#### **Visual and Performing Arts (General Page)**

* On the landing page, make a list/pros-format describing less obvious and prominent (common) careers that exist in visual and performing arts.
* From a counselor and student perspective, it's really nice to have a course sequence list that expresses which courses are available during which semester for the next 1-2 years.
* Display student works on the ACP page and make it attractive and interesting - something with a banner that represents student's work and/or a link to a montage video of performances and music
* Make it clear for students regarding the unique differences between visual and performing arts - because each discipline is unique, it might not be clear that transitioning from music to ex: Graphic Design may not be as easy as ex: Biology to Chemistry.
* Providing program MAPS that make this information very clear.
* Next to each discipline, on the landing page, "if these words describe you (musical creative, visually creative), then you might be interested in [discipline].
* Not just for Visual and Performing Arts, but *every* landing page should have a direct link to the counseling website as well as "E-advising" to directly ask a question. This will increase the utilization of counselors or perhaps, down the road have counselors that are ACP specialists.
* Clarification of how "Art" and "Graphic Design" are different and why
* On ACP page, "Music" is listed but there are also theater classes that are associated with this department that can be used for GE classes. Where should this link go? Needs some investigation.

--------XXXXXXXX--------

# **Discipline Web Content Basics**

Now, more than ever, our students learn about us from the internet. Currently we have no process for keeping this content current although it is arguably just as important as our frequently-updated catalog. This should be updated by semester, but at least annually. For now, please help us get everything up to date so students can get to know your program in the comfort of their own home!

You are welcome to copy and paste stuff that is already on your webpage into this form.

This is just the basic stuff that should be on your webpage. If you have a lot more than this please contact us and we can help.

Email \*

Who should we contact about your web content?

Joshua.Eggleton@gcccd.edu

Discipline \*

i.e. Math, Art, Kinesiology, Surveying

Art

ACP/CoyotePAC

Which Academic and Career Pathway do you belong to?

* BEHAVIORAL & SOCIAL SCIENCE
* BUSINESS
* ENVIRONMENTAL & APPLIED TECHNOLOGY
* HEALTH SCIENCE
* HUMANITIES
* LANGUAGE & COMMUNICATION
* STEM
* VISUAL & PERFORMING ARTS

Visual and Performing Arts

Vision Statement

One or two lines on what your discipline/program is all about. Make it broad (encompassing the field) and relatable to students. Keep it short!

(i.e. Physics is the study of the universe. In order to understand physical phenomena from the very, very big (black holes, galaxies, cosmic microwave background radiation) to the very, very small (nanotechnology, atoms, quarks) and all the things in between (solid state devices like semiconductors, biophysics, etc) we create mathematical models to describe observed or predicted behavior and design experiments to make sure the math matches reality.)

Art is a visual language. In order to understand our existence, artists create visual records of all the things that illustrate human emotions and concerns. Through the creation of visual media (drawing, painting, design, sculpture, photography, etc.) artists express their reactions to all life, from birth to the hereafter, and everything in between.

Program Goals

What do you want students to get from you, and what do you expect them to become? These can be your PLOs, or just what you expect from people who complete your classes or program.

Students interested in the arts will learn from our faculty to apply artistic processes and skills, using a variety of media, to communicate meaning and intent in original works of art. They will learn to analyze the role and development of the visual arts culturally and historically, emphasizing our collective human diversity, as it relates to the visual arts and the artists that create them. At the end of your time at Cuyamaca College, students will be able to apply what they learned, in the visual arts, across subject areas (Drawing, Painting, Design, Illustration, Sculpture, etc.), to develop visual literacy and creative skills, including problem solving and visual communication, which contribute to a lifelong artistic practice and career skills in and related to the visual arts.

