



PROGRAM ARTICULATION AGREEMENT

College Program: Photography

CIP: 50.0406

Career Pathway: Visual Arts

Career Cluster: Arts, Audio/Video Technology & Communications

The purpose of this agreement is to grant college credit to high school students who have achieved the level of knowledge and skill required for the college-equivalent entry-level course(s) identified in this agreement. Upon successful completion of the identified course competencies with a grade of 'B' (3.0) or higher and the high school teacher's endorsement that the competency requirements have been met, students will be qualified to receive college credit.

The following Spokane Falls Community College course(s) have been approved for Tech Prep articulation with Spokane Public Schools high school course(s) as listed below:

| High School / Course Title | College / Course Title | Credits |
|---|---------------------------------------|---------|
| Ferris HS Photography 1 and 2 (1 year) | SFCC PHOTO 126 Digital Photography | 5 |
| Ferris HS Intro to Filmmaking and Adv Filmmaking or Intro to Filmmaking and Broadcasting (1 year) | PHOTO 200 Photography Media | 4 |

**see attached list(s) of competencies for articulated courses*

Student Articulation Procedure:

1. Be enrolled in the required high school class.
2. Register for Tech Prep/Dual Credit articulated course during the same academic year the high school class is completed. If a series of courses are involved in the articulation, students register for credit during the same academic year the last course in the series is completed.
3. Earn a grade of 'B' (3.0) or better in all courses required under the articulation agreement.
4. Complete all required skills as identified on the competency profile.
5. If an exam or review of completed work is required under the terms of this agreement, students must receive a passing score (determined by college or industry certification) to earn college credit (*see competency list for requirements*).
6. Within seven years of completing the articulated class, enroll at SCC or SFCC and submit the SERS Tech Prep Registration Confirmation to the Transcript Office. Articulation requirements will be reviewed and verified by the appropriate office or department. Credit will be awarded to qualifying students.

High School Instructors:

1. Ensure all students receive a copy of the course syllabus outlining information about Tech Prep, the college course competencies and the process required to earn college credit.
2. Hold students accountable for the same competency standard and course expectations as required by the college-equivalent course (*see competency list attached*).
3. If required for articulation, ensure students are prepared to take industry certification exams, complete a professional portfolio documenting their work, or take a final exam to measure their level of skill and competence in the coursework.
4. Submit final grades for all students registered to earn Tech Prep college credit no later than June of the current academic year.
5. Attend scheduled meetings, workshops or in-service activities that enhance the high school/college partnership & support implementation of the Tech Prep articulated program.

Articulation Review and Renewal:

The designated program facilitators, college administrators and/or instructors and high school faculty will meet regularly to revise or discuss the articulation agreement. Agreements must be reviewed/updated and re-signed by college faculty/deans and CTE directors/HS teachers on a schedule, not to exceed a three (3) year rotation, or as deemed necessary due to changes in HS/college course content or structure. Individual teacher verification forms must be signed and submitted annually. Minor revisions can be made via phone calls, correspondence or e-mail.

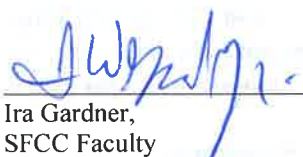
**PROGRAM ARTICULATION AGREEMENT
Photography**

**PARTICIPATING INSTITUTIONS
Spokane Public Schools and Spokane Falls Community College**

We the undersigned representatives of the Northeast Washington Technical Education Consortium (NEWTEC), agree to all provisions of the articulation program/course agreement, have reviewed the course competencies, and understand the process to which students may be granted college credit through the Tech Prep program. We commit staff time and resources to ensure successful program implementation.

