



Honors TAP Committee Agenda

Monday, August 24, 2026
Mesquite Hall (MH) - 246
2:30-4:00 PM

Type of Meeting: Regular
Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members:

Towana Catley, Faculty Co-Chair
Dr. Darcy Wiewall, Faculty Co-Chair
Dr. Jedidiah Lobos, Dean MSE, Administrative Member
Carla Corona, Arts & Humanities
Dietra Jackson, Counseling
Elinda Parkinson, Health & Safety Sciences
Jacqueline Seekamp, Library
Kaitlin Bessinger, Math Sciences Engineering
Pavinee Villapando, Math Sciences, Engineering
Greg Langner, Language & Communication Arts

Dr. Matthew Jaffe, Social & Behavioral Sciences
Kevin North, At-Large
Dr. Rachel Jennings Tafarella, At-Large
Hannah Valencia, Adjunct Representative
Vejea Jennings, Ex-Officio
John Vento, Ex-Officio

OPEN, Aerospace, Industrial Arts & Applied Technologies
OPEN, Athletics & Kinesiology
OPEN, Math Sciences Engineering
OPEN, Social & Behavioral Sciences
OPEN, ASO Student Representative
OPEN, Honors TAP Student Representative

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	
II. Open Comments from the Public		
III. Approval of Agenda Approval of Agenda – August 24, 2026	All	
IV. Approval of Minutes Approval of Minutes – May 18, 2026	All	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
V. Informational Items - Committee Membership & Terms - CCN Honors Courses Fall 2026 - UCLA TAP Certifications HS/Dual/SOAR	All	
VI. Report	All	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
VII. Action Item - Honors Faculty Approval - Razook, COMM C1000H - Honors Option Proposals - Mugnolo, Studio Arts and Art History - Committee Goals 2026-2027 - Fall Honors Mixer	All	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
IX. Discussion - Honors Faculty Approval - Razook, COMM C1000H - Honors Option Proposals - Mugnolo, Studio Arts and Art History - Committee Goals 2026-2027 - Honors TAP Handbook Draft	All	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>

• Canvas Launch for Honors TAP Faculty • Darlene's email- Honors Convocation- claiming FPD credit • Alpha Iota • SCLA update • Honors TAP Best Practices FPD 9/11 • Fall Honors Mixer		
• Adjournment		
• NEXT MEETING DATE: September 28, 2026		



Honors TAP Committee Agenda

Monday, May 18, 2026
Mesquite Hall (MH) - 246
2:30-4:00 PM

Type of Meeting: Regular
Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members: (names in bold reflect attendance)
Towana Catley, Faculty Co-Chair
Dr. Darcy Wiewall, Faculty Co-Chair
Dr. Jedidiah Lobos, Dean MSE, Administrative Member
Carla Corona, Arts & Humanities
Dietra Jackson, Counseling
Elinda Parkinson, Health & Safety
Sciences Jacqueline Seekamp, Library
Kaitlin Bessinger, Math Sciences Engineering
Pavinee Villapando, Math Sciences, Engineering
Greg Langner, Language & Communication Arts

Dr. Matthew Jaffe, Social & Behavioral Sciences
David L. Adams, Social & Behavioral Sciences
Kevin North, At-Large
Dr. Rachel Jennings Tafarella, At-Large
Hannah Valencia, Adjunct Representative
John Vento, Ex-Officio
Bianca Nichols, Honors TAP Student Representative
OPEN, ASO Student Representative
OPEN, Athletics & Kinesiology
OPEN, Aerospace, Industrial Arts & Applied Technologies

Heidi Williams, Language & Communication Arts, Guest to present ENGL 257 Honors Option Proposal