Career Information

Either written out or links with description. Please include:

1. Typical jobs and salaries

2. Stats on what majors from this discipline do after completing a degree or certificate

3. Internships/scholarships/summer programs (links are great here)

1. Graduates can find many careers in art and design, including animation, fashion, graphic design, and film. Many art and design careers also include a business component, such as marketing or sales. Most of these careers will require an AA-Transfer to a 4-year University; some require postsecondary education. The selected information listed below was compiled by Christina Payne at <https://www.bestcolleges.com/careers/art-and-design/>.
	1. **Animation:**
		* Salary outlook for animators depends on their professional experience, job type, and degree. While the industry is steadily growing, the number of students entering the occupation is also rising, making animation a competitive field. Animators often enjoy the creative aspects of their job as well, constantly engaging with their imagination and seeing the materialization of their concepts and designs. As with most creative industries, this field is highly competitive, and learners should begin strengthening their portfolio early in their college career.
		* The Bureau of Labor Statistics (BLS) reports that [71,600 current jobs exist](https://www.bls.gov/OOH/arts-and-design/multimedia-artists-and-animators.htm#tab-1) for multimedia artists and animators, and the industry is projected to add about 3,000 new openings from 2018-2028. Employment opportunities are [not limited to one geographical location](https://www.bls.gov/oes/current/oes271014.htm), although the West Coast and Northeast regions of the U.S. typically offer higher salaries.
		* The Bureau of Labor Statistics (BLS) projects multimedia artist and animator jobs to [grow 4% from 2018 and 2028](https://www.bls.gov/OOH/arts-and-design/multimedia-artists-and-animators.htm#tab-6) -- similar to the average growth rate for all U.S. occupations. Those looking to pursue a career in animation should possess strong artistic abilities, good time-management skills, and computer competencies.
	2. **Art History:**
		* Graduates can pursue many different careers with an art history degree, including jobs in museums, archives, and schools. Art history students gain analytical thinking and communication skills. Students also learn how to research and evaluate artwork and historical documents.
		* Art history careers often require workers with strong organizational, planning, and creative skills. Most of these careers take place predominantly indoors or behind a desk. Research positions require long periods of focused, independent work, while curator and educator jobs require candidates with excellent interpersonal and communication skills.
		* The [Bureau of Labor Statistics](https://www.bls.gov/OOH/education-training-and-library/curators-museum-technicians-and-conservators.htm) (BLS) projects 9% growth for archivists, curators, and museum workers between 2018 and 2028. These professionals make an annual median salary of $49,850. Job applicants usually need at least a bachelor's degree, although some positions require a master's degree.
	3. **Fashion:**
		* To succeed in the fashion world, aspiring professionals need to lean on many different abilities and personality traits, and the fashion job market remains highly competitive. You will need to make a strong commitment to your personal and professional development to establish yourself and advance in the field.
		* Prevailing wisdom suggests that several specific characteristics can help lead to success in this challenging industry. A dedication to fashion comes first and foremost, followed by creativity, strong business sense and networking skills, and a willingness to start at the bottom and work your way up.
		* Striking it rich as a fashion designer or entrepreneur is well within the realm of possibility for uniquely talented and highly motivated individuals, but most careers in fashion reflect everyday economic realities. Most fashion professionals earn salaries that align with typical averages for retail-driven industries.
		* This field attracts many aspiring professionals, which leads to heavy competition for a limited number of available jobs. For example, the Bureau of Labor Statistics (BLS) projects that fashion designer employment will only [increase by 1%](https://www.bls.gov/OOH/arts-and-design/fashion-designers.htm) between 2018 and 2028.
	4. **Film:**
		* People who plan for a career in film come from multiple backgrounds and have different interests and skills. However, most individuals enter the field as a way to express their creativity and passion for cinema. If you have both of these traits, you may be well-suited for a career in film.
		* No matter the career path you select, if you want to succeed in this field you should possess ample patience, flexibility, and humility. Also, film professionals learn as much on the job as in the classroom. As a result, you must know how to adapt quickly after receiving criticism and feedback.
		* The Bureau of Labor Statistics (BLS) reports that film and video editors earn [median annual wages of $62,650](https://www.bls.gov/oes/2018/may/oes274032.htm#nat). Professionals who live in California, New York, and New Jersey earn the highest salaries. Metropolitan areas with the most job opportunities include Los Angeles, New York City, and Atlanta.
		* Like with many professions, film careers pay based on expertise and experience.
	5. **Game Design**:
		* Careers in game design require creativity, advanced computer skills, and a passion for video games. Additionally, professionals in this field must perform well under pressure and feel comfortable working long hours as a game nears completion.
		* Companies that release video games often use a typical corporate structure in which experienced designers can advance and have a more significant role during a game's production process.
		* Careers in game design, like most jobs, pay more experienced professionals higher salaries. Other factors that can influence how much you earn include your professional portfolio and whether games you worked on previously received high critical acclaim, sold well, or won awards.
		* Additionally, the field's growth plays a role. The Bureau of Labor Statistics projects that the need for multimedia artists should grow by 4% between 2018 and 2028.
	6. **Graphic Design [See Cuyamaca College’s Graphic Design Program (Insert Link to GD]:**
		* As a graphic designer, most of your work allows you to flex your creative muscles on behalf of a company to create compelling designs that effectively convey information using a desired voice or style. To find success, you need a passion for art and expressing ideas in a visual format. Graphic designers can help individuals, businesses, and nonprofits convey their messages and attract clients and customers. (See Cuyamaca Graphic Design for more details)
		* Graphic design salaries vary widely depending on a worker's location, field, and experience. For example, individuals who work in areas along the [West Coast and the East Coast](https://www.bls.gov/oes/current/oes271024.htm#st) tend to earn higher wages, and experienced professionals out earn entry-level workers. Additionally, [graphic designers](https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm#tab-5) working in advertising and public relations typically make more than those working for newspapers or publishers.
		* The Bureau of Labor Statistics (BLS) projects that the number of graphic design positions will [grow by 3%](https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm#tab-6) from 2018-2028 -- slightly slower than the average growth for all occupations in the U.S.
	7. **Illustration:**
		* Illustration is one of the most versatile occupations available to creatives. Although illustration and graphic design overlap, the former field tends to be broader. Illustration is traditionally an art form used for decorative or commercial purposes, while graphic design focuses mostly on commercial production, helping businesses succeed through effective branding and logo messaging.
		* Contemporary careers in illustration typically combine aesthetic methods with strategic communication and marketing concepts. To succeed in the field, you must have strong time management skills and be capable of working as a member of a team.
		* Employment opportunities and salary potential for illustrators differ based on their education, experience, location, and industry. Bachelor's programs in illustrations provide students with the core skills needed to work as production artists, web designers, and commercial photographers. Master's programs prepare graduates for some postsecondary teaching roles, as well as leadership positions like creative directors and brand managers.
		* According to the [Bureau of Labor Statistics](https://www.bls.gov/oes/current/oes271013.htm) (BLS), fine arts professionals -- including painters, sculptors, and illustrators -- make a median annual salary of $50,550.
	8. **Interior Design:**
		* Interior design careers often appeal to detail-oriented creative thinkers who enjoy finding inventive solutions to practical challenges. Strong visualization, artistic, and interpersonal skills are also necessary traits for interior design career paths.
		* When asked to identify the most important qualities of a good interior designer, professionals consistently cite a similar set of characteristics. These include enthusiasm for a wide variety of design styles and a commitment to career-long growth and learning. Another key attribute is a knack for finding inspiration everywhere.
		* The Bureau of Labor Statistics (BLS) projects [demand for interior designers](https://www.bls.gov/ooh/arts-and-design/interior-designers.htm) to keep pace with average growth rates across the job market between 2018 and 2028. The BLS also identifies a particular trend that could impact the profession in the coming years: an expected move toward environmentally friendly and sustainable design solutions.
		* Occupation-wide median salaries show that interior designers tend to make above-average wages, and highly successful professionals can earn six-figure salaries. However, the field is very competitive and results-driven. Launching a career requires emerging designers to build and showcase a strong portfolio, and a college program provides a good place to develop the skills needed to do so.
	9. **Photography:**
		* Students with innate artistic ability and technical skills can thrive as photographers. Since more than [60% of photographers](https://www.bls.gov/ooh/media-and-communication/photographers.htm#tab-3) are self-employed, the field attracts personable professionals with excellent customer service skills and acute business sense. Most photography programs develop skills in marketing and communication.
		* While some fine arts programs incorporate traditional film-based photography, the majority of photography degrees train students in digital photography techniques (see Cuyamaca Graphic Design for course offerings). As such, most programs emphasize advanced computer and technical skills. Students may aspire to a particular career with a photography degree in a specialization such as wedding photography, photojournalism, or fine arts.
		* Photography careers vary in terms of salary and job outlook. According to the [Bureau of Labor Statistics](https://www.bls.gov/ooh/media-and-communication/photographers.htm#tab-5) (BLS), photographers earn a median annual salary of $36,280. However, specialized careers in photography can yield a higher salary.
		* Similarly, while the BLS projects negative job growth for photographers overall between 2018 and 2028, the bureau also projects a 10% growth rate for [self-employed photographers](https://www.bls.gov/ooh/media-and-communication/photographers.htm#tab-6) during the same period.
		* As the declining cost of digital cameras and a surge in online stock photo services in recent years have contributed to a diminished demand for traditional photographers, the BLS projects lucrative opportunities in new technology, especially in commercial and drone photography.
2. Internships in Art:
	1. San Diego Museum of Art: <https://www.sdmart.org/internships-2/>
	2. Museum of Contemporary Art San Diego: Year-round opportunities at SDMA here <https://www.mcasd.org/about/internship-opportunities>
	3. Ship In The Woods: Local Artist Residency offers volunteerships here https://www.shipinthewoods.com/volunteer
	4. DC Entertainment (through Warner Brothers) Year-round opportunities in various locations at <https://www.warnerbroscareers.com/internships/>
	5. Marvel: Year-round opportunities located in New York and Los Angeles at <https://www.marvel.com/corporate/interns>
	6. IDW: If you're interested, please email jobs@idwpublishing.com with “**internship”** in the subject line.
	7. Transworld Publications: offers summer internships at <https://www.snowboarder.com/transworld-snowboarding-archive/snowboarding-news/editorial-internship-at-transworld-snowboarding/>

