

Arts 2010-11

Enhance Learning and Enrollment by Meeting Crucial Space Needs for Curriculum Development and Enrollment Enhancement for the Division of the Arts

Summary:

The bond facilities plans and the curricula initiatives in this Unit plan form the basis for a five year Division of the Arts Development Plan that ultimately serves the students, the college and the larger educational and public communities. The Arts bond requests approved by the Board of Education provide for the space allocations that support the learning and enrollment enhancing initiatives in this Unit Plan. All arts space initiatives approved for the 2009 Bond have been in the arts unit plans and on the college building plan with support as a primary college need from the Board of Education since at least 2003. These building plans facilitate and are critical to the success of all other initiatives and their corresponding enrollment increases that comprise this unit plan. Thus we request that the Arts Division facilities and curricula initiatives be given the highest priority for completion.

Description

The Division of the Arts programs in Fine Arts and Media Arts have been housed in retrofitted buildings (11 and 17) for thirty years. While MDTA has more recent facilities, Music and Dance have long outgrown their facilities. Since the initial development of arts facilities, there have been only minor modifications and upgrades and these spaces are inadequate and inappropriate for the highest levels of teaching and student learning in these highly successful multidimensional programs. At the present time the Arts programs are rapidly expanding offerings both on campus and in the community at large. In 2009 the Arts Division posted some of the highest enrollment increases both by fte and percentage calculations. Enrollment continues to climb and is so high that we do not have space to accommodate the classes we could offer and current classrooms do not meet the needs of classes being offered. This overcrowding produces both learning and safety issues.

National trends in education are supporting the growth of arts programs to facilitate advanced learning in core academic disciplines like math, science, social science and language arts. With this in mind, and as a community service and recruiting effort, the ArtsWork in Education initiative has placed teaching artists in core academic classrooms in public high schools in Lane County each term for over two years. This serves more than 1,000 high school students each term and has brought acclaim to the Division and the College Nationally. As the Arts Division grows to meet these rapidly emerging opportunities, the current space and equipment are critically outdated and inadequate for both current and anticipated development in program offerings and enrollment. We are in critical need of additional and upgraded spaces to accommodate expanding programs in Journalism, Web Design, Graphic Design, Media, Gaming,

Publications, Photography, 2D, 3D, Music, Dance and Theatre, Art History and Arts Integration with other disciplines at Lane and in community public schools.

This critical situation was recognized by the Space Assignment Committee and the Board of Education as a primary college need as early as 2003 when new space for the arts was designated as one of the top two college space priorities. Since that time six years ago, the need for new facilities, more space and better equipment have become even more critical. Therefore, the Division of the Arts requests that the redevelopment and renovation plans for Arts bond projects in buildings 5, 6, 10, 11 and 17 be designated a primary priority for the implementation of the bond initiatives. This will facilitate our generation of at least 100 new fte annually and more than \$500,000 of new revenue annually. It will also help us contribute significantly to the balancing of the budget without eliminating programs or personnel.

All of the initiatives in this Unit Plan are designed to significantly enhance learning while increasing enrollment, fte and revenue profits for the College and are best served by both program expansion and Bond funded facilities renovation. Both the 2003 Board of Education designation of the Arts as a primary need and target for new space development and the fact that the success of our learning and enrollment enhancement initiatives in this unit plan are contingent upon that facilities development, support our request to expedite arts facilities bond projects.

The learning and enrollment enhancement initiatives that follow this primary request represent a five year plan and are designed to develop the spaces in which those initiatives can be implemented. Other than the request for priority designation, this first initiative contains all of the curriculum development requests for the division for this year. While these curriculum development initiatives do support the development of programs, all of the courses can also stand alone to produce increased enrollment and produce fte even while the programs are being developed.

The facilities development requests that were approved by the Board of Education and for which we request expedited employment follow.

Request #1

Reassign and Remodel Building 10 to update and expand the 2D component of the Fine Arts Program including Painting, Drawing, Design, Printmaking, Silkscreen, Art History and Art Galleries. Plans to renovate building 10 and to partially reconfigure building 11 are in progress. Some plans have suggested using building 10 as a staging area for other programs in the first two phases of the bond project, thus delaying the use of the building by the arts. Doing so would severely curtail the ability of the arts to facilitate its unit plan and enrollment growth in a timely and appropriate manner that is consistent with earlier college Board of Education recommendations. Other alternatives have been suggested both by Facilities and by the Arts and we strongly urge you to not delay the development of building 10.