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	2:44pm
II. Open Comments from the Public		
III. Approval of Agenda Approval of Agenda – May 18, 2026	All	Carla motions, Greg seconds, all in favor to approve today's agenda.
IV. Approval of Minutes Approval of Minutes – April 27, 2026	All	<u>Issues Discussed:</u> <u>Action Taken:</u> Carla motions, Kevin seconds, All in favor with abstentions by Rachel and Jaqueline. <u>Follow Up Items:</u>
V. Informational Items - CCN Honors Courses Fall 2026 - Honors Options Revisions & Workshop Status - Committee Membership 2026-2027	All	<u>CCN Honors Courses Fall 2026</u> Articulation Officer reports these courses have been moved to Fall 2027 for approvals. VPAA and AO are working with faculty to give more details in their proposals. AP&P approved the courses except for English which has been put on hold by Heidi Williams, Chair of LACA for CCN Honors courses. <u>H.O. Revisions & Workshop Status</u> Darcy will continue to reach out to faculty (about 90) who still need to submit their H.O. proposal revisions. Carla suggested that the Committee members report to their divisions and refer to the H.O. list of faculty and classes to help with the communication and requirements of these H.O.

		revisions. If faculty want to offer H.O. in the fall, they should submit and present to committee in the Spring; and if faculty want to offer H.O. in the spring, they must submit their proposal and present to Honors TAP committee in the upcoming fall term. <u>Committee Membership Term 26-27</u> Darcy and Towana announced that they will finish their final year of their term in 2026-2027 and end their co-chair roles at this time. They are currently working on potential new chairs to take their roles. Co-Chairs to reach out to Hannah regarding adjunct faculty pay for shared governance as according to CBA to make sure she is aware of this opportunity.
VI. Report	All	<u>Issues Discussed:</u> <u>Action Taken:</u> Greg motions to add to today's agenda the adding of new committee membership, Carla seconds, and all present are in favor. Greg motions to add 1 more faculty member from LACA, Carla seconds, all in favor. Towana motions to add 1 more faculty member from Counseling, Carla seconds, all in favor. Carla motions to add 1 more faculty member to as Adjunct Representative, Dietra seconds, all in favor. Pending confirmation from Vento that he is in fact dual role as ex-officio and faculty rep for SBS, Carla motions to add 1 more faculty member from SBS, Greg seconds, all in favor. <u>Follow Up Items:</u>
VII. Action Item - Honors Option Proposals - COMM C1000 - PHYS 101, 102, 110, 120, 211 - ENGL 257	All	<u>Issues Discussed:</u> <u>COMM C1000 H.O. Proposal</u> Greg presented on behalf of colleague, Harish. Comments were positive which includes the assignment was "project based learning, very solid proposal", "the assignments are harder to A.I." <u>PHYS101, 102, 110, 120, 211 H.O. Proposal</u> There were some missing/blank areas in the proposal. Committee requests to complete the missing areas and re-submit. Missing areas included Question #3, Course Title and Number, and clarification on the "performance option" which was checked off by instructor.

		<u>ENGL 257 H.O. Proposal</u> Heidi presented and went through her proposal. Greg expressed how “punctuated and clear” the outline is. Rachel says it’s “detail oriented and project is personal to each student”. Darcy asks how long is the presentation assignment, which Heidi answers it is 7-10 minutes. Rachel asks if there is a collaboration assignment. Darcy reminds the committee that collaboration requirements is for Honors Courses, not Honors Options. Heidi welcomed this idea and will think about how to include this in the honors option for the future. <u>Action Taken:</u> Carla motions to approve COMM C1000 H.O. proposal, Kevin seconds, all in favor. Greg motions to approve ENGL 257 H.O., Carla seconds, all in favor. <u>Follow Up Items:</u>
IX. Discussion - Honors Option Proposals - COMM C1000 - PHYS 101, 102, 110, 120, 211 - ENGL 257 - Honors Convocation Debrief - Committee Goals 2026-2027	All	<u>Issues Discussed:</u> Greg asks when can a communications colleague present their H.O. proposal. Darcy responds with August 24 honors committee meeting as that is a day we are expecting several proposals. <u>Honors Convocation Debrief</u> Moving forward, we will use a “mock or prop” certificate for Honors TAP. Students may pick up their actual certificate and tassel at the end of convocation. Co-Chairs will look into an Honors cord rather than a tassel. For the light reception, to either have cookies, pastries, water, tea, coffee and give priority to getting these donated. Continue with the balloon arch outside in the lobby with photo op props. <u>Committee Goals</u> Went through each committee goal and discussed our status. One goal that was a big discussion point is marketing and promotion of Honors TAP. With ongoing changes of Marketing department, how can we recruit and promote awareness of Honors TAP. Kaitlyn suggested using Honors Ambassadors to create a tik tok and other social media platforms to showcase Honors Option projects. Co-Chairs will look into recruiting additional Honors Ambassadors to manage the social media and bring this idea to them. <u>Action Taken:</u> <u>Follow Up Items:</u>