Career Links

Put any links for career information here!

* <https://www.theartcareerproject.com/careers/>
* <https://www.bestcolleges.com/careers/art-and-design/>
* <https://arts.ca.gov>
* <https://www.otis.edu/creative-economy/2020>

Professional Association Links

Please include any links to common Professional Societies or Associations students may want to join, particularly if they are free for students.

<https://www.collegeart.org>

<https://www.aiga.org>

<https://californiaartsadvocates.org/>

<https://www.sandiego.gov/arts-culture/>

<https://laartcore.org/>

<https://southerncaliforniaartists.org/>

<https://www.westcoastdrawing.com/>

<http://www.agasc.org/>

Does your discipline have Program Maps?

A Program Map is a layout of required courses in a given program of study, including critical courses and suggested course sequence to ensure a clear path to completion.

**Major in Art and Design, AA**

The major in art consists of 30 units. There is a 18 unit core curriculum which is required of all art majors. The remaining units will be taken in an area of emphasis and general education.

**Recommended Course Sequence**

Major courses below count towards the completion of an Associate in Arts (AA) Degree.

**SEMESTER 1**

**Core curriculum**

* ART 120 Two-Dimensional Design (3 Units)
* ART 129 Three-Dimensional Design (3 Units)
* GD 105 Fundamentals of Digital Media (3 Units)

**SEMESTER 2**

**Core curriculum**

* ART 124 Drawing I (3 Units)
* ART 140 History of Western Art I (3 Units)
* GD 110 Graphic Design Principles (3 Units)

**SEMESTER 3**

* ART 141 History of Western Art II (3 Units)

**(Choose 2 courses from the following)**

* ART 125 Drawing II (3 Units)
* ART 241 Illustration I (3 Units)
* GD 126 Adobe Photoshop Digital Imaging (3 Units)

**SEMESTER 4**

* ART 149 History of Graphic Design (3 Units)

**(Choose 2 courses from the following)**

* GD 130 Professional Business Practices (3 Units)
* ART 177 Digital Drawing and Painting (3 Units)
* ART 242 Illustration II (3 Units)

·

\*To earn an Associate in Arts Degree, a minimum of 60 semester units of college coursework is required. This includes general education courses in addition to the courses listed above. Please consult with a counselor to develop your personalized comprehensive education plan.