Request #2

Remodel Forum Building 17 for Media Arts Program.

Vacate Photo, GD, Comp. lab and Publications in bldg. 18 and relocate to renovated first and

second floors of building 17. Include: new labs for Multimedia, Journalism, Photography, Graphic Design and Web Design programs and for faculty offices, conference room, work rooms, check out room, digital darkrooms, 4 computer labs, photo/video studio, media lecture lab and classroom, audio recording/production studio and media screening room. Two new certificate programs, New Media Journalism and Web Design, that will produce significant increases in fte are contingent upon the timely development of these facilities.

Request #3

Build new Dance Studio as part of Bldg. 5 & 6 remodels.

Dance needs 2 studios total (one including existing studio or a replacement) 3400sf each. IF only one new studio is build adjacent to building 5 then we must maintain our current studio as well. If two studios are build then the seonc should be located in the original planned space from 1990 on the North side of buildng 6. Dance is one of the fasted growing discipline on campus with a 38% increase in enrollment between 2008 and 2009. Single term increases in enrollment from 348 to 480 students have been made without increasing the number of sections or the number of instructors because there is simply no room to expand. This is causing critical overcrowding of classes and a subsequent reduction in learning. This builidng initiative does not disrupt other programs or actiivites and should be of the highest priority.

Request # 4

Performing Arts Center. Add an elevator to the performing arts center and move the current restroom to the location of the office along with a mechanical room for the elevator. In conjunction with this renovation, move the main office, faculty/staff workroom and marketing managers office to the first floor. Renovate the remaining space to accommodate a new music keyboard studio while maintaining a music office and a conference room. The placement of the new elevator and restroom require relocation of the main office and workroom. Moving them to the first floor will place the office closer to the faculty and students who are served by facility.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

The update and expansion of the Fine and Media Arts facilities has been the number one initiative on the Art Division unit plan since 2003 when this initiative was recognized by both the Space Assignment Committee and the Board of Education as a primary college need. It is linked directly to the efficiencies and productivity plan as well as the enrollment management and

enhancement plans that the Arts Division created between 2005 and 2008 and further enhanced this year to provide sustainability for the arts and the college.

These facets of our unit plans are linked directly to long term plans to expand the dance facilities, the entrance and seating to the theater, add a concert shell to the performing arts main stage add an elevator to the lobby area and move the main student service offices to the first floor of building 6. While the plan advances such efficiencies as consolidated sections and larger classes, it's primary initiatives in terms of enhancing student learning and fte generation through recruitment and program development are directly linked to and contingent upon improved and expanded facilities.

For instance, we have developed four new journalism classes and are developing a cutting-edge, New Media Journalism Program and a Web Designer Program in Media Arts that integrate with existing programs in Multimedia, Student Publications and Graphic Design programs to articulate seamlessly with the new UO Journalism and Communication curriculum. This has already generated significant interest and enrollment increases yet we are struggling to find appropriate space and labs to accommodate these new programs and students. At this point we are out of room and equipment. By expanding the second floor in building 17, we can integrate graphic design, student publications and journalism in separate, but contiguous spaces with new electronic labs. This integration of disciplines links the programs with real world trends and practices in publishing and media. By expanding and renovating the first floor of building 17 we can expand photography offerings in digital formats and video while advancing our highly successful multimedia program and the new Gaming and Web Designer programs. The new digital and journalism courses we have added in the last three terms have filled completely and have already generated 100 new enrollments (about 30 fte) annually. By bringing the media arts program under one roof and into contiguous spaces, we generate interdisciplinary activity and program development that translates to enhanced opportunities for students in both transfer and workforce related choices. And we vacate significant space in other campus buildings that can be used by other programs.

