

## College Curriculum Committee Meeting Agenda

Tuesday, November 19, 2024

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: November 5, 2024	2:00	Action	#11/19/24-1	Kaupp
2. Report Out from CCC Members	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. ASCCC Fall Plenary Update d. AB 928 Committee – upcoming meeting	2:17	Information	#11/19/24-2–4 #11/19/24-5 #11/19/24-6	CCC Team
5. Consent Calendar a. Division Curriculum Committees	2:27	Action	#11/19/24-7	Kaupp
6. Stand Alone Applications: THTR 421A, 425, 425B, 427, 431, 440A, 440B, 442, 445A, 445E	2:37	2nd Read/ Action	#11/19/24-8–17	Kaupp
7. New Certificate Proposal: Independence and Career Readiness	2:40	Action	#11/19/24-18	Kaupp
8. Stand Alone Application: ALTW 435	2:45	1st Read	#11/19/24-19	Kaupp
9. Stand Alone Application: ENGR 76A	2:48	1st Read	#11/19/24-20–21	Kaupp
10. Stand Alone Application: NCEL 451A	2:51	1st Read	#11/19/24-22	Kaupp
11. Stand Alone Application: NCEL 460	2:54	1st Read	#11/19/24-23	Kaupp
12. Stand Alone Application: THTR 49F	2:57	1st Read	#11/19/24-24–25	Kaupp
13. Updating Foothill GE	3:00	1st Read	#11/19/24-26–27	Kaupp
14. Division CC Brown Act Compliance	3:17	Discussion	#11/19/24-28	Kaupp
15. Good of the Order	3:27			Kaupp
16. Adjournment	3:30			Kaupp

\*Times listed are approximate

### **Consent Calendar:**

#11/19/24-7      Division Curriculum Committees 11.19.24

### **Attachments:**

#11/19/24-1      Draft Minutes: November 5, 2024  
 #11/19/24-2–4      New Course Proposals: [NCBS 404A](#), [NCBS 404B](#), [PSYC 45](#)  
 #11/19/24-5      CCC Notification of Proposed Requisites  
 #11/19/24-6      AB 928 Committee Meeting Agenda for 11/21/24  
 #11/19/24-8–17      Stand Alone Applications: [THTR 421A](#), [THTR 425](#), [THTR 425B](#),  
[THTR 427](#), [THTR 431](#), [THTR 440A](#), [THTR 440B](#), [THTR 442](#),  
[THTR 445A](#), [THTR 445E](#)  
 #11/19/24-18      New Certificate Proposal: [Independence and Career Readiness](#)

- #11/19/24-19 Stand Alone Application: [ALTW 435](#)
- #11/19/24-20 Stand Alone Application: [ENGR 76A](#)
- #11/19/24-21 Evidence for ENGR 76A Stand Alone Application
- #11/19/24-22 Stand Alone Application: [NCEL 451A](#)
- #11/19/24-23 Stand Alone Application: [NCEL 460](#)
- #11/19/24-24 Stand Alone Application: [THTR 49F](#)
- #11/19/24-25 Evidence for THTR 49F Stand Alone Application
- #11/19/24-26 Proposed Placements of Courses/Programs on New Foothill GE Pattern
- #11/19/24-27 Foothill GE Area Relationships
- #11/19/24-28 Division Curriculum Committee Bylaws Template

**2024-2025 Curriculum Committee Meetings:**

<u>Fall 2024 Quarter</u>	<u>Winter 2025 Quarter</u>	<u>Spring 2025 Quarter</u>
<del>10/8/24</del>	1/21/25	4/15/25
<del>10/22/24</del>	2/4/25	4/29/25
<del>11/5/24</del>	2/18/25	5/13/25
11/19/24	3/4/25	5/27/25
12/3/24	3/18/25	6/10/25

*Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.*

**2024-2025 Curriculum Deadlines:**

- ~~12/2/24~~ Deadline to submit courses for Cal-GETC approval (Articulation Office).
- ~~TBD~~ Deadline to submit curriculum sheet updates for 2025-26 catalog (Faculty/Divisions).
- 6/2/25 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- ~~TBD~~ Deadline to submit course updates and local GE applications for 2026-27 catalog (Faculty/Divisions).
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Robert Cormia (STEM), Stephanie Crosby (Dean, SRC), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Gina Firenzi (APPR), Jordan Fong (FAC), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Rose Huynh (LA), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Amber La Piana (LA), Natalie Latteri (BSS), Andy Lee (CNSL), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Sukhjit Singh (De Anza CCC Faculty Co-Chair), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Nate Vennarucci (APPR), Voltaire Villanueva (AS President), Fiona Wiesner (Foothill Script), Erik Woodbury (De Anza AS President)

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2024-25

Meeting Date: 11/19/24Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	
			kauppben@fhda.edu	
<u>✓*</u>	Kurt Hueg	7179	Associate Vice President of Instruction	
			huegkurt@fhda.edu	

Voting Membership (1 vote per division)

<u>✓</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓*</u>	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓*</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Sam Connell	7197	BSS	connellsamuel@fhda.edu
<u>✓*</u>	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
_____	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓*</u>	Jordan Fong	7272	FAC	fongjordan@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Ron Herman	7156	Dean—FAC	hermanron@fhda.edu
_____	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓</u>	Amber La Piana	7678	LA	lapianaamber@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
_____	Brian Murphy		APPR	brian@pttc.edu
<u>✓*</u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
<u>✓*</u>	Eric Reed	7091	LRC	reederic@fhda.edu
<u>✓</u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓</u>	Amy Sarver	7459	LA	sarveramy@fhda.edu
_____	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

_____			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors


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Chris Allen\*, Rose Huynh\*, Paul Starer, Josh Wienands\*, Fiona Wiesner\*

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\* Indicates in-person attendance

**College Curriculum Committee  
Meeting Minutes  
Tuesday, November 5, 2024  
2:00 p.m. – 3:30 p.m.  
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: October 22, 2024	<b>Approved by consensus.</b>
2. Report Out from CCC Members	<p><b>Speaker: All</b>                      Apprenticeship: Nate Vennarucci serving as in-person proxy. Allen shared division continuing to work on new apps for GE mapping, with some already completed.</p> <p>BSS: Connell shared Global Studies and Anthropology depts. working on new honors courses.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts &amp; Comm.: Fong shared division working on updating ADTs. Brannvall shared division CC discussed bylaws, and Brannvall participated in Common Course Numbering (CCN) workshops, which she found worthwhile but noted there are still no specific guidelines from the state for quarter schools.</p> <p>HSH: No updates to report.</p> <p>Kinesiology &amp; Athletics: Bissell shared division CC discussed Brown Act compliance.</p> <p>Language Arts: Rose Huynh serving as in-person proxy. No updates to report.</p> <p>LRC: Agyare shared Library drop-in workshop tomorrow on using JSTOR (academic and art database); asked folks to encourage students to stop by!</p> <p>SRC: Kaupp shared division CC approved new cert. proposal for TTW program.</p> <p>STEM: Taylor shared division CC discussed bylaws; mentioned new course proposal on today's agenda.</p> <p>Hueg shared CCN continues to be a "fluid" situation, and Foothill is focusing on Phase 1 while awaiting further guidance re: Phase 2.</p> <p>Gilstrap shared more CCN faculty convenings will be held in December and mentioned certain faculty have shown interest, as well as depts. which still need faculty. Working on updating ADTs; attending state-wide CCN meetings. Mentioned discussions starting re: Military Articulation Platform (MAP), a form of Credit for Prior Learning (CPL), and noted creation of district CPL task force, on which he'll participate.</p>
3. Public Comment on Items Not on Agenda	Vanatta mentioned reception for Judy Walgren's photographs of TTW students in 1900 building tomorrow.
4. Announcements a. New Course Proposal	<p><b>Speakers: CCC Team</b>                      The following proposal was presented: BIOL 1BH. Connell expressed thanks for creating more STEM honors courses.</p>



<p>5. New Subject Codes: POLS &amp; STAT</p>	<p><b>Speaker: Ben Kaupp</b>                  Foothill is being required to begin using these subject codes for courses in Phase 1 of Common Course Numbering. Lee asked if every community college will need to use these subject codes—Gilstrap responded, yes.</p>
<p>6. Stand Alone Applications: MATH 211A, 211B, 247</p>	<p><b>Speaker: Ben Kaupp</b>                  Second read of Stand Alone Approval Requests for MATH 211A, 211B &amp; 247. No comments.</p> <p>Motion to approve items 6 &amp; 7 <b>M/S</b> (Campbell, Draper). <b>Approved.</b></p>
<p>7. Stand Alone Applications: NCBS 411A, 411B, 447</p>	<p><b>Speaker: Ben Kaupp</b>                  Second read of Stand Alone Approval Requests for NCBS 411A, 411B &amp; 447. No comments.</p> <p><i>See item 6 for motion/approval details.</i></p>
<p>8. Stand Alone Application: SPAN 51C</p>	<p><b>Speaker: Ben Kaupp</b>                  Second read of Stand Alone Approval Request for SPAN 51C. Brannvall expressed enthusiastic support for this course!</p> <p>Motion to approve <b>M/S</b> (Draper, Huynh). <b>Approved.</b></p>
<p>9. Stand Alone Applications: THTR 421A, 425, 425B, 427, 431, 440A, 440B, 442, 445A, 445E</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of Stand Alone Approval Requests for THTR 421A, 425, 425B, 427, 431, 440A, 440B, 442, 445A &amp; 445E. Each will be temporarily Stand Alone and included in one or more new noncredit certs., currently in development. Vanatta noted these are CTE mirrored noncredit versions of existing Technical Theatre credit courses. Discussion occurred regarding subject codes for noncredit courses; some depts. use same code as for credit and others use different codes. Connell asked if students can repeat these courses—yes. Discussion occurred regarding CTE noncredit vs. older adult noncredit.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. Updating Foothill GE</p>	<p><b>Speaker: Ben Kaupp</b>                  Continuing our discussion from the previous meeting, re: how to place courses currently approved for Foothill GE within the new Foothill GE pattern. Kaupp created visual to categorize relationships between current Foothill GE areas and new Foothill GE areas:</p> <ul style="list-style-type: none"> <li>• Direct:                         <ul style="list-style-type: none"> <li>○ Current Area I → new Area 3</li> <li>○ Current Area II → new Area 5</li> <li>○ Current Area IV → new Area 4</li> <li>○ Current Area VII → new Area 7</li> </ul> </li> <li>• Simple:                         <ul style="list-style-type: none"> <li>○ Current Area II → new Area 1A</li> <li>○ Current Area V → split between new Areas 1B &amp; 2</li> </ul> </li> <li>• Involved:                         <ul style="list-style-type: none"> <li>○ Current Area VI (not required in new pattern)</li> <li>○ New Area 6 (no equivalent in current pattern)</li> </ul> </li> </ul> <p>Kaupp agreed with comments made at previous meeting, regarding importance of reviewing criteria and application process as part of this transition, but believes it will be very helpful to simply place courses in the “direct” areas into new areas, which can then be followed by more in-depth discussion of the criteria. There’s a strong argument for placing courses in the “simple” areas into new areas, as well. What will take more time to figure out are current Area VI and new Area 6: we’ll need to figure out where to place courses in current Area VI, and draft criteria</p>

for new Area 6. Gilstrap noted only ETHN courses may be included in new Area 6.

Kaupp strongly encouraged the group to approve blanket placement of courses in “direct” and “simple” areas, and Gilstrap commented in favor. Gilstrap mentioned Program Maps, which will need to be updated and reviewed to incorporate new Foothill GE; noted he’s required to review every single Map and made it clear that he needs to do that work in winter quarter. Hopes placing courses can happen soon and suggested that next year CCC review the criteria. Doesn’t believe it will be difficult to draft criteria for new Area 6, as we can look at criteria for Cal-GETC Ethnic Studies area (and/or previous CSU GE & IGETC info). Drafting criteria for new Area 2 might be tricky, but we can begin with math-related criteria in current Area V. Kaupp mentioned Apprenticeship programs having approval for Foothill GE areas as a full program (not as individual courses), and stressed need to ensure this method of applying for Foothill GE be included in wider discussion of application process.

Starer asked if there are state-prescribed descriptors or do we have to create them—Gilstrap responded, Foothill faculty created the current criteria and we have freedom to either keep it or create new criteria. Starer asked about Intermediate Algebra graduation requirement—Gilstrap responded, once the new GE pattern is adopted, there will no longer be minimum proficiencies or add’l graduation requirements; student just needs to complete GE for graduation. Brannvall asked if CCC will approve these changes or bring them back to constituents—Kaupp responded, CCC members represent their constituents, so a member’s vote is on behalf of their constituency group. Kaupp would like to present at the next meeting a list of every current Foothill GE course and which area(s) of the new pattern it could fall under, and request blanket approval from the group. Also hopes to present draft criteria for new Areas 2 & 6.

Connell asked about De Anza’s new local GE—Kaupp responded, De Anza is still finalizing their new pattern. Connell believes it would be very beneficial to students for both colleges to align new GE patterns—Kaupp noted their new pattern will likely be similar to ours but not exactly. Vanatta asked how we will handle new courses for 2025 which applied for Foothill GE in CourseLeaf using current criteria/questions—Kaupp needs to think more about how to handle those. Discussion occurred regarding how to handle courses in current Area VI—Gilstrap noted hope that some of these courses also meet another GE area, which would be a more straightforward placement. Kaupp asked if the group would be in favor of all ETHN courses being automatically placed in new Area 6. Gilstrap noted that ETHN 1-5 will be approved for Cal-GETC Ethnic Studies area, but ETHN 7 & 8 will not.

Kaupp moved on to discussing our GE application process, noting it’s difficult to get volunteers for GE subcommittees. We’re not required to use subcommittees, and we have the option of reviewing all GE apps here at CCC. We don’t get too many GE apps each year, so workload wouldn’t be too heavy. Kaupp in favor of having all GE apps reviewed/approved at CCC. Noted GE subcommittees also approve students’ course substitution requests, and suggested we use single subcommittee to handle those requests. Campbell expressed concern that a GE app could come to CCC when there is no discipline expert present, and asked if we would delay those discussions—Kaupp

	<p>responded, first/second read process would help handle that type of situation.</p> <p>Herman referred back to placement of current Area VI courses and noted a few aren't approved for a second area, so those would be dropped off the new pattern; asked what the process would be for those courses to retain GE approval—Gilstrap responded, perhaps CCC could review those courses and see if they meet a different area. Kaupp added, when he's creating proposed course placement list he'll reach out to faculty associated w/ those courses to discuss and see if a different area might apply. Campbell asked if we could use a transition process specific to those current Area VI courses so they can be retained—Kaupp will invite affected faculty to next CCC meeting to participate in decision-making process. Gilstrap added, he'll check to see if those courses have Cal-GETC approval, which could help inform which new Foothill GE area might apply. Taylor asked how this transition will apply to current Apprenticeship GE approvals—Kaupp responded, same placement process will be used for Apprenticeship GE, and new Apprenticeship apps for next year should be reviewed in the same way as new apps for courses for next year.</p>
11. Division CC Brown Act Compliance	<p><b>Speaker: Ben Kaupp</b></p> <p>Continuing our discussion from the previous meeting, re: ensuring division CC compliance with Brown Act. Kaupp plans to add new agenda item called Consent Calendar, starting with next meeting, which will include the following info for each division CC: when/where the next meeting will be held, where agendas are posted, who is in the membership, and what constitutes a quorum. This will help divisions prove they're in compliance. There have been some challenges to certain division CCs, as well as to Foothill's division structure, and we have to make sure we're following the rules in order to keep our unique structure.</p> <p>Asked the group for their thoughts on bylaws template. Campbell loves it and noted we've needed a framework for a long time. Asked what details will be needed for membership (i.e., specific names of members or just the number of total members and what constitutes quorum). Kaupp reminded the group that any discussion between the division CC's quorum outside of an official meeting is in violation of Brown Act, which makes the case for larger division CC membership. Kaupp asked to be invited to division CC meetings, so he can be more aware of what's going on, and will attend if he's able to. Hueg noted he's attended division CC meetings. Discussion occurred regarding what's allowable for curriculum discussions depending on size of quorum, as well as dept.-level discussions. Sarver asked for specific language related to posting of agendas—Kaupp responded, agendas must be accessible to the public, meaning it must be physically posted in a place that is not (for example) behind locked doors. Draper commented on the importance of transparency within divisions and noted prior experience as a part-time faculty member being excluded from curriculum discussions. Believes transparency will allow for wider participation and higher quality curriculum development.</p> <p>Allen asked Kaupp for more details re: posting of agendas online—Kaupp responded, reps will send Vanatta their agendas for posting on the CCC website, but this offered as a courtesy and doesn't satisfy Brown Act requirements. Herman asked if agendas may be posted on bulletin board—Kaupp responded, yes, as long as it's publicly accessible. Kaupp hoping to eventually have single bulletin board on campus for all division CC agendas to be posted on.</p>



	Kaupp will email the reps asking for specific information to be included on Consent Calendar for the next meeting and noted appreciation of the reps for their robust conversations on this topic and willingness to help ensure we're in compliance.
12. Good of the Order	Fong mentioned Fandomcon at San Jose convention center this weekend. Kaupp mentioned campus Wellness Center open to everyone for election-related needs.
13. Adjournment	<b>3:27 PM</b>

**Attendees:** Micaela Agyare\* (LRC), Chris Allen\* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall\* (FAC), Rachelle Campbell\* (HSH), Zach Cembellin\* (Dean, STEM), Sam Connell\* (BSS), Cathy Draper\* (HSH), Angie Dupree\* (BSS), Jordan Fong\* (FAC), Patricia Gibbs Stayte (BSS), Evan Gilstrap\* (Articulation Officer), Ron Herman\* (Dean, FAC), Kurt Hueg\* (Administrator Co-Chair), Rose Huynh\* (LA), Maritza Jackson Sandoval\* (CNSL), Ben Kaupp\* (Faculty Co-Chair), Amber La Piana (LA), Natalie Latteri (BSS), Andy Lee\* (CNSL), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor\* (STEM), Mary Vanatta\* (Curriculum Coordinator), Nate Vennarucci\* (APPR)

\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta

# Course Change Request

## New Course Proposal

Date Submitted: 11/05/24 3:19 pm

Viewing: **NCBS F404A : VOCATIONAL MATHEMATICS 1**

Last edit: 11/13/24 7:14 am

Changes proposed by: Kathy Perino (10900261)

### In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 11/12/24 2:20 pm  
Sarah Parikh  
(parikhsarah):  
Approved for 1PS  
Curriculum Rep

#### Course Proposal Form

Faculty Author Kathy Perino

Effective Term Summer 2026

Subject Non-Credit: Basic Skills (NCBS) Course Number F404A

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 0

Hours 48 hours lecture total per quarter

Course Title VOCATIONAL MATHEMATICS 1

Short Title

Proposed Transferability None

Proposed Description and Requisites: A course designed to support students preparing for a career in vocational or trade programs. The use of rational numbers and geometry in real world applications.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added?  
Maybe to an apprenticeship program or certificate.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

The apprenticeship programs are asking for a class to prepare students for aptitude tests that are part of the application to the specific apprenticeship programs.

Reviewer Comments

# Course Change Request

## New Course Proposal

Date Submitted: 11/05/24 3:36 pm

Viewing: **NCBS F404B : VOCATIONAL MATHEMATICS 2**

Last edit: 11/13/24 7:15 am

Changes proposed by: Kathy Perino (10900261)

### In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 11/12/24 2:20 pm  
Sarah Parikh  
(parikhsarah):  
Approved for 1PS  
Curriculum Rep

#### Course Proposal Form

Faculty Author Kathy Perino

Effective Term Summer 2026

Subject Non-Credit: Basic Skills (NCBS) Course Number F404B

Department Mathematics (MATH)

Division Science Technology Engineering and Mathematics (1PS)

Units 0

Hours 48 hours lecture total per quarter

Course Title VOCATIONAL MATHEMATICS 2

Short Title

Proposed Transferability None

Proposed Description and Requisites: A course on algebra and functions to prepare for vocational and trade programs.

Proposed Discipline Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added?  
Maybe to an apprenticeship or vocational certificate.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This is a course focusing on primarily elementary algebra topics to prepare students for the electrician (IBEW) aptitude test that is required prior to acceptance as an apprentice.

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 09/06/24 9:51 am

Viewing: **PSYC F045. : INTRODUCTION TO COGNITIVE PSYCHOLOGY**

Last edit: 11/12/24 8:24 am

Changes proposed by: Florina Petcu (20308855)

### In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 11/08/24 1:06 pm  
Angelica Dupree  
(dupreeangelica):  
Approved for 1SS  
Curriculum Rep

#### Course Proposal Form

Faculty Author: Florina Petcu and Ben Stefonik

Effective Term: Summer 2026

Subject: Psychology (PSYC) Course Number: F045.

Department: Psychology (PSYC)

Division: Business and Social Sciences (1SS)

Units: 4

Hours: 4 hours lecture per week

Course Title: INTRODUCTION TO COGNITIVE PSYCHOLOGY

Short Title:

Proposed Transferability: UC/CSU

Proposed Description and Requisites: This course will introduce students to the fundamental cognitive functions including memory, language, attention, perception etc. The aim is to provide an overview of key theories and empirical studies in the field of cognitive psychology. Students will explore how we solve problems, make decisions, and create memories, as well as how our behavior is influenced by various cognitive processes. Students will gain a foundational understanding of how cognitive functions shape experiences across different cultural contexts.

Advisory: General Psychology (PSYC 1 or 1H), college-level reading and writing ability (ENGL 1A or 1AH).

Proposed Discipline: Psychology

To which Degree(s) or Certificate(s) would this course potentially be added?

- AA Degree
- Certificate of Achievement
- AA-T Degree
- Foothill GE

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

Cognitive science is a growing field and one of the most popular majors among psychology students. As a core component of cognitive science, cognitive psychology provides students with a strong foundation in understanding human cognition and behavior, which is essential for various career tracks in the field of cognitive sciences. Despite the increasing demand for cognitive science education, our college currently lacks a dedicated course in cognitive psychology, creating a noticeable gap in our curriculum. Offering this course will allow us to better meet the educational needs and interests of our students, strengthen the psychology department, and attract students who are interested in pursuing careers in cognitive sciences. By aligning our curriculum with current trends and demands in the field, we can provide students with a comprehensive education that prepares them for success in the cognitive sciences.

Reviewer  
Comments

Key: 9094

[Preview Bridge](#)

### CCC Notification of Proposed Prerequisites and Corequisites

The following courses are implementing new requisites or updating current requisites and have completed the required Content Review form in CourseLeaf. Please contact the Division Curriculum Reps if you have any questions or comments.

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Update
THTR 425B FASHION & COSTUME CONSTRUCTION II NONCREDIT	L. Henderson	Prereq: THTR 425 INTRODUCTION TO FASHION & COSTUME CONSTRUCTION NONCREDIT (or credit version, THTR 25)	New requisite for 2025-26
THTR 440B THEATRICAL MAKEUP FOR PRODUCTION NONCREDIT	L. Henderson	Prereq: THTR 440A BASIC THEATRICAL MAKEUP NONCREDIT (or credit version, THTR 40A)	New requisite for 2025-26



**Assembly Bill No. 928:  
The Associate Degree for Transfer  
Intersegmental Implementation Committee**

**November 21, 2024  
10AM–4PM PST\***

**The Hub  
1102 Q Street, Suite 3100  
Sacramento, CA 95811**

Zoom:  
<https://foundationccc-org.zoom.us/j/85614302751?pwd=RNQiZvPaij4DbL2abdyJW4ewqIB7iC.1>

One tap mobile:  
US: +14086380968,,85614302751# or +16694449171,,85614302751#

Telephone:  
Dial (for higher quality, dial a number based on your current location)  
US: +1 408 638 0968 or +1 669 444 9171 or +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 719 359 4580 or +1 253 205 0468 or +1 305 224 1968 or +1 309 205 3325 or +1 312 626 6799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 876 9923 or +1 646 931 3860 or +1 689 278 1000 or +1 301 715 8592

Webinar ID: 856 1430 2751  
Passcode: 335121

\*All times are approximate and subject to change  
Order of items is subject to change

**Order of Agenda\***

- 1. Standing Orders of Business**
  - 1.1. Welcome from the Chair, Call to Order, and Determination of Quorum**

**1.2. Housekeeping**

**1.3. Roll Call of Committee Members**

**1.4. Reminder of the Arc of the Work, Review of Agenda, and Meeting Objectives**

The Chair and facilitator will review the arc of the work, agenda, and meeting objectives.

**2. Consent Calendar**

**2.1. Review and Approval of 9/12/2024 Meeting Minutes**

**3. Information and Reports**

**3.1. Staff Report: A Look Ahead to 2025 and Discussion of the Committee's 2024 Recommendations and Final Report**

The Committee will receive an update about the Committee's work in 2025 and an overview from Sova and Student-Ready Strategies of the final 2024 report ("AB928 Associate Degree for Transfer Intersegmental Implementation Committee, Final Draft Recommendations (November 2024)").

PUBLIC COMMENT

**3.2. Review of the Committee's Recommendations**

The Committee will review the full set of 2024 recommendations in the public document entitled "AB928 Associate Degree for Transfer Intersegmental Implementation Committee, Final Draft Recommendations (November 2024)." The Committee will vote on the recommendations and any qualifying amendments.

PUBLIC COMMENT

**3.3. Review of the Committee's Final Report**

The Committee will review and discuss other areas of the draft of its final 2024 report.

PUBLIC COMMENT



**4. Public Forum**

**4.1. Public Forum on Non-Agenda Items**

Members of the public wishing to comment on subjects not on the agenda may do so at this time. Comments are limited to a maximum of two minutes.

**5. Adjournment**

**Persons requesting reasonable accommodations should notify [leslie.fischbeck2@sova.org](mailto:leslie.fischbeck2@sova.org) no less than five working days prior to the meeting.**

## Foothill College Curriculum Committee Consent Calendar

11/19/24

### Division Curriculum Committees

#### Apprenticeship (APPR) Division Curriculum Committee

- **Chair(s):** TBA
- **Voting Members:** TBA
- **Quorum Requirements:** TBA
- **Meeting Schedule:**
  - **Location:** TBA
  - **Time and Date:** TBA
  - **Frequency:** TBA
- **Agenda Posting:** TBA

#### Business & Social Sciences (BSS) Division Curriculum Committee

- **Chair(s):** Sam Connell (tenured faculty), Angie Dupree (projected tenure Spring 2026)
- **Voting Members:** Sam Connel, Angie Dupree (all BSS faculty are encouraged to tender advisory votes)
- **Quorum Requirements:** 2 voting members
- **Meeting Schedule:**
  - **Location:** Room 3202
  - **Time and Date:** Mondays at 3:30 pm (and Tuesdays at 3:30 pm when Monday is a holiday)
  - **Frequency:** Monthly in Fall/Winter quarters, Bi-weekly in Spring
- **Agenda Posting:** Posted on the window of the division office (building 3000)

#### Counseling (CNSL) Division Curriculum Committee

- **Chair(s):** Maritza Jackson Sandoval, Andrew Lee
- **Voting Members:** Maritza Jackson Sandoval, Andrew Lee, Jue Thao
- **Quorum Requirements:** 2 voting members
- **Meeting Schedule:**
  - **Location:** Room 8311
  - **Time and Date:** 2pm, 11/26/24, 12/17/24
  - **Frequency:** Monthly
- **Agenda Posting:** Posted on the public bulletin board outside the 8300 Building

#### Disability Resource Center & Veterans Resource Center (SRC) Division Curriculum Committee

- **Chair(s):** Richard Saroyan
- **Voting Members:** Richard Saroyan, Ben Kaupp
- **Quorum Requirements:** 2
- **Meeting Schedule:**
  - **Location:** TTW Classroom, 5418
  - **Time and Date:** Mondays, 12PM - Next meeting January 13, 2025
  - **Frequency:** Quarterly

- **Agenda Posting:** DRC Office Window (5400 building)

#### **Fine Arts & Communication (FAC) Division Curriculum Committee**

- **Chair(s):** Jordan Fong, Cynthia Brannvall
- **Voting Members:** Voting members must be current, active faculty members in the division
- **Quorum Requirements:** Half of core committee +1. Committee membership - eight members (one representative from each department, ideally the Department Chair) determined by the respective department
- **Meeting Schedule:**
  - **Location:** Room 1801, or via Zoom
  - **Time and Date:** 2pm-3pm, every other Tuesday
  - **Frequency:** Biweekly
- **Agenda Posting:** Posted on the front window of the FAC Division office, Rm 1701

#### **Health Sciences & Horticulture (HSH) Division Curriculum Committee**

- **Chair(s):** Rachelle Campbell, Cathy Draper, Shaelyn St. Onge-Cole
- **Voting Members:** All HSH faculty members have voting privileges
- **Quorum Requirements:** 6 voting members
- **Meeting Schedule:**
  - **Location:** HSH Division Conference Room (5212)
  - **Time and Date:** Friday, November 15, 12:00pm – 1:00pm
  - **Frequency:** Monthly
- **Agenda Posting:** Agendas are posted on the HSH Division Office window, 5200 building

#### **Kinesiology & Athletics (KA/ATHL) Divisions Curriculum Committee**

- **Chair(s):** Jeffrey Bissell (FT Tenure Faculty)
- **Voting Members:** Jeffrey Bissell (FT), Kelly Edwards (FT), & Rita O'Loughlin (FT)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
  - **Location:** Foothill Fitness Center, Rm 2509
  - **Time and Date:** 12:30pm, 3rd Thursdays
  - **Frequency:** Monthly
- **Agenda Posting:** Agenda posted 1 week before meeting in the window of KA/ATHL main office, Rm 2711

#### **Language Arts (LA) Division Curriculum Committee**

- **Chair(s):** Amy Sarver; projected tenure through the 2024-25 AY
- **Voting Members:** Rachael Dworsky, Ulysses Acevedo, Patricia Crespo-Martin, Julio Rivera-Montanez, Amy Sarver
- **Quorum Requirements:** 2 voting members
- **Meeting Schedule:**
  - **Location:** TBD
  - **Time and Date:** 11:00a.m. 8th week of every quarter (2/28; 5/30)

- **Frequency:** Quarterly
- **Agenda Posting:** Posted on the bulletin boards near the 6000s bathrooms

#### **Learning Resource Center (LRC) Division Curriculum Committee**

- **Chair(s):** Micaela Agyare (Library, 2024-25) and Eric Reed (Tutoring, Fall 24, Winter 25)
- **Voting Members:** Micaela Agyare, Eric Reed
- **Quorum Requirements:** 2
- **Meeting Schedule:**
  - **Location:** Library Conference Room 3533
  - **Time and Date:** next meeting 2/20/25 11am-12pm
  - **Frequency:** Quarterly
- **Agenda Posting:** Posted on the window of the Library Conference Room, 3533

#### **Science, Technology, Engineering & Math (STEM) Division Curriculum Committee**

- **Chair(s):** n/a
- **Voting Members:** Kyle Taylor, Sarah Parikh
- **Quorum Requirements:** Simple majority of the voting members
- **Meeting Schedule:**
  - **Location:** PSEC 4402
  - **Time and Date:** Tuesdays 2:00 - 3:30 PM
  - **Frequency:** Every other week (when CCC is not meeting)
- **Agenda Posting:** Outside the STEM Division Office

# THTR F421A : SCENERY & PROPERTY CONSTRUCTION NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F421A

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F021A - SCENERY & PROPERTY CONSTRUCTION

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

6

**Weekly Out of Class Hours**

4

**Special Hourly Notation****Total Contact Hours**

96

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is offered, students do different build tasks on different Theatre Arts Department productions and can tailor projects to meet increasingly challenging and individualized learning goals.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

**In this case, identify the degree/certificate to which the course will be added:**

Non-credit: Theatre Production Organization, Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup

**What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)**

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### **Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

**Please indicate how your course supports the Foothill College Mission:**

Workforce/CTE

#### **Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### **Evidence**

This course will be included in three noncredit certificates currently in development: Non-credit: Theatre Production Organization, Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup.

#### **Attach evidence**

#### **Need/Justification**

This course will be included on three noncredit certificates in the CTE Theatre Technology program, currently in development.

**Course Description**

The theory and practice of creating and using scenery and properties for dramatic presentations. Students will learn basic vocabulary, processes, tools, and materials used in the production of scenery and properties for the stage. Practical application and safe use of basic woodworking tools used for creating scenery and properties for Theatre Arts productions.