Learn more at:

[www.Cuyamaca.edu](http://www.cuyamaca.edu)

**Major in Art History for Transfer, AA-T**

The major in art consists of 18 units. There is a 12 unit core curriculum which is required of all art majors. The remaining units will be taken in an area of emphasis and general education.

**Recommended Course Sequence**

Major courses below count towards the completion of an Associate in Arts Degree for Transfer (AA-T).

**SEMESTER 1**

**Core curriculum**

* ART 140 History of Western Art I (3 Units)

**SEMESTER 2**

**Core curriculum**

* ART 124 Drawing I (3 Units)
* ART 141 History of Western Art II (3 Units)

**SEMESTER 3**

**Choose one of the following from List A:**

* ART 146 Asian Art (3 Units)

**Choose one of the following from List B:**

· ART 120 Two-Dimensional Design (3 Units)

· ART 121 Painting I (3 Units)

· ART 129 Three-Dimensional Design (3 Units)

· ART 135 Watercolor I (3 Units)

· ART 230 Figure Drawing I (3 Units)

**SEMESTER 4**

**Choose one of the following from List C:**

· ART 143 Modern Art (3 Units)

· ART 144 Architecture of the 20th Century (3 Units)

· ART 145 Contemporary Art History (3 Units)

· ART 149 History of Graphic Design (3 Units)

· HUM 110 Principles of the Humanities (3 Units)

· HUM 115 Arts & Culture in Local Context-San Diego (3 Units)

· HUM 116 Kumeyaay Arts & Culture (3 Units)

\*To earn an Associate in Arts Degree for Transfer, a minimum of 60 transferable semester units of college coursework is required. This includes general education courses in addition to the courses listed above. Please consult with a counselor to develop your personalized comprehensive education plan.

Learn more at:

[www.Cuyamaca.edu](http://www.cuyamaca.edu)

**Major in Art: Drawing and Painting, AA**

The major in art consists of 30 units. There is a 24 unit core curriculum which is required of all art majors. The remaining units will be taken in an area of emphasis and general education.

**Recommended Course Sequence**

Major courses below count towards the completion of an Associate in Arts (AA) degree.

**SEMESTER 1**

**Core curriculum**

* ART 120 Two-Dimensional Design (3 Units)
* ART 124 Drawing I (3 Units)
* ART 140 History of Western Art I (3 Units)

**SEMESTER 2**

**Core curriculum**

* ART 121 Painting I (3 Units)
* ART 141 History of Western Art II (3 Units)

**Choose one of the following from List A:**

· ART 129 Three-Dimensional Design (3 Units)

· ART 135 Watercolor I (3 Units)

· ART 143 Modern Art (3 Units)

· ART 220 Painting II (3 Units)

· ART 231 Figure Drawing II (3 Units)

· ART 241 Illustration I (3 Units)

**SEMESTER 3**

**Core curriculum**

* ART 125 Drawing II (3 Units)
* ART 230 Figure Drawing I (3 Units)

**SEMESTER 4**

**Core curriculum**

* GD 105 Fundamentals of Digital Media (3 Units)

**Choose one of the following from List A (not already selected):**

· ART 129 Three-Dimensional Design (3 Units)

· ART 135 Watercolor I (3 Units)

· ART 143 Modern Art (3 Units)

· ART 220 Painting II (3 Units)

· ART 231 Figure Drawing II (3 Units)

· ART 241 Illustration I (3 Units)

\*To earn an Associate in Arts Degree, a minimum of 60 semester units of college coursework is required. This includes general education courses in addition to the courses listed above. Please consult with a counselor to develop your personalized comprehensive education plan.

Learn more at:

[www.Cuyamaca.edu](http://www.cuyamaca.edu)

**Major in Studio Arts for Transfer, AA-T**

The major in art consists of 24 units. There is a 12 unit core curriculum which is required of all art majors. The remaining units will be taken in an area of emphasis and general education.