The idea of increasing enrollment and/or sections in Fine Arts programming is a significant part of our enrollment plan, however, the current facilities will not accommodate that plan. By expanding to building 10 and renovating building 11, the performing arts dance studio the entrance and offices to the performing arts building and the music keyboard studios in the performing arts building, we can provide facilities and studios that are build specifically for defined teaching outcomes, expanded enrollment and additional section growth. New facilities that offer updated equipment, electronic classrooms and more space strongly support our learning, efficiency, technology and enrollment plans by providing instructors with the best teaching environment and students with the best learning environment possible. This will attract and serve both the best instructors and a broader contingent of students and allow for innovative programs such as integrative arts and performances on campus to develop new "on campus" relationships with public schools and public audiences.

All of this redesign of our facilities and curriculum strongly supports our ongoing and highly successful commitment to serve the community at large and to recruit from a larger segment of the population. Our dance, music, theatre, sculpture, ceramics, media arts programs and gallery

place our programs and facilities at the disposal of the public. Our integrative arts program places our teaching artists directly in the core curriculum classes of local middle schools and high schools to enhance student engagement, learning and performance across all disciplines. These efforts are not only significant contributions to education and to this community, they are also critical recruiting tools, particularly if linked to state of the arts facilities that will accommodate high level "on campus" interactions with public schools and audiences, through workshops, performances, exhibitions and a summer arts jam.

Last year and this Spring our integrative arts program is placing arts instructors in 38 classrooms in 6 middle and high schools in Eugene, Cottage Grove and Springfield serving nearly 1,000 students each term. Reports from public school teachers and students indicate a high satisfaction with the program and a desire for more integration with the college. Beginning in 2011 we have agreements with Superintendents of the Springfield, Eugene 4j, Cottage Grove South Lane and Bethel to enter into a five year integrative arts program. This program is funded independently by foundations and state organizations and is designed to become sustainable by the schools within three years. Our Jazz Festival, concerts, exhibitions and workshops bring thousands of prospective students and supporters into the Lane environment. But outdated facilities and equipment make the continuation and growth of these programs more and more difficult each year. We have reached our capacity for students and classes. That is why being highly prioritized in the bond facilities development plans is so critical to the success of our enrollment and learning initiatives in this 2011 Unit Plan.

Describe the resources needed:

For this initiative the Bond Funds are available and the facility projects have been approved. The only thing necessary now is to implement the process and to place the Arts Division at the top of the list of needs where the Board of Education and SAC placed them seven years ago. The other resources needed for this initiative include only curriculum development funds for several of the programs we are developing to increase learning opportunities and enrollment.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

1. Overall increased enrollment of approximately 1,000 enrollments and 100 fte annually from development of new classes and programs. Measured by data elements.
2. Increased class size for under enrolled classes and/or additional sections of classes including noncredit seats in credit classes and workshops and summer enrollment from high schools. Measured by data elements.
3. Increased curriculum offerings specifically in Journalism, Web Design, Publications and Multimedia though also in existing programs in fine arts, music, dance and theatre. Measured by data elements.
4. Greater community awareness of LCC service to the community and the significance of arts learning from outreach and inreach through integrative arts program, jazz festival, performance and workshops. Measured by number of integrative arts classes taught in public schools, number of schools and students served, number of visits, workshops and HS enrollments at LCC by

integrative arts high school students, number and character of press articles on LCC Arts and ultimately by enhanced enrollment and fee generation.

5. Better facilities attract and serve a larger contingent of students and qualified faculty. Measure by data elements and demographic changes in students enrolling in the arts.

6. Support of the integrative arts program through facilities for teacher training and student workshops and summer programs. Measure by success of integrative arts program and summer workshops.

7. Higher levels of student engagement, learning, performance and satisfaction from new facilities and updated equipment. Develop exit interview and assessment process and access student evaluations to measure.

Department Priority:

1

Unit Resources:

Since this initiative is directed at facility improvement through the bond initiative and will house existing and new programs, all Fine Arts, Media Arts and Performing Arts departmental resources will be devoted to this initiative. We request more specific tech resources to support the various programs on separate, individual initiatives that request Perkins and Tech funds.

Funding Request: Carl Perkins

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

No

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

No

Do you have an advisory committee that meets 2-3 times per year?

No

If request is for personnel, will funds be used to replace an existing position?

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

CURRICULUM DEVELOPMENT (Hours)

PART-TIME FACULTY \$

TIMESHEET STAFF \$

TRAVEL \$

Can this initiative be partially funded?

No

EQUIPMENT \$

(E) Explanation of effect of partial funding:

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

MATERIALS & SUPPLIES \$

(MS) Explanation of effect of partial funding:

CURRICULUM DEVELOPMENT (HOURS)

(CD) Explanation of effect of partial funding:

PART-TIME FACULTY \$

(PF) Explanation of effect of partial funding:

TIMESHEET STAFF \$

(TS) Explanation of effect of partial funding:

TRAVEL \$

(T) Explanation of effect of partial funding:

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

All courses have been approved by the Executive Dean.

While the J courses, the Art 290 and the MUL course are designed to support the proposed expanded Journalism and/or the proposed new Web design CT programs, the demand for the courses exists independent of the development for those programs. Once established all have the potential to be transfer courses to UO. Therefore, this request is not contingent upon the development of the expanded Journalism or the new Web programs being in place when the courses are initiated.

- A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee
- B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development
- C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development
- D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development
- E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development
- F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development
- G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development
- H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**

- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee

Materials and lectures will be combined in class outline and Syllabus.

GYROKINESIS is mat and stool workout that uses rhythmic and undulating movements that stimulate the body's internal organs.

Fluidity is maintained throughout as postures are smoothly connected through the use of breath. Seven natural elements of spinal movement are used to work the entire body forward, backward, left side, right side, left twist, right twist and circular, as well as all other joint articulation. The course will address all the above and increase mobility for dancers as well as any student who participates in this class.

Coordinate lectures with reading materials that will be distributed in class. Videos will be a part of lecture/demonstration as well.

Exam will be practical movement testing to guide students in using GYROKINESIS to enhance their quality of life.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development

Syllabus with goals and objectives of the course and outline by week of what lectures will cover, and what work will be expected of the students.

Detailed plans for weekly projects, journal presentation, and fieldtrips

Instructions for a short research paper on specific cultural trends and influences in tandem with a refined project will be developed.

A quiz will be developed to assess understanding, historical and cultural knowledge, and skill development

Critiques, formal and informal will be outlined

Exhibition opportunities will be researched and presented

Instructions for Final Project

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development

Syllabus will clearly identify the goals and objectives of the course and outline by week what lectures will cover, and what work will be expected of the students.

Instructions for Journal keeping and weekly project implementation will be developed.

Instructions for both an initial short research paper and a final research paper will be developed.

Quizzes will be developed to test knowledge.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development

This two-credit course enables media majors to improve essential grammar and punctuation skills before embarking on reporting and writing courses.

Prepare syllabus and schedule

Objective: The course is this initial course for media majors. Its design is to enable students to have sufficient command of English to indicate probable success in the curricula and in related careers. Students will study modules over the course of the term. They include: parts of speech, analysis of sentences, mixed clause analysis, punctuation, nouns, pronouns, adjectives, verbs, participles and gerunds, prepositions, and conjunctions.

Coordinate lectures from current literature; collect and prepare information for overheads, on-

line sources, and digital images; prepare objective questions for 4 on-line quizzes; prepare daily assignments; and prepare for a grammar, spelling, and punctuation test to be administered at the end of the course.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development

This three-credit course enables media majors to improve their writing styles by producing advanced reporting techniques.

Prepare syllabus and schedule

Objective: This course is designed to give advanced media students more experience with in-depth reporting, interviewing and research. Particular discussion emphasis is placed on the evolving nature of public affairs reporting and media ethics.

Collect and prepare information for overheads, on-line sources, and digital images; prepare daily assignments; prepare AP Style quizzes; and, prepare for the final project.

Prepare the mid-term and final exam for the course.

Throughout the term, the class will work on a special in-depth news project to be published as a supplement to the Torch. The topic will be chosen by the class, with instructor approval. Topics could be, but not limited to, student health issues, student homelessness, the drug war, violence in America, undocumented workers, the decline of forests in Lane, Linn or Benton counties, high tech surveillance, drug addiction, and budgeting for a community college.

Students will be expected to become fully-engaged consumers of advanced reporting techniques by reading assigned publications either on-line or on paper.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development

This three-credit course enables media majors to improve their writing styles by producing well-developed human interest stories, personality profiles and light-hearted content.

Prepare syllabus and schedule.