**Course Prerequisites****Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Recognize and use stage and shop terminology, tools, materials, and techniques.
2. Organize a basic scenic construction project, including reading plans, selecting materials, selecting tools, and working safely.
3. Assess scenic production problems for complexity, schedule, and possible challenges.
4. Work collaboratively with designers, technicians, and other theatre personnel.
5. Recognize the values and responsibilities of crew organization as a member of a production group.
6. Interpret general plans used in scenic construction, including ground plans, sections, lighting plans, and detail drawings.
7. Understand and implement basic theatrical rigging techniques and safety procedures.

**Course Content**

1. Introduction to relevant theatre terminology, tools, and materials
2. Organization of theatre scenery process and personnel, from design to implementation onstage
3. Identification and safe use of common hand and power woodworking tools
4. Convert basic plans into theatrical scenery including use of standard construction and painting techniques
5. Understand design parameters, material options, and production choices
6. Safe working conditions in theatre production spaces

**Lab Content**

1. Students will use basic power and hand woodworking tools found in a theatre shop to fabricate scenery and properties for current and future department productions.
2. Students will create designs and working sketches for construction of scenery and properties used in department production projects.



3. Students will learn to mix colors and apply scenic paints in the production of large and small projects for the stage.
4. Students will work collaboratively on a variety of projects for current and future department productions to gain experience with different scenic materials, forms, and construction techniques.
5. Introduction to and practical application of digital design software for computer driven fabrication tools.

### **Special Facilities and/or Equipment**

1. All facilities of a fully-equipped theatre, including stage and audience seating areas, scene shop, costume shop, hand and power tools, and other stage equipment and supplies.
2. Online portions of class require weekly student access to an internet enabled computer.
3. Access to 3-D modeling software and CAD driven machines for prop and scenic dressing applications.
4. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript enabled internet browsing software.

### **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Class notebooks  
 Class participation and work habits  
 Practicum projects  
 Written production evaluations  
 Quizzes  
 Final exam

### **Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lectures  
 Group discussion with a specific prompt  
 Individual and small group projects in a supervised setting  
 Journals reflecting on project progress  
 Self-evaluations upon project completion

### **Representative Text(s)**

Author(s)	Title	Publication Date
Gillette, J. Michael	Theatrical Design and Production, 8th ed.	2020

**Please provide justification for any texts that are older than 5 years**

### **Other Materials**

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. 60-80 pages per week of reading from the text.
2. Script analysis for production requirements, including scenery and property needs.
3. Attendance at or digital viewing of live theatre performances and written evaluations of the technical elements observed.
4. Research and sketching for production projects.
5. Class journal of tasks and projects.

### **Authorized Discipline(s):**

Theater Arts or Stagecraft

### **Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

### **Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**

5/3/24: Reviewed to insure student-centric inclusive language, diverse methods of instruction and evaluation.

### Articulation Office Only

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#### **C-ID Notation**

#### **IGETC Notation**

#### **CSU GE Notation**

#### **Transferability**

None

#### **Validation Date**

N/A

### Division Dean Only

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#### **Seat Count**

40

#### **Load**

.139

#### **FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100700 - Dramatic Arts

# **THTR F425. : INTRODUCTION TO FASHION & COSTUME CONSTRUCTION NONCREDIT**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F425.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F025. - INTRODUCTION TO FASHION & COSTUME CONSTRUCTION

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students can tailor projects to meet increasingly challenging and individualized learning goals, such as constructing more complex garments or using new materials.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

In this case, identify the degree/certificate to which the course will be added:

Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

---

#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

This course will be included in two noncredit certificates currently in development: Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup.

#### Attach evidence

#### Need/Justification

This course will be included on two noncredit certificates in the CTE Theatre Technology program, currently in development.

#### Course Description

An introduction to sewing techniques, pattern cutting, costume room equipment, and the design and fabrication of clothing and costumes for the theatre and stage.

## **Course Prerequisites**

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Research, classify, and identify costume styles and periods for the theatre and stage.
2. Understand the practical elements of producing costumes for a show, including creating costumes for the stage.
3. Identify fabric weaves, fibers, fabric names and uses.
4. Analyze and practice with the techniques of costume construction for the stage.
5. Develop techniques of pattern cutting, layout, and sizing of patterns and clothing for costumes on the stage.
6. Interpret sketches and renderings of costume designs for theatrical productions, and understand the techniques used to create costumes for various regions and in different cultures.
7. Understand the organization elements in creating costumes for production.

## **Course Content**

1. Research and analyze clothing for particular periods in history and the relationship to the theatre, stage, and script.
2. Introduce fabric basics, distinguishing differences in fabric weaves and fibers; identify fabric names and their sewing properties and practical usage.
3. Practice techniques of cutting, sewing, craftmaking (including textiles and millinery), and building and finishing the costume design using sewing machines, scissors, needles, threads, steaming and ironing equipment.
4. Draft costume patterns for the stage by using paper, tape, tape measures, and muslin.
5. Analyze the use of line, texture, color, and form in the creation of costume design in American, European, Hispanic, African, and/or Eastern/Asian theatrical societies.
6. Evaluate costs and budgeting for costumes in the theatre.

## **Lab Content**

1. Supervised construction of related projects, including costume alterations, cutting, and creating new costume garments and accessories.
2. Craft projects include millinery and thermoplastic accessory fabrication with some advanced techniques touching on corsetry boning or tailoring specific stitching.

### Special Facilities and/or Equipment

1. Studio facilities with access to sewing machines and tables, overlock, blind hemmer, industrial iron and table, steamer, and costume shop.
2. Space appropriate for storing class materials and projects.
3. Space appropriate for storing show costumes.
4. When taught online/virtual or hybrid, ongoing access to a computer with email address, software and hardware, and internet access.

### Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

In-class projects  
Assigned construction exercises  
Project review  
Final exam project/paper

### Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture presentations and classroom discussion covering costume research, technology, and construction  
Oral presentations of major projects followed by in-class discussion and evaluation  
Instructor guided laboratory practice sessions  
Instructor demonstrations of costume technology and techniques

### Representative Text(s)

Author(s)	Title	Publication Date
Cunningham, Rebecca	Basic Sewing for Costume Construction: A Handbook, 2nd ed.	2011
Ingham, Rosemary, and Liz Covey	Costume Technicians Handbook, 3rd ed.	2003

### Please provide justification for any texts that are older than 5 years

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study. The Ingham and Covey text is the current school standard; sewing techniques do not change much, and its research and shopping sections are updated yearly online to keep relevant.

### Other Materials

### Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include chapters from the textbook, as well as research assignments that include verbal and visual research.
2. Students complete a paper that outlines the techniques they have learned in class.



**Authorized Discipline(s):**

Stagecraft or Theater Arts

**Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

**Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

5/22/24: Reviewed to insure student-centric inclusive language, diverse methods of instruction and evaluation.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

40

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# **THTR F425B : FASHION & COSTUME CONSTRUCTION II NONCREDIT**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F425B

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F025B - FASHION & COSTUME CONSTRUCTION II

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students can tailor projects to meet increasingly challenging and individualized learning goals, such as making more complex patterns and using more specialized equipment.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

---

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**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

In this case, identify the degree/certificate to which the course will be added:

Non-credit: Theatre Costume and Makeup

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

---

#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

This course will be included in a noncredit certificate currently in development: Non-credit: Theatre Costume and Makeup.

#### Attach evidence

#### Need/Justification

This course will be included on a noncredit certificate in the CTE Theatre Technology program, currently in development.

#### Course Description

Continuation of THTR 425, with an exploration into more complex sewing techniques and machinery use. Further practice in the fabrication of clothing and costumes for the theatre,

including pattern adjustment and measuring, basic pattern making, sewing knits, advanced fitting and alteration techniques, and specialty machine usage.

### **Course Prerequisites**

Prerequisite: THTR 25 or 425.

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Research, classify, and identify costume styles and periods for the theatre and stage.
2. Understand the practical elements of producing costumes for a show, including creating costumes for the stage and performing intricate clothing alterations.
3. Identify fabric weaves, fibers, fabric names and uses, and their particular sewing properties.
4. Practice with the skills of costume construction for the stage using various techniques and machinery.
5. Develop techniques of pattern adjustments of an existing pattern, including different sizing and changing its style details.
6. Interpret sketches and renderings of costume designs for theatrical productions, and understand the techniques used to create costumes for various regions and in different cultures.
7. Practice the organization elements in creating costumes for production.

### **Course Content**

1. Research and analyze clothing for particular periods in history and the relationship to the theatre, stage, and script.
2. Practice body measuring, pulling costumes, fitting, garment measuring, garment alterations, show maintenance, and laundering theatrical costumes. Learn intricate clothing alterations.
3. Study a wide range of fabrics, distinguishing differences in fabric weaves and fibers. Identify fabric names and their sewing properties and practical usage. Practice sewing knits on the overlock and blind hemmer.
4. Practice techniques of cutting, sewing, craftmaking (including textiles and millinery), and building and finishing the costume design using sewing machines, scissors, needles, threads, steaming and ironing equipment. Learn and practice the usage of the overlock and blind hemmer machines.
5. Draft a custom body block and fit it.
6. Analyze the use of line, texture, color, and form in the creation of costume design in American, European, Hispanic, African, and/or Eastern/Asian theatrical societies.
7. Analyze a script, create a costume plot, and evaluate costs and budgeting for costumes in the theatre.

## Lab Content

1. Supervised construction of related projects, including racking a show and pulling existing garments, creating new garments and accessories, and maintaining a show during its run.
2. Advanced projects include millinery and thermoplastic fabrication and advanced structuring such as tailoring and corsetry.

## Special Facilities and/or Equipment

1. Studio facilities with access to sewing machines and tables, overlock, blind hemmer, industrial iron and table, steamer, and costume shop.
2. Space appropriate for storing class materials and projects.
3. Space appropriate for storing show costumes.
4. When taught online/virtual or hybrid, ongoing access to a computer with email address, software and hardware, and internet access.

## Methods of Evaluation

### Methods of Evaluation may include but are not limited to the following:

In-class projects  
Assigned construction exercises  
Project review  
Final exam project/paper

## Methods of Instruction

### Methods of Instruction may include but are not limited to the following:

Lecture presentations and classroom discussion covering costume research, technology, and construction  
Oral presentations of major projects followed by in-class discussion and evaluation  
Instructor guided laboratory practice sessions  
Instructor demonstrations of costume technology and techniques

## Representative Text(s)

Author(s)	Title	Publication Date
Cunningham, Rebecca	Basic Sewing for Costume Construction: A Handbook, 2nd ed.	2011
Ingham, Rosemary, and Liz Covey	Costume Technicians Handbook, 3rd ed.	2003

### Please provide justification for any texts that are older than 5 years

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study. The Ingham and Covey text is the current school standard. Sewing techniques do not change much, and its research and shopping sections are updated yearly online to keep relevant.

## Other Materials

### Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include chapters from the textbook, as well as research assignments that include verbal and visual research.
2. Students complete a paper that outlines the techniques they have learned in this class.

#### Authorized Discipline(s):

Stagecraft or Theater Arts

#### Faculty Service Area (FSA Code)

DRAMA/THEATER ARTS

#### Taxonomy of Program Code (TOP Code)

\*1006.00 - Technical Theater

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

Please describe how you have incorporated principles of equity during this revision:  
5/23/24: Reviewed to insure student-centric inclusive language, diverse methods of

#### Articulation Office Only

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#### C-ID Notation

#### IGETC Notation

#### CSU GE Notation

#### Transferability

None

#### Validation Date

N/A

#### Division Dean Only

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#### Seat Count

40

#### Load

.115

#### FOAP Codes:

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater



# THTR F427. : LIGHTING DESIGN & TECHNOLOGY NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F427.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F027. - LIGHTING DESIGN & TECHNOLOGY

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students participate in lighting different Theatre Arts Department productions. Students can also tailor projects to practice lighting design for different genres and venues to meet increasingly challenging and individualized learning goals.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

Temporary

**In this case, identify the degree/certificate to which the course will be added:**

Non-credit: Theatre Technology

**What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)**

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### **Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

**Please indicate how your course supports the Foothill College Mission:**

Workforce/CTE

#### **Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### **Evidence**

This course will be included in a noncredit certificate currently in development: Non-credit: Theatre Technology.

#### **Attach evidence**

#### **Need/Justification**

The course will be included on a noncredit certificate in the CTE Theatre Technology program, currently in development.

### **Course Description**

A survey of lighting design for the theatre, film, and television. An introduction to the basic elements of electrical wiring, lighting instruments, lighting control devices, and lighting special effects. Basic lighting design principles of color, intensity, direction, and movement. Use of computer to design simple stage lighting plans.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Identify, define, and describe terminology commonly associated with theatrical lighting design and execution
2. Identify the controllable qualities of theatrical lighting
3. Identify the functions of theatrical lighting
4. Recognize and explain the different types of drawings and paperwork commonly used in theatrical lighting design
5. Calculate the capacity of electrical wire gauge and safe current flow
6. Demonstrate an understanding of the function of various theatrical lighting instruments
7. Recall and practice safety information concerning electrical hazards
8. Participate in the hanging, circuiting, focusing, and operation of theatrical lighting equipment
9. Demonstrate an understanding of style, color, texture, angle, and mood as they relate to theatrical lighting design
10. Produce the paperwork necessary to implement a lighting design

### **Course Content**

1. Introduction to designing with light
2. Electrical theory and practice
3. Lighting equipment
4. Lighting design paperwork
5. Rehearsal and performance procedures
6. Color theory
7. Lighting angles
8. Additional theories of lighting design; similarities and differences
  1. Dramas
  2. Comedies
  3. Musicals
  4. Dance concert lighting
9. Theoretical projects as needed to show mastery of topics

## Lab Content

Students will work under the guidance of faculty and professional lighting designers to participate in the planning and execution of lighting effects for current department and community theatrical productions.

## Special Facilities and/or Equipment

1. Studio facilities with access to drafting tables, lighting equipment, theatre, films and slides, computer lab.
2. Portions of the class taught online will require regular access to a computer capable of accessing the course delivery system through the internet.

## Methods of Evaluation

### Methods of Evaluation may include but are not limited to the following:

Graded examinations  
Class participation  
Portfolio review  
Final project

## Methods of Instruction

### Methods of Instruction may include but are not limited to the following:

Lecture  
Discussion  
Field work  
Oral presentations  
Electronic discussions/chat  
Independent study  
Laboratory

## Representative Text(s)

Author(s)	Title	Publication Date
Gillette, Michael	Theatrical Design and Production, 8th ed.	2020
Pilbrow, Richard	Stage Lighting Design, the Art, the Craft, the Life (ISBN: 0896762351)	1999

### Please provide justification for any texts that are older than 5 years

Although the Pilbrow text is older than the recommended five years, it is considered a seminal work in the discipline.

## Other Materials

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Progressive weekly readings from the text - approximately 40 pages per week
2. Attendance at public performances and written observations of lighting effects used and analysis of the effectiveness of the lighting as part of the overall design and performance
3. Written analysis of plays and the required lighting effects for an effective production. Plays used have included "The Zoo Story" by Edward Albee, "The Glass Menagerie" by Tennessee Williams, and "The Adding Machine" by Elmer Rice
4. Light plot and associated paperwork for one of the above plays

### **Authorized Discipline(s):**

Stagecraft or Theater Arts

### **Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

### **Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**

5/22/24: Reviewed to insure student-centric inclusive language, diverse methods of instruction and evaluation.

### Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

### Division Dean Only

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**Seat Count**

35

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F431. : MANAGEMENT FOR THE THEATRE & STAGE NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F431.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F031. - MANAGEMENT FOR THE THEATRE & STAGE

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

8

**Special Hourly Notation****Total Contact Hours**

48



**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students can tailor projects to meet increasingly challenging and individualized learning goals, such as creating more complex budgets or schedules and exploring different models of theater structure.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

In this case, identify the degree/certificate to which the course will be added:

Non-credit: Theatre Production Organization

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

This course will be included in a noncredit certificate currently in development: Non-credit: Theatre Production Organization.

#### Attach evidence

#### Need/Justification

This course will be included on a noncredit certificate in the CTE Theatre Technology program, currently in development.

**Course Description**

An introduction to the process and techniques of theatre management. Presentations and models of the business and management side of a theatre production, focusing specifically on the roles of the general manager, production manager, and stage manager.