• Adjournment		4:05pm
• NEXT MEETING DATE: August 24, 2026		

Honors Public Speaking

Planned by Aley Razook

Informative Speech Prompt Given

- You will give a speech that teaches the class about a Communication Theory. The theory will be applied to your chosen career or profession pathway. The speech will be broken into 4 main points and explanations.
- First, you will confirm your professional or career goal with me.
- Second, you will be given a broad list of possible theories to choose from. There are a lot, but you'll pick your top 3 that you think are most applicable to your career goal.
 - The combination must be confirmed with me as we do not want duplicate topics.
- Third, the speech will have three main points: an overview of the theory, extension of the theory, and application to the career.
- This speech is an objective look at a subject which means it cannot incorporate any personal opinion
- This speech requires 4 primary, credible sources cited verbally in the speech as you use them
 - The first 2 points' sources must be from peer-reviewed journals. Nothing else will be accepted. The remaining sources about profession must be credible, primary sources.

Informative Speech Boxes Checked



Course Objective Covered from COR

Analyze and apply evidence from a minimum of 3 academic, peer-reviewed scholarly / scientific sources in informative and persuasive presentations

This is done by having students overview and show research extending the theory



Method of Evaluation Covered from COR

A scholarly presentation on a communication-specific theory or concept related to students' major and/or professional interests.

This is done by having the structure formatted with the aforementioned main points

Persuasive Speech Prompt Given

- You will give a speech that tries to convince the class about a particular controversial subject. The speech will be broken into 3-4 main points and explanations.
- This speech is not a general controversy. It must be based in US politics, preferably at the state or Federal level, but local may work as well
- It must be a current issue, politically active in the last year, and can be verified through credible sources. There is no timeline on the law, just the controversy
- Example directions for your speech:
 - Propose a new law or policy.
 - Support or oppose a currently proposed law/policy.
 - Support a recently enacted law/policy.
 - Advocate for the repeal or overturning of a recent/current law or policy.
 - Advocate for a change, expansion, or restriction to an existing policy.
- The topic must be confirmed with me as we do not want duplicate speeches.
- This speech is about using critical reasoning to convince others, not using your personal opinion, in a way that is balanced.
- This speech requires a minimum of 6 primary, credible sources cited verbally in the speech as you use them. 3 of those need to be for the opposing side, and 3 need to be for your side

Persuasive Speech Boxes Checked



Course Objective Covered from COR

Create public presentations advocating for social, cultural, and political awareness and/or change.

This is done by having students adhere to strict guidelines for a political policy. They are given parameters of what is useable and must justify it is factual, controversial, and recent



Method of Evaluation Covered from COR

A scholarly presentation on a communication-specific theory or concept related to students' major and/or professional interests.

This is done by having the structure formatted with the aforementioned main points

3rd Speech- Narrative

- This is a third required speech for the class though it is not necessarily Honors specific
- It is listed in the COR under required Assignments
 - **Additional presentations may include a narrative speech, demonstration speech, and/or special occasion speech.**
- It is a 3-5 minute speech
- The Narrative Speech is structured to have 3 main points
 - 1- Tell a nonfictional personal experience
 - 2- Explain the real-world implications of the experience with 2 pieces of primary, credible research
 - 3- Finish with a personal or general takeaway lesson from the experience

Thank you!