Objective: Feature writing is designed to provide students with instruction in writing human interest, in-depth features, personality profiles and light-hearted content stories. The course will emphasize feature writing for newspapers and magazines. Student will spend considerable time studying and evaluating written work of others, both professionals and classmates, so a great deal of class time will be spent in discussion. There will be some formal lectures.

Students will submit their work to the Torch and other local or regional publications

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development

This three-credit course will be designed to teach students how to create captivating stories that editors will buy and readers will enjoy. Its designed to help students write compelling query letters and how to help find magazines which will be interested in their stories. It will also be designed to teach how to approach editors, how to network and provide the basic skills any writer should have.

Prepare syllabus and schedule

Objective: Magazine writing will be designed so that by the end of the course students can expect to have two to three saleable articles, query letter to accompany, and knowledge enough to work in a highly competitive world of freelance journalism.

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development

Researching standards for acceptance into the program
Identifying participation objectives
Clarification of completion requirements for the certification
Assessment of current applicable courses available through the college
Collaborative interaction between the Early Childhood Education program and the Dance Program at Lane Community College
Development of new curricula for necessary content not covered in existing courses
Creating protocol for student internships in the community
Connecting with experts in Pre-K Dance Education
Pursuing teacher training workshop opportunities e.g. Sparkplug Dance
Dialogue with community Pre-K organizations e.g. Head Start
Interfacing with Lane Family Connects and Home Source
Interaction with LCC Counseling Department to ensure certification course load is appropriate for student retention and completion
Promotion of Certification Program to Student Population and Community

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee
Preparation of the course will begin Spring 2009 and will be offered September 2009.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development
Preparation begin Spring 2009, Complete by August, 2009, Course taught Fall, 2009

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development
Development will begin Spring 2009 and be completed for implementation by Fall 2009.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development
Preparation for this course could begin in July 2008 and be ready to offer it by September 2009.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development
Preparation for this course could begin in January 2010 and be ready to offer it by Spring term 2010.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development
Preparation for this course could begin Spring term 2010 and be ready to offer it by Fall term 2010.

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development
Preparation for this course could begin Winter term 2011 and ready to offer it by Spring term 2011.

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development

Should funding go through, the Children's Dance Education Track for Pre-K will be designed during the 2009-2010 academic year.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee

Provide students and Community members a life enriching experience on how to use biomechanics for their personal or professional use.

Provide dancers at LCC and the community this well formatted study that can only be taught by trained GYROKINESIS Certified Instructors. Not too many in Eugene. At this writing, Cheryl Lemmer and only one other person in Eugene are certified to teach GYROKINESIS.

This course along with LCC Pilates Program will definitely increase FTE. GYROKINESIS is definitely becoming the new wave of movement that will be as popular as yoga in the upcoming years. LCC can be on the cutting edge with this course offering.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development

Students will incorporate arts leaning processes into daily life practices.

Students will learn the history of a specific arts medium and how it integrates into the broader scheme of arts and culture. By researching trends, viewing modern work, and displaying their own projects in the community, students will learn the power of visual image-making and its influence in modern society.

Student will learn to produce art with traditional and non-toxic materials, to create useful products, designs, and to discover, assess, and blend the boundaries between craft and fine art.

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development

Students will enhance and deepen their understanding and use of technology in personal, academic and professional areas of their lives.

Students will develop a deeper understanding of how technology and arts, and digital arts in particular, are instrumental in the construction of our perceptions of reality and the development of culture. They will learn skills to use these applications more ethically and effectively as they contribute to a more sustainable culture.

Students will attain life skills that enrich their personal lives and enhance and sustain their professional careers.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development

Provide media students, working journalists and English language enthusiasts with more learning opportunities to polish their grammar and grasp of the English language.

Provide a rigorous setting for students to immerse themselves in grammar, spelling and punctuation in preparation for a series of writing courses they will enroll as part of the program.

Provide a foundation of the English language that will focus on the grammar issues that most commonly arise for journalists that will extend to other media writing courses in the program.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development

This course will serve as the terminal writing course for the two-year associate of arts certificate program. It should serve as the final intensive writing course for the program. As the final

writing course for the program, students will be expected to produce professional-level work in this course. The biggest challenge of the course will be to produce work that culminates the students experience in the media program.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development

This course will be offered to any student in the program to serve as another opportunity of exploring a writing style, other than hard news reporting. It is a course that allows creativity on the part of the writing students in a less formal and rigid style of writing. Some students are compelled to hard news stories while other prefer feature or human interest stories.

