# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHO 290</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

**Hours:**
- Lecture/Lab/Other: 1/0/180

**Co- or Pre-requisite:** Coordinator Approval

**Implementation:**
- Semester/Year: Fall 2020

**Catalog description:**

Work experience from participating photographic studios, labs, and galleries

**Is course New, Revised, or Modified?** [Modified courses are those which have a new prefix or course number]

Revised

**Required texts/other materials:**

Reliable transportation to the place of business. Other requirements will depend upon the internship.

**Revision date:**
- Fall 2020

**Course coordinator:**
- Michael Chovan-Dalton, 609-570-3835, daltonm@mccc.edu

**Information resources:**

(Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: [www.mccc.edu/student_library_course_form.shtml](http://www.mccc.edu/student_library_course_form.shtml))

- On the job training.
- Other assistance as needed provided by coordinator.

**Other learning resources:**

(Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

**Course Competencies/Goals:**

[List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after MCCC Course Outline; Approved by the Curriculum Committee 12/6/07]
completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:

1 - Acquire workplace skills and experience (ILG: 1, 4, 10, 11)

Course-specific Institutional Learning Goals (ILGs)/General Education Goals. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I The Internship

- Communicate and socialize in a business environment.
- Develop social and technical skills to assist a photographer/director.
- Organize and schedule shoots for yourself and others.
- Meet deadlines and cooperate with others on their deadlines.

Unit II Final Written Report

- Summarize skills and practices learned.
- Discuss strengths and weaknesses of your job performance.
- Assess value of experience.
- Analyze influence on your future photography practice.

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals – SEE ATTACHED]
(Academic Integrity Statement: [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]
http://www.mccc.edu/academic_policies.shtml)

Accommodations Policy
http://www.mccc.edu/student_services_needs.shtml

Name of Intern/Internship:

Please use the following scale of 1 to 5: 1 = Low, 3 = Average, 5 = High

<table>
<thead>
<tr>
<th>I</th>
<th>Performance</th>
<th>Rate 1 to 5</th>
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<tbody>
<tr>
<td>1</td>
<td>Performs assigned tasks on-time.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Quality of work is acceptable to immediate supervisor and the organization.</td>
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</tr>
<tr>
<td>3</td>
<td>Ability to anticipate and prevent problems.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ability to solve problems.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Accepts responsibilities without difficulty.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Performs assignments to utmost ability.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Is punctual and has a good record of attendance.</td>
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</tr>
<tr>
<td>8</td>
<td>Possesses sufficient ability or potential to enter the profession.</td>
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<table>
<thead>
<tr>
<th>II</th>
<th>Attitude</th>
<th>Rate 1 to 5</th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrates an eagerness to assist others on the staff when called upon.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cooperates with supervisor.</td>
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<tr>
<td>3</td>
<td>Is willing to accept criticism and respond in a positive way.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates a good working relationship with co-workers.</td>
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</tr>
<tr>
<td>5</td>
<td>Possesses realistic understanding of own abilities and limitations.</td>
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Name of Supervisor:
Date Reviewed:

Additional Comments: