Instructional Equipment  

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Instructional Equipment Committee, IPC, and Budget. Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests").

Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

Importance:
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>03</td>
<td>Over $200</td>
<td>6 Classes Each</td>
<td>photography</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Beseler 23CIII-XL Condenser Enlarger with Baseboard

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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</tr>
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<tr>
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<td>$0.00</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>$4,495.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

We are applying for funding for regular support staffing in Photography

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?

Justification for Item (See Rating Rubric)

1. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

My vision for program review is to eventually replace all the 30+ year old enlargers with current enlargers. They are Industry standard equipment and are much less expensive than computers and they last 30 years! So they are cost effective as far as a long term investment in our department is concerned.

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
This is the equipment used in the fundamentals course—Art 190 and used thru Art 191, 192, 290.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

When students see the lab they will know we care enough to keep our equipment in good condition.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Art 190
- Examine and classify the basic properties of black and white materials including film and paper.
- Demonstrate an understanding of basic exposure components such as shutter-speed, f/stop & film speed relationships.
- Integrate basic composition skills including 2-d design.
- Differentiate and demonstrate qualities of available light throughout the day.
- Compose within a specific frame/format to create a unified image.
- Summarize the primary differences between digital photography and traditional photography.
- Differentiate between the styles and personal ethics, which attract you as a Photographer.

191
- Discuss the works of other photographers using a structure or criteria.
- Communicate and apply an increased awareness of different qualities of natural light and ways to use light to your conceptual advantage.
- Control film developing to create expansion of the range of tonality.
- Demonstrate an understanding of various concepts including, for example, the use of large-scale grid using a group photographic images.
- Select artists which have a strong personal impact and which can be used to inspire and instruct other students in their own artistic development.
- Classify photographic (Fine Art) resources available within the Bay Area as well as national and international circles.
- Inform a developed sense of creative openness in relation to possibility on every level.
- Demonstrate an understanding of various concepts including, for example, the use of symbolism in photographic images.
- Demonstrate the development of compositional skills.
- Integrate basic composition skills including 2-d design.
- Practice an increased awareness of different qualities of light.
- Understand the historical context of major works.
- Select artists which have a strong personal impact and which can be used to inspire and instruct other students in their own artistic development.
- Professional presentation skills
- Create photography projects relevant to the topics outlined within the context of the discipline.
- Increase their range and depth of understanding and technical skill through guided exercises, which build upon one another.

5. Additional Justification for this item:

Requested three times prior. A long term project in line with our stated vision for traditional Photography. Also just for your information, Traditional Photography was not part of the new fine arts building so we are trying to update our facility piece by piece.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance</td>
<td>Priority</td>
<td>Annually: Category Area</td>
<td>Over</td>
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</table>

Description and part number for ordering:
Water temperature gauge built into faucets # 65010

<table>
<thead>
<tr>
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<tr>
<td>3</td>
<td>$100.00</td>
<td>$0.00</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)
installation by plumber

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

Installation of a water temperature control - safety related

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

Water temperature II with heavy duty chrome. Lab tested and plumbed. After initial calibration provided on/off water temp control at a specific temperature which is required for Photography labs. Fits most faucets. Re-calibration screw. Includes 200 Micron in-line stainless basket strainer. Five year warranty

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Provides students with a professional standardized photography lab. Our existing temp. control no longer functions.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Control film developing to create expansion of the range of tonality.

Examine and classify the basic properties of black and white materials including film and paper. 
Demonstrate an understanding of basic exposure components such as shutter-speed, f/stop & film speed relationships.