**Course Prerequisites****Course Corequisites****Course Advisories****Course Objectives**

The student will be able to:

1. Understand the role of the general manager, production manager, and stage manager within the overall scope of a theatrical production or organization
2. Identify the basic skills and functions of a general manager, production manager, and theatrical stage manager
3. Analyze scripts for production requirements and relative costs
4. Develop a budget format for a theatrical production
5. Create a production schedule for a theatrical production
6. Develop a production prompt book for stage
7. Develop stage management forms used in the rehearsal process and performances
8. Understand the psychological role played by theatre managers in dealing with many different types of people, often from many diverse backgrounds

**Course Content**

1. Assess the roles and contributions of a general manager, production manager, and stage manager in preparing the production of a play for performance
2. Identify the ways management contributes to the success of a theatrical performance
3. Analyze a script to identify cues for lighting, sound, scene shifts, properties, costume changes, and blocking
4. Review the practice and fundamentals of reading a ground plan of a set layout
5. Study the stage management techniques used in touring companies to bridge the cultural barriers between different societal production techniques

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. Studio facilities with access to drafting tables, rehearsal rooms, and theatres.
2. Online portions of the class will require weekly student access to an internet enabled computer capable of accessing the campus course delivery system.

## Methods of Evaluation

### Methods of Evaluation may include but are not limited to the following:

Class participation  
In-class assignments and activities  
Class projects  
Research presentation  
Final exam

## Methods of Instruction

### Methods of Instruction may include but are not limited to the following:

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Independent study  
Field trips

## Representative Text(s)

Author(s)	Title	Publication Date
Vitale, Michael	Introduction to the Art of Stage Management	2019

### Please provide justification for any texts that are older than 5 years

Although this text is older than the suggested "5 years or newer" standard, it remains seminal in this area of study.

## Other Materials

### Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Create a hypothetical prompt book for a production. The book should include:
  1. A floor plan showing blocking and staging notes referenced to the script, all blocking and staging
  2. A prop plot for the scenes
  3. A costume plot for the scenes
2. Read Ibsen's "Doll's House" and create the following production planning documents:
  1. A scene list by location and time of day, including the start and end of the scene; a brief synopsis of the action; and any special production requirements or questions
  2. A form for a production contact list using the members of the class or other fictitious persons and including names, character(s) played or production job, space for contact information

3. A publicity info form which will be filled out by each member of the production team and cast
4. Break the play down into 10-15 minute long french scenes and create a matrix cross-referencing the characters in the play with their appearance in each scene
3. Using Ibsen's "Doll's House," create a production schedule from concept through design and performance closing
4. Attend a live theatre performance and write an analysis of the complexity of the production from the point of view of a general manager, production manager, or stage manager
5. Interview a professional working in a management position for a theatre company or production and present a synthesis of the challenges and successes associated with the job

**Authorized Discipline(s):**

Theater Arts or Stagecraft

**Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

**Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

**Please describe how you have incorporated principles of equity during this revision:**

5/22/24: Reviewed to insure student-centric inclusive language, diverse methods of instruction and evaluation.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

30

**Load**

.089

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F440A : BASIC THEATRICAL MAKEUP NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F440A

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F040A - BASIC THEATRICAL MAKEUP

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students can tailor projects to meet increasingly challenging and individualized learning goals, such as new makeup techniques or more advanced prosthetics projects.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary



In this case, identify the degree/certificate to which the course will be added:

Non-credit: Theatre Costume and Makeup

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

This course will be included in a noncredit certificate currently in development: Non-credit: Theatre Costume and Makeup.

#### Attach evidence

#### Need/Justification

This course will be included on a noncredit certificate in the CTE Theatre Technology program, currently in development.

#### Course Description

A practical introduction to the techniques of applying theatrical makeup for the stage.

## **Course Prerequisites**

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Analyze and appraise differences and similarities of facial anatomy
2. Describe, differentiate, and compare facial types and how these may be simulated through theatrical makeup
3. Understand the process of researching and designing makeup for production
4. Recognize and acquire skills in the application of available makeup products, understanding how to substitute and adjunct products where specific applications or shortages require
5. Understand the process of designing, creating, and applying prosthetic makeup

## **Course Content**

1. Study facial anatomy
  1. Student's individual type
  2. Various age, gender, and ethnic types
  3. The effect of stage lighting on facial anatomy
2. Identify and practice enhancement of characterization through makeup techniques
  1. Straight makeup
    1. Basic
    2. Corrective/beauty
  2. Character makeup
    1. Creative/clown
    2. Age
    3. Facial hair
    4. Animal/character
  3. Specialty makeup
    1. Three-dimensional effects/non-prosthetic
    2. Three-dimensional effects/prosthetic
3. Practice researching and designing assigned makeup projects
  1. Compile a makeup morgue including categories for each assigned makeup project
  2. Render makeup designs using basic art tools (pencils, colored pencils, pastels, etc.)
4. From instructor demonstrations, learn to identify and subsequently experiment with a wide variety of makeup materials

1. Become familiar with the minimum contents of an "all purpose makeup kit," including foundations, highlights and shadows, liners, powder, brushes, makeup removers, etc.
2. Compare and contrast products from a variety of manufacturers and distributors of theatrical makeup, learning how to substitute when necessary for manufactured makeup or prohibitively expensive products
3. Practice using materials for special character effects
  1. Facial hair (crepe wool, gauze, latex, spirit gum, etc., as well as a familiarity with human hair and ventilated appliances)
  2. Three-dimensional effects/non-prosthetic, using:
    1. Facial feature reconstruction materials (wax, putty, etc.)
    2. Special effects materials for cuts, bruises, burns, scars, etc. (liquid latex, cotton, tissue, gelatin, rigid collodian, blood, etc.)
5. Design, create and apply basic prosthetic makeup, using:
  1. Life-mask casting materials (alginate, plaster, etc.)
  2. Modeling materials (plastalina clay, modeling tools, etc.)
  3. Basic appliance making materials (liquid rubber latex, makeup, etc.)

### **Lab Content**

1. Practice with and application of specified makeup materials and techniques
2. Cooperative creation of plaster "life-masks"
3. Observation and categorization of facial features, character types, and artistic inspirations

### **Special Facilities and/or Equipment**

1. Ben Nye Makeup Kit or its equivalent, and various casting/mold making and art supplies.
2. Stage space or classroom, with appropriate lighting capabilities and table, to accommodate full class instructor demonstrations.
3. Protective clothing suitable for work that requires the application of stage makeup.
4. Dressing and makeup rooms equipped with running water, lockers, showers, makeup tables, and mirrors.
5. Lighted makeup preparation station for each student.
6. When taught via Foothill Global Access: on-going access to computer with email software capabilities; email address; JavaScript-enabled internet browsing software.

### **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**  
 Demonstrated effort and skill in mastery of makeup technique in in-class assignments  
 Creation of makeup "morgue" of varied and interesting real face photos and art samples, including models from a variety of racial and ethnic backgrounds, as a term project  
 Makeup designs developed into completed makeups, one of which is a final project

## Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture  
Discussion  
Cooperative learning exercises  
Field work  
Laboratory  
Demonstration

## Representative Text(s)

Author(s)	Title	Publication Date
Corson, Richard, James Glavan, and Beverly Norcross	Stage Makeup, 10th ed.	2009

### **Please provide justification for any texts that are older than 5 years**

Although this text is older than the suggested "5 years or newer" standard, it remains the seminal text in this area of study.

## Other Materials

### **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Reading specified chapters of required textbook
2. Reading and referral to available makeup technique books and magazines
3. Demonstration and application notes compiled in personal makeup morgue

### **Authorized Discipline(s):**

Theater Arts

### **Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

### **Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

**Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.**

### **Please describe how you have incorporated principles of equity during this revision:**

5/23/24: Reviewed to insure student-centric language, diverse methods of instruction and evaluation.

## Articulation Office Only

## C-ID Notation

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F440B : THEATRICAL MAKEUP FOR PRODUCTION NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F440B

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F040B - THEATRICAL MAKEUP FOR PRODUCTION

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students can tailor projects to meet increasingly challenging and individualized learning goals, such as designing different types of characters or creating advanced facial casts to create prosthetics.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

In this case, identify the degree/certificate to which the course will be added:

Non-credit: Theatre Costume and Makeup

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

This course will be included in a noncredit certificate currently in development: Non-credit: Theatre Costume and Makeup.

#### Attach evidence

#### Need/Justification

This course will be included on a noncredit certificate in the CTE Theatre Technology program, currently in development.

#### Course Description

Continuation of work in THTR 440A, with emphasis in more advanced techniques and practical application experience for the stage.



## **Course Prerequisites**

Prerequisite: THTR 40A or 440A.

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Further analyze and appraise differences and similarities of facial anatomy
2. Further describe, differentiate, and compare basic facial types and how these may be simulated through theatrical makeup
3. Design makeup for a character or all characters of a theatrical production
4. Appraise and master the application of various makeup products, including advanced and specialty products, and illustrate ways to interchange and substitute when necessary
5. Employ techniques of preparation and application of advanced prosthetics

## **Course Content**

1. Study facial anatomy and character type
  1. Student's individual type
  2. Various age, gender, and ethnic types
  3. The effect of stage lighting, costumes, scenery, and stage size on facial anatomy and communicating character
2. Review and further practice enhancement of characterization through makeup techniques
  1. Straight makeup
    1. Basic/beauty
    2. Corrective (with special attention to different racial/ethnic types, genders, and/or historical or famous people)
  2. Character makeup
    1. Creative/clown
    2. Age
    3. Facial hair
    4. Animal/character
  3. Specialty makeup
    1. Three-dimensional effects/non-prosthetic
    2. Three-dimensional effects/prosthetic
3. Practice researching and designing assigned makeup projects, honing appropriate drawing skills and formats in the process
  1. Add to makeup morgue in categories for each assigned makeup project
  2. Render makeup designs using art tools (pencils, colored pencils, pastels, etc.)
  3. Practical experience under production pressure

4. From instructor demonstrations, further practice experimentation with a wide variety of makeup materials
  1. Contents of an "all purpose makeup kit," including foundations (oil and water base), highlights and shadows, liners, powder, brushes, makeup removers, etc.
  2. Compare and contrast products from a variety of manufacturers and distributors of theatrical makeup, learning how to substitute when necessary for manufactured makeup or prohibitively expensive products
  3. Practice using materials for special character effects
    1. Facial hair (crepe wool, gauze, latex, spirit gum, etc., as well as a familiarity with human hair and ventilated appliances)
    2. Three-dimensional effects/non-prosthetic, using:
      1. Facial feature reconstruction materials (wax, putty, etc.)
      2. Special effects materials for cuts, bruises, burns, scars, etc. (liquid latex, cotton, tissue, gelatin, rigid collodian, blood, etc.)
5. Design, create, and apply advanced prosthetic makeup, using:
  1. Life-mask casting materials (alginate, plaster, etc.)
  2. Modeling materials (plastalina clay, modeling tools, etc.)
  3. Advanced appliance making materials (two-part molds, cold foam latex, and/or gelatine, separators and sealers, makeup, etc.)

### **Lab Content**

1. Practice with and application of specified makeup materials and techniques, including self-application as well as application on others
2. Cooperative creation of plaster "life-masks," including supervision of students new to the process
3. Observation and categorization of facial features, character types, and artistic inspirations

### **Special Facilities and/or Equipment**

1. Ben Nye Makeup Kit or its equivalent, with additional advanced makeup materials.
2. Stage space or classroom, with appropriate lighting capabilities and table, to accommodate full class instructor demonstrations.
3. Various advanced casting/mold making and art supplies.
4. Protective clothing.
5. Dressing and makeup rooms equipped with running water, lockers, showers, makeup tables, and mirrors.
6. Lighted makeup preparation station for each student.
7. When taught via Foothill Global Access: on-going access to computer with email software capabilities; email address; JavaScript-enabled internet browsing software.

## Methods of Evaluation

### Methods of Evaluation may include but are not limited to the following:

In-class makeup projects

Maintenance of makeup "morgue" in scrapbook fashion, to be evaluated as a term project

Makeup analyses which must result in completed makeups, one of these to be a final project

## Methods of Instruction

### Methods of Instruction may include but are not limited to the following:

Lecture

Discussion

Cooperative learning exercises

Field work

Laboratory

Demonstration

## Representative Text(s)

Author(s)	Title	Publication Date
Debrececi, Todd	Special Makeup Effects for Stage and Screen, 2nd ed.	2013

### Please provide justification for any texts that are older than 5 years

While this text does not meet the suggested recency requirement, it is a seminal text for this course.

## Other Materials

### Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and referral to chapters in textbooks
2. Reading and referral to available makeup technique books and magazines
3. Demonstration and application notes compiled in personal makeup morgue

### Authorized Discipline(s):

Theater Arts

### Faculty Service Area (FSA Code)

DRAMA/THEATER ARTS

### Taxonomy of Program Code (TOP Code)

\*1006.00 - Technical Theater

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**  
5/23/24: Reviewed to insure student-centric inclusive language, diverse methods of instruction and evaluation.

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F442. : INTRODUCTION TO THEATRE DESIGN NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F442.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F042. - INTRODUCTION TO THEATRE DESIGN

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

**Special Hourly Notation****Total Contact Hours**

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students can tailor projects to meet increasingly challenging and individualized learning goals, such as designing for different genres and designing in different theater spaces.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

In this case, identify the degree/certificate to which the course will be added:

Non-credit: Theatre Production Organization; Non-credit: Theatre Technology

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

This course will be included in two noncredit certificates currently in development: Non-credit: Theatre Production Organization, Non-credit: Theatre Technology.

#### Attach evidence

#### Need/Justification

This course will be included on two noncredit certificates in the CTE Theatre Technology program, currently in development.

#### Course Description

A survey of the theory and practice of theatrical design using traditional and digital tools. Introduces basic concepts applicable to scenery, lighting, sound, costumes, makeup, and

properties. Coursework includes research and analysis, sketching and drafting, rendering and model making, and the use of computer graphics software and equipment to create three-dimensional designs for the performing arts, film, and television. Introduction of equipment and construction techniques through demonstration and laboratory experience.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: ART 4A or equivalent.

### **Course Objectives**

The student will be able to:

1. Define and distinguish between commonly used theatrical terms applied to design and the technical elements of theater production.
2. Define and evaluate the relationship between design concepts and how they are translated and executed in production process.
3. Demonstrate and use basic skills in creating and organizing a design project from concept to execution.
4. Demonstrate and apply basic techniques used in theater design and production areas.
5. Demonstrate basic skills and proficiency in the operations of a working technical theater environment.
6. Outline and analyze the basic steps necessary to coordinate and integrate the various aspects of theater design and production.

### **Course Content**

1. Organization of theater technical personnel (Lec)
  1. Design areas and personnel (Lec)
  2. Production departments, tasks, and personnel (Lec)
2. Theater architecture (Lec)
  1. Historical forms (Lec)
  2. Modern innovations (Lec)
3. Design analysis (Lec)
  1. Scenery (Lec and Lab)
  2. Sound and lights (Lec and Lab)
  3. Costumes and makeup (Lec and Lab)
4. Drawing and rendering techniques (Lec and Lab)
  1. Concept sketching (Lec and Lab)
  2. Design presentations (Lec and Lab)
    1. Models (Lec and Lab)
    2. Renderings (Lec and Lab)
    3. Virtual modeling (Lec and Lab)



5. Stage and hand properties (Lec and Lab)
6. Drafting and computer aided design (Lec and Lab)

### Lab Content

1. Students will use a variety of materials and techniques to communicate design concepts.
2. Draft plans and build models for theatrical and film projects.
3. Learn basic theatre construction and painting skills as they relate to the design process.
4. Develop sketching and rendering techniques for design presentations.

### Special Facilities and/or Equipment

1. Drafting/design studio and computer laboratory.
2. Access to fully-equipped theatre scenery and costume shops.
3. Regular weekly access to computer for online instruction.
4. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript enabled internet browsing software.

### Methods of Evaluation

**Methods of Evaluation may include but are not limited to the following:**

Individual projects in and outside class  
Assigned design exercises  
Portfolio review  
Written analysis of design aspects of public performances  
Final exam/project

### Methods of Instruction

**Methods of Instruction may include but are not limited to the following:**

Lecture presentations and discussion using the language of theatre  
In-class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis  
Oral presentations of projects followed by in-class discussion and evaluation  
Independent creative exercises in design and construction using techniques demonstrated by the instructor  
Independent and group viewing of stage and film productions followed by discussion and evaluation

### Representative Text(s)

Author(s)	Title	Publication Date
Gillette, J. Michael	Theatrical Design and Production, 8th ed.	2017

Author(s)	Title	Publication Date
Crabtree and Beudert	Scenic Art for the Theatre, 3rd ed. (recommended supplemental text)	2011
Winslow, Colin	The Handbook of Modelmaking for Set Designers (recommended supplemental text)	2008

**Please provide justification for any texts that are older than 5 years**

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

**Other Materials**

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Students will read, analyze, and prepare design presentations for theatrical plays. Plays used have included "The Glass Menagerie" by Tennessee Williams, "Doll's House" by Henrik Ibsen, "A Midsummer Nights Dream" and "The Tempest" by William Shakespeare.
2. Students are required to attend local theatrical performances and provide a written evaluation of the effectiveness of the scenic designs and execution as part of the overall production.
3. Students will work collaboratively to create a comprehensive production design using a play or film script.
4. Students will research a theatre or film designer and create an oral presentation for the class including relevant biographical and artistic highlights of the artist's career.

**Authorized Discipline(s):**

Theater Arts or Stagecraft

**Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

**Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

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**Please describe how you have incorporated principles of equity during this revision:**

5/23/24: Reviewed to insure student-centric inclusive language, diverse methods of instruction and evaluation.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F445A : TECHNICAL THEATRE IN PRODUCTION I NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F445A

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

THTR F045A - TECHNICAL THEATRE IN PRODUCTION I

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

1

**Weekly Lab Hours**

9

**Weekly Out of Class Hours**

2

**Special Hourly Notation****Total Contact Hours**

120

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students work on a different Theatre Arts Department production in a different stage crew position. Students work with instructor to decide on a position that will challenge the student and advance their learning goals.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

**In this case, identify the degree/certificate to which the course will be added:**

Non-credit: Theatre Production Organization, Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup

**What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)**

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

---

#### **Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

**Please indicate how your course supports the Foothill College Mission:**

Workforce/CTE

#### **Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### **Evidence**

This course will be included in three noncredit certificates currently in development: Non-credit: Theatre Production Organization, Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup.

#### **Attach evidence**

#### **Need/Justification**

This course will be included on three noncredit certificates in the CTE Theatre Technology program, currently in development.

**Course Description**

Students will gain practical experience in the application of production responsibilities in any of the following: stage management, house management, construction, scenery, properties, costume, lighting, sound, and running crews.

**Course Prerequisites****Course Corequisites****Course Advisories**

Advisory: Students must meet with the instructor during the first week of the quarter to schedule hours and responsibilities.

**Course Objectives**

The student will be able to:

1. Demonstrate proficiency in skills required for a technical theatre crew.
2. Demonstrate and employ inclusive language and terminology required to address the technical demands of a theatrical production.
3. Execute correctly and safely the assigned responsibilities in technical rehearsals and performances.

**Course Content**

1. Script analysis for production planning
2. Preparation for production, including group planning and assignment of tasks
3. Safe use of appropriate tools to fulfill production requirements for rehearsal and performance
4. Basic technical theatre terminology, highlighting current industry trends toward inclusive terminology
5. Recognize and demonstrate collaborative responsibilities with the director, designers, and crew supervisors
6. Demonstrate and apply basic skills in running a production
7. Create, maintain, or construct basic production elements
8. Recognition of historical inequities in theater production and contemporary advocacy towards a more equitable field

**Lab Content**

1. Participation and observation of rehearsal process for scheduled production.
2. Perform various productions support functions dependent on the demands of costumes, scenery, properties, lighting, and sound.
3. Design, create, or facilitate production elements for the stage.

### **Special Facilities and/or Equipment**

1. Rehearsal space with an unobstructed, flat floor, approximately 30' x 40' for rehearsal.
2. Fully-equipped theatre for performance; make-up studio and dressing room facilities.
3. Fully-equipped scenic shop.

### **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Evaluation of individual projects in technical theatre production  
Observation of rehearsal and performance participation  
Peer evaluations of performance responsibilities and outcomes

### **Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Laboratory  
Demonstration

### **Representative Text(s)**

**Please provide justification for any texts that are older than 5 years**

### **Other Materials**

Production scripts and instructor handouts.

### **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Read scripts for production preparation.
2. Read and assess background materials for production preparation and relevance.
3. Research materials and methods of implementing required production elements.

### **Authorized Discipline(s):**

Stagecraft or Theater Arts

### **Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

### **Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the **Guiding Principles for Equitable CORs** document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.



**Please describe how you have incorporated principles of equity during this revision:**

5/23/24: Reviewed to insure student-centric inclusive language and discussion of historical inequities in the field.

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

100

**Load**

.165

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# **THTR F445E : TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F445E

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

**Former ID**

**Cross Listed**

**Related Courses**

THTR F045E - TECHNICAL THEATRE MANAGEMENT IN PRODUCTION

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

12

**Weekly Out of Class Hours**

4

**Special Hourly Notation**

**Total Contact Hours**

168

**Total Student Learning Hours**

216

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Noncredit course. Each time the class is repeated, students work on a different Theatre Arts Department production in a different stage crew position. Students work with instructor to decide on a position that will challenge the student and advance their learning goals.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

**Please select**

Temporary

**In this case, identify the degree/certificate to which the course will be added:**

Non-credit: Theatre Production Organization, Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup

**What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)**

In development, anticipated submission fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### **Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

**Please indicate how your course supports the Foothill College Mission:**

Workforce/CTE

#### **Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### **Evidence**

This course will be included in three noncredit certificates currently in development: Non-credit: Theatre Production Organization, Non-credit: Theatre Technology, Non-credit: Theatre Costume and Makeup.

#### **Attach evidence**

#### **Need/Justification**

This course will be included on three noncredit certificates in the CTE Theatre Technology program, currently in development.

### **Course Description**

Students will gain practical experience in the application of production management responsibilities in any of the following: stage management, house management, production management, or technical department management.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: Lab hours will occur on specific evenings and weekends during the quarter; required meeting with instructor during first week of quarter to assign responsibilities and hours per production schedule.

### **Course Objectives**

The student will be able to:

1. Demonstrate proficiency in the terminology, processes, and equity considerations necessary to run a technical department or supervise a cast and crew during the production of a play or musical.
2. Employ basic organizational skills required to run a technical department or supervise cast and crew in the production of a play or musical.
3. Demonstrate the ability to work cooperatively with diverse designers, directors, technicians, and cast in the production of a play or musical, with emphasis on the need to seek out and honor diverse perspectives.

### **Course Content**

1. Assignment to production and performance responsibilities
2. Preparation for production, including processes and forms required
3. Psychology of group dynamics
4. Theatre management terminology, highlighting equity-based changes in terminology that has historically been harmful or exclusive
5. Recognize and demonstrate collaborative responsibilities with the director, designers, and crew supervisors
6. Demonstrate and apply basic skills in running a production or theatre
7. Organize and schedule the design, creation, and implementation of production elements with the assistance of an assigned crew

### **Lab Content**

1. Participation, observation, and evaluation of rehearsal process for scheduled production
2. Perform various productions support functions dependent on the demands of costumes, set construction, properties, lighting, etc.

3. Design, create, or facilitate production elements for the stage, as required by the production

### **Special Facilities and/or Equipment**

1. Rehearsal space with an unobstructed, flat floor, approximately 30' x 40' for rehearsal.
2. Fully-equipped theatre for performance; make-up studio and dressing room facilities.
3. Fully-equipped scenic shop.

### **Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Evaluation of individual projects in technical theatre production  
Faculty observation and performance review  
Skill demonstrations  
Final evaluation of performance responsibilities and outcomes

### **Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Laboratory  
Demonstration

### **Representative Text(s)**

**Please provide justification for any texts that are older than 5 years**

### **Other Materials**

Production scripts and instructor handouts.

### **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Read scripts for production preparation.
2. Read and assess background materials for production preparation and relevance.
3. Research materials and methods of implementing required production elements.
4. Create and maintain rehearsal and production schedules for a theatrical production.

### **Authorized Discipline(s):**

Stagecraft or Theater Arts

### **Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

**Taxonomy of Program Code (TOP Code)**

\*1006.00 - Technical Theater

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

5/23/24: Reviewed to insure student-centric inclusive language and discussion of historical inequities in the field.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

100

**Load**

.234

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# Program Change Request

## New Program Proposal

Date Submitted: 07/25/24 5:26 pm

Viewing: **Independence and Career Readiness, Certificate of Achievement**

Last edit: 11/05/24 11:26 am

Changes proposed by: Benjamin Kaupp (10691847)

### In Workflow

- 1SR Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- Authors
- 1SR Curriculum Rep
- Curriculum Coordinator
- College Curriculum Committee Chair
- BACCC
- FHDA Board of Trustees

### Basic Information

Faculty Author(s)	<table><thead><tr><th>Users</th></tr></thead><tbody><tr><td>Benjamin Kaupp</td></tr></tbody></table>	Users	Benjamin Kaupp
Users			
Benjamin Kaupp			
Department	Adaptive Learning		
Division	Student Resource and Support Programs		
Title of Degree/ Certificate	Independence and Career Readiness		
Type of Award	Certificate of Achievement		
Workforce/CTE Program:	Yes		
Effective Catalog Edition:	2024-2025		
Distinct curriculum sheet?	Yes		

### Approval Path

- 11/05/24 10:35 am  
Richard Saroyan  
(saroyanrichard):  
Approved for 1SR  
Curriculum Rep

## New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?  
DRC (via ALTW/TTW)

Does De Anza offer a similar degree or certificate?  
No

What is the educational need for this new degree/certificate?

Per the Bureau of Labor Statistics, individuals with disabilities are twice as likely to be unemployed compared to their counterparts without disabilities, even after adjusting for factors such as age and other non-workforce participation reasons. This discrepancy highlights a critical need for targeted educational programs that address the unique challenges faced by this vulnerable population.

The Tools for Transition and Work (TTW) Program at Foothill College aims to bridge this gap by providing comprehensive guidance, training, and core skills development. Focusing primarily on academic, vocational, social, and emotional competencies, the program is designed to equip students with disabilities with the tools necessary for independent living and career success.

By addressing these educational needs, the TTW program not only aims to improve overall employment statistics but also significantly enhances the likelihood of individuals with disabilities achieving independence and self-sufficiency, thereby contributing to a more inclusive and equitable workforce.



How does the degree/certificate align with Foothill's Strategic Vision for Equity?

The redesigned Tools for Transition and Work (TTW) Program certificate at Foothill College aligns seamlessly with the college's Strategic Vision for Equity by addressing and dismantling barriers faced by students with disabilities. This alignment ensures that these students receive equitable access to education and employment opportunities, promoting an inclusive and supportive learning environment. By focusing on structural and cultural change and empowering individuals through personalized support, the TTW program embodies Foothill's commitment to fostering a just and equitable society where success is not determined by race, disability, or other marginalized statuses.

Comments and other relevant information for discussion:

While the TTW program has successfully supported students with disabilities for some time, the creation of a transcriptable certificate is a critical next step. This development will enhance the legitimacy of the program's educational goals and accurately reflect the dedication and achievements of the students. By formally recognizing their hard work through a transcriptable certificate, we can provide our students with tangible evidence of their skills and knowledge, which will be valuable for their future educational and career endeavors. This change will also align the program more closely with Foothill College's commitment to equity and excellence in education.

Reviewer  
Comments

# **ALTW F435. : CREATIVITY FOR SELF-REGULATION**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Adaptive Learning: Transition to Work (ALTW)

**Course Number**

F435.

**Department**

Adaptive Learning (A L)

**Division**

Student Resource and Support Programs (1SR)

**Units**

0

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

0

**Special Hourly Notation**

**Total Contact Hours**

24

**Total Student Learning Hours**

24

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Cognitive skill is strengthened through creativity. The discovery of new forms of self-expression is shown by sound research-based practice to strengthen neural links and cognitive reasoning skills, as well as provide outlets for increased emotional wellbeing. When course is repeated, goals will be re-evaluated according to student's skill level and progress.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

Permanent

**The Curriculum Committee must evaluate this application based on the following criteria:**

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**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

**Basic Skills**

**Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

**Evidence**

The Tools for Transition & Work (TTW) program at Foothill College plays a pivotal role in aligning with the College's mission to offer basic skills and workforce education to the community. By focusing on assisting disabled young adults in developing independence, this program directly contributes to empowering students with the essential skills needed to navigate both academic and professional environments. The TTW program's dedication to preparing students for mainstream coursework or initiating a career path exemplifies the college's commitment to inclusivity and support for all learners. This ensures that every member of the community has the opportunity to achieve their educational and vocational goals, thereby enriching the community's workforce with diverse talents and perspectives.

**Attach evidence**

**Need/Justification**

This course is part of the Tools for Transition and Work (TTW) program, whose goal is to prepare disabled young adults for increasing independence as they develop a career or educational path.

## **Course Description**

This course empowers students to harness creativity as a tool for mental health and emotional regulation. Through adapted activities in drama, music, art, and writing, students will explore various forms of self-expression to enhance their emotional well-being. The course is designed to foster independence and provide strategies for using creative outlets to manage stress, process emotions, and improve overall mental health. Emphasis will be placed on developing personalized creative practices that support ongoing emotional resilience.

## **Course Prerequisites**

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

1. Explore and implement various creative techniques in art, drama, music, and writing to express emotions and improve mental health.
2. Demonstrate the ability to choose and implement individual adapted activities of self-expression.
3. Develop personalized creative practices that can be independently used to manage stress and regulate emotions.

## **Course Content**

1. Introduction to art and emotional well-being
  1. Overview of the course and objectives
  2. The connection between creativity and mental health
  3. Exploring different forms of creative expression
  4. Introduction to the concept of art as a tool for emotional regulation
2. Visual art for self-expression
  1. Techniques in painting, drawing, and sculpture
  2. Exploring different media and materials
  3. Guided activities to create visual art pieces that express emotions
  4. Discussion on how visual art can be used to process and communicate feelings
3. Written and verbal art for emotional regulation
  1. Introduction to creative writing: poetry, journaling, and storytelling
  2. Role-playing and adapted drama activities: pantomimes, skits, and readings
  3. Techniques for using words and performance to express and manage emotions
  4. Practice sessions to develop confidence in verbal and written self-expression
4. Creativity for emotional regulation
  1. Strategies for integrating creative activities into daily routines

2. Identifying personal triggers and using creativity as a coping mechanism
3. Creating personalized plans for emotional regulation through art
4. Group discussions and sharing experiences
5. Project creation and presentation
  1. Development of a final project that combines learned techniques
  2. Individual or group projects focusing on personal emotional themes

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught on campus: accessible classroom.
2. When taught online/virtual: students and faculty need internet access with Zoom-capable computer, monitor and speakers.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Weekly check-in  
Participation  
Final project

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture  
Discussion

**Representative Text(s)**

Please provide justification for any texts that are older than 5 years

**Other Materials**

No course materials.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

Not applicable.

**Authorized Discipline(s):**

Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit

**Faculty Service Area (FSA Code)**

DEVELOPMENTAL DISABILITIES

**Taxonomy of Program Code (TOP Code)**

4930.30 - Learning Skills, Disabled

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

6/26/24 - This course incorporates personalized learning plans, flexible assessment methods, and accessible materials. The curricular focus on empowerment through choice is intended to help vulnerable students foster autonomy and self-efficacy, while the focus on individuation and ongoing RSI ensures no student goes unheard.

#### Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

#### Division Dean Only

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**Seat Count**

30

**Load**

.030

**FOAP Codes:**

**Fund Code**

122010 - DSP&S Special Ed FH

**Org Code**

131091 - FH Adapt Learning: Trnstrn to Work

**Account Code**

1320

**Program Code**

493031 - Living Skills, Disabled

# ENGR F076A : SEMICONDUCTOR TECHNOLOGY & SOCIETY

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Engineering (ENGR)

**Course Number**

F076A

**Department**

Engineering (ENGR)

**Division**

Science Technology Engineering and Mathematics (1PS)

**Units**

1

**Former ID****Cross Listed****Related Courses****Maximum Units**

1

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

1

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

2

**Special Hourly Notation****Total Contact Hours**

12



**Total Student Learning Hours**

36

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

Temporary

**In this case, identify the degree/certificate to which the course will be added:**

There are plans for a certificate, but it hasn't been created yet

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

New certificate in development

**The Curriculum Committee must evaluate this application based on the following criteria:**

---

#### **Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### **Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### **Evidence**

See LMI attached

#### **Attach evidence**

LMI\_Foothill\_Semiconductor Process Technician\_August 2023 (2) (1).docx

#### **Need/Justification**

This course will be included in a pre-apprenticeship pathway to provide students with information and excitement around the semiconductor processing technician career pathway.