I'm happy to answer any questions or provide any other materials for clarity on the course

Honors TAP Option by Contract Instructor Proposal

INSTRUCTOR USE ONLY: By agreeing to offer an honors option to honors students, you agree to fulfill the high standards of the honors program and to submit all appropriate paperwork by the deadlines in order for the student to get honors credit for your course. Your project must be approved by the honors coordinator/committee. The following criteria will help us to determine if the project meets honors option criteria and standards. Please be very detailed and specific in your responses. The form below will help you to design an appropriate proposal for consideration. Please fill out completely and with ample details. You only need to fill out this form once for a particular course. Honors Option projects do not figure into the grade for the course, but they should be done to a high standard. Honors option work is intended to enrich the course content that encourages students to go above and beyond the course. If an instructor wants to grade the project, CREDIT or NO CREDIT should be used. Instructors reserve the right to deny the opportunity of an honors option.

Faculty Name: Christine Mugnolo

Course Title and Number: ART 101, ART 102, ART 104

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- ☒ Option will provide content about the history or background of the field being studied.
- ☒ Option will show an awareness of some of the field's major theories or current trends.
- ☒ Option will require students to perform a case study, field experience, or other research projects.
- ☒ Option utilizes research methods including proper documentation for the discipline.
- ☒ Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- ☐ Option will focus on performance activities.

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

The ultimate goal of the Honors Option Project is to put the student in closer touch with their own academic goals and intellectual curiosity, explore how the discipline of art history can nourish those goals, and design a unique, creative project that puts these two objectives together. This goes beyond the curriculum of art history, which focuses primarily on methodologies, subjects, and research that are important within the field of art history.

The honors option project involves:

- Identifying a particular research interest and/or question of the student. The driving questions will derive from this process
- Designing a project that allows the student to combine class material, external research, and their own personal experience or background to investigate or answer their driving research question. Interdisciplinary projects and/or projects that pull on the student's major or career goals are highly encouraged.

- Executing the proposed project. Project should focus on developing the student's skills in critical analysis of art history, creative application of course concepts, and/or expertise in a concentrated area of research in art history

All outcomes must rely on external research and include a written bibliography of sources. In addition to this requirement, the final outcome can take a range of forms. This could include:

- A unique academic essay (2 – 3 papers) that presents the student's question and their answer/thesis supported by their evidence. This would be completed in addition to course paperwork. The essay must include bibliography, footnotes, and illustrations.
- An essay that is a more elaborate extensive version of one of the course's short papers. Short papers range from 2 – 3 pages in length. The Honors option version would extend this to 4 – 5 pages and require more sources. The student must identify how their project goes above and beyond the basic requirements of the essay to fit the goals of the Honors Option. The essay must include bibliography, footnotes, and illustrations.
- A creative project that builds from the student's research and addresses the question through creative forms. This could include a painting, a zine, a script, etc. In addition to the finished project, a written bibliography of resources is required.
- A social or interactive project that places the student's research into active practice. For example, a student researching art as a healing process might organize an art making camp or circle.
- A project that takes on forms or practices in the student's major (such as laboratory work for a biology student) yet combines these practices with art historical research and concepts

2. Describe how the option will strive for a high degree of student participation and involvement.

This project is fully designed by the student and should cater to their personal academic goals. It takes into consideration the student's major, the reason they are attending college, and what drives them intellectually. All discussion and critique of the project will focus on how the project is meeting that student's goals. To complete this project, the student must have or develop a high level of self awareness and academic focus.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

Week 1 – 4: First meeting to discuss student's interest in art history and academic major. Agree on one or several topics for the final paper tailored to the student's academic goals.

By Week 4: Professor makes the basic requirements of art history honors project available to the student (as listed on this form)

Midterm (week 8 or 9): 2nd meeting: Follow up on first initial meeting. Narrow, clarify and define the honors project. Identify the main research question and the main research goal of the project.

Week 10 – 12: 3rd meeting: Student and professor meet at least once to share and review resources. Discuss ideas and evidence student is gathering.