5. Additional Justification for this item:

This is such a basic requirement for a lab to function professionally and to train our students industry standard technical expectations. We have applied 2 times prior.
Technology Requests
Part I : Software

ART-2011

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>02</td>
<td>3 Classes</td>
<td>Discipline-Related Software</td>
<td>Digital Imaging/Photo</td>
</tr>
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</table>

Description and part number for ordering. Please include system requirement.
Adobe Lightroom 3/a archiving and organizing software used by photographers with large image data libraries. 65064089AB03A00 20 licences

<table>
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<th>Qty.</th>
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</table>

Type
College-wide: None
Discipline-Specific: None

Item to be shared with the following Department/Program: (Include any shared expenses)
FA 315 other depts. use this room /Music/film/architecture

Justification for Item (See Rating Rubric)

1. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
The art department wants to offer another digital course soon and this software is needed for the specific course. Art 196

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Lightroom is the most widely used software by Art Photographers besides adobe photoshop. It will teach students to manage their images, store and retrieve as well as manipulate their imagery. This will prepare students for the art world and job success within it. The course Art 196 is built specifically around this software.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Art 196 – Digital Photography / Scanning
Film / Navigation and Archiving

Student Learning Outcomes
• Reproduce (scan) images and transfer (import) digitally to create a library.

• Classify groups of different types of images and their possible uses.

• Discriminate and categorize (edit) most powerful images.

• Construct a system to organize, locate and archive images through a workflow.

• Choose images to re-interpret and modify.

• Evaluate and implement appropriate software adjustments.
Incorporate a plan to output certain images for web; print or digital slide collections and presentations.

Assess, critique and evaluate classmate's projects verbally in class by comparing and contrasting concepts and skills applied.

Select, defend and interpret an online digital collection through a written evaluation.

5. Additional Justification for this item:

Please support the program review vision for Photography and for digital imaging. This has been requested three times prior. The course was passed through curriculum in 2008-2009.

Also keep in mind that I have to submit requests for both the traditional photography program located in FH 16 and the Digital program located in FA315.

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Importance:
• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
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<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>02</td>
<td>6 Classes</td>
<td>None</td>
<td>Photography/traditional</td>
</tr>
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</table>

Description and part number for ordering. Please include system requirement.
Photoshop CS5 3 liscences

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<th>Qty.</th>
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<th>Tax:</th>
<th>Shipping:</th>
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<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Type | College-wide | Discipline-Specific
None | None | None

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

We are applying for a few low cost computers to accommodate a transitional training within Photography. Traditional Photo is in a separate building from the digital Photo. In order to attract more students to digital we need to provide some basic introductory skills while in the darkroom area. Therefor I need the software on the computers for Photoshop CS5.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

6 classes each semester. Yes. It si vital to attracting new students as they will see that we are up to industry standards.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or
evidence supports your request?

"Summarize the primary differences between digital photography and traditional photography." This is a learning outcome listed with Art 190 etc.

5. Additional Justification for this item:

Please support my long term efforts to upgrade the Photography discipline which is in a different location than Fine Arts.

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?

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<td>2 Classes</td>
<td>Discipline-Related</td>
<td>FA-Digital Imaging/Photo</td>
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Description and part number for ordering. Please include system requirement.
computer Adobe Photoshop CS5 liscencing for ARt 315 lab65049767AB03A00 CS5 PHOTOSHOP MAC LICENSE CLF 5 LEVEL 3

<table>
<thead>
<tr>
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</tbody>
</table>

Type          | Discipline- Specific |
---------------|----------------------|
None           | None                 |

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

Standard latest software used in the industry
2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

Students need to be trained on the latest software so their training is relevant when they graduate.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Students want to enter and study in a program that has the latest software.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Demonstrate an understanding of Intermediate properties specific to digital photography such as use of Raw files, color management and workflow development.

Demonstrate the continued development of compositional skills.

Reflect a more individual style and greater sophistication of the final image.

Practice and incorporate a continued awareness of different qualities light.

Observe the works of other photographers using resources such as the Internet and periodicals.

Edit larger groups of images.

Use of larger and different output media.

Calibrate personal computer monitor.

Examination and implementation of basic properties specific to Digital Photography

Demonstrate the integration of compositional skills.

Practice an awareness of different qualities of available light throughout the day.

Employ the options and techniques necessary for developing a basic workflow.

Create photography projects relevant to the topics outlined within the context of the discipline.

5. Additional Justification for this item:

Applied three times prior

We currently have CS4. For some reason we are not automatically upgraded each year as is Multi-media. If there is something different we need to do to initiate and maintain this upgrade please let me know.