#### **Course Description**

This course provides an exciting first look at the process of fabricating semiconductor wafers, which are present in almost all of our electronic devices and gave Silicon Valley its

name. The course looks at both the technical side and the social implications of the widespread development of semiconductors, from the local to global scale.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Identify and explain the basic steps that a semiconductor device undergoes
2. Demonstrate knowledge of contamination in the cleanroom and its effects
3. Identify and explain the key elements used in semiconductor manufacturing and the humanitarian and political issues surrounding their use
4. Build a model of a transistor
5. Describe photolithography
6. Troubleshoot in a team setting

### **Course Content**

1. The basic steps that a semiconductor device undergoes
  1. Process steps
  2. Global transportation
  3. Logistical challenges
2. Contamination
  1. Personal protective equipment (PPE)
  2. Positive pressure environments
  3. Static electricity and electrostatic grounding
3. Key elements used in semiconductor manufacturing
  1. Conflict minerals are used in cell phones and other electronic devices
  2. The basic internal components of cell phones and how semiconductors are used to make cell phones work
4. Semiconductor circuit elements
  1. Diodes
  2. Transistors
5. Photolithography
  1. Manufacturing steps
  2. Basic printed circuit board manufacturing steps
6. Troubleshooting
  1. Troubleshooting methods
  2. Teamwork skills
  3. Design process

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

Written responses  
Group discussions  
Presentations  
Projects

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Hands on activities  
Small and large group discussions  
Interactive assignments  
Mini-lectures

**Representative Text(s)**

Author(s)	Title	Publication Date
O'Hanlon, John F., and Timothy A. Gessert	A Users Guide to Vacuum Technology, 4th ed.	2023

**Please provide justification for any texts that are older than 5 years**

**Other Materials****Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

Reading articles and watching videos outside of class will prepare students for the in-class activities and discussions.

**Authorized Discipline(s):**

Engineering

**Faculty Service Area (FSA Code)**

ENGINEERING

**Taxonomy of Program Code (TOP Code)**

\*0945.00 - Industrial Systems Technology and Maintenance

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**  
6/9/24: This course is designed to be accessible to students with limited background knowledge in Math or Science allowing opportunities for career exploration to be more widely available.

#### Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU

**Validation Date**

6/10/24

#### Division Dean Only

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**Seat Count**

35

**Load**

.022

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

125031 - Engineering

**Account Code**

1320

**Program Code**

094500 - Indust Syst Technol, Mainte



# Labor Market Analysis for Program Recommendation Semiconductor Process Technician Occupations Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research

August 2023

## Recommendation

Based on all available data, there appears to be an “undersupply” of Semiconductor Process Technician workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara counties). There is a projected annual gap of about 226 students in the Bay region and 103 students in the Silicon Valley Sub-Region.

## Introduction

This report provides student outcomes data on employment and earnings for TOP 0945.00 - Industrial Systems Technology and Maintenance programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Semiconductor Process Technician Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- **Electrical and Electronics Drafters (17-3012):** Prepare wiring diagrams, circuit board assembly diagrams, and layout drawings used for the manufacture, installation, or repair of electrical equipment.  
Entry-Level Educational Requirement: Associate’s degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 58%
- **Industrial Engineering Technologists and Technicians (17-3026):** Apply engineering theory and principles to problems of industrial layout or manufacturing production, usually under the direction of engineering staff. May perform time and motion studies on worker operations in a variety of industries for purposes such as establishing standard production rates or improving efficiency.  
Entry-Level Educational Requirement: Associate’s degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 51%

## Occupational Demand

**Table 1. Employment Outlook for Semiconductor Process Technician Occupations in Bay Region**

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Electrical and Electronics Drafters	884	967	83	9%	512	102	\$31	\$39
Industrial Engineering Technologists and Technicians	985	1,212	227	23%	766	153	\$27	\$32
<b>Total</b>	<b>1,868</b>	<b>2,179</b>	<b>311</b>	<b>17%</b>	<b>1,278</b>	<b>255</b>		

Source: Lightcast 2022.3

**Bay Region includes:** Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Semiconductor Process Technician Occupations in Silicon Valley Sub-region**

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Electrical and Electronics Drafters	470	496	26	6%	248	50	\$34	\$44
Industrial Engineering Technologists and Technicians	416	492	76	18%	301	60	\$28	\$34
<b>Total</b>	<b>886</b>	<b>988</b>	<b>102</b>	<b>12%</b>	<b>549</b>	<b>110</b>		

Source: Lightcast 2022.3

**Silicon Valley Sub-Region includes:** Santa Clara Counties

## Job Postings in Bay Region and Silicon Valley Sub-Region

**Table 3. Number of Job Postings by Occupation for latest 12 months (Aug. 2022 - July 2023)**

Occupation	Bay Region	Silicon Valley
Industrial Engineering Technologists and Technicians	5,409	1,553
Electrical and Electronics Drafters	869	606

Source: Lightcast

**Table 4a. Top Job Titles for Semiconductor Process Technician Occupations for latest 12 months (Aug. 2022 - July 2023) - Bay Region**

Title	Bay	Title	Bay
Manufacturing Technicians	1,071	Operations Technicians	68
Maintenance Technicians	1,058	Automotive Maintenance Technicians	59
Production Technicians	358	Analog IC Design Engineers	51
Equipment Maintenance Technicians	142	Manufacturing Specialists	45
Maintenance Workers	132	Process Operators	44
Process Technicians	132	Production Test Technicians	40
Analog Design Engineers	118	Maintenance Engineers	39

Title	Bay	Title	Bay
Electrical Designers	77	PCB Designers	39
Manufacturing Engineering Technicians	68	CAD Engineers	38

Source: Lightcast

**Table 4b. Top Job Titles for Semiconductor Process Technician Occupations for latest 12 months (Aug. 2022 – July 2023) - Silicon Valley Sub-Region**

Title	Silicon Valley	Title	Silicon Valley
Manufacturing Technicians	400	Electrical Designers	36
Maintenance Technicians	200	Plating Operators	28
Analog Design Engineers	113	Production Test Technicians	28
Process Technicians	83	Maintenance Workers	27
Production Technicians	66	Manufacturing Assembly Technicians	27
Analog IC Design Engineers	51	Equipment Maintenance Engineers	24
Manufacturing Engineering Technicians	45	PCB Designers	24
Equipment Maintenance Technicians	44	Analog Designers	17
CAD Engineers	36	Cleanroom Technicians	17

Source: Lightcast

## Industry Concentration

**Table 5. Industries hiring Semiconductor Process Technician Workers in Bay Region**

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Semiconductor and Related Device Manufacturing	242	261	8%	12%
Engineering Services	234	258	10%	12%
Electronic Computer Manufacturing	218	196	-10%	9%
Electrical Contractors and Other Wiring Installation Contractors	89	107	20%	5%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	58	92	57%	3%
Other Electronic Component Manufacturing	45	47	3%	2%
Printed Circuit Assembly (Electronic Assembly) Manufacturing	50	53	5%	2%
Research and Development in Biotechnology (except Nanobiotechnology)	38	66	75%	2%
Architectural Services	33	39	17%	2%



Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Pharmaceutical Preparation Manufacturing	32	38	16%	2%

Source: Lightcast 2022.3

**Table 6. Top Employers Posting Semiconductor Process Technician Occupations in Bay Region and Silicon Valley Sub-Region (Aug. 2022 - July 2023)**

Employer	Bay	Employer	Silicon Valley
Aerotek	150	Apple	50
Tesla	139	Randstad	44
Randstad	131	Sanmina	38
Kelly Services	109	Actalent	33
Puls	102	Aerotek	28
AT&T	89	Applied Materials	28

Source: Lightcast

### Educational Supply

There are three (3) community colleges in the Bay Region issuing 28 awards on average annually (last 3 years ending 2021-22) on TOP 0945.00 - Industrial Systems Technology and Maintenance. In the Silicon Valley Sub-Region, there is one (1) community college that issued six (6) awards on average annually (last 3 years) on this TOP code.

There is one (1) other CTE educational institution in the Bay Region issuing one (1) award on average annually (last 3 years ending 2021-22) on CIP 47.0303 - Industrial Mechanics and Maintenance Technology/Technician. There are no other CTE educational institution in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this CIP code.

**Table 7. Community College Awards on TOP 0945.00 - Industrial Systems Technology and Maintenance in Bay Region**

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
Laney	East Bay	0	0	1	1
Los Medanos	East Bay	12	8	1	21
San Jose City	Silicon Valley	2	4	0	6
<b>Total</b>		<b>14</b>	<b>12</b>	<b>2</b>	<b>28</b>

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

**Table 7b. Other CTE Institutions Awards on CIP 47.0303 - Industrial Mechanics and Maintenance Technology/Technician in Bay Region**

College	Subregion	Certificates of at least 1 but < 2 years	Total
Aviation Institute of Maintenance-Fremont	East Bay	1	1

College	Subregion	Certificates of at least 1 but < 2 years	Total
<b>Total</b>		1	1

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

## Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 255 annual openings for the Semiconductor Process Technician occupational cluster and 29 annual (3-year average) awards for an annual undersupply of 226 students. In the Silicon Valley Sub-Region, there is also a gap with 110 annual openings and seven (7) annual (3-year average) awards for an annual undersupply of 103 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0945.00 - Industrial Systems Technology and Maintenance**

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0945.00	Bay 0945.00	Silicon Valley 0945.00	Foothill 0945.00
Students with a Job Closely Related to Their Field of Study	74%	88%	74%	79%	71%	N/A
Median Annual Earnings for SWP Exiting Students	\$53,090	\$73,174	\$49,735	\$61,436	\$71,804	N/A
Median Change in Earnings for SWP Exiting Students	24%	42%	35%	43%	34%	N/A
Exiting Students Who Attained the Living Wage	54%	66%	66%	61%	72%	N/A

Source: Launchboard Strong Workforce Program Median of 2018 to 2021.

## Skills, Certifications and Education

**Table 9. Top Skills for Semiconductor Process Technician Occupations in Bay Region (Aug. 2022 – July 2023)**

Skill	Posting	Skill	Posting
Good Manufacturing Practices	715	Test Equipment	334
Hand Tools	597	Production Equipment	332
Preventive Maintenance	506	Semiconductors	320
Manufacturing Processes	477	Electrical Systems	309
Machinery	448	Environment Health And Safety	302
Power Tool Operation	407	Debugging	292
Automation	401	General Mathematics	286
Electrical Engineering	397	Electronics	270
Equipment Maintenance	384	Hydraulics	250

Skill	Posting	Skill	Posting
Standard Operating Procedure	367	Forklift Truck	245

Source: Lightcast

**Table 10. Certifications for Semiconductor Process Technician Occupations in Bay Region (Aug. 2022 - July 2023)**

Certification	Posting	Certification	Posting
Valid Driver's License	782	DOT Certification	17
Security Clearance	77	CDL Class B License	14
CDL Class C License	69	Engineer in Training	13
Airframe & Powerplant (A&P) Certificate	53	Certified Mold Remediation Technician	13
Forklift Certification	50	LEED Accredited Professional (AP)	12
FCC General Radiotelephone Operator License (GROL)	25	CompTIA A+	12
CDL Class A License	22	Professional Engineer (PE) License	12
Commercial Driver's License (CDL)	21	Product Certification	11

Source: Lightcast

**Table 11. Education Requirements for Semiconductor Process Technician Occupations in Bay Region**

Education Level	Job Postings	% of Total
High school or GED	2,112	45%
Associate degree	938	21%
Bachelor's degree & higher	1,605	34%

Source: Lightcast

Note: 44% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

## Methodology

Occupations for this report were identified by use of job descriptions and skills listed in O\*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCO Data Mart and CTE Launchboard.

## Sources

O\*Net Online

Lightcast

CTE LaunchBoard [www.calpassplus.org](http://www.calpassplus.org)

Launchboard

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

Living Insight Center for Community Economic Development

Chancellor's Office MIS system

## Contacts

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (COE), [leila@baccc.net](mailto:leila@baccc.net)
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto:jcarrese@ccsf.edu) or (415) 267-6544

# **NCEL F451A : COMPOSITION & READING INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Non-Credit: English as a Second Language (NCEL)

**Course Number**

F451A

**Department**

English for Second-Language Learners (ESLL)

**Division**

Language Arts (1LA)

**Units**

0

**Former ID****Cross Listed****Related Courses**

ESLL F201A - COMPOSITION & READING INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS

**Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

4

**Special Hourly Notation****Total Contact Hours**

24

**Total Student Learning Hours**

72

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Students can repeat the course to build their basic language skills.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

Yes

**Basic Skills Level**

1 Level Below Transfer

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Temporary

In this case, identify the degree/certificate to which the course will be added:

ESL for Transfer noncredit certificate

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

Summer 2025

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This course is a noncredit version of a corequisite created to support students taking composition-intensive transfer-level coursework for the composition course requirement for

the AA/AS degree and/or transfer to UC/CSU. This course provides learning objectives that provide students with instruction on clear communication in speaking and writing, an essential skill for students on academic and career pathways. Providing this class as a noncredit option would also make it more equitable for resident students who might not be able to afford a 3-unit class.

### **Attach evidence**

#### **Need/Justification**

In compliance with legislation AB 705, this course provides students, who might otherwise be placed in pre-transfer-level ESL courses, additional support and guided instruction to meet the learning objectives of ENGL 1A and other writing-intensive transfer-level courses. These students will practice fundamental critical reading strategies and composition techniques to reinforce the objectives of ENGL 1A and similar courses. This corequisite model aligns with recommendations from the state Chancellor's Office, as well as the California Acceleration Project, and is supported by data showing that transfer-level basic skills corequisites improve student throughput data to an average of 80%, which is significantly higher than our current pre-transfer basic skills series and higher than transfer-level success rates for this student population without the corequisite.

#### **Course Description**

Designed to assist second language learners in developing the reading and writing skills and strategies required for success in ENGL 1A and similar transfer-level, writing-intensive courses. Reinforcement of reading skills and strategies as they pertain to comprehension of content and critical analysis of rhetorical elements. Development of critical thinking skills and strategies related to the process of expository and argumentative writing. Application of essay revision and editing skills to include appropriate content, coherence, sentence efficiency and variety, and grammatical accuracy.

#### **Course Prerequisites**

#### **Course Corequisites**

#### **Course Advisories**

#### **Course Objectives**

The student will be able to:

1. Develop reading skills and strategies for comprehension and critical analysis.
2. Develop critical thinking skills and strategies related to the process of expository and argumentative writing.
3. Apply essay revision and editing skills.

