when using AI, just like with using any other database, students must verify that the information is from reliable sources, question any potential biases, and ensure that the information and sources used in the paper are neutral, peer-reviewed sources.

Responsible Engagement:
Students should engage with AI in a respectful and responsible manner and avoid using offensive language, discriminatory remarks, or engaging in any form of harassment or inappropriate behavior. Students should also uphold the standards of respectful communication in addressing both AI and fellow classmates.

Compliance with South Plains College Policies:
Policies regarding the appropriate use of AI in South Plains College courses are set by instructional departments and individual instructors. Appropriate use of AI may range from strict prohibition to assignments they may require the use of AI. Misusing or violating the guidelines outlined in this syllabus warning may result in disciplinary action, including academic penalties. Students are expected to familiarize themselves with the specific course policies regarding the use of AI and adhere to them throughout the semester.

Remember, AI can be a tool to support your learning in certain courses and assignments, but it cannot replace the critical thinking, creativity, and independent work that are integral to your overall academic growth.

SCANS COMPETENCIES

C-1 TIME--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.

C-2 MONEY--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C-3 MATERIALS & FACILITIES-Acquires, stores, allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES--Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION--Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to Process information.

INTERPERSONAL--Works With Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves clients/customers--works to satisfy customer's expectations.

C-12 Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates-Works toward agreements involving exchanges of resources resolves divergent interests.

C-14 Works with Diversity-Works well with men and women from diverse backgrounds.

SYSTEMS--Understands Complex Interrelationships

C-15 Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them

C-16 Monitors and Correct Performance-Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.

C-17 Improves or Designs Systems-Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY--Works with a variety of technologies

C-18 Selects Technology--Chooses procedures, tools, or equipment including computers and related technologies.

C-19 Applies Technology to Task-Understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment-Prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATION SKILLS

BASIC SKILLS--Reads, writes, performs arithmetic and mathematical operations, listens and speaks

F-1 Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing-Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic--Performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques

F-5 Listening--Receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking--Organizes ideas and communicates orally.

THINKING SKILLS--Thinks creatively, makes decisions, solves problems, visualizes, and knows how to learn and reason

F-7 Creative Thinking--Generates new ideas.

F-8 Decision-Making--Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

F-9 Problem Solving--Recognizes problems and devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye--Organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn--Uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning--Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES--Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

F-13 Responsibility--Exerts a high level of effort and preservers towards goal attainment.

F-14 Self-Esteem--Believes in own self-worth and maintains a positive view of self.

F-15 Sociability--Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

F-16 Self-Management--Assesses self accurately, sets personal goals, monitors progress, and exhibits self control.

F-17 Integrity/Honesty--Chooses ethical courses of action.

GRAPHIC ARTS DEGREE PLAN

NAME: **Student #:**

☐ **Basic Certificate 6222C** ☐ **Advanced Certificate 6223C** ☐ **Associate of Applied Science 6224**

Notes:

SUBSTITUTION or TRANSFER: **GRADE:**

First Semester*

_____	☐ ARTC 1310 - Design Concepts **X**	_____
_____	☐ ARTC 1302 - Digital Imaging I ****X**	_____
_____	☐ ARTC 1321 - Illustration Techniques I **X**	_____
_____	☐ ENGL 1301 - Composition I	_____
_____	☐ IMED 1316 - Web Design I ** **X**	_____

Total Semester Hours: (15)

Second Semester

_____	☐ ARTC 1303 - Basic Animation ****X**	_____
_____	☐ ARTC 2317 - Typographic Design **X**	_____
_____	☐ ARTC 2305 - Digital Imaging II **X**	_____
_____	☐ ARTV 1345 - 3-D Modeling and Rendering I ****X**	_____
_____	☐ Math or Life/Physical Sciences Elective (If TSI compliant in Math)	_____

Total Semester Hours: (15)

Third Semester

_____	☐ ARTC 1349 - Art Direction I **XX**	_____
_____	☐ ARTC 2333 - Publication Design **XX**	_____
_____	☐ GAME 1334 - Video Game Art **XX**	_____
_____	☐ SPCH 1321 - Business and Professional Speech	_____
_____	☐ Social/Behavioral Science Elective	_____

Total Semester Hours: (15)

Fourth Semester

_____	☐ ARTC 2335 - Portfolio Dev. for Graphic Design **XX**	_____
_____	☐ ARTC 2349 - Art Direction II **XX**	_____
_____	☐ PHTC 1345 - Illustrative Photography I **XX**	_____
_____	☐ Approved Elective **XX**	_____
_____	☐ Language, Philosophy, and Culture/Creative Arts Elective	_____

Total Semester Hours: (15)

STUDENT HAS:

☐ **Basic Certificate** ☐ **Advanced Certificate** ☐ **Associate of Applied Science**

*Although not a requirement, students are strongly encouraged to take EDUC 1100 during the first semester of enrollment.
**CTE related course that may be articulated with high school.
***Consult program advisor for proper choice of course.
X Classes need for the Software Basic Certificate; **XX** Classes needed for the Advanced Certificate.
Approved Electives: ARTV 1371, ENGL 1302, ARTS 1316, ARTC 1359, PHTC 2345, GAME 2309