Polly Steinmetz
I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance:</th>
<th>Priority:</th>
<th>To Support Annually:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>04</td>
<td>6 Classes</td>
<td>Discipline-Related Software</td>
<td>photography</td>
</tr>
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</table>

Description and part number for ordering. Please include system requirement.
GL 6710 Gra lab FILM DEVELOPING Timers. (This is different from previously grantet darkroom printing timers) Film development timers are used to accurately measure the development stages of each chemical that touches the film during development.

<table>
<thead>
<tr>
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</tbody>
</table>

Type
None

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
Film developing will be more precise giving the students a more professional and consistent outcome.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
The new timers would send a message to students that our lab is vital and professional.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Examine and classify the basic properties of black and white materials including film and paper.
- Demonstrate an understanding of basic exposure components such as shutter-speed, f/stop & film speed relationships.
- Control film developing to create expansion of the range of tonality.

5. Additional Justification for this item:

Please support our ongoing vision for our program to bring it back up to standard after years of neglect.
## Technology Requests

### Part II : Hardware for Lab and Classroom

**ART-2011**

---

### I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

**Importance:**
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>01</td>
<td>Annually: 6 Classes</td>
<td>Computer</td>
<td>Photography/traditional</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

15" apple powerbook 2.2 GHz 4 GB 1333 MHz 500 GB 5400-rpm (intel core i7)

### Table 1: Technology Requests

<table>
<thead>
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</table>

**Type**
- College-wide: None
- Discipline-Specific: None

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

I have been bring my own laptop to class which is heavy and adding wear and tear to the machine. We need a laptop to use in the lecture classroom to show slides. I have compiled all new digital slides, I have a digital projector. Now I need the laptop to complete the set up.

**Item to be shared with the following Department/Program:**

(Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
2. Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

It speaks for itself when your photography instructor is using a digital setup rather than a carousel to show slides. (Although students did find it amusing.) Students learn by seeing visual examples of other photographer’s work. It is a visual studio class.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All traditional classes will benefit during lecture. six levels.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

SLO’S
Art 190
✓ Differentiate between the styles and personal ethics, which attract you as a Photographer.

ART 191
✓ Discuss the works of other photographers using a structure or criteria.
✓ Communicate and apply an increased awareness of different qualities of natural light and ways to use light to your conceptual advantage.
✓ Demonstrate an understanding of various concepts including, for example, the use of large-scale grid using a group photographic images.
✓ Select artists which have a strong personal impact and which can be used to inspire and instruct other students in their own artistic development.
✓ Classify photographic (Fine Art) resources available within the Bay Area as well as national and international circles

ART 192
✓ Inform a developed sense of creative openness in relation to possibility on every level.
✓ Demonstrate an understanding of various concepts including, for example, the use of symbolism in photographic images.
✓ Demonstrate the development of compositional skills.
✓ Integrate basic composition skills including 2-d design.
✓ Practice an increased awareness of different qualities of light.
✓ Understand the historical context of major works
✓ Select artists which have a strong personal impact and which can be used to inspire and instruct other students in their own artistic development.
✓ Professional presentation skills
✓ Create photography projects relevant to the topics outlined within the context of the discipline.
5. Additional Justification for this item:

This is a small expense to bring a visual art such as photography up to date in presentation.

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
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<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>02</td>
<td>6 Classes</td>
<td>Computer</td>
<td>photography</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
i Mac 21" quadcore processor 2.5 GHz

<table>
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<th>Unit Cost:</th>
<th>Tax:</th>
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<td>$0.00</td>
<td>$3,597.00</td>
</tr>
</tbody>
</table>

Type: College-wide

Discipline-Specific

Open Lab

Lab use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

We have a digital darkroom in Fusslemann hall to act as a bridge to show photographers what can be done digitally. They can scan their negatives and alter them in the computer. We currently have 2 computers from 2000 in our lab.

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

This is an important tie in with the digital aspects of photography. Artists use traditional film based photography unlike commercial photographers. They still need to be aware of the continuity of using both tools.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All six classes can rotate through the small lab throughout the semester.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

193_194
Demonstrate an understanding of Intermediate properties specific to digital photography such as use of Raw files, color management and workflow development.

Demonstrate the continued development of compositional skills.