#### **Course Content**

1. Develop and apply reading skills and strategies for comprehension and critical analysis



1. Identify essential elements
    1. Thesis (major claim)
    2. Minor claims (topic sentences)
    3. Purpose: to inform, persuade, entertain, raise an issue, or provoke thought
    4. Main ideas and sections as evidenced by topic signals or generalization of implied idea from detail (induction)
    5. Structure clues: topic sentences, coherence devices, signals that suggest organizational patterns
    6. Types of support: personal experience, statistics, anecdotes, etc.
  2. Infer elements of the text, such as audience, purpose, and bias
    1. Formatting, visual, and word clues
    2. Audience
    3. Informational, expository, and persuasive purposes
    4. Bias (e.g., exclusion of information, loaded language)
    5. Fact vs. opinion
    6. Message, if not directly stated
  3. Develop and apply various reading strategies
    1. Schema building
      1. Activation of prior knowledge
      2. Acquisition of culture-specific background and/or historical knowledge
    2. Previewing
    3. Distinguishing main ideas from supporting detail, i.e., distinguishing general from specific
    4. Annotating and note-taking
    5. Elaborative interrogation/self-questioning
    6. Outlining
    7. Paraphrasing and summary writing to check comprehension
  4. Critically evaluate text
    1. Author's credibility
    2. Author's underlying assumptions about the audience
    3. Evidence (appropriateness, effectiveness, relevance)
    4. Completeness of arguments
    5. Logic of arguments/claims
    6. Types of opinion (personal, considered, expert)
    7. Implications/consequences of ideas
2. Develop critical thinking strategies and production skills related to the process of expository and argumentative writing
    1. Analysis of a prompt for essential requirements
      1. Purpose, audience, appropriate content
    2. Brainstorming strategies
      1. Free-writing, concept mapping, listing, etc.
    3. Evaluating the focus of a thesis statement

1. Narrow vs. specific
    2. Arguable
    3. Open vs. closed
  4. Determining the appropriateness of topic sentences
    1. Less specific than the thesis statement
    2. Directly support the controlling idea of the thesis statement
  5. Outlining to establish a hierarchy of ideas
  6. Applying knowledge of English rhetorical elements
    1. Organizational patterns
    2. Placement of support
    3. Quotation use (for support, counter-argument/rebuttal, introducing an idea, etc.)
    4. Task-specific types of introductions and conclusions
    5. Appropriate vocabulary and tone
  7. Identifying and incorporating task- and audience-appropriate evidence
    1. Determining evidence based on the topic and purpose
    2. Determining the needs of the audience
    3. Evaluating the depth and extent of evidence
3. Apply essay revision and editing skills
    1. Revision of essay content through:
      1. Self-assessment of the student's own product through application of instructional content
      2. Placing oneself in the position of the reader rather than writer
      3. Comprehending, evaluating, and incorporating feedback from classmates and the instructor
    2. Apply editing skills to achieve:
      1. Coherence
        1. Repetition of old information followed by new
        2. Transitional material: words, phrases, clauses
        3. Lexical coherence: repetition of terms or use of synonyms for topic continuity
        4. Terms that signal organizational patterns: chronology, compare/contrast, cause/effect, etc.
      2. Sentence efficiency
        1. Combining sentences for fluency
        2. Reducing clauses to phrases to eliminate redundancy
        3. Eliminating verbosity
      3. Grammatical accuracy
        1. Verb tense editing
        2. Complementation
        3. Clause formation (adjective, adverb, noun, and related punctuation)
        4. Comma splices, run-on sentences, and fragments
        5. Word form

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

When taught online, ongoing access to internet connection, email software and hardware, and a working email address are required.

**Methods of Evaluation**

**Methods of Evaluation may include but are not limited to the following:**

In-class assignments  
Tests and/or quizzes  
Midterm and final self-assessment

**Methods of Instruction**

**Methods of Instruction may include but are not limited to the following:**

Lecture and small-group or whole-class discussions on the processes and products of reading and writing

**Representative Text(s)**

Author(s)	Title	Publication Date
Behrens and Rosen	Writing and Reading Across the Curriculum	2021
Graff and Berkenstein	They Say/I Say: The Moves that Matter in Academic Writing with Readings	2021

**Please provide justification for any texts that are older than 5 years**

**Other Materials**

This course should primarily focus on texts assigned in ENGL 1A or other transfer-level, writing-intensive course.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Reading of books and/or articles on the process and purpose of reading and writing in an academic setting
2. Reading and evaluation of student's own work and that of peers
3. Written reflections and self-evaluations

**Authorized Discipline(s):**

English as a Second Language (ESL) or English as a Second Language (ESL): Noncredit

**Faculty Service Area (FSA Code)**

ESL

**Taxonomy of Program Code (TOP Code)**

4930.84 - English as a Second Language–Writing

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

June 2024: Creating a non-credit course in lieu of a credit course makes the support provided in it much more accessible to more students than a for-pay option.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

25

**Load**

.050

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123041 - English as a 2nd Language

**Account Code**

1320

**Program Code**

493084 - ESL: Writing

# **NCEL F460. : ESL FOR CUSTOMER SERVICE**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Non-Credit: English as a Second Language (NCEL)

**Course Number**

F460.

**Department**

English for Second-Language Learners (ESLL)

**Division**

Language Arts (1LA)

**Units**

0

**Former ID****Cross Listed****Related Courses****Maximum Units**

0

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

0

**Special Hourly Notation****Total Contact Hours**

48

**Total Student Learning Hours**

48

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

Students can repeat the course to build their basic language skills.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Non-Credit Course (Receives no Grade)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

**Please select**

Temporary

**In this case, identify the degree/certificate to which the course will be added:**

ESL for Customer Service Non-Credit Workforce certificate

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

Still in development; anticipated submission Fall 2024

**The Curriculum Committee must evaluate this application based on the following criteria:**

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#### Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Workforce/CTE

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

VESL courses that create pathways for students and establish partnerships for CTE are currently in demand. Research shows that English learners in CTE pathways perform better when they receive English support and English language instruction framed around the context in which they will work. Furthermore, in at least 10 of the top 20 job openings projected between 2020-2030, customer service communication skills are highly valuable, if not necessary, for the job (source: <https://www.bls.gov/ooh/most-new-jobs.htm>). In a search of employment projections for customer service representatives nationwide (with data provided by the US Bureau of Labor Statistics), the demand spanned dozens of industries from agriculture, mining, utilities, construction, and manufacturing to personal care services, transportation, health care, real estate, and of course, retail (sources: <https://www.bls.gov/emp/skills/customer-service.htm>, <https://data.bls.gov/projections/nationalMatrix?queryParams=43-4051-245&ioType=o&csrf=projections>).

## **Attach evidence**

### **Need/Justification**

No such course currently exists in our service area, and a course that teaches professional English for customer service would be invaluable for any English learner in a career that requires customer or client interactions. In addition, the state chancellor's office has encouraged the creation of vocational ESL classes that would help to prepare students for jobs and skills to strengthen the California workforce.

### **Course Description**

This course focuses on developing professional English skills within the context of customer service. Students will strengthen oral and written communication skills typically used in customer or client interactions.

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: Intended for students with an intermediate to advanced level of ESL.

### **Course Objectives**

The student will be able to:

1. Understand and respond appropriately to typical customer service requests.
2. Use appropriate writing conventions for business communication.
3. Use vocabulary typical to customer service interactions.

### **Course Content**

1. Understand and respond appropriately to typical customer service requests
  1. Communications concerning questions, orders, and complaints
    1. Clarification strategies
      1. Restate complaints
      2. Restate requests
    2. Apologize for mistakes
    3. Offer to correct mistake
  2. Linguistic structures for conflict resolution, de-escalation, and negotiation
  3. Degrees of politeness
    1. Direct vs. indirect language
    2. Cultural competence (e.g., "The customer is always right.")
2. Use appropriate writing conventions for business communication
  1. Client facing business letters and emails
    1. Openers
    2. Signing off
  2. Tone
  3. Style



4. Summarizing
  1. Complaints
  2. Questions
  3. Concerns
  4. Resolutions
3. Use vocabulary typical to customer service interactions
  1. Related to returns and exchanges
    1. Refund
    2. Credit
  2. Related to shipping
  3. Related to complaints
  4. Industry specific vocabulary
    1. Hospitality
    2. Food service
    3. Retail
    4. Healthcare
    5. Personal care services
    6. Recreation
    7. Transportation

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

When taught online, ongoing access to internet connection, email software and hardware, and a working email address are required.

**Methods of Evaluation****Methods of Evaluation may include but are not limited to the following:**

Multiple choice and fill-in-the-blank exercises  
Role-plays  
Quizzes  
Emails/Business letters  
Responding to common customer concerns/complaints

**Methods of Instruction****Methods of Instruction may include but are not limited to the following:**

Lecture  
Discussion/Seminar

**Representative Text(s)**

Author(s)	Title	Publication Date
Bradley Amidei, Kathleen	At Your Service: English As a Second Language for Success in Customer Service	2023

Please provide justification for any texts that are older than 5 years

**Other Materials****Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Dialogues
2. Emails
3. Role-plays

**Authorized Discipline(s):**

English as a Second Language (ESL) or English as a Second Language (ESL): Noncredit

**Faculty Service Area (FSA Code)**

ESL

**Taxonomy of Program Code (TOP Code)**

\*4931.00 - Vocational ESL

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

6/19/24: The course description is written to be student-centered, free of discipline specific jargon or elevated language that would be inaccessible to English learners for whom this course is intended. Furthermore, this is a non-credit course, which has unlimited repeatability and free tuition. As such, it provides language support to student who might not be able to afford it otherwise.

**Articulation Office Only**

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**C-ID Notation****IGETC Notation****CSU GE Notation****Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

43

**Load**

.061

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

152013 - FH Non-Credit ESL (NCEL)

**Account Code**

1320

**Program Code**

493100 - Vocational ESL

# THTR F049F : PERFORMANCE PRODUCTION VI

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F049F

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

6

**Former ID****Cross Listed****Related Courses****Maximum Units**

6

**Does this course meet on a weekly basis?**

Yes

**Weekly Lecture Hours**

1

**Weekly Lab Hours**

15

**Weekly Out of Class Hours**

2

**Special Hourly Notation****Total Contact Hours**

192

**Total Student Learning Hours**

216

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

**Is Basic Skills applicable to this course?**

No

**Grading**

Letter Grade (Request for Pass/No Pass)

**Will credit by exam be allowed for this course?**

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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*If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.*

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

**The Curriculum Committee must evaluate this application based on the following criteria:**

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**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and

services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Transfer

#### Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

#### Evidence

See attached documentation confirming UC transfer approval.

#### Attach evidence

THTR 49F Stand Alone Documentation.pdf

#### Need/Justification

This course supports the college service area by extending to students tangible opportunities for student success to develop extended, practiced mastery of the subject area; the course is transferable towards degree credit at many institutions.

#### Course Description

Supervised performance participation of rehearsal into performance of scheduled productions of the Theatre Arts Department. Particular focus rendered towards enhanced vocal and physical representation of characterization and process preparation. Culminates in a fully staged theatrical production.

#### Course Prerequisites

Prerequisite: Requires a pre-arranged audition and instructor selection for assignment to participate/enroll; students must complete an audition and accept an assigned role for enrollment. Audition information is available on the department website or by contacting the assigned instructor.

#### Course Corequisites

#### Course Advisories

Advisory: This course is included in the Production-Performance family of activity courses.

## **Course Objectives**

The student will be able to:

1. With a target towards more advanced, in-depth development of script analysis and application, apply experience gained through rehearsal and development of progressive, challenging vocal techniques to be included in the rehearsal and performance process.
2. With a target towards more advanced, in-depth development of script analysis and application, explore and confidently embody character representation through introduction to and incorporation of a variety of physicalized embodiment approaches cemented through the added challenges of live public performance.

## **Course Content**

1. Guided and drilled steps towards joining effective vocal production with appropriate scriptural and performance need analysis (for live public performance), including many of, but not limited to, the following targets:
  1. Regional dialect analysis and incorporation from a variety of cultural and socio-economic backgrounds
  2. Clear and appropriate articulation
  3. Appropriate projection and breath support techniques
  4. Language demands and influence
  5. Advanced script based assessment of the above applications
2. Guided and drilled steps towards joining effective physical representation of dynamic character challenges with appropriate scriptural and performance need analysis (for live public performance), including many of, but not limited to, the following targets:
  1. Gesture analysis and employment
  2. Foundational posture assessment
  3. Body energy communication potential
  4. Physical representation of human emotional interpretation
  5. Script based assessment of the above applications

## **Lab Content**

1. Participation and observation of rehearsal process for scheduled production
2. Perform various, necessary production support functions, including but not limited to costume fittings, publicity, other preparation or technical support
3. Plan, prepare, and execute assigned facets of consistently performing in repetition a prescribed performance production in a public audience forum
4. Fulfill the necessary group project requirements of public performance through personal preparation, through warm-up, make-up application, costume preparation, and other necessary elements

### **Special Facilities and/or Equipment**

A fully-equipped studio or standard proscenium theatre, dressing and make-up rooms, theatre scenic and costume shops, theatre box office, additional rehearsal space as required, basic audio-visual equipment.

### **Methods of Evaluation**

#### **Methods of Evaluation may include but are not limited to the following:**

Proficiency by successful completion of designated class project/performance assignment for public presentation

Proficiency through detailed instructor feedback and evaluation at every phase of the production process

Proficiency through evaluation of written character studies, background research, peer and self-evaluation

### **Methods of Instruction**

#### **Methods of Instruction may include but are not limited to the following:**

Lecture: presentation of theory and foundational premises of prescribed performance material

Discussion: assessment and analysis of situations as they relate to rehearsal instructions and performance preparation

Cooperative learning exercises: ensemble performance projects

Oral presentations: solo performance exercises

Laboratory: rehearsal and preparation

Demonstration: peer and instructor modelling and self-assessment through performance presentations

Trial and error experimentation towards fulfillment of prescribed course project of a full-length production for public performance

### **Representative Text(s)**

**Please provide justification for any texts that are older than 5 years**

### **Other Materials**

The selected play script and appropriate background reading as assigned by the instructor each quarter. There is no regular text as the text chosen each term will not repeat within a minimum of 10 years. The text is chosen based on the specific performance project.

### **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Read and study assigned play scripts
2. Research and study project related background materials
3. Performance assignment memorization
4. Read related project articles assigned by instructor
5. Write self-reflection journal



**Authorized Discipline(s):**

Theater Arts

**Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

**Taxonomy of Program Code (TOP Code)**

1007.00 - Dramatic Arts

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the Guiding Principles for Equitable CORs document (available at <https://foothill.edu/curriculum/process.html> ) while creating or revising this COR.

**Please describe how you have incorporated principles of equity during this revision:**

03/15/2024: In review, this course upholds the premises of equity based learning as its target purpose and structure represents equity based goals.

**Articulation Office Only**

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**C-ID Notation****IGETC Notation****CSU GE Notation****Transferability**

CSU/UC

**Validation Date**

10/3/24

**Division Dean Only**

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**Seat Count**

100

**Load**

.260

**FOAP Codes:****Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100700 - Dramatic Arts

**i ASSIST does not take the place of a counselor on your campus.** It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a California university.

# UC Transfer Course Agreement (Theatre Arts)

**Foothill College**

Academic Year 2024-2025

## IMPORTANT

This agreement lists courses transferable for unit credit at all UC campuses.

It is based on information from the current California community college catalog and is valid for the academic year indicated at the top of this agreement.

Courses marked with "UC-" will satisfy the five areas of the seven-course requirements:

E = English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences.

## INFORMATION ABOUT UC'S TRANSFERABLE COURSE AGREEMENTS

### *Honors Course Credit Limitation*

- Duplicate credit will not be awarded for both the honors and the regular versions of a course.
- Credit will be awarded only to the first course completed with a grade of C or better.

### *Course Repeatability*

- An "ea" after the unit value of a course on this agreement is meant to indicate that the course may be repeated for credit under CCC campus policies.
- Since campus policies on repeatability vary, the "ea" indicator does not guarantee that UC will grant credit for every course that appears multiple times on a student's transcript. See the UC TCA for possible credit limitations.