**Recommended Course Sequence**

Major courses below count towards the completion of an Associate in Arts Degree for Transfer (AA-T).

**SEMESTER 1**

**core curriculum**

ART 120 Two-Dimensional Design (3 Units)

ART 124 Drawing I (3 Units)

**SEMESTER 2**

**core curriculum**

ART 129 Three-Dimensional (3 Units)

ART 141 History of Western Art II (3 Units)

**SEMESTER 3**

**Choose one of the following from List A:**

· ART 140 History of Western Art I (3 Units)

· ART 143 Modern Art (3 Units)

· ART 144 Architecture of the 20th Century (3 Units)

· ART 145 Contemporary Art History (3 Units)

· ART 146 Asian Art (3 Units)

**Choose one of the following from List B:**

· ART 121 Painting I (3 Units)

· ART 125 Drawing II (3 Units)

· ART 148 Applied Design and Crafts (3 Units)

· ART 230 Figure Drawing I (3 Units)

· ART 235 Watercolor II (3 Units)

**SEMESTER 4**

**Any two courses from List B not already used (6 Units)**

\*To earn an Associate in Arts Degree for Transfer, a minimum of 60 transferable semester units of college coursework is required. This includes general education courses in addition to the courses listed above. Please consult with a counselor to develop your personalized comprehensive education plan.

Learn more at:

www.Cuyamaca.edu

Does your program offer degrees and/or certificates?

Select all that apply

* Degree(s)
* Certificate(s)
* Nothing

Degrees

List any degrees offered. You can link to the catalog, but a better idea would be to list them with some student-friendly descriptions!

**Major in Art and Design, AA:**

**This degree is designed for students interested in design related careers. Students will develop their ability to see and understand the world spatially. Individuals interested in design tend to be detail-oriented thinkers. Students will develop a portfolio for placement at a four-year university.**

**Major in Art: Drawing and Painting, AA**

**This degree is designed for students interested in developing skills that pertain to a two-dimensional studio practice, emphasizing technique, aesthetic awareness, and visual expression. Students will develop a portfolio for placement at a four-year university.**

**Major in Art History for Transfer, AA-T**

**This degree is designed for students interested in careers within museums, archives, schools, and gallery spaces. Students gain analytical thinking and communication skills. Students also learn how to research and evaluate artwork, and historical documents, as well as curate exhibitions. This degree prepares students for transfer to a California State University.**

**Major in Studio Arts for Transfer, AA-T**

**This degree is designed for students interested in visual and creative expression. Students will develop their ability to generate creative ideas, solve problems visually, think and respond critically to visual information in their lives, and respond to cultural and social changes utilizing a visual framework for human expression. This degree prepares students for transfer to a California State University.**

Certificates

List any certificates offered. You can link to the catalog, but a better idea would be to list them with some student-friendly descriptions!

Courses

(including who usually teaches it and how often it’s offered)

Bonus points for course rotation (when do you typically offer a class, i.e. Fall only or every other year)