Week 12 – 14: 4th/5th meeting: Student and professor must meet at least twice to review a rough draft of the project. What determines a “rough draft” will be determined by student and professor, as projects range broadly (papers, events, product design, etc.). If a paper or written project, student must email or deliver the professor their draft at least 24 hours in advance of their meeting.

Week 15 - 16: Final meeting: Review final draft of the project. Determine whether the project requires additional final revisions. Turn in final draft of the project, no later than the final Saturday of the semester.

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

The range of activities is listed under question 1. Each activity is driven by a research question composed by the student that is not already answered in the standard art history curriculum. Therefore, students must take their basic understanding of art history to help them find and choose readings that address their specific question. This stage of art history places the students in academic dialog with different researchers in the field. This stage also often demonstrates just how many different academic fields are important for art history.

5. Describe writing assignments and discuss how the course will foster critical thinking.

All projects include a writing component. For projects where the outcome is an essay, students must focus on how essay successfully introduce research questions, build and organize evidence, and successfully lead to a reasonable conclusion. For more creative projects, students must express in writing the research question driving the project and how the project, through research and production, addressed that research question. All versions of the final project require students to identify a concept or question in art history that is relevant to a contemporary college student. This is the core of critical thinking in art history – rather than parroting back information, successful art history should propose new ways of understanding art as a form of communication. This generates a deeper understanding of history and our human selves.

6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

The student will be expected to consult professional academic sources related to the field of art history outside the textbook and assigned readings to complete their project. Appropriate resources vary greatly depending on the nature of the project. Academic resources could include academic books, peer-reviewed articles, museum collections and resources, primary resources (such as artist writings, newspaper articles), and even other historical objects. To determine the best resources, students will do the following:

- a. Consult introductory guidelines for researching artworks via books, journals, and museum databases on the course Canvas site.
- b. In consultation with professor, identify which resources are most appropriate for fully addressing their question
- c. Identify as broad and varied a range of resources as possible to approach their project

- d. Share resources with professor to determine and compare their potential value and contribution to the project
 - e. Once resources are identified, carefully analyze how their authors are choosing the method for analysis and types of evidence to draw their conclusions
7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

No

8. Overall, please describe how this honors option by contract project will benefit the honors student.

The ultimate goal of the Honors Option Project is to put the student in closer touch with their own academic goals and intellectual curiosity, explore how the discipline of art history can nourish those goals, and design a unique, creative project pits these two objectives together.

Honors TAP Option by Contract Instructor Proposal

INSTRUCTOR USE ONLY: By agreeing to offer an honors option to honors students, you agree to fulfill the high standards of the honors program and to submit all appropriate paperwork by the deadlines in order for the student to get honors credit for your course. Your project must be approved by the honors coordinator/committee. The following criteria will help us to determine if the project meets honors option criteria and standards. Please be very detailed and specific in your responses. The form below will help you to design an appropriate proposal for consideration. Please fill out completely and with ample details. You only need to fill out this form once for a particular course. Honors Option projects do not figure into the grade for the course, but they should be done to a high standard. Honors option work is intended to enrich the course content that encourages students to go above and beyond the course. If an instructor wants to grade the project, CREDIT or NO CREDIT should be used. Instructors reserve the right to deny the opportunity of an honors option.

Faculty Name: Christine Mugnolo

Course Title and Number: ART 110, ART 120, ART 121, ART 140, ART 113, ART 216

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- ☒ Option will provide content about the history or background of the field being studied.
- ☒ Option will show an awareness of some of the field's major theories or current trends.
- ☐ Option will require students to perform a case study, field experience, or other research projects.
- ☒ Option utilizes research methods including proper documentation for the discipline.
- ☒ Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- ☒ Option will focus on performance activities.

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

The Honors project requires the student to design a project that produces a unique artwork ADDITIONAL to those required by homeworks and in-class projects.