 2/14/17

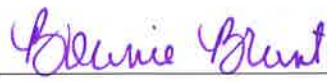
Will Sarett, Date
SPS CTE Director

 1/25/16

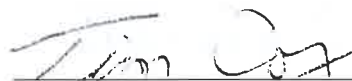
Ira Gardner, Date
SFCC Faculty

 2/13/17

Tim Fortune, Date
SPS CTE Coordinator

 JAN 3 2017

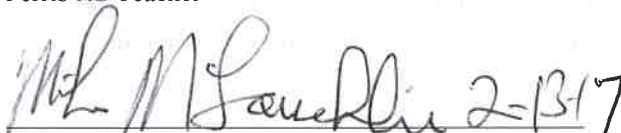
Bonnie Brunt, Date
SFCC Program Dean

 2/10/17

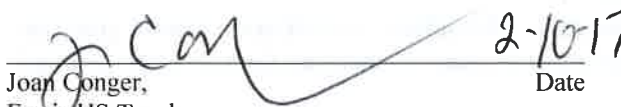
Tim Cox, Date
Ferris HS Teacher

 2/22/17

Kevin Brockbank, Date
Vice Provost for Strategic Partnerships

 2-13-17

Mike McLauchlin, Date
Ferris HS Teacher

 2-10-17

Joan Conger, Date
Ferris HS Teacher

Original 05/07/03; revised 04/07/04; Renewed 11/05/07: Updated competencies, added high schools; Revised 05/19/09: Added Photo 102/120 for Shadle, and combined with existing Photo 237 articulation at Ferris; Revised 01/26/11: Re-aligned Ferris filmmaking to Photo 200; Renewal 2013-14; Renewal 2016-17

COURSE LEARNING OUTCOMES (CLOs)

1. Identify the major developments and trends in digital photography technology.
2. Examine the ethical considerations involved with digital image manipulation.
3. Compare current technology.
4. Operate a digital SLR camera.
5. Practice making photographs for typical shooting scenarios.
6. Demonstrate introductory proficiency in implementing a professional digital workflow.
7. Demonstrate basic image editing proficiency.
8. Employ digital asset management procedures for storage and retrieval of photographs.
9. Choose appropriate output settings for a variety of professional scenarios.
10. Appraise color and density values for optimum image quality.
11. Apply color management production strategies.
12. Experiment with workflow automation.
17. Remove defects in an image using the rubberstamp tool.
18. Place a photo on a page in a layout program.
19. Explain the difference between dye-sublimation, inkjet, laser, Offset, CRT , and LED digital printing processes.
20. Output photographic images on various types of printers such as inkjet, laser, and led printers.
21. Crop an image to a fixed target size and resolution.

I. History of Digital Photography

- A. Historic timeline of photo technology
- B. Applications and benefits of digital photography
- C. Ethical Considerations of image manipulation

II. Overview of Digital Photography Editing System

- A. Input Devices
- B. Editing System Hardware Configurations
- C. Operating System
- D. Display Systems
- E. Calibrated Workflow
- F. Software
 1. File Browsers and Asset Management
 2. Photo Editing Programs
- G. Output Devices

III. Digital Cameras

- A. Intro to Digital Cameras
 1. Sensors
 2. Storage

3. Features
4. Exposure Modes
5. Manual Exposure Controls
6. Metering Modes
7. Lenses
8. Focusing
9. Filters
10. Flashes
 - a) On Camera
 - b) External

IV. Making Photographs

A. Camera Configuration

1. ISO
2. White Balance
3. File Type & Image Size
4. Media Formatting vs. Erasing
5. Exposure Mode
6. Focus Mode
7. Metering Mode
8. Color Profile

B. Typical Shooting Scenarios

1. Portrait
 - a) Focal Length Selection
 - b) Depth of Field
 - c) Lighting Styles

- d) Fill Flash
- 2. Landscape
 - a) Composition Guidelines
 - b) Combined Exposures
 - c) Panoramas
- 3. Architecture
 - a) Exterior
 - b) Interior
 - c) Color Temperature & White Balance
 - d) Compositing
 - e) Correcting for Distortion

C. Downloading Photos

- 1. Tethered Capture
- 2. Card Reader

V. Digital Workflow

A. Using a file browser and database

- 1. Previewing, Rating, and Selection
- 2. Batch Renaming Files
- 3. RAW file processing
- 4. Metadata
- 5. Copying & Moving Files