Reflect a more individual style and greater sophistication of the final image.

Practice and incorporate a continued awareness of different qualities of light.

Observe the works of other photographers using resources such as the Internet and periodicals.

Edit larger groups of images.

Use of larger and different output media.
Calibrate personal computer monitor.

Examination and implementation of basic properties specific to Digital Photography Demonstrate the integration of compositional skills.
Practice an awareness of different qualities of available light throughout the day.
Employ the options and techniques necessary for developing a basic workflow.
Create photography projects relevant to the topics outlined within the context of the discipline.

5. Additional Justification for this item:

I have been working for years to make my program review a realistic goal. Little by little we are awarded much needed tools for a neglected discipline which is NOT included in the new Fine Arts building. Please support my hard work in program review yearly
I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance:</th>
<th>Priority:</th>
<th>To Support Annually:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>03</td>
<td>6 Classes</td>
<td>Printer</td>
<td>Photography</td>
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</table>

Description and part number for ordering:
Epson 1400 printer from APPLe (Education discount not included)

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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<tbody>
<tr>
<td>1</td>
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<td>$0.00</td>
<td>$0.00</td>
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</tbody>
</table>

Type
College-wide
None

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Printer for Digital Darkroom in Fussleman Hall. Allows students to be introduced to digital Photography/Prints while located in the same building as their traditional photography classes.

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All six classes can rotate thru this lab during traditional Photography class time. This is vital to attracting more students both in traditional photography as well as introducing students to Digital Photography and Digital printing.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

5. Additional Justification for this item:
Non-Instructional Support Staff

I. Current Support Staff
II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
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</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

The position of instructional assistant in Ceramics is essential to the safe and efficient function of the ceramics studio. The amount of physical process required in making ceramics is well beyond the capacity of the instructor during the scheduled class hours to serve the 25 students per class. Our program requires a skilled and dedicated assistant to manage class output for five ceramics classes per week during and outside of class hours.

The position is necessary to maintain oversight of health and safety requirements. The layout of our studio prevents line of sight observation of activities in the classroom, exterior patio, glaze room and the electric kiln room simultaneously. The instructional assistant is a constant additional presence throughout the studio to oversee student activity at areas such as the grinding wheel, sandblaster and ceramic glaze mixing lab.

Outside of class sessions, clay and glaze preparation, kiln loading and firing must continue to flow and are essential for timely evaluation of assignments and student goals.

Purpose Statement: (Duties, General Description)

The job of Instructional Assistant Class Series (Ceramics) is done for the purpose/s of providing line-of-sight safety supervision in the ceramics classroom, glaze mixing lab, electric kiln room and outdoor kiln yard. Additional duties include assisting in the development of students’ ceramics skills through providing help with classroom assignments; performing technical duties related to the process of creating ceramic artwork including loading and operating ceramic kilns daily, and supporting the instructor and Laboratory Technician in providing assistance and information about materials and equipment in the ceramics area.

Essential Functions:
Assists individual students in safety procedures and proper use of ceramics equipment (e.g., potters wheels, glaze mixing stations and tools, glaze sprayers and booths, sandblaster, grinder, gas and electric kilns, etc).

Mixes clay and glazes for student use throughout the semester

Continually loads and operates various ceramic kilns including electric, gas and raku

Assists in instructing students on correct and proper ceramics techniques.

Assists students when tools and equipment in sculpture area are needed for the completion of projects from ceramics classes

Assists students in making appropriate tool and material choices for handbuilt and wheelthrown ceramics.

Assists individual students in set-up and clean-up of various stations in the ceramics lab (e.g. Raku firings, spray booth, electric kilns etc.)

Demonstrates methods required to perform assignments for the purpose of supporting the needs of individual students.

Communicates problems with equipment to instructors and Laboratory Technician.

Works with Laboratory Technician to maintain inventory of ceramics materials and supplies.

Stocks ceramic materials and supplies upon delivery

Performs additional tasks related to ceramics lab as assigned by instructors or Laboratory Technician.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

| Purpose: Instructional Specialist | Type: Part-Time | Approx. hours per week: 17 | To support: 6 Classes |
**Justification:** Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

This position needs to be filled by someone with knowledge of photography (both traditional b/w and digital).
When students want to use the lighting studio which is out of the line of sight of the instructor the instructional specialist can instruct them.