The honors option project involves:

- Identifying a particular visual practice and/or visual subject the student wishes to focus on and develop to an intermediate and/or advanced level. This visual practice and/or subject is often directly related to the content of the course. However, it does not have to be. It can originate from the student's personal artistic practice or academic major
- Identifying which key ideas and skills need to be developed to meet the student's goals for this project
- Identifying which course topics and objectives most closely relate to the student's interests and will best help their goals.
- Designing a project that will:

- Require studies and/or research to begin developing both concepts and skills
- Requires research of artists in the field that can help students understand artists working with similar intentions, skills, or concepts
- Result in a final piece or body of work that can take one of the following formats:
 - Produce one, ambitious finalized work that goes beyond the complexity and time required by typical course homework
 - Produce a body of related work where several works operate together to tackle an ambitious idea
 - Produce a large body of research or complex studies that would help launch a project that would take more than a semester (an installation, solo exhibition, etc.)
- Executing the proposed project and sharing their final project along with documentation of their progress with the class in a brief oral presentation

2. Describe how the option will strive for a high degree of student participation and involvement.

The honors project is designed by the student, based on their own personal interests and goals in studio art. Discussions about progress and success always circle back to the student's intentions, and how clearly they have defined those intentions.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

Week 1 – 4: Meet to discuss student's interest in the studio arts, their own artistic practice (if relevant) and academic major (if relevant). Identify a topic or aspect of the course the student would like to work into an Honor's Option Project. Look together at the Course curriculum and begin discussing which lessons and skills would be most relevant to the project

By Week 4: Professor makes the basic requirements of studio art honors project available to the student (as listed on this form)

Week 5 – 8: Create an outline of steps and skills needed to complete the project. First step should include preparatory studies and research of artists working in the field. Schedule first meeting.

Week 9 – 10: Review research of artists. Review beginning work on project. Discuss successes and discoveries, and analyze what further preparatory work is needed. Schedule second meeting.

Week 11 – 13: Project should be entering into later drafts or final drafts. Review work in progress. Assess successes and problems. Make list of goals and improvements for next phase of work.

Week 13 – 14: Meet at least one additional time to review progress of the project.

Week 15 – 16: Complete project. Present completed project as well as documentation of the project's evolution to both professor and the class. Answer questions posed by classmates.

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

Exact activities will be shaped by the project and the medium being taught. However, for all projects, students will engage with:

- a. Research of historical and contemporary artists or practices that will inform their methods
- b. Visual studies and visual research designed to strengthen skills the student will need to complete their project
- c. Drafts, practice work, and/or compositional studies designed to prepare students to execute an ambitious visual project
- d. Preparation of surfaces and materials for the final phase of their project
- e. Completion of an ambitious visual project that engages closely with a specific medium

5. Describe writing assignments and discuss how the course will foster critical thinking.

The project does not require writing assignments specifically. However, this project does require and enhances language skills. The students must communicate (orally or in writing) their goals as an artist, how the project will serve those goals, their skills as an artist, and how the project will challenge those skills. The student must also compile a final presentation where, in clear concise language, they communicate their conceptual intentions behind the project to their classmates.

They also must put together a slide show that:

- correctly documents their research into artists in the field
- professionally documents their process throughout the project
- organizes and labels their working process with clean, professional design

6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

Students will be conducting visual research by investigating and working on specific techniques. To aid this research, students will be conducting research on artists working actively in the field. The Honors Option Project reinforces how to use professional academic resources (museum collections, auction databases, academic journals) to conduct this research, as opposed to social media or commercial sites. Historical research may engage with primary resources, including art theory, newspaper articles, and artist statements or diaries. For contemporary artists, “primary” and “secondary” sources often overlap. However, in this case the student will distinguish between sources the artist has curated and written, and sources that come from the “outside” contributors in the field of art criticism.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

No.

8. Overall, please describe how this honors option by contract project will benefit the honors student.

The Honors Option Project focuses on introducing lifelong skills needed for artists to continually grow and develop in their practice. The ultimate goals of the Honors Option Project are for students to:

- begin understanding themselves as an artist and their own unique voice
- understand how an education/training in different visual practices can aid and nourish their development as artists.
- Understand how to conduct professional research in the visual arts and use professional documentation