* Art 100 Art Appreciation, Every semester; Faculty: J. Abel, E. Cline, X. Eggleton, L. Karmel, C. Lewallen, O. Montano, S. Schlictenmyer; AA/AS GE, CSU, CSU GE, IGETC, UC
* Art 120 Two-Dimensional Design, Every Semester; Faculty: X. Eggleton, L. Karmel, O. Montano; AA/AS GE, CSU, CSU GE, IGETC, UC
* Art 121 Painting I, Every semester: Faculty: E. Whitman; CSU, UC
* Art 124 Drawing I, Every semester; Faculty: M. Ford, L. Karmel, C. Lewallen; AA/AS GE, CSU, UC
* Art 125 Drawing II, Every semester; Faculty: C. Lewallen; CSU, UC
* Art 129 Three-Dimensional Design, Fall; Faculty: X.Eggleton, O. Montano, M. Ramos; AA/AS GE, CSU, UC
* Art 135 Watercolor I, Fall; Faculty: M. Ramos; CSU, UC
* Art 140 History of Western Art I, Fall; Faculty: J. Abel; AA/AS GE, CSU, CSU GE, IGETC, UC
* Art 141 History of Western Art II, Spring; Faculty: J. Abel; AA/AS GE, CSU, CSU GE, IGETC, UC
* Art 143 History of Modern Art, Every semester; Faculty: E. Whitman; AA/AS GE, CSU, CSU GE, IGETC, UC
* Art 145 Contemporary Art History, Every other year; Faculty: J.Eggleton; AA/AS GE, CSU, CSU GE, IGETC, UC
* Art 146 Asian Art, Every other year; Faculty: M. Hesser; AA/AS GE, CSU, CSU GE, IGETC, UC
* Art 148 Applied Design and Crafts, Spring; Faculty: X.Eggleton, L.Karmel, M. Ramos; AA/AS GE, CSU, CSU GE, UC
* Art 149 History of Graphic Design, Every other year; O. Montano; AA/AS GE, CSU, CSU GE, UC
* Art 177 Digital Drawing and Painting, Every other year; Faculty: T.Enochs; CSU, UC
* Art 220-220 Painting II-IV, Every semester; Faculty: E. Whitman; CSU, UC
* Art 230 Figure Drawing I, Every semester; Faculty: J.Eggleton, T.Enochs; CSU, UC
* Art 231-233 Figure II-IV, Every semester; Faculty: J.Eggleton, T.Enochs; CSU, UC
* Art 235-236 Watercolor II-III, Fall; Faculty: M.Ramos; CSU, UC
* Art 241 Illustration I, Spring; J.Eggleton, T.Enochs, C.Lewallen; CSU, UC
* Art 242 Illustration II, Spring; J.Eggleton, T.Enochs, C.Lewallen; CSU, UC

Department Chair Name

Joshua Eggleton

Department Chair email

Joshua.Eggleton@gcccd.edu

Department Term Ending

These are generally 2 year terms that end in June

Full Time Faculty

List of full-time instructors with email, phone number, and office location are good to have on here.

None

Bonus for educational background, career path, what they usually teach, and interests

Part Time Faculty

List of CURRENT (this year) part-time instructors with email, phone number, and office location are good to have on here.

Bonus for educational background, career path, what they usually teach, and interests