B. Cataloging images

- 1. Working with metadata
 - a) Camera Settings
 - b) File Properties

- c) Assigning Keywords
- d) Search and Retrieval using Meta Data

C. Non Destructive Image Editing

- 1. Layered Workflow
- 2. Blend Modes
- 3. Tone Correction
- 4. Retouching Techniques

D. Archiving

- 1. Raid Drives
- 2. CD/DVD Storage
- 3. Online Storage

VI. Output and distribution of digital photographs

A. Screen Resolution

B. Print Resolution

C. Resizing Photos

D. Web Galleries

E. Slideshows

F. Email

- 1. File size limits
- 2. Attachments
- 3. Compression

G. Making Prints

- 1. Inkjet Prints
 - a) Paper and Ink Choices
 - b) Quality and Speed Settings

2. Working with online commercial labs

- VII. Basic Color Management

- A. Assigning vs. Converting to Profile
- B. Monitor Calibration and ICC Profiles
- C. Printer Specific Output Settings

- VIII. Optimizing Workflow

- A. Automation
 1. Actions & Presets
 2. Keyboard Shortcuts

Photo 200 Photography Media

SFCC COURSE ABILITIES/LEARNING OUTCOMES

SFCC MISSION STATEMENT

Spokane Falls Community College strives for excellence in education by creating and encouraging, within the community, dedication to learning for all people, regardless of economic status or educational background. The college further strives to foster the love and pursuit of knowledge of truth while offering students the means to achieve personal fulfillment and resources of living responsibly as members of the world community.

The college's distinctive mission is to be the district's primary provider of a comprehensive, liberal arts/college transfer program. In addition, the college offers vocational/technical programs that enable students to enter the job market successfully, basic skills courses that enable students to upgrade their job skills and to enrich their personal lives, and a comprehensive student services program that assist students in achieving their educational goals.

COLLEGE LEARNING ABILITIES

1. **Analysis/Problem Solving:** Students will access, evaluate and apply information from a variety of sources and in a variety of contexts.
2. **Communications:** Students will make connections that create meaning between themselves and their audience.
3. **Responsibility:** Students will develop the ability to recognize, understand and accept ownership of their actions.
4. **World Views:** Students will interact constructively with diverse communities.

Developed by Ira Gardner
Date developed 1-12-99

COLLEGE ABILITIES AND LEARNING OUTCOMES ADDRESSED IN THIS COURSE

General Education Learning Outcomes Analysis/Problem

- A. Make accurate observations, isolate issues, and formulate questions
- B. Recognize the need for both quantitative and qualitative information
- C. Evaluate information on the basis of its origin, viewpoint, currency, relevance, and completeness
- D. Make justifiable inferences and suggest viable solutions/interpretations
- E. Evaluate solutions/interpretations for validity and appropriateness, and make necessary adjustments

Communications

- A. Evaluate the origin and purposes of messages
- B. Organize information to develop/support ideas
- C. Effectively synthesize and communicate messages to others in written, visual, verbal and non-verbal modes

Responsibility

- A. Work cooperatively as well as independently

World Views

- A. Draw justifiable inferences about other cultures without stereotyping or being ethnocentrically biased

COURSE LEARNING OUTCOMES

1. Meet with client and determine project objectives
2. Identify talent needs
3. Write a treatment for a 4-5 minute presentation
4. Write a script for a 4-5 minute presentation
5. Develop a storyboard for a 4-5 minute presentation
6. Create visual images that align with storyboard
7. Edit and Produce a 4-5 multi media presentation
8. Stage a 4-5 minute multimedia show at a remote location
9. Critique a multimedia presentation

SAMPLE ASSESSMENT FOR COURSE OUTCOMES

Scenario:

A large corporation has asked you to produce a multimedia presentation for the annual meeting of their sales force. The purpose of the presentation is to show the history of the company and introduce new products.

Students write a treatment and produce a multimedia presentation. Students are assessed using self, peer and instructor evaluations of the work submitted based on the following criteria:

1. Treatment is complete.
2. Storyboard is approved prior to production and demonstrates clarity and unity.
3. Presentation has a clear message.
4. Images are in alignment with the message.
5. Soundtrack is in alignment with the message
6. Presentation is 4-5 minutes long