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development

This course should generate considerable interest from people who are exploring careers in freelance and magazine writing. It offers students unique ways to earn a living by breaking in to the world of writing for magazines. And, it will provide ways for students to capitalize on their hobbies, travels, educational experiences and personal experiences. It will explore some of the myths about getting published and the qualities needed to becoming successful as a freelance writer.

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development

Childrens Dance Education Track is designed to

Develop art appreciation through movement experiences for children.

Stimulate broad learning through the arts involving students, children, parents, and teachers.

Contribute to the local arts community by providing trained teaching artists for working with the Pre-K sector.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee

This course will enhance our dance program tremendously and will give our faculty a different tool to facilitate movement awareness to our students.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development

Fibers is one of the earliest materials used to produce art and combining fibers with paint and early printing processes prepares students to expand those techniques into many other arts curricula. Understanding the history of fibers and printing illuminates cultural differences and diversity and helps students understand how arts both support, influence and transcend specific cultures. The course utilizes and enhances learning across all disciplines, including world history, sociology, chemistry, language arts, visual and media arts, performing arts, mathematics, economics, and womens studies.

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development

Other faculty across the college will benefit by the fact that students who take this course will be better prepared to apply digital construction and manipulation to a broad spectrum of processes in art, media arts, web design, journalism and publications that are core arts division curricular

offerings. They will also be able to apply these skills and tools to courses across the college curricula.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development
The course will serve as a qualifying course for other writing courses such as Writing for the Web, Newswriting, Intermediate Reporting, Feature Writing, Magazine Writing and Feature Writing.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development
This course will be among the last courses a student will take just prior to the Capstone Course of the program. It should serve as the tune up course prior to graduation.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development
This course is a fun class with unique opportunities for students to use their creativity in exploring a writing style that is less formal than news writing. Students will be asked to find that unusual human interest story, profile story or enterprise story.
This course is a fun class with unique opportunities for students to use their creativity in exploring a writing style that is less formal than news writing. Students will be asked to find that unusual human interest story, profile story or enterprise story.

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development
This is a magazine writing intense course. It will be a course where students will provide many drafts of their proposed articles to create polished pieces for publications. Concentration will focus on finding the correct magazine for the work the students will do. Each student will study the literature and will be ready to submit a no-fail query letter.

H. D XXX Children's Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development
Children's Dance Education Track reinforces concepts and practices presented by educators in a wide variety of fields.
Also, requests for creative movement experiences for children from the local community are common. By training students to provide a service our community is lacking, educators can respond and provide the service to the community in a way that gives qualified LCC students experiential learning opportunities, and where faculty do not have to do it themselves.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee
25 students

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development
25 students

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development
25 Students

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development
50 students

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development
20-23 students per term

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development
20-23 students per term

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development
20-23 students per term

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum
Development
20 students per term

It will also benefit the children of the LCC Child and Family Center they will be working with in
experiential learning opportunities

**7. List each course number (or title) and give the specific benefits to students that you
expect from the development of curriculum in each class.**

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee
This course will add fluidity of movement and ease in performance skills as well as daily
activities.
This course can be directed to the advanced students and still give great benefits to beginning
students also.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development
Awareness of art and cultural history of printings and fibers and how each contributes to diverse
cultures.
Development of skills to make objects of art and products that are useful in one or more cultures.
Engagement in learning through arts processes that enhance creativity and productivity in other
disciplines.
Students will develop and discover their own aesthetics and make conscientious decisions
regarding image creation, design, and product development
Students will gain a deeper understanding of how powerful changing designs in textiles and
fashion trends are on the global market and cultural values, and what effect this has on the arts
and individual artists.
Students will learn to critique and critically assess their own working process.

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development
Students will have knowledge about the history and use of digital tools in relationship to
photography.
Students will develop basic skills in photo construction/manipulation in Photoshop.
Students will learn to critique and critically assess own working process
Students will learn to critically assess the meaning of working with digitally altered/constructed

images.

