



REQUEST FOR APPROVAL OF A COURSE

COURSE NAME: NBE 014
INTRODUCTION TO BASIC
GLASS BEAD MAKING®

PROGRAM: NON-CREDIT BASIC EDUCATION

SUBMITTED BY: BOB HEEDER

DATE: APRIL 22, 2002

TO BE COMPLETED BY DEAN OF THE COLLEGE:
 Static Identifier
 TOP Code # 100900
 SAM Code:
 NEED:

	<u>YES</u>	<u>NO</u>
Meets a Unique Need	<u>X</u>	
Course Duplicated		<u>X</u>
Demand/Enrollment Potential	<u>X</u>	

New Course Revised Updated

DATE APPROVED: MAY 16, 2002

TRANSFER STATUS: A B C
 COURSE CLASSIFICATION: (Select A-I)

APPROVED CREDIT CLASSIFICATION:
 Degree Applicable Noncredit
 Non-Degree Applicable Not Approved

CATALOG DESCRIPTION:

Student will learn the basics of creating simple glass beads to more complex designs incorporating color and manipulation techniques. Student will obtain the skills and knowledge to operate a gas/oxygen torch and become proficient at handling Mortetti soft glass at working temperature as well as annealing techniques. Some of the decorating styles to be included are shaping of the bead, applying dots, stripes, and eyes, overwraps, multicolor beads, pulling stringers, racking, feathering and much more. This course is repeatable.

UNITS: 0 HOURS: Lecture: _____ Laboratory: 24 Lecture/Lab: _____ Clinic/Field: _____

ENTRY LEVEL SKILLS, PREREQUISITES, AND/OR COREQUISITES:

Courses applicable to the degree must be of sufficient difficulty that if students are to succeed in the course they must enter it with certain competency. Such requisites may either be recommended or validated as requirements. To assure open access, a way must always be provided and publicized whereby students not initially eligible for enrollment in any course because of the prerequisites can gain the necessary competencies.

None

Requested Credits Classification: (Applicant)

Degree Applicable Noncredit
 Non-Degree Applicable Revised

COURSE OUTLINE

This outline should contain sufficient information to:

- (a) Permit the curriculum committee to correctly determine whether the course should be classified as noncredit, non-degree credit, or degree credit under Title 5, Sections 55002 and 55805.5.

- (b) Clarify the minimal obligations of the instructors of the course. (All instructors should be familiar with this outline and should use it in planning their courses, though their own syllabi may add objectives, goals, content, assignments and/or materials, may describe topics and objectives somewhat differently, and may place them in a different sequence.)

OBJECTIVES:

Limit these to the maximum number of critical objectives that can be effectively monitored and assessed. Formulate at least some of them in terms of student accomplishments concrete and specific enough that it can be determined to what extent they have in fact been achieved. For degree-applicable courses, include objectives in the area of “critical thinking” by requiring such outcomes as the ability to independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.

Provide lectures and lab work in the creation of glass beads. The student will learn and experience the operation of the gas/oxygen torch and receive proficiency in handling Mortetti soft glass. Several decorating styles will be learned: applying dots, stripes, eyes, overwraps, multi-color beads, pulling stringers, racking, and feathering, as well as other decorating styles.

TEXTS, OTHER READINGS AND MATERIALS:

(List typical or required primary sources, texts, and other materials; or reference college bookstore computerized listings, etc.)

None; hands-on creative work.

Determining whether or not materials are “college level” is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least 10th grade, but some well written works of merit may have a lower readability measure while other tests may have a high readability measure only because they are poorly written. Of probably more importance than readability per se is the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation should always be given greater weight than readability alone.

_____	Primarily College Level	_____	Material Compared to/Offered at other Colleges
_____		_____	Written for Higher Level Education
<u> X </u>	Primarily Not College Level	<u> X </u>	Other: <u>Non-Credit Basic Education</u>
			(How Determined)

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ASSIGNMENTS:

List Types: N/A Hours Per Week (or equivalent)

_____ Class participation and assignments require and develop critical thinking (see Objectives).

Describe how:

- Primarily College Level 2 hours of independent work done out of class per each hour of lecture or class work, or hours lab, practicum, or the equivalent, per unit.
- Not Primarily College Level Ratio of amount of work per unit of credit required by curriculum committee for a non-degree credit course is met.

ASSESSMENT: N/A

Grades will be based on:

- ESSAY**
(Includes not only "blue book" exams but any written assignment of sufficient length and complexity to require students to select and organize ideas as well as to explain them. Some items should demonstrate critical thinking.)
- COMPUTATION**
- NON-COMPUTATIONAL PROBLEM SOLVING**
(Critical thinking should be demonstrated by the solution of unfamiliar problems that admits various solutions or various strategies for achieving the solution.)
- SKILL DEMONSTRATION**
- MULTIPLE CHOICE**
- OTHER: (Describe)**

*For degree credit: (a) at least one of the first three boxes must be checked and (b) if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least part of the grade in the course.

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COURSE CONTENT

College level courses should stress general principles of wide applicability. Where such principles are presented initially in terms of specific applications, they should be generalized and students asked to apply them to novel situations.

List Topics:

1. Understanding Glass and Its History
2. Demonstrate Tools of the Trade for Glass Manipulation
3. Operating Torches and General Safety
4. Learn Techniques of Heating and Manipulation of Mortetti Glass
5. Making the Basic Bead

6. Exercise of Alternative Bead Shapes
7. Drawing Stringers
8. Raked Patterns
9. Incorporating Colors
10. Combing, Feathering, Side-shifting and Plunging
11. Experimenting with Metals
12. Inclusions and Surface Treatments
13. Final Presentations and Use of Jewelry Findings

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

1. Understand Glass and Its History.
2. Understand Various Tools and Their Usage.
3. Understand gas/oxygen torches and their use.
4. Understand general safety procedures.
5. Understand and be able to use techniques of heating and the manipulation of Mortetti glass.
6. Make basic beads and the use of color.
7. Draw stringers, feather, side-shifting and plunging.
8. Experience metal working.
9. Create, design and make finished objects of art and jewelry.

COMPLIANCE:

		<u>YES</u>	<u>NO</u>	<u>N/A</u>
Prerequisites:	Are appropriately established.	___	___	<u>X</u>
Apprenticeship:	Provides sufficient number of hours approved by Dept. Of Apprenticeship Standards. Covers safety and hazardous material as required.	___	___	<u>X</u>
Guidance:	Instructional content and requirements are clear.	<u>X</u>		
ESL:	Clear to other ESL or equivalent English courses. Clear level of 1st language literacy prerequisite.	___	___	<u>X</u>
Special Class:	Progress is measured. Non-duplicative; need for class is clear. Appropriate intervention for specified disability.	___	___	<u>X</u>
Special Topics:	Scope and requirements are clear.	___	___	<u>X</u>

SIGNATURES

COURSE INITIATOR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____

This application is recommended for use in the local approval of courses. It has been designed by State Chancellor's Office to incorporate new provisions in Title 5, adopted by the Board of Governors and written into law in 1986-87. These new regulations have resulted from the sustained cooperation and the vision of faculty and curriculum officers throughout the state. In carefully defining the characteristics of a college level course, they provide the opportunity of colleges to rethink the significance of their degrees and assure high credibility to the Associate degree earned anywhere in California.