* Joshua Eggleton
	+ Art Department Chair, Office B356
	+ Contact: Joshua.Eggleton@gcccd.edu,
	+ Educational background: BA SDSU in Painting, Printmaking, and Photography with a Minor in History; MFA San Francisco Art Institute in Fine Art
	+ Courses regularly taught: Art 100 Art Appreciation, Art 140-141History of Western Art 1-2, Art 124 Drawing 1, Art 230-233 Figure Drawing 1-4, Art 241-242 Illustration 1-2
	+ Interests: Josh is obsessed with comics, film, and vinyl records
* Marie Ramos
	+ Contact: Marie.Ramos@gcccd.edu
	+ Educational background: BA CSU Long Beach, Art; Eastern Washington University, BFA Fine Art; Eastern Washington University, MA Interdisciplinary Art and Women’s Studies; Washington State University, Ph.D. Educational Leadership; UCSD, Art Therapy Certificate
	+ Courses regularly taught: Art 120 2D Design, Art 135, 235 Watercolor 1-2, Art 148 Applied Design and Crafts
	+ Interests: Marie’s art practice includes watercolor and oil painting, bookmaking, and printmaking. She also enjoys the outdoors; biking and walking.
* Mary Ford
	+ Contact: Mary.Ford@gcccd.edu
	+ Educational Background: BA Briar Cliff University, Major in Fine Art with a Minor Biology and Education; SDSU Teaching certification; MA University of Colorado Boulder in Art History
	+ Courses regularly taught: Art 124 Drawing 1
	+ Interests: Mary Ford is a sailor, a pilot, a videographer, and a plein air painter.
* Steve Schlictenmyer
	+ Contact: Steve.Schlictenmyer@gcccd.edu
	+ Educational Background: BA Pomona College, Fine Art/Art History; MFA Stanford, Painting; Temple University, studied Printmaking; MA Ed SDSU, Learning and Design Technology
	+ Courses regularly taught: Art 100 Art Appreciation, Art 124 Drawing 1
	+ Interests: Steve is a lifelong learner with a fondness for writing, literature, and languages. He also loves the outdoors, hiking, camping, and world travel.
* John Abel
	+ Contact: John.Abel@gcccd.edu
	+ Educational background: BA UC Riverside in Fine and Applied Art; Lifetime CCC credential
	+ Courses regularly taught: Art 100 Art Appreciation, Art 141-142 History of Western Art 1-2
	+ Interests: John Abel is a retired professional illustrator, he has an interest in current historical affairs, and has published several graphic novels.
* Clayton Lewallen
	+ Contact: Clayton.Lewallen@gcccd.edu
	+ Educational background: BA SDSU in Painting, Printmaking, and Photography; MFA San Francisco Art Institute in Fine Art
	+ Courses regularly taught: Art 100 Art Appreciation, Art 124,125 Drawing 1-2, Art 241,242 Illustration 1-2, Art 177 Digital Drawing and Painting
	+ Interests: Clayton is a professional tattoo artist. His interests include mythology, RPG, and historical weaponry.
* Xuchi Naungayan Eggleton
	+ Contact: Xuchi.Eggleton@gcccd.edu
	+ Educational background: BA SDSU in Painting, Printmaking, and Photography; MFA San Francisco Art Institute in Fine Art, MA Ed PLNU in Counseling and Guidance
	+ Courses regularly taught: Art 100 Art Appreciation, Art 120 2D Design, Art 129 3D Design, 148 Applied Design and Crafts
	+ Interests: Xuchi is a sculptor; when she is not working on a public art commission or at an artist’s residency, she can be found in her garden.
* Omar Montano
	+ Contact: Omar.Montano@gcccd.edu
	+ Educational background: BA SDSU in Art; MFA Academy of Art University San Francisco
	+ Course regularly taught: Art 100 Art Appreciation, Art 120 2D Design, Art 129 3D Design, Art 149 History of Graphic Design
	+ Interests: Omar has a love for the ocean; his interests include Free Diving, History of Free & SCUBA Diving, Ocean Conservation, Horology.
* Erin Whitman
	+ Contact: Erin.Whitman@gcccd.edu
	+ Educational background: BA HSU Studio Art; BA HSU Art History with a Minor in Creative Writing; MFA Cranbrook Academy of Art in Painting
	+ Courses regularly taught: Art 143 History of Modern Art, Art 120,220-222 Painting 1-4
	+ Interests: Erin’s interests include art, design, history, and horticulture.
* Lisa Karmel
	+ Contact: Lisa.Karmel@gcccd.edu
	+ Educational background: BFA Rhode Island School of Design; MFA Mills College
	+ Courses regularly taught: Art 100 Art Appreciation, Art 124 Drawing 1, Art 120 2D Design, Art 148 Applied Design and Crafts
	+ Interests: Lisa enjoys anything art related; she also loves to sail, ski, and hike.
* Asa (Theodore) Enochs
	+ Contact: Theodore.Enochs@gcccd.edu
	+ Educational background: BA UC Berkeley in Architecture, MFA CSU Fullerton in Illustration. Studied at Watts Atelier, Studio 2nd St., Concept Design Academy, and LA Academy of Figurative Arts.
	+ Courses regularly taught: Art 177 Digital Drawing and Painting, Art 230-233 Figure Drawing 1-4, Art 241-242 Illustration 1-2, GD 225 Digital Illustration
	+ Interests: Asa enjoys a career outside education in concept design, video game design, illustration and app development.
* Edward Cline
	+ Contact: Edward.Cline@gcccd.edu
	+ Educational background: MA UCSB Master of Arts
	+ Courses regularly taught: Art 100 Art Appreciation, Hum 110 Principles of the Humanities
	+ Interests: Ed is interested in the interrelationship of the humanities and the arts, medieval cathedrals and ruins, and British art and music.

Extras

Note any other stuff you would like included here. i.e. Links out to good resources (youtube channels, professional societies, clubs, etc), current information on clubs, internships, etc

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