Students will learn how other artists have applied digital construction to work in multiple fields. Students will learn how images construction and manipulation affect and guide cultural development.

Students will learn crossover skills that are applicable to a wide variety of disciplines and professional practices.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development Course will enhance the students understanding of the English language and how they will apply this enhanced foundation to journalistic writing. Students will prepare for the final exam which is to qualify them for taking additional writing courses.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development This course will require students to work in a team environment on the final writing project. In addition, their writing skills will be enhanced by substantive writing assignments they will encounter.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development This course will require students to be challenged by a very personal style of writing. The students are expected to develop their own styles by observing some of the master feature writers. Exploring their own styles of feature writing should give students a new look at writing for the media.

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development Each person in the course will bring special interests with them. Some will focus on hobbies while others will bring a political or social niche with them. Others will care about other topics they are interested. This will create some challenges but the best part is that each will be served in his or her own interests.

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development Childrens Dance Education Track emphasizes educating the whole child. Students will be guided to draw upon content learned in all of their courses at LCC for the creation of concept based dance activities they will teach to children, deepening their own understanding of content, connections across disciplines, and circularity in the learning process. This track of study provides a framework to encourage connections students make on their own through concurrent enrollment in Dance and Early Childhood Education courses. The Childrens Dance Education Track prepares students from both the Early Childhood Education Program and the Dance Program to utilize movement in educational settings, and is career training for students majoring in either Dance or Early Childhood Education who will be teaching children professionally.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee This course is on the cutting edge at this point in time and will offer new movement experience

to all participants. The dance program is quite diverse at present and this course is aimed at an even broader population as it benefits all dance forms and enhances movement in life in general.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development
Through field trips, research, videos, and presentations, students will learn the importance of cultural identities through printed and embellish textiles. The significance of color, design, pattern, and symbols and their origins will be an integral component in this course, thus instilling the value of cloth in individuals and groups both historically and in our modern more global society. The role of textiles in establishing equality, individual identity and status, as well as its role in creating and enhancing societal divisions will also be explored.

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development
Students will look at a diversity of artists work. Acknowledge diverse approaches, often culturally based, in working with mixed media formats. Encourage discussion in regards to how our cultural backgrounds influence how we see and understand our own work and others.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development
Course address diversity issues as they relate to current styles, procedures and wishes of marginalized or underrepresented groups.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development
By selecting a current social issue as the final project for the course, students will be exposed and made aware of the many issues they have been not experienced. And, by working with diverse students in the class, students should gain experiences and knowledge about other cultures and social values.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development
Looking at all kinds of human interest topics will give students a greater appreciation and understanding of the world around them by writing feature stories, human interest pieces and personality profiles. It will create awareness of the diverse world we live.

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development
This course should have a very diverse enrollment of students. The best part will be the critiquing and sharing of one anothers work. While this will be difficult, students will be expected to be engaged in their work and the work of their classmates.

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development
The Childrens Dance Education Track will draw upon a pool of students enrolled in two separate fields of study, Dance and Early Childhood Education. This course will bring artists and educators together to discover content, which may have previously been considered outside of their discipline. It will also provide instructors who have been trained to encourage creativity through physical activity to children all over our community. By providing training to more instructors who will teach in different learning environments, we hope to make creative movement experiences available to children who previously may not have had the opportunity because of financial limitations.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee
Those who practice GYROKINESIS exercises tend to be more relaxed in their daily lives and can move with increased flexibility and ease. Body Awareness without pain and discomfort is life sustaining and thus contributes a longer and more productive life.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development
Fibers are central to arts and identification in most cultures. Learning how the arts of printing on fibers has influenced art and cultural history promotes diverse understandings of the integration of arts and culture and of one culture with another. Learning how to create fiber and printing art and products promotes participation in diverse cultural awareness, as well as engaging students in the development and creation of a personal visual identity or persona.

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development
Digital imagery is the fastest developing medium in visual arts and represents skills that are prerequisite to sustaining employment and advanced practice of media arts in web design, graphic design, illustration, photography, and publication.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development
Since this is proposed as a foundation course for all the writing students will be doing as part of the program, a solid grammar course is critical not only for the students but for the faculty who will be offering other writing courses. Faculty will be able to offer more substantive subject matter without having to worry about the basics of grammar.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development
Any work in the form of an in-depth story produced for the class should create social awareness and sustainability, either directly or indirectly. Students should experience, through their interviewing, reporting techniques and their final projects, the desires and needs for sustainability.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development
Depending on the writing topics and writing projects students decide to undertake, this course will create awareness of the human side of reporting. The course should create awareness of themselves and of others in culture, the environment, political issues and the human nature around them.