## Theatre Arts

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 1	Introduction to Theatre	3A	4.00	UC-H
THTR 2A	History of Dramatic Literature: Classical to Moliere	3A, 3B	4.00	UC-H
THTR 2F	History of American Musical Theatre Same as: MUS 2F	3A	4.00	UC-H
THTR 7	Introduction to Directing		4.00	
THTR 8	Multicultural Theatre Arts in Modern America	3A	4.00	UC-H
THTR 20A	Acting I		4.00	
THTR 20B	Acting II		4.00	



## UC Transfer Course Agreement - Theatre Arts

### Foothill College

Academic Year 2024-2025

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 20C	Acting III		4.00	
THTR 21A	Scenery & Property Construction		4.00	
THTR 21B	Intermediate Scenery & Property Construction		4.00	
THTR 21C	Advanced Scenery & Properties Construction		4.00 ea	
THTR 22	Auditioning for Theatre		2.00	
THTR 24	Readers Theater		4.00	
THTR 25	Introduction to Fashion & Costume Construction		4.00	
THTR 25B	Fashion & Costume Construction II		4.00	
THTR 25C	Fashion & Costume Construction III		4.00	
THTR 26	Introduction to Fashion History & Costume Design	3A	4.00	UC-H
THTR 27	Lighting Design & Technology		4.00	
THTR 31	Management for the Theatre & Stage		4.00	
THTR 38A	Movement Practicum I		2.00	
THTR 38D	Stage Combat		2.00	
THTR 40A	Basic Theatrical Makeup		4.00	
THTR 40B	Theatrical Makeup for Production		4.00	
THTR 42	Introduction to Theatre Design		4.00	
THTR 43A	Script Analysis		4.00	
THTR 43C	Foundations in Classical Acting		4.00	
THTR 43E	Improvisation		4.00	
THTR 45A	Technical Theatre in Production I		4.00	
THTR 45B	Technical Theatre in Production II		4.00	
THTR 45C	Technical Theatre in Production III		4.00	
THTR 45D	Technical Theatre in Production IV		4.00	
THTR 45E	Technical Theatre Management in Production		6.00	
THTR 45F	Technical Theatre Management in Production II		6.00	
THTR 47A	Introduction to Musical Theatre Production		6.00	
THTR 47B	Intermediate Music Theatre Production Workshop		6.00	
THTR 47C	Advanced Music Theatre Production Workshop		6.00	
THTR 47D	Advanced Music Theatre Production Workshop II		6.00	
THTR 48B	Singing Technique for Musical Theatre		4.00	
THTR 48C	Musical Theatre Repertoire for Singers		4.00	
THTR 48F	Musical Theatre Repertoire for Singers II		4.00	
THTR 48G	Introduction to Voice-Over Acting		4.00	
THTR 49A	Performance Production I		6.00	



**UC Transfer Course Agreement - Theatre Arts**

**Foothill College**

Academic Year 2024-2025

Course	Title	IGETC Areas	Quarter Units	UC Areas
THTR 49B	Performance Production II		6.00	
THTR 49C	Performance Production III		6.00	
THTR 49D	Performance Production IV		6.00	
THTR 49E	Performance Production V		6.00	
THTR 49F	Performance Production VI		6.00	
Effective Su2025				

**END OF LIST**

**FOOTHILL COLLEGE**  
**GENERAL EDUCATION REQUIREMENTS for A.A./A.S. DEGREE**  
*Effective Summer 2025 through Spring 2026*

This GE pattern is intended for students pursuing a Foothill College AA or AS degree. It is not for students pursuing an Associate Degree for Transfer (AA-T or AS-T). Students planning to earn an AA-T or AS-T must complete the Cal-GETC pattern.

**The requirements for the A.A. or A.S. degree include completion of:**

- a minimum of 90 units in prescribed courses
- a minimum of 18 units completed at Foothill College
- a grade point average of 2.0 or better in all college courses
- a major of at least 27 units in an approved curriculum
- the seven General Education requirements listed below- minimum of 30 units to be completed (courses listed in two areas may be only applied to one)
- major courses completed with a 2.0 or better (some majors require a grade of "C" or better in all major courses)

See Foothill Catalog for the Advanced Placement (AP) credit policy.

<b>AREA 1 - ENGLISH COMPOSITION, ORAL COMMUNICATION &amp; CRITICAL THINKING</b> Complete one course from each sub area	<b>Completed</b>
<b>AREA 1A - English Composition (Complete one course)</b>  ENGL 1A, 1AH; ESLL 26	
<b>AREA 1B - Oral Communication and Critical Thinking (Complete one course)</b>  COMM 1A, 1AH, 1B, 2, 3, 4, 55; CS 1A, 1B, 1C, 2A, 2B, 2C; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MDIA 3; PHIL 1, 7	
<b>AREA 2 - MATHEMATICAL CONCEPTS &amp; QUANTITATIVE REASONING</b> Complete one course	<b>Completed</b>
CS 18; MATH 1A, 1AH, 1B, 1BH, 1C, 10, 12, 17, 22, 33, 40A, 44, 48A, 48B, 48C; PSYC 7; SOC 7	
<b>AREA 3 - ARTS &amp; HUMANITIES</b> Complete one course	<b>Completed</b>
ART 1, 2A, 2AH, 2B, 2BH, 2C, 2D, 2E, 2F, 2J, 4A, 4G, 5A, 5B, 20, 45B; BUSI 70; CRWR 6, 25A, 39A, 41A; DANC 10; ENGL 5, 7, 10A, 12, 12A, 14, 16, 17, 22, 24, 27G, 31, 34C, 37, 38, 40, 43A, 43AH, 43B, 43BH, 45A, 45AH, 45B, 45BH, 49; ETHN 1, 2, 3, 4, 5, 7; GID 1; HUMN 1, 1H, 2, 3, 3H, 4, 4H, 5, 5H, 6, 7, 7H, 8, 9, 10, 11, 11H, 13, 14; JAPN 14A, 14B; KINS 5; MDIA 1, 1H, 2A, 2B, 2C, 11, 11H, 13; MUS 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2F, 8, 8H, 11D, 11E; PHIL 2, 4, 11, 20A, 20B, 24, 25; PHOT 5, 8, 8H, 10, 10H, 11, 11H; SPAN 4, 5, 6; THTR 1, 2A, 2F, 8, 26.	
<b>AREA 4 - SOCIAL &amp; BEHAVIORAL SCIENCES</b> Complete one course	<b>Completed</b>
ANTH 2A, 2AH, 2B, 3, 5, 5H, 8, 8H, 12, 14, 15, 20, 22; BUSI 22, 22H; CHLD 1, 2; CNSL 3, 3H; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 3A, 3B, 3C, 4A, 4B, 4C, 8, 10, 17A, 17B, 17C, 18, 20; KINS 2, 10, 51; POLI 1, 3, 3H, 4, 9, 9H, 15, 15H; PSYC 1, 1H, 2, 4, 9, 10, 14, 21, 22, 25, 30, 33, 40, 49; SOC 1, 1H, 10, 11, 15, 19, 20, 23, 28, 30, 40, 45; WMN 5, 21.	
<b>AREA 5 - NATURAL SCIENCES</b> Complete one course with lab	<b>Completed</b>
ANTH 1 w/1L, 1H w/1HL, 13 w/13L; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 41; CHEM 1A, 25, 30A; GEOG 1; HORT 15; PHYS 2A, 4A; PSE 20.	
<b>AREA 6 - ETHNIC STUDIES</b> Complete one course	<b>Completed</b>
ETHN 1, 2, 3, 4, 5, 7, 8	
<b>AREA 7 - LIFELONG LEARNING</b> Complete one course	<b>Completed</b>
ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 12, 12A, 12B, 12E, 21, 21A, 21B, 21C, 21F, 22, 22A, 22B, 22C, 22F, 31, 31A, 31C, 32, 32A, 32C, 32F, 33, 33A, 33B, 33C, 33F, 41A, 41B, 42, 42B, 42C, 42F, 44, 44A, 44C, 44F, 45, 45A, 45C, 45F; BIOL 8, 9, 12, 81; CHEM 81; CNSL 1, 56, 72, 90; COMM 2, 10, 12, 55; CRLP 7, 73, 74; CS 81; DANC 2A, 2B, 3A, 3B, 4A, 4B, 4C, 7, 13A, 13B, 14, 18A, 18B; HLTH 20, 21, 22, 23; KINS 4, 16A, 16B, 16C, 49; LIBR 10, 10H; MATH 83; PHDA 15A, 16, 17, 18, 21A, 21B, 23; PHED 10A, 10B, 11A, 11B, 13, 13C, 15A, 15B, 15C, 18, 18B, 18C, 19B, 19C, 19D, 21A, 21B, 21C, 22, 22A, 22B, 22C, 23A, 23B, 24, 24A, 25A, 26, 26A, 27, 27A, 27B, 27C, 31A, 31B, 31C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, 40, 40A, 40C, 41, 41A, 41B, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49B; PSYC 49; SOC 19, 40.	
<b>Apprenticeship Programs &amp; Local General Education</b>	
<b>Apprenticeship Plumbing Technology</b> Students who completed the major requirements for the Apprenticeship Plumbing Technology program will satisfy the following GE AREAS: 1A, 1B, 4, 5, 7	
<b>Apprenticeship Programs in Air Conditioning &amp; Refrigeration Tech. (Pathway 1), Sheet Metal, &amp; Steamfitting &amp; Pipefitting Tech.</b> Students who complete the major requirements for one of the three Apprenticeship Programs listed above will satisfy the following GE AREAS: 1B, 4, 5, 7	

**Area VI (U.S. Cultures & Communities) courses that are not listed in other areas of Foothill GE:**

CHLD 51A – Affirming Diversity in Education

- IGETC: None
- CSUGE Breadth: Area D (Social & Behavioral Sciences)
- **Recommendation:** move to Area 4 - Social & Behavioral Sciences

HUMN/MDIA 12 – Popular Culture & United States History

- IGETC: Area 3B (Humanities)
- CSUGE Breadth: Area C2 (Humanities)
- **Recommendation:** move to Area 3 - Arts & Humanities

HUMN/MDIA 12H – Honors Popular Culture & United States History

- IGETC: Area 3B (Humanities)
- CSUGE Breadth: Area C2 (Humanities)
- **Recommendation:** move to Area 3 - Arts & Humanities

MDIA 8A – Race & Gender in American Media

- IGETC: Area 4 (Social & Behavioral Sciences)
- CSUGE Breadth: Area D (Social & Behavioral Sciences)
- **Recommendation:** move to Area 4 - Social & Behavioral Sciences

SOC 8 – Popular Culture

- IGETC: Area 4 (Social & Behavioral Sciences)
- CSUGE Breadth: Area D (Social & Behavioral Sciences)
- **Recommendation:** move to Area 4 - Social & Behavioral Sciences

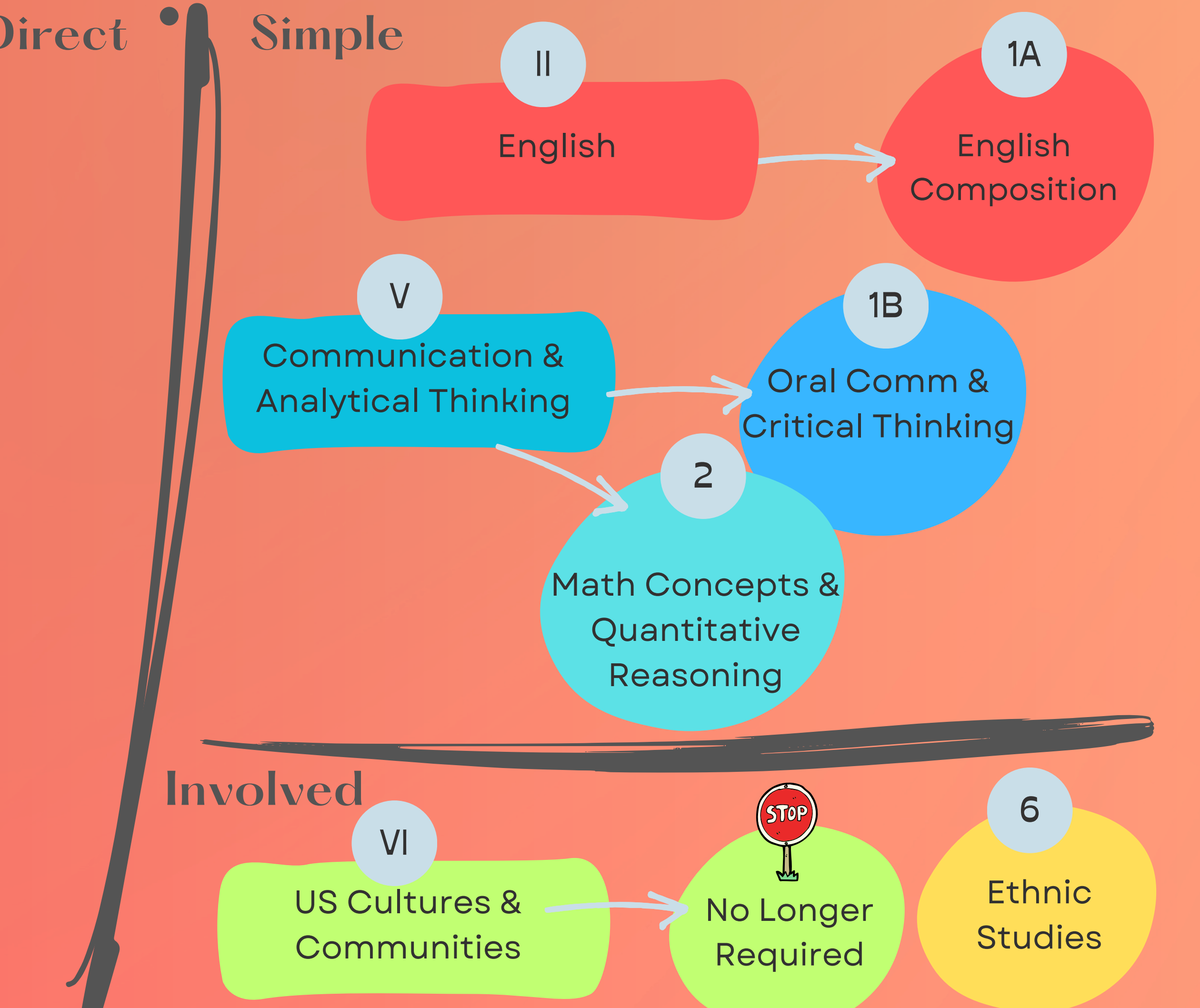
**Additionally, the following Apprenticeship programs are approved for Area VI (U.S. Cultures & Communities):**

Air Conditioning and Refrigeration Technology (Pathway 1)

Plumbing Technology

Sheet Metal

Steamfitting and Pipefitting Technology



# Foothill College

## Division Curriculum Committee Bylaws Template

### Article I: Name and Purpose

1. **Name:** This committee shall be known as the [Division Name] Curriculum Committee.
2. **Purpose:** The purpose of the committee is to oversee curriculum development and review within the division, ensuring alignment with college standards, policies, and state regulations.

### Article II: Membership

1. **Composition**
  - The committee shall consist of [number] members, including faculty representatives from each department in the division, and may also include student representatives, counselors, or other non-voting advisory members as appropriate.
  - The committee chair shall be elected by the committee members or appointed by consensus.
2. **Membership Eligibility**
  - Voting members must be current active faculty members in the division.
  - Non-voting members may be included for input but do not contribute to quorum or voting.

### Article III: Meetings

1. **Regular Meetings**
  - Regular meetings shall be held at least [weekly/biweekly/monthly] during the academic year.
  - Meeting times and locations will be determined at the start of each term and published in the same location as agendas and minutes, as well as being provided to College Curriculum Committee leadership for distribution.
2. **Special Meetings**
  - Special meetings may be called by the chair or a majority of the members with at least 24 hours' notice. Agendas and minutes, as well as public access, must otherwise follow the same policies as regular meetings.
3. **Agenda and Minutes**
  - Meeting agendas must be physically posted at least 72 hours before a regular meeting. The posting location shall be consistent and publicly accessible.
  - Minutes of all meetings shall be recorded and made available to the public upon demand.
  - Both minutes and agenda shall additionally be provided to the Foothill College Curriculum Coordinator within the allotted timeframe for publishing on the College Curriculum Committee website. *Note that this provision does not satisfy the notification requirement and is provided as a service by the CCC.*



## **Article IV: Curriculum Development Process**

### **1. New Course/Program Proposals**

- Any active member of the faculty may, at any time, propose a new curriculum item.
- Proposals can be made via the campus Curriculum Management System (CourseLeaf) but should also be discussed with the committee via [methodology].

### **2. Division Course Discussion**

- All division constituents are encouraged to discuss curriculum items.
- Division discussions should guide committee members in their voting decisions.
- Discussions are primarily facilitated via [methodology].

## **Article V: Quorum and Voting**

### **3. Quorum**

- A quorum shall consist of [number] voting members, which represents a simple majority of the total voting membership.
- If quorum is not met, the meeting may proceed for discussion purposes, but no votes may be taken.

### **4. Voting Procedures**

- Each voting member has one vote.
- A motion passes with a simple majority of the quorum present.

## **Article VI: Roles and Responsibilities**

### **1. Committee Chair(s)**

- The chair(s) shall preside over meetings, set agendas, and represent the committee at college-level curriculum meetings.
- The chair may delegate tasks as necessary.

### **2. Members**

- Members are responsible for attending meetings, participating in discussions, and voting on matters concerning curriculum.
- Members may also be assigned to subcommittees or working groups as needed.

## **Article VII: Amendments**

### **1. Amendment Procedure**

- These bylaws may be amended by a simple majority vote of the committee, provided that the proposed amendment has been presented in writing at the previous meeting.

### **2. Review of Bylaws**

- The bylaws shall be reviewed at least once every [three years] to ensure they meet current needs.

**Adopted on [Date]**

**Committee Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_