This position would also include support during the digital photography class in FA315:

Support students with questions on computers.
Computers are logged on and off correctly and functional.
Instruct in using the printers properly.
Help students evaluate print quality to avoid using up inks/paper.

Oversee problem solving.

FH 12- Darkroom and Lab instruction will be remarkably improved because, during the times when I have a line of students seeking my help, an assistant could answer the simple questions regarding where in the lab to locate a tool or how to use a piece of equipment. Additionally I won't be using my time (and strength) lifting heavy chemicals to place into storage rooms or using a dolly to pick them from Fine Arts and moving them to Fusselmann Hall.
An assistant can also keep the lab running smoothly which prevents possible accidents (wiping up spilled water) and keeping the numerous small lab facilities 5 rooms (not including classroom) clean and functional. The Learning outcomes and list of responsibilities are below.

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**INSTRUCTIONAL SPECIALIST RESPONSIBILITIES**

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Arrive 10 minutes early to set up the darkroom/syphon old fix and recycle it.

Restock Perma-wash and photo flo in both developing labs including set up of tray w/sponges.

Prepare tanks and reels so they are ready to check out to students.

Make sure are graduates clean.

Prepare all surfaces in labs.

Rinse all trays in darkroom.

Lockers need supplies such as glass, cardboard, scope, easel etc. Check that locker keys have been returned.

Check out special lenses and negative carriers to students.

Speak with me about which students need encouragement/extra time.

Keep track of roll sheets

Change enlarger bulbs as needed
Unplug timers to reset.

Move students if enlarger breaks

Hand out copy keys for enlarger lockers

Fix enlargers or make list of broken parts.

**Lighting studio:**
Instruct students how to properly set up, use and break down lighting and backdrops.
Reset the classroom with chairs and projector.

Check in when

Chemicals are running low and/or any supplies

Enlarger is broken

Black bags are ripped in inner bag or elastic is loose

Tank lids are broken

Need more rags

**Reinforce /reminders** No Mixing Tongs in Darkroom

Lock lockers in both labs
Write down locker combinations

Direct students to course due dates posted in lab

Direct students to developer charts

Help to hang work in display cases.

Break down darkroom

Shared Resources: If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

| Purpose: Instructional Specialist | Type: Hourly | Approx. hours per week: 18 | To support: 6 Classes |

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

With the new fine arts building the line-of-sight support of students working
with dangerous equipment during sculpture class is impossible for the instructor to maintain. This request would allow instructional assistants to work with the students in order to ensure safe working conditions for students involved.

**Purpose Statement: (Duties, General Description)**

The job of Instructional Assistant Class Series (Sculpture) is done for the purpose/s of providing line-of-sight supervision of student use of power tools in the sculpture lab, welding area, outdoor foundry, wood shop and metal shop. Other duties include assisting in the development of students’ sculpture skills through assisting in classroom assignments; providing feedback to students and instructors regarding student progress; and supporting the instructor in providing assistance and information.

**Essential Functions:**

Assists individual students in safety procedures and proper use of sculpting equipment (e.g., gas welders, electric welders, plasma cutter, sheer cutter, a multitude of metal and wood shop saws, sanders, forming tools and grinders).

Assists in instructing students on the correct and proper use of sculpting hand tools.

Assists students in making appropriate tool choices for carving and additive sculpting.

Utilizes department forklift to move heavy objects.

Performs duties related to bronze casting including mixing slurry, maintaining stucco beds, safely operating burnout kiln and furnace and pouring bronze.

Works with students to brainstorm methods for sculpture constructions, particularly for metal and mixed media sculpting.

Assists individual students in set-up and clean-up of studio tools.

Assesses students’ progress, expectations, goals, etc. for the purpose of providing feedback to the instructor.

Demonstrates methods required to perform assignments for the purpose of supporting the needs of individual students.

Loads and operates kilns with sculpture class clay work.

Performs additional tasks related to sculpture lab as assigned by instructors or Laboratory Technician.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines...
and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.