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development
There is an expectation that students will write about topics that everybody should be interested. The goal will be to provide students with marketable social issue and sustainability issues. This will be of benefit to the class and to the magazine readers where they publish their work.

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development
The Childrens Dance Education Track contributes to the health and neural development of

children in our community. Students will be taught to engage children physically, and to do so in a way that simultaneously stimulates them cognitively and creatively. By investing to promote health and intelligence in our community's children, we are contributing to a sustainable future. Also, by choosing to educate teachers to work with children (as opposed to designing programming where the college works directly with children) efficiency is maximized. The college provides educational opportunities for a smaller group of students and still produces results in our community on a grand scale.

In addition, as no new facilities or special equipment are needed for the track of study, we can continue to utilize the resources already made available to us through the college and still deliver cutting edge curricula and career training. The majority of the curricula is already currently being taught (with the exception being independent study credits, or workshop style opportunities). By taking the time to collaborate interdepartmentally, with community Pre-K organizations, and design the course load involved in the track of study, we provide curricula which reflects the latest in developmental brain research on learning as well as new career training opportunities for students, through simply reconfiguring courses we are already offering.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

A. Gyrokinesis, Cheryl Lemmer, Submitted to Curriculum Development Committee

This is an excellent form of movement as art and will offer unlimited opportunities to the MDTA, LCC and the Community. It will enhance the Dance program and offer innovative ideas toward body mind and spirit connection as well as enrich the lives of non-dance students who participate.

B. Art XXX Printing on Fibers, Kristie Johnson, Submitted to Curriculum Development

This course provides an experience working with fibers and inks or paints that is foundational to painting, drawing, design, and ceramics. It also incorporates learning across all disciplines, including world history, sociology, chemistry, language arts, media arts, performing arts, mathematics, economics, and women's studies. In addition, community connections will also be enriched and developed.

C. Digital Photo Construction, Anne Godfrey, Submitted to Curriculum Development

The ability to create and digitally manipulate and apply imagery is a core skill in all areas of media and publication arts and supports production of web-based and digital portfolios and presentations in many related disciplines and fields that use power point or other visual projection media.

D. J XXX Grammar for Journalists, Frank Ragulsky, Submitted to Curriculum Development

The addition of this course in the media program will provide students with an experiential foundation and core of all the writing they will be doing. With this foundation, students should excel in any writing assignments they undertake in the program. This course should enhance any writing assignments they might have in other courses, as well.

E. J XXX Intermediate Reporting, Frank Ragulsky, Submitted to Curriculum Development

The addition of this course will give students a greater understanding and appreciation for

advanced reporting. The course will challenge each of their writing skills in a formal course environment with the culmination of the group project and special publication. The campus, in general, will see the work these students undertake as the group project. It will give the campus a medium to observe excellent work and provocative content.

F. J XXX Feature Writing, Frank Ragulsky, Submitted to Curriculum Development

Students will be expected to improve their writing skills in this course. Each will craft his or her own writing talents to create and polish their writing skills that will be unique to each person enrolled in the course. Hopefully, each student will recognize that feature writing is a unique craft.

G. J XXX Magazine Writing, Frank Ragulsky, Submitted to Curriculum Development

Every student in the course will be required to be published by the end of the term. Seeing a by-line or a photo credit is exciting and rewarding. Compensation is good, too, but its certainly not a requirement. The idea is that students will get hooked on this medium and will continue working as a magazine writer or a freelance writer long after they complete the course requirements.

H. D XXX Childrens Dance Education Track, Sarah Nemecek, Submitted to Curriculum Development

Childrens Dance Education Track is a practical course load designed to instill best practices in our students who will be becoming teachers. As these students move into their careers the information, practices, and experiences learned from this course will be disseminated directly to their students (Pre-K children). Impact may reach beyond to alter the educational settings and attitudes toward learning.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

800

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee