

College Curriculum Committee Meeting Agenda

Tuesday, December 3, 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 19, 2024	2:00	Action	#12/3/24-1	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. Recent CCCCCO Approval!	2:17	Information	#12/3/24-2–7 #12/3/24-8	CCC Team
5. Consent Calendar a. Division Curriculum Committees	2:22	Action	#12/3/24-9	Kaupp
6. Stand Alone Application: ALTW 435	2:27	2nd Read/ Action	#12/3/24-10	Kaupp
7. Stand Alone Application: ENGR 76A	2:30	2nd Read/ Action	#12/3/24-11– 12	Kaupp
8. Stand Alone Application: NCEL 451A	2:33	2nd Read/ Action	#12/3/24-13	Kaupp
9. Stand Alone Application: NCEL 460	2:36	2nd Read/ Action	#12/3/24-14	Kaupp
10. Stand Alone Application: THTR 49F	2:39	2nd Read/ Action	#12/3/24-15– 16	Kaupp
11. Additions to Course Families	2:42	Action	#12/3/24-17	Kaupp
12. New Certificate Application: Theatre Costume and Makeup (noncredit)	2:45	1st Read	#12/3/24-18	Kaupp
13. New Certificate Application: Theatre Production Organization (noncredit)	2:50	1st Read	#12/3/24-19	Kaupp
14. New Certificate Application: Theatre Technology (noncredit)	2:55	1st Read	#12/3/24-20	Kaupp
15. Stand Alone Application: NCEL 448	3:00	1st Read	#12/3/24-21	Kaupp
16. Updating Foothill GE	3:03	2nd Read/ Action	#12/3/24-22– 23	Kaupp
17. Good of the Order	3:27			Kaupp
18. Adjournment	3:30			Kaupp

*Times listed are approximate

Consent Calendar:

#12/3/24-9 Division Curriculum Committees 12.3.24

Attachments:

#12/3/24-1 Draft Minutes: November 19, 2024

#12/3/24-2–7 New Course Proposals: [ALTW 403B](#), [ALTW 403C](#), [ANTH 6H](#), [ANTH 13H](#),
[EMS 412](#), [GLST 2H](#)

#12/3/24-8 CCC Notification of Proposed Requisites

- #12/3/24-10 Stand Alone Application: [ALTW 435](#)
- #12/3/24-11 Stand Alone Application: [ENGR 76A](#)
- #12/3/24-12 Evidence for ENGR 76A Stand Alone Application
- #12/3/24-13 Stand Alone Application: [NCEL 451A](#)
- #12/3/24-14 Stand Alone Application: [NCEL 460](#)
- #12/3/24-15 Stand Alone Application: [THTR 49F](#)
- #12/3/24-16 Evidence for THTR 49F Stand Alone Application
- #12/3/24-17 Requests to Add New & Reactivated Courses to Course Families
- #12/3/24-18 New Certificate Application: [Theatre Costume and Makeup \(noncredit\)](#)
- #12/3/24-19 New Certificate Application: [Theatre Production Organization \(noncredit\)](#)
- #12/3/24-20 New Certificate Application: [Theatre Technology \(noncredit\)](#)
- #12/3/24-21 Stand Alone Application: [NCEL 448](#)
- #12/3/24-22 Proposed Placements of Courses/Programs on New Foothill GE Pattern—
updated
- #12/3/24-23 Foothill GE Area Relationships

2024-2025 Curriculum Committee Meetings:

<u>Fall 2024 Quarter</u>	<u>Winter 2025 Quarter</u>	<u>Spring 2025 Quarter</u>
10/8/24	1/21/25	4/15/25
10/22/24	2/4/25	4/29/25
11/5/24	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: 12/3/24Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)
			kauppben@fhda.edu
	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
	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
	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
	Eric Reed	7091	LRC	reederic@fhda.edu
	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
	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

Chris Allen*, Patricia Gibbs Stayte, Rose Huynh*, Natalie Latteri, Paul Starer

* Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, November 19, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: November 5, 2024	Vanatta noted a typo in item 10; will correct on approved version. Motion to approve M/S (Draper, Huynh). Approved.
2. Report Out from CCC Members	Speaker: All Apprenticeship: Myres shared continuing to work on new apps for GE mapping; finalizing division CC info for Brown Act compliance. Allen provided update on BS degree proposal, which was provisionally approved by CCCCCO over the summer—upcoming meeting w/ two CSUs, one of which already drafted a letter of support. Allen hopes to have an update in January! BSS: Dupree shared finalizing division CC bylaws. Counseling: Lee shared finalizing division CC bylaws. SRC: No updates to report. Fine Arts & Comm.: Fong shared finalizing division CC bylaws, noting considering using advisory votes from faculty to inform votes by voting members. HSH: Draper shared division CC bylaws have been adopted! Also shared getting a head start on Title 5 updates; R T dept. reactivating a course. Kinesiology: No updates to report. Language Arts: Rose Huynh serving as in-person proxy. Sarver shared finalizing Phase 1 Common Course Numbering (CCN) courses. LRC: Reed shared division CC bylaws have been adopted! STEM: Parikh shared finalizing division CC bylaws. Hueg shared ongoing discussion among CIOs across the state re: CCN, trying to get CCCCCO and Banner folks to better understand how challenging the solution currently proposed for Banner is. Gilstrap shared we're in the final stages of finalizing Phase 1 CCN courses. Working on updating ADTs. Will be proposing a new cert. for Cal-GETC and deactivating the existing CSU GE & IGETC certs. Vanatta asked the reps if there will be any changes for winter quarter; will send Outlook invites for winter quarter meetings soon. No changes reported, but Parikh will not be able to attend CCC meetings due to conflict w/ class. Kaupp shared details of new process for communicating new curriculum being proposed by De Anza, noting some divisions have already rcvd. emails from him. Process is that Kaupp will forward new

	<p>proposal to any applicable deans and reps, as well as to Hueg and VP of Instruction Stacy Gleixner. If Kaupp doesn't receive any response, he will assume there are no concerns; if there are any questions/ comments/concerns, he is happy to serve as mediator and/or pass feedback on to De Anza. Dupree asked if it's appropriate to share this new curriculum w/ constituents—Kaupp responded, absolutely.</p> <p>Reed asked for clarification re: how defensive folks should be in situations in which Foothill is developing similar curriculum—Kaupp responded, we should be clear with De Anza that we are developing similar curriculum. Kaupp emphasized importance of transparency from the beginning of the process, noting we want to avoid situations in which we wait until curriculum goes to the FHDA board, for example, before speaking up. Allen noted our CCC meeting minutes document all Foothill curriculum proposals, which is helpful for establishing timelines of curriculum development (re: any conflicts w/ De Anza's own development). Brannvall asked if the goal is for Foothill and De Anza to not offer similar courses—Hueg responded, no, and noted we already offer some similar curriculum; if conversations are being had about possible duplication it's usually regarding resources and ensuring enough student demand exists. Hueg noted groups like BACCC help ensure colleges are not developing programs where demand does not exist. Discussion occurred re: recent concerns brought by De Anza regarding Foothill's new Business and Marketing cert.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>No comments.</p>
<p>4. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. ASCCC Fall Plenary Update d. AB 928 Committee—upcoming meeting</p>	<p>Speakers: CCC Team The following proposals were presented: NCBS 404A, 404B; PSYC 45. Hueg asked if PSYC 45 will be added to ADT—proposal states planning to add to ADT; Dupree noted this course will make Psychology program more comprehensive.</p> <p>New prerequisites for THTR 425B, 440B. No comments.</p> <p>Kaupp noted most proposed resolutions passed, with a few exceptions: 101.01 (re: replacing course objectives w/ SLOs on the COR) and 105.04 (re: guidance for course syllabi).</p> <p>Gilstrap mentioned AB 928 Committee resuming meetings; getting the word out, in case anyone interested in attending.</p>
<p>5. Consent Calendar a. Division Curriculum Committees</p>	<p>Speaker: Ben Kaupp Document includes details about each division CC. This is a new agenda item which will be present on each CCC agenda, even if no updates are made, to ensure visibility.</p> <p>Motion to approve M/S (Reed, Parikh). Approved.</p>
<p>6. Stand Alone Applications: THTR 421A, 425, 425B, 427, 431, 440A, 440B, 442, 445A, 445E</p>	<p>Speaker: Ben Kaupp Second read of Stand Alone Approval Requests for THTR 421A, 425, 425B, 427, 431, 440A, 440B, 442, 445A & 445E. No comments.</p> <p>Motion to approve M/S (Brannvall, Fong). Approved.</p>
<p>7. New Certificate Proposal: Independence and Career Readiness</p>	<p>Speaker: Ben Kaupp Proposal for new Independence and Career Readiness Certificate of Achievement. Kaupp explained this is for the Tools for Transition and Work (TTW) program, so students will finally be able to earn a transcriptable cert. Hueg asked if any new courses will be created—</p>

	<p>Kaupp responded, yes, a few; also updating some existing courses to workforce/CTE TOP Codes.</p> <p>Motion to approve M/S (Brannvall, Reed). Approved.</p>
8. Stand Alone Application: ALTW 435	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for ALTW 435. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
9. Stand Alone Application: ENGR 76A	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for ENGR 76A. Will be temporarily Stand Alone and included in a new certificate. Parikh explained this course is similar to some KCI courses, designed to be an entry point for high school students to get a taste of the Semiconductor program. Gilstrap asked if the course will be offered as dual enrollment—Allen responded, yes, piloting w/ four districts in Santa Clara County.</p> <p>Second read and possible action will occur at next meeting.</p>
10. Stand Alone Application: NCEL 451A	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for NCEL 451A. Will be temporarily Stand Alone and included in a new certificate. Sarver noted this is a noncredit version of a credit corequisite support course.</p> <p>Second read and possible action will occur at next meeting.</p>
11. Stand Alone Application: NCEL 460	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for NCEL 460. Will be temporarily Stand Alone and included in a new certificate. Sarver explained this is a vocational ESL course, created in response to requests for contextualized ESL classes for specific group of students.</p> <p>Second read and possible action will occur at next meeting.</p>
12. Stand Alone Application: THTR 49F	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for THTR 49F. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
13. Updating Foothill GE	<p>Speaker: Ben Kaupp First read of Proposed Foothill GE Placements. Based on discussions at previous meetings, CCC Team drafted document proposing the following placements:</p> <ul style="list-style-type: none"> • Current Area I courses placed in new Area 3 • Current Area II courses placed in new Area 1A • Current Area III courses placed in new Area 5 • Current Area IV courses placed in new Area 4 • Current Area V courses placed in new Areas 1B & 2: <ul style="list-style-type: none"> ○ Area 2: C S 18, all MATH courses, PSYC 7, SOC 7 ○ Area 1B: remaining Area V courses • Current Area VI—most courses also approved for other GE areas (and have been placed in the corresponding new areas), but a few are approved for just Area VI. The following placements are proposed, based on existing transfer GE approvals: <ul style="list-style-type: none"> ○ CHLD 51A—new Area 4 ○ HUMN/MDIA 12—new Area 3 ○ HUMN/MDIA 12H—new Area 3 ○ MDIA 8A—new Area 4 ○ SOC 8—new Area 4

- Current Area VII courses placed in new Area 7
- All active ETHN courses placed in new Area 6

This proposal means no course on current Foothill GE will lose local GE approval; Vanatta noted that, because Area VI doesn't have a corresponding new area, some Area VI courses will change from being listed in multiple GE areas to being listed in just one.

Starer asked if the math standard is changing from Intermediate Algebra—Gilstrap responded, math has always been a competency and not a specific local GE area. Now that it will be a GE area, we need to create criteria for it. Our current Area V criteria includes math, along with communication and other disciplines. We do still need to list Intermediate Algebra as a prereq on some courses to meet UC transferability requirements. Starer asked about ETHN approvals for transfer GE—Gilstrap responded, ETHN 7 & 8 don't have transfer GE approval for Ethnic Studies areas of CSU GE or IGETC (or upcoming Cal-GETC).

Kaupp noted that for current Apprenticeship Foothill GE approvals, similar placements to the above are proposed (noted at the bottom of first page of document). The doc proposes current Area V approvals be placed in new Area 1B, but this could be up for discussion, considering some Area V courses are being moved to Area 2, instead. Current Area VI approvals need to be discussed, since (unlike Area VI courses) there are no transfer GE approvals to help guide placement on the new pattern. Parikh advocated for allowing the current Apprenticeship approvals to be placed into the corresponding new areas, just as is being done for courses.

Starer believes it's okay for current Area VI approvals to not have a home on the new pattern, since there's no corresponding new area. Would like the Apprenticeship division to discuss the question of new Area 1B vs. new Area 2. Allen shared discussions are already planned w/ Ethnic Studies faculty to deliver ETHN courses at Apprenticeship sites. Allen and Starer expressed their understanding that current Area VI approvals cannot carry over. Herman asked about the timing of the new pattern—Gilstrap responded, will go into effect in summer 2025 (with the new catalog).

Discussion occurred re: ongoing work to try to get Cal-GETC Ethnic Studies area approval for ETHN 7 & 8. Starer thanked Gilstrap for his work in creating the document, and Kaupp echoed this statement.

Please share with your constituents. Second read and possible action will occur at next meeting.

Kaupp brought up GE subcommittees, specifically whether or not we want to continue to use them. If we decide to do away with them, we'll need to decide how course substitution petitions will be handled (e.g., by CCC or some other group). Gilstrap mentioned he's on Academic Council, which reviews a variety of student petitions; he asked that group if there's interest in taking on course substitution petitions, and folks seemed interested/excited about it. Kaupp noted reviewing student petitions at CCC might not be an option, due to possible FERPA issues; this isn't an issue for Academic Council, since it's not a Brown Act committee. Lee asked who comprises Academic Council—Gilstrap responded, he and other counselors, noting instructional faculty are welcome to join. Gilstrap believes it makes sense for these petitions

	<p>go to Academic Council, and it would also help counselors who serve on that committee learn more about criteria for local GE. Believes current process for petitions is not as transparent or trackable as it could be, and hopes a workflow can be created to help track petitions. Kaupp noted there is a requirement for him to be involved in petition process as CCC Co-Chair. Draper spoke in favor of Gilstrap's recommendation, noting she's gotten a few of these petitions recently; believes having a committee review them would be an improvement.</p> <p>Motion to approve replacement of GE subcommittees with Academic Council for purposes of local GE course substitution petitions, and to encourage Academic Council to consult content area experts as appropriate M/S (Brannvall, Draper). Approved.</p> <p>Motion to bring local GE applications for approval to CCC, thereby disbanding GE subcommittees M/S (Connell, Parikh). Approved.</p>
14. Division CC Brown Act Compliance	<p>Speaker: Ben Kaupp Kaupp thanked the reps, noting he recently attended a Language Arts division CC meeting. For many divisions this topic has required a lot of discussion and consideration. All of this work makes our division CCs "cleaner" and easier for folks to attend and participate.</p>
15. Good of the Order	Kaupp wished everyone a happy Thanksgiving!
16. Adjournment	3:28 PM

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), Evan Gilstrap* (Articulation Officer), Ron Herman* (Dean, FAC), Kurt Hueg* (Administrator Co-Chair), Rose Huynh* (LA), Ben Kaupp* (Faculty Co-Chair), Amber La Piana (LA), Andy Lee* (CNLS), Tim Myres* (APPR), Sarah Parikh* (STEM), Eric Reed* (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator), Josh Wienands* (STEM), Fiona Wiesner* (Foothill Script)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 11/25/24 4:49 pm

Viewing: **ALTW F403B : EXECUTIVE SKILLS**

Last edit: 11/26/24 9:19 am

Changes proposed by: Benjamin Kaupp (10691847)

In Workflow

- 1SR Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 11/26/24 8:59 am
Richard Saroyan
(saroyanrichard):
Approved for 1SR
Curriculum Rep

Course Proposal Form

Faculty Author Ben Kaupp

Effective Term Summer 2026

Subject Adaptive Learning: Transition to Work Course Number F403B
(ALTW)

Department Adaptive Learning (A L)

Division Student Resource and Support Programs
(1SR)

Units 0

Hours 24 lecture hours total per quarter

Course Title EXECUTIVE SKILLS

Short Title EXECUTIVE SKILLS

Proposed Transferability None

Proposed Description and Requisites: This open-entry, open-exit course supports students in the Tools for Transition & Work program as they apply executive functioning skills to career planning and workplace readiness. Through personalized instruction, students will explore time management, self-advocacy, organization, and problem-solving strategies within the context of career exploration and goal setting. Emphasis is placed on building practical skills for identifying career interests, navigating workplace environments, and developing independence for long-term professional success.

Proposed Discipline Developmental Disabilities: Disabled Students Programs and Services OR Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit OR Specialized Instruction (Disabled Student Programs and Services): Noncredit

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

The course will be a stand alone support course for the Independence & Career Readiness Certificate of Achievement.

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

No

Comments & Other Relevant Information for Discussion:

Part of a 3-part series. ALTW 403 is becoming 403A, and ALTW 403C will be created.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 11/25/24 4:51 pm

Viewing: **ALTW F403C : INDEPENDENCE SKILLS**

Last edit: 11/26/24 9:19 am

Changes proposed by: Benjamin Kaupp (10691847)

In Workflow

- 1SR Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 11/26/24 9:00 am
Richard Saroyan (saroyanrichard):
Approved for 1SR Curriculum Rep

Course Proposal Form

Faculty Author	Ben Kaupp		
Effective Term	Summer 2026		
Subject	Adaptive Learning: Transition to Work (ALTW)	Course Number	F403C
Department	Adaptive Learning (A L)		
Division	Student Resource and Support Programs (1SR)		
Units	0		
Hours	24 lecture hours total per quarter		
Course Title	INDEPENDENCE SKILLS		
Short Title	INDEPENDENCE SKILLS		

Proposed Transferability: None

Proposed Description and Requisites: This open-entry, open-exit course supports students in the Tools for Transition & Work program as they apply executive functioning skills to develop independence in personal and everyday life. Students will build practical skills in time management, self-advocacy, organization, and problem-solving within the context of managing daily responsibilities. Emphasis is placed on fostering autonomy, decision-making, and self-confidence to navigate real-world challenges successfully.

Proposed Discipline: Developmental Disabilities: Disabled Students Programs and Services OR Specialized Instruction (Disabled Student Programs and Services): Vocational Noncredit OR Specialized Instruction (Disabled Student Programs and Services): Noncredit

To which Degree(s) or Certificate(s) would this course potentially be added?
The course will be a stand alone support course for the Independence & Career Readiness Certificate of Achievement.

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

No

Comments & Other Relevant Information for Discussion:
Part of a 3-part series. ALTW 403 is becoming 403A, and ALTW 403B & C are new courses.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 11/01/24 4:12 pm

Viewing: **ANTH F006H : HONORS PERSPECTIVES FROM AFRICA**

Last edit: 11/15/24 2:48 pm

Changes proposed by: Julie Jenkins (20461838)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 11/15/24 6:19 am
Angelica Dupree
(dupreeangelica):
Approved for 1SS
Curriculum Rep

Course Proposal Form

Faculty Author	Julie Jenkins		
Effective Term	Summer 2026		
Subject	Anthropology (ANTH)	Course Number	F006H
Department	Anthropology (ANTH)		
Division	Business and Social Sciences (1SS)		
Units	4		
Hours	4 Lecture Hours		
Course Title	HONORS PERSPECTIVES FROM AFRICA		
Short Title	HONORS PERSPECTIVES AFRICA		

Proposed Transferability UC/CSU

Proposed Description and Requisites: An anthropological survey of the peoples of Africa. Issues addressed include: the colonial and Cold War experience and legacy in Africa; popular Western (mis)perceptions and portrayals of Africa and Africans; patterns of social organization, family, and kinship; political organization; economic systems; current political and economic conditions and ties to the global economy; conceptual systems; health and disease; popular culture; art and music; and social change. The course draws upon classic and contemporary anthropological research, research from other disciplines, ethnographies, and literature by African writers. A case study approach is used for some topics allowing in-depth analysis of particular African societies. As an honors course, it is focused on reading and critically analyzing ethnographies and literature from the anthropology of Africa, student-led class lectures and discussions, and a focus on writing skills.

Proposed Discipline Anthropology

To which Degree(s) or Certificate(s) would this course potentially be added?
ADT & AA degree in Anthropology

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

No

Comments & Other Relevant Information for Discussion:

ANTH 6H will allow us to offer Perspectives from Africa at an Honors level, as we have done with other courses in Anthropology.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 09/21/24 3:26 pm

Viewing: **ANTH F013H : HONORS INTRODUCTION TO FORENSIC ANTHROPOLOGY**

Last edit: 11/20/24 10:24 am

Changes proposed by: Samuel Connell (11245040)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 11/19/24 1:55 pm
Samuel Connell
(connellsamuel):
Approved for 1SS
Curriculum Rep

Course Proposal Form

Faculty Author	Samuel Connell		
Effective Term	Summer 2026		
Subject	Anthropology (ANTH)	Course Number	F013H
Department	Anthropology (ANTH)		
Division	Business and Social Sciences (1SS)		
Units	4		
Hours	4 hours lecture		
Course Title	HONORS INTRODUCTION TO FORENSIC ANTHROPOLOGY		
Short Title	HONORS INTRO FORENSIC ANTHRO		

Proposed Transferability UC/CSU

Proposed Description and Requisites: Introduction to the application of anthropology as a science to the medical-legal process and its emphasis on the identification of human skeletal remains. Uses the scientific methodology to cover cell biology, population genetics, natural selection, human variation, evolution, basic human osteology and odontology, assessment of age at time of death, sex, ancestry, trauma analysis, pathology, crime scene analysis, animal scavenging, and identification procedures. Focuses on the varying applications of science in the modern world in which forensic anthropology is utilized ranging from crime scene investigation, missing person identification, human rights, and humanitarian investigations. As an honors course, it is a full thematic seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class lectures, group discussions and interactions.

Proposed Discipline Anthropology

To which Degree(s) or Certificate(s) would this course potentially be added?
Anthropology AA, ADT
Archaeology Field Work Certificate

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:
None

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 10/21/24 3:12 pm

Viewing: **EMS F412. : 12 LEAD ECG COURSE**

Last edit: 11/18/24 7:24 am

Changes proposed by: Glenn Kurisu (20546642)

In Workflow

1. 1BH Curriculum Rep
2. Curriculum Coordinator
3. Activation

Course Proposal Form

Faculty Author	Glenn Kurisu		
Effective Term	Summer 2026		
Subject	Emergency Medical Services (EMT/EMR/ Paramedic) (EMS)	Course Number	F412.
Department	Emergency Medical Services (EMT/EMR/ Paramedic) (EMS)		
Division	Health Sciences and Horticulture (1BH)		
Units	0		
Hours	1.5 hours lecture		
Course Title	12 LEAD ECG COURSE		
Short Title	12 LEAD ECG COURSE		

Approval Path

1. 11/15/24 12:53 pm
Shaelyn St Onge-Cole (stonge-coleshaelyn):
Approved for 1BH Curriculum Rep

Proposed Transferability: None

Proposed Description and Requisites: This 12-lead Electrocardiogram (ECG) course aims to equip emergency care providers with the ability to accurately interpret 12-lead ECGs, critical for diagnosing cardiac and respiratory issues, arrhythmias, and conditions such as myocardial infarction. Through weekly lectures and practical assessments, the course covers a range of topics, including ECG fundamentals, arrhythmia management, heart block identification, and metabolic emergencies. By the course's conclusion, participants will have the confidence and skills to interpret ECGs in high-pressure clinical situations.

Advisory: EMT or higher level health care provider.

Proposed Discipline: Emergency Medical Technologies

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

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

No

Comments & Other Relevant Information for Discussion:
None

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 11/01/24 4:05 pm

Viewing: **GLST F002H : HONORS GLOBAL ISSUES**

Last edit: 11/15/24 2:50 pm

Changes proposed by: Julie Jenkins (20461838)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 11/15/24 6:19 am
Angelica Dupree
(dupreeangelica):
Approved for 1SS
Curriculum Rep

Course Proposal Form

Faculty Author	Julie Jenkins		
Effective Term	Summer 2026		
Subject	Global Studies (GLST)	Course Number	F002H
Department	Global Studies (GLST)		
Division	Business and Social Sciences (1SS)		
Units	4		
Hours	4 hours lecture		
Course Title	HONORS GLOBAL ISSUES		
Short Title	HONORS GLOBAL ISSUES		

Proposed Transferability UC/CSU

Proposed Description and Requisites: This course offers an introduction to the origins, current dilemmas, and future trends of major issues confronting the global community such as energy and resource depletion, food and population, war and terrorism, nuclear arms, human rights, economic interdependence, and international inequality. The role of global institutions and global citizenship will be considered as they relate to global issues. As an honors course, students will have more complex research assignments, student-led class lectures and discussions, and a focus on writing and reading skills.

Proposed Discipline Social Science OR Interdisciplinary Studies

To which Degree(s) or Certificate(s) would this course potentially be added?
ADT in Global Studies

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:
GLST 2 is a required core course for the ADT in Global Studies. GLST 2H will allow us to offer the course at an Honors level, as we have done for GLST 1.

Reviewer Comments

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
CRWR 9 INTRODUCTION TO CREATIVE NONFICTION	R. Mills	Prereq: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.	New requisite for 2025-26
CRWR 41A POETRY WRITING	K. Escamilla	Prereq: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.	New requisite for 2025-26
CRWR 41B ADVANCED POETRY WRITING	S. Chan	Prereq: CRWR 41A (POETRY WRITING).	New requisite for 2025-26
THTR 49A PERFORMANCE PRODUCTION I	T. Gough	Prereq: 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.	New requisite for 2025-26
THTR 49B PERFORMANCE PRODUCTION II	T. Gough	Prereq: 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.	New requisite for 2025-26
THTR 49C PERFORMANCE PRODUCTION III	T. Gough	Prereq: 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.	New requisite for 2025-26
THTR 49D PERFORMANCE PRODUCTION IV	T. Gough	Prereq: Requires a pre-arranged audition and instructor selection for assignment to participate/enroll; students must complete an audition and accept an assigned role for	New requisite for 2025-26

		enrollment. Audition information is available on the department website or by contacting the assigned instructor.	
THTR 49E PERFORMANCE PRODUCTION V	T. Gough	Prereq: 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.	New requisite for 2025-26
THTR 49F PERFORMANCE PRODUCTION VI	T. Gough	Prereq: 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.	New requisite for 2025-26

Foothill College Curriculum Committee Consent Calendar

12/3/24

Division Curriculum Committees

Apprenticeship (APPR) Division Curriculum Committee

- **Chair(s):** Chris Allen, Brian Murphy, Tim Myres
- **Voting Members:** Tim Myres, Brian Murphy (all apprenticeship ACC members are encouraged to attend)
- **Quorum Requirements:** 2
- **Meeting Schedule:**
 - **Location:** Local 104 Training Center, Fairfield, CA 94534; San Jose Pipes Training Center, San Jose, 95112, Foothill College Sunnyvale Center, Sunnyvale, CA 94089 or via Zoom.
 - **Time and Date:** December 3rd, 10AM via Zoom
 - **Frequency:** Monthly
- **Agenda Posting:** Posted on the windows facing the entrance doors at the Local 104 Training Center in Fairfield, Pipe Trades Training Center in San Jose and Foothill College Sunnyvale Center.

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:** Jordan Fong, Cynthia Brannvall (all BSS faculty are encouraged to tender advisory votes)
- **Quorum Requirements:** 2 voting members
- **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) Division 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

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

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:

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

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

None

Validation Date

N/A

Division Dean Only

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

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:

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

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/10/24

Division Dean Only

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
Total	1,868	2,179	311	17%	1,278	255		

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
Total	886	988	102	12%	549	110		

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
Total		14	12	2	28

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
Total		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
 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
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, 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

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:

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

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

None

Validation Date

N/A

Division Dean Only

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

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:

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

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

None

Validation Date

N/A

Division Dean Only

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

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:

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

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

CSU/UC

Validation Date

10/3/24

Division Dean Only

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

Requests to Add New & Reactivated Courses to Course Families

Fine Arts & Communication requests the following additions to existing course families:

Analog Photography

PHOT 7A Darkroom I (reactivated course; renumbered from PHOT 1)

PHOT 7B Darkroom II (reactivated course; renumbered from PHOT 2)

PHOT 7C Darkroom III (reactivated course; renumbered from PHOT 3)

Book Arts & Paper

ART 6 Collage (reactivated course)

Production-Performance

THTR 49F Performance Production VI (new course)

These additions will go into effect for 2025-26

Theatre Costume and Makeup, Noncredit certificate

Basic Information

Faculty Author(s)

Leigh Henderson

Department

Theatre Arts

Division

Fine Arts and Communication

Title of Degree/Certificate

Theatre Costume and Makeup

Type of Award

Noncredit certificate

Workforce/CTE Program:

Yes

Effective Catalog Edition:

2024-2025

Noncredit Certificate Narrative

Certificate Type

Certificate of Completion

Program Goals and Objectives

The Certificate of Completion in Theatre Costume and Makeup prepares students to work in the field of theatrical costume and makeup at a theatre company or related business. The certificate allows students to gain skills necessary to advance their careers. Students develop skills in equipment, tools, techniques, and materials used to design and execute theatrical costumes and makeup, as well an understanding of how these departments fit into the process of mounting a theatrical production. By completing the Certificate of Completion in Theatre Costume and Makeup, students will be prepared to seek employment in theatres and related performing arts disciplines or to work as a freelance theatre technician.

Program Learning Outcomes

- Graduates will be able to use the professional tools and techniques of theatrical costuming to create patterns, select appropriate materials, and build or alter costumes for theatrical productions.

- Graduates will be able to use the professional tools, materials, and techniques of theatrical makeup to develop and implement a variety of makeup looks for theatrical productions.
- Graduates will be able to demonstrate the ability to collaborate with theatre colleagues to create and/or execute costume and makeup designs.
- Graduates will have the knowledge of the professional theatre landscape necessary to secure professional employment, including job research and resume and portfolio preparation.

Catalog Description

The noncredit Certificate of Completion in Theatre Costume and Makeup prepares students for careers in theatrical costume and makeup by providing courses that meet workforce needs. The program provides a strong foundation in the fundamentals of building costumes and executing makeup looks and offers students the option to pursue further study in the area of their choice. Students gain hands-on experience and build their resumes by working on Theatre Arts Department productions. This certificate is ideal for folks beginning careers in costume and makeup, as well as folks currently working or volunteering in the theatre field who wish to update their skills or expand their skills into a new area.

Program Requirements

Core Course Hours: 432-480

Course List		
Code	Title	Units
<u>THTR F421A</u>	SCENERY & PROPERTY CONSTRUCTION NONCREDIT	0
<u>THTR F425.</u>	INTRODUCTION TO FASHION & COSTUME CONSTRUCTION NONCREDIT	0
<u>THTR F425B</u>	FASHION & COSTUME CONSTRUCTION II NONCREDIT	0
or <u>THTR F440B</u>	THEATRICAL MAKEUP FOR PRODUCTION NONCREDIT	
<u>THTR F440A</u>	BASIC THEATRICAL MAKEUP NONCREDIT	0
<u>THTR F445A</u>	TECHNICAL THEATRE IN PRODUCTION I NONCREDIT	0
or <u>THTR F445E</u>	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT	

Total Hours: 432-480

Master Planning

This certificate is part of a larger effort at Foothill College to increase our offering of noncredit options, particularly for our CTE programs. Noncredit certificates are designed to be more welcoming of non-traditional students, including those who are already in the workforce and are seeking to improve, update, or enhance their skills. This aligns with

Foothill's mission to serve diverse learners and equip students to thrive in the workforce. Furthermore, the concept of this noncredit certificate was wholehearted endorsed by Foothill Theatre Technology's CTE advisory committee. This group of local leaders in theatre management indicated that they would value this noncredit certificate as a meaningful indication of skills in making hiring decisions and that they would recommend noncredit education at Foothill to their crew or volunteers as an accessible path to improving skills and job potential.

Additional Information Required for State Submission

TOP Code: *1006.00 - Technical Theater

CIP Code: 50.0502 - Technical Theatre/Theatre Design and Technology.

Will any new resources be required (e.g., facilities, equipment, personnel)? No

Distance Education: 0%

CDCP Eligibility Criteria: Short Term Vocational



Labor Market Analysis for Local Certificates Theatre Costume & Makeup Occupations Foothill College

Prepared by the Bay Region Center of Excellence for Labor Market Research

October 2024

Recommendation

Based on all available data, there appears to be an “undersupply” of Theatre Costume & Makeup workers compared to the demand for this cluster of occupations in the Bay Region and in the Silicon Valley Sub-Region (Santa Clara County). There is a projected annual gap of about 304 students in the Bay Region and 56 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1006.00 - Technical Theater programs in the state and region. It is recommended that this 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 Theatre Costume & Makeup Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for local certificates for state chaptering at Foothill College.

- **Designers, All Other (27-1029):** All designers not listed separately.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 28%
- **Costume Attendants (39-3092):** Select, fit, and take care of costumes for cast members, and aid entertainers. May assist with multiple costume changes during performances.
Entry-Level Educational Requirement: High school diploma or equivalent
Training Requirement: Short-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 37%
- **Makeup Artists, Theatrical and Performance (39-5091):** Apply makeup to performers to reflect period, setting, and situation of their role.
Entry-Level Educational Requirement: Postsecondary nondegree award
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

Occupational Demand

Table 1. Employment Outlook for Theatre Costume & Makeup Occupations in the Bay Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Designers, All Other	2,444	2,272	-173	-7%	946	189	\$16	\$29
Costume Attendants	310	343	33	11%	490	98	\$29	\$36
Makeup Artists, Theatrical and Performance	222	266	44	20%	242	48	\$25	\$47
Total	2,976	2,881	-95	-3%	1,678	335	\$18	\$31

Source: Lightcast 2024.3

The 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 Theatre Costume & Makeup Occupations in the Silicon Valley Sub-Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Designers, All Other	412	386	-26	-6%	160	32	\$16	\$30
Costume Attendants	44	54	9	20%	78	16	\$31	\$32
Makeup Artists, Theatrical and Performance	43	53	10	24%	49	10	\$23	\$46
Total	499	493	-6	-1%	287	58	\$18	\$32

Source: Lightcast 2024.3

Silicon Valley Sub-Region includes: Santa Clara County

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

Table 3. Number of Job Postings by Occupation for the latest 12 months

Occupation	Bay Region	Silicon Valley
Makeup Artists, Theatrical and Performance	708	163
Costume Attendants	34	6

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4a. Top Job Titles in Job Postings for Theatre Costume & Makeup Occupations in the Bay Region

Title	Bay	Title	Bay
Beauty Advisors	188	Multi-Branch Managers	7
Makeup Artists	138	Regional Makeup Artists	5
Beauty Stylists	60	Fashion Assistants	4
Beauty Specialists	57	Wardrobe Assistants	4
Lash Artists	24	Costume Technicians	3
Eyelash Technicians	23	Fragrance Advisors	3
Beauty Editors	11	Special Effects Makeup Artists	3
Salon Stylists	10	Wardrobe Managers	3
Hair and Makeup Artists	8	Beauty Sales Managers	2

Title	Bay	Title	Bay
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Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4b. Top Job Titles in Job Posting for Theatre Costume & Makeup Occupations in the Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Beauty Advisors	44	Regional Makeup Artists	3
Makeup Artists	15	Salon Stylists	3
Beauty Specialists	10	Cosmetics Beauty Advisors	2
Eyelash Technicians	10	Experience Guides	2
Beauty Stylists	8	Preferred Sales Specialists	2
Lash Artists	7	Wardrobe Assistants	2
Beauty Editors	3	Aveda Advisors	1
Hair and Makeup Artists	3	Client Advisors	1
Multi-Branch Managers	3	Costume Technicians	1

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Industry Concentration

Table 5. Industries Hiring for Theatre Costume & Makeup Occupations in the Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Graphic Design Services	539	455	-16%	18%
Interior Design Services	463	419	-9%	16%
Theater Companies and Dinner Theaters	127	134	6%	4%
Engineering Services	107	102	-5%	4%
Other Specialized Design Services	91	81	-11%	3%
Motion Picture and Video Production	80	87	10%	3%
Architectural Services	75	75	-1%	3%
Industrial Design Services	72	63	-12%	2%
Independent Artists, Writers, and Performers	63	73	17%	2%
Clothing and Clothing Accessories Retailers	55	55	1%	2%

Source: Lightcast 2024.3

Table 6. Top Employers Posting Theatre Costume & Makeup Occupations in the Bay Region and the Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Kohl's	81	Kohl's	17
Target	80	Target	16
Glamsquad	63	The Estée Lauder Companies	16
Sephora	54	Sephora	12
The Estée Lauder Companies	42	Bluemercury	9
Nordstrom	29	L'Oréal	8

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Educational Supply

There are five community colleges in the Bay Region issuing 31 awards on average annually (last 3 years ending 2021-23) on TOP 1006.00 - Technical Theater. In the Silicon Valley Sub-Region, there is one community college that issued 2 awards on average annually (last 3 years) on this TOP code.

Table 7a. Community College Awards on TOP 1006.00 - Technical Theater in the Bay Region

College	Subregion	Associate Degree	Low unit Certificate	Total
Diablo Valley	East Bay	5	4	9
Foothill	Silicon Valley	2	0	2
Las Positas	East Bay	0	1	1
Ohlone	East Bay	1	0	1
Santa Rosa	North Bay	0	18	18
Total	-	8	23	31

Source: Data Mart

Note: The annual average for awards is 2020-21 to 2022-23.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 335 annual openings for the Theatre Costume & Makeup occupational cluster and 31 annual (3-year average) awards for an annual undersupply of 304 students. In the Silicon Valley Sub-Region, there is also a gap with 58 annual openings and 2 annual (3-year average) awards for an annual undersupply of 56 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1006.00 - Technical Theater

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College 1006.00
Students with a Job Closely Related to Their Field of Study	74%	88%	55%	57%	NA	NA
Median Annual Earnings for SWP Exiting Students	\$53,090	\$73,174	\$23,142	\$27,874	\$26,295	\$30,907
Median Change in Earnings for SWP Exiting Students	24%	42%	40%	46%	41%	NA

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College 1006.00
Exiting Students Who Attained the Living Wage	54%	66%	23%	19%	NA	NA

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

Skills and Education

Table 9. Top Skills in Job Postings for Theatre Costume & Makeup Occupations in the Bay Region

Skill	Posting	Skill	Posting
Merchandising	228	New Product Development	79
Product Knowledge	201	Cosmetology	78
Visual Merchandising	189	General Mathematics	77
Inventory Management	183	Product Assortment	77
Product Demonstration	117	Promotional Strategies	77
Upselling	93	Balancing (Ledger/Billing)	76
Planogram	86	Effective Communication	71
Selling Techniques	84	Cash Register	67
Service Industries	83	Cosmetics	62
Point Of Sale	81	Booking (Sales)	46

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 10. Education Requirements for Theatre Costume & Makeup Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	59	59%
other	20	20%
Bachelor's degree & higher	21	21%

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Note: 88% 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

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:

- Yumi Huang, Research Analyst, Bay Region Center of Excellence, yuhuang@cabrillo.edu or (831) 275-0043
- Marcela Reyes, Director, Research and Center of Excellence, mareyes@cabrillo.edu or (831) 219-8875

Theatre Production Organization, Noncredit certificate

Basic Information

Faculty Author(s)

Leigh Henderson

Department

Theatre Arts

Division

Fine Arts and Communication

Title of Degree/Certificate

Theatre Production Organization

Type of Award

Noncredit certificate

Workforce/CTE Program:

Yes

Effective Catalog Edition:

2024-2025

Noncredit Certificate Narrative

Certificate Type

Certificate of Completion

Program Goals and Objectives

The Certificate of Completion in Theatre Production Organization prepares students to work in the managerial positions in the field of theatre production, such as shop supervisor, technical director, or production manager. The certificate allows students to gain skills necessary to advance their careers. Students develop skills in theatre operations, budgeting, timeline planning, resource management, teamwork, collaboration, and sustaining safe, equitable, and accessible work environments. By completing the Certificate of Completion in Theatre Production Organization, students will be prepared to seek management positions in theatres and related performing arts disciplines or start their own theatre production business.

Program Learning Outcomes

- Graduates will be able to demonstrate the ability to manage the operations of a theatre department and/or production, including budgeting, timeline planning, and resource management.
- Graduates will be able to demonstrate the skills to collaborate on professional theatre productions, emphasizing the creation of safe, equitable, and accessible work environments.
- Graduates will have the knowledge of the professional theatre landscape necessary to secure professional employment, including job research and resume and portfolio preparation.

Catalog Description

The noncredit Certificate of Completion in Theatre Production Organization prepares students to take on management positions in the field of theatre production. Coursework covers critical topics in theatre management, such as construction, design, budgeting, timeline planning, team leadership, communication, collaboration, and sustaining a safe, supportive, equitable, and accessible work environment. Through theoretical projects and hands-on participation in Theatre Arts Department productions, students hone skills necessary for in-demand positions in theatre production, such as shop supervisor, technical director, or production manager. This certificate is ideal for folks currently working or volunteering in the theatre field who wish to advance into positions of greater responsibility.

Program Requirements

Core Course Hours: 504

Course List

Code	Title	Units
<u>THTR F421A</u>	SCENERY & PROPERTY CONSTRUCTION NONCREDIT	0
<u>THTR F431.</u>	MANAGEMENT FOR THE THEATRE & STAGE NONCREDIT	0
<u>THTR F442.</u>	INTRODUCTION TO THEATRE DESIGN NONCREDIT	0
<u>THTR F445A</u>	TECHNICAL THEATRE IN PRODUCTION I NONCREDIT	0
<u>THTR F445E</u>	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT	0

Total Hours: 504

Master Planning

This certificate is part of a larger effort at Foothill College to increase our offering of noncredit options, particularly for our CTE programs. Noncredit certificates are designed to be more welcoming of non-traditional students, including those who are already in the workforce and are seeking to improve, update, or enhance their skills. This aligns with

Foothill's mission to serve diverse learners and equip students to thrive in the workforce. Furthermore, the concept of this noncredit certificate was wholehearted endorsed by Foothill Theatre Technology's CTE advisory committee. This group of local leaders in theatre management indicated that they would value this noncredit certificate as a meaningful indication of skills in making hiring decisions and that they would recommend noncredit education at Foothill to their crew or volunteers as an accessible path to improving skills and job potential.

Additional Information Required for State Submission

TOP Code: *1006.00 - Technical Theater

CIP Code: 50.0507 - Directing and Theatrical Production.

Will any new resources be required (e.g., facilities, equipment, personnel)? No

Distance Education: 1-49%

CDCP Eligibility Criteria: Short Term Vocational



Labor Market Analysis for Program Recommendation Theatre Production Organization Occupations Foothill College

Prepared by the Bay Region Center of Excellence for Labor Market Research

October 2024

Recommendation

Based on all available data, there appears to be an “undersupply” of Theatre Production Organization workers compared to the demand for this cluster of occupations in the Bay Region and in the Silicon Valley Sub-Region (Santa Clara County). There is a projected annual gap of about 8,471 students in the Bay Region and 2,087 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1006.00 - Technical Theater 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 Theatre Production Organization Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for program recommendation at Foothill College.

- **General and Operations Managers (11-1021):** Plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Usually manage through subordinate supervisors. Excludes First-Line Supervisors.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 34%
- **Set and Exhibit Designers (27-1027):** Design special exhibits and sets for film, video, television, and theater productions. May study scripts, confer with directors, and conduct research to determine appropriate architectural styles.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 28%
- **Ushers, Lobby Attendants, and Ticket Takers (39-3031):** Assist patrons at entertainment events by performing duties, such as collecting admission tickets and passes from patrons, assisting in finding seats, searching for lost articles, and helping patrons locate such facilities as restrooms and telephones.
Entry-Level Educational Requirement: No formal educational credential

Training Requirement: Short-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 35%

Occupational Demand

Table 1. Employment Outlook for Theatre Production Organization Occupations in the Bay Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
General and Operations Managers	75,137	81,126	5,989	8%	36,831	7,366	\$45	\$68
Set and Exhibit Designers	677	646	-31	-5%	293	59	\$21	\$28
Ushers, Lobby Attendants, and Ticket Takers	3,302	3,615	313	9%	5,386	1,077	\$16	\$18
Total	79,116	85,387	6,271	8%	42,510	8,502	\$44	\$66

Source: Lightcast 2024.3

The 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 Theatre Production Organization Occupations in the Silicon Valley Sub-Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
General and Operations Managers	18,625	20,047	1,422	8%	9,055	1,811	\$50	\$79
Set and Exhibit Designers	110	111	1	1%	53	11	\$23	\$37
Ushers, Lobby Attendants, and Ticket Takers	795	892	96	12%	1,334	267	\$18	\$19
Total	19,530	21,050	1,520	8%	10,442	2,089	\$49	\$76

Source: Lightcast 2024.3

Silicon Valley Sub-Region includes: Santa Clara County

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

Table 3. Number of Job Postings by Occupation for latest 12 months

Occupation	Bay Region	Silicon Valley
General and Operations Managers	14,094	3,335
Set and Exhibit Designers	63	9
Ushers, Lobby Attendants, and Ticket Takers	60	8

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4a. Top Job Titles in Job Postings for Theatre Production Organization Occupations in the Bay Region

Title	Bay	Title	Bay
Operations Managers	845	Area Managers	137
General Managers	471	Assistant Team Leaders	123

Title	Bay	Title	Bay
Operations Supervisors	384	District Managers	121
Directors of Operations	331	Operations Leads	114
Executive Directors	280	Managers-in-Training	104
Management Trainees	268	Principal Scientists	93
Shift Supervisors	239	Studio Managers	75
Assistant General Managers	226	Strategy and Planning Managers	74
Assistant Managers	183	Vice Presidents of Operations	74

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4b. Top Job Titles in Job Posting for Theatre Production Organization Occupations in the Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Operations Managers	175	Directors of Strategy and Planning	27
General Managers	117	Managers-in-Training	26
Operations Supervisors	85	Operations Leads	25
Directors of Operations	63	Assistant Managers	24
Executive Directors	56	Area Managers	23
Assistant General Managers	54	Floor Managers	22
Management Trainees	47	Assistant Team Leaders	21
Shift Supervisors	42	Business Managers	21
Business Operations Managers	27	Directors of Business Operations	21

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Industry Concentration

Table 5. Industries Hiring for Theatre Production Organization Occupations in the Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Custom Computer Programming Services	2,668	3,322	25%	3%
Local Government, Excluding Education and Hospitals	1,750	1,879	7%	2%
Motion Picture Theaters (except Drive-Ins)	1,700	1,794	6%	2%
Corporate, Subsidiary, and Regional Managing Offices	1,596	1,538	-4%	2%
Software Publishers	1,548	1,828	18%	2%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Full-Service Restaurants	1,411	1,554	10%	2%
Electronic Computer Manufacturing	1,264	1,455	15%	2%
Limited-Service Restaurants	1,194	1,344	13%	2%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	1,144	1,359	19%	1%
Web Search Portals and All Other Information Services	1,132	1,207	7%	1%

Source: Lightcast 2024.3

Table 6. Top Employers Posting Theatre Production Organization Occupations in the Bay Region and the Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
CVS Health	418	CVS Health	69
Old Navy	152	ServiceNow	66
Chevron	128	Apple	65
University of California	124	Google	65
Walmart	112	Stanford University	55
AutoZone	108	Intuit	47

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Educational Supply

There are five community colleges in the Bay Region issuing 31 awards on average annually (last 3 years ending 2021-23) on TOP 1006.00 - Technical Theater. In the Silicon Valley Sub-Region, there is one community college that issued 2 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 1006.00 - Technical Theater in the Bay Region

College	Subregion	Associate Degree	Low unit Certificate	Total
Diablo Valley	East Bay	5	4	9
Foothill	Silicon Valley	2	0	2
Las Positas	East Bay	0	1	1
Ohlone	East Bay	1	0	1
Santa Rosa	North Bay	0	18	18
Total	-	8	23	31

Source: Data Mart

Note: The annual average for awards is 2020-21 to 2022-23.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 8,502 annual openings for the Theatre Production Organization occupational cluster and 31 annual (3-year average) awards for an annual

undersupply of 8,471 students. In the Silicon Valley Sub-Region, there is also a gap with 2,089 annual openings and 2 annual (3-year average) awards for an annual undersupply of 2,087 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1006.00 - Technical Theater

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College 1006.00
Students with a Job Closely Related to Their Field of Study	74%	88%	55%	57%	NA	NA
Median Annual Earnings for SWP Exiting Students	\$53,090	\$73,174	\$23,142	\$27,874	\$26,295	\$30,907
Median Change in Earnings for SWP Exiting Students	24%	42%	40%	46%	41%	NA
Exiting Students Who Attained the Living Wage	54%	66%	23%	19%	0%	NA

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

Skills and Education

Table 9. Top Skills in Job Postings for Theatre Production Organization Occupations in the Bay Region

Skill	Posting	Skill	Posting
Operations Management	2,314	Process Improvement	980
Marketing	2,293	Accounting	943
Finance	1,981	Business Operations	928
Merchandising	1,702	Profit And Loss (P&L) Management	873
Project Management	1,700	Data Analysis	846
Key Performance Indicators (KPIs)	1,304	Customer Relationship Management	826
Auditing	1,235	Workflow Management	826
Inventory Management	1,156	Business Strategies	799
Continuous Improvement Process	1,108	Performance Management	714
Retail Operations	1,053	Financial Management	690

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 10. Education Requirements for Theatre Production Organization Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	2,468	20%
Other	745	6%

Education Level	Job Postings	% of Total
Bachelor's degree & higher	8,950	74%

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Note: 38% 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

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:

- Yumi Huang, Research Analyst, Bay Region Center of Excellence, yuhuang@cabrillo.edu or (831) 275-0043
- Marcela Reyes, Director, Research and Center of Excellence, mareyes@cabrillo.edu or (831) 219-8875

Theatre Technology, Noncredit certificate

Basic Information

Faculty Author(s)

Leigh Henderson

Department

Theatre Arts

Division

Fine Arts and Communication

Title of Degree/Certificate

Theatre Technology

Type of Award

Noncredit certificate

Workforce/CTE Program:

Yes

Effective Catalog Edition:

2024-2025

Noncredit Certificate Narrative

Certificate Type

Certificate of Completion

Program Goals and Objectives

The Certificate of Completion in Theatre Technology prepares students to work in the field of theatre technology at a theatre company, event producer, or venue. The certificate allows students to gain skills necessary to advance their careers. Students will be able to specialize in areas such as scenic carpentry, properties, scenic art, costume, makeup, lighting, or sound, among others. Students develop skills in the operation of current theatrical equipment and software, as well as in the process of mounting a theatrical production. By completing the Certificate of Completion in Theatre Technology, students will be prepared to seek employment in theatres and related performing arts disciplines or to work as a freelance theatre technician.

Program Learning Outcomes

- Graduates will be able to safely operate professional theatre equipment and software in the creation of scenery, properties, costumes, makeup, lighting, and/or sound for theatre.

- Graduates will be able to demonstrate the ability to collaborate with theatre colleagues to create and/or execute designs in one or more aspect of technical theatre.
- Graduates will have the knowledge of the professional theatre landscape necessary to secure professional employment, including job research and resume and portfolio preparation.

Catalog Description

The noncredit Certificate of Completion in Theatre Technology prepares students for careers in theatre technology by providing courses that meet workforce needs. The program provides a strong foundation in a variety of technical theatre disciplines and offers students the option to focus on an area of their choice, such as scenic carpentry, scenic art, properties, costumes, makeup, lighting, or sound. Coursework covers the art of technical theatre as well as modern theatre equipment and software. Students gain hands-on experience and build their resumes by working on Theatre Arts Department productions. This certificate is ideal for folks beginning careers in technical theatre, as well as folks currently working or volunteering in the theatre field who wish to update their skills.

Program Requirements

Core Course Hours: 288-336

Course List		
Code	Title	Units
<u>THTR F421A</u>	SCENERY & PROPERTY CONSTRUCTION NONCREDIT	0
<u>THTR F442.</u>	INTRODUCTION TO THEATRE DESIGN NONCREDIT	0
<u>THTR F445A</u>	TECHNICAL THEATRE IN PRODUCTION I NONCREDIT	0
or <u>THTR F445E</u>	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT	

Support Course Hours: 144 (select two courses)

Course List		
Code	Title	Units
<u>THTR F425.</u>	INTRODUCTION TO FASHION & COSTUME CONSTRUCTION NONCREDIT	0
<u>THTR F427.</u>	LIGHTING DESIGN & TECHNOLOGY NONCREDIT	0
<u>THTR F440A</u>	BASIC THEATRICAL MAKEUP NONCREDIT	0

Total Hours: 432-480

Master Planning

This certificate is part of a larger effort at Foothill College to increase our offering of noncredit options, particularly for our CTE programs. Noncredit certificates are designed to be more welcoming of non-traditional students, including those who are already in the workforce and are seeking to improve, update, or enhance their skills. This aligns with Foothill's mission to serve diverse learners and equip students to thrive in the workforce. Furthermore, the concept of this noncredit certificate was wholeheartedly endorsed by Foothill Theatre Technology's CTE advisory committee. This group of local leaders in theatre management indicated that they would value this noncredit certificate as a meaningful indication of skills in making hiring decisions and that they would recommend noncredit education at Foothill to their crew or volunteers as an accessible path to improving skills and job potential.

Additional Information Required for State Submission

TOP Code: *1006.00 - Technical Theater

CIP Code: 50.0502 - Technical Theatre/Theatre Design and Technology.

Will any new resources be required (e.g., facilities, equipment, personnel)? No

Distance Education: 0%

CDCP Eligibility Criteria: Short Term Vocational



Labor Market Analysis for Program Recommendation

Theatre Technology Occupations

Foothill College

Prepared by the Bay Region Center of Excellence for Labor Market Research

October 2024

Recommendation

Based on all available data, there appears to be an “undersupply” of Theatre Technology workers compared to the demand for this cluster of occupations in the Bay Region and in the Silicon Valley Sub-Region (Santa Clara County). There is a projected annual gap of about 3,061 students in the Bay Region and 515 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1006.00 - Technical Theater 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 Theatre Technology Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for New certificate or degree development (for credit) at Foothill College.

- **Sound Engineering Technicians (27-4014):** Assemble and operate equipment to record, synchronize, mix, edit, or reproduce sound, including music, voices, or sound effects, for theater, video, film, television, podcasts, sporting events, and other productions.
Entry-Level Educational Requirement: Postsecondary nondegree award
Training Requirement: Short-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%
- **Lighting Technicians (27-4015):** Set up, maintain, and dismantle light fixtures, lighting control devices, and the associated lighting electrical and rigging equipment used for photography, television, film, video, and live productions. May focus on operate light fixtures, or attach color filters or other lighting accessories.
Entry-Level Educational Requirement: High school diploma or equivalent
Training Requirement: Short-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%
- **Carpenters (47-2031):** Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall, and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.
Entry-Level Educational Requirement: High school diploma or equivalent
Training Requirement: Apprenticeship
Percentage of Community College Award Holders or Some Postsecondary Coursework: 25%

- Painting, Coating, and Decorating Workers (51-9123):** Paint, coat, or decorate articles, such as furniture, glass, plateware, pottery, jewelry, toys, books, or leather.
 Entry-Level Educational Requirement: No formal educational credential
 Training Requirement: Moderate-term on-the-job training
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%

Occupational Demand

Table 1. Employment Outlook for Theatre Technology Occupations in the Bay Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Sound Engineering Technicians	1,037	1,100	63	6%	540	108	\$25	\$40
Lighting Technicians	276	299	23	8%	150	30	\$23	\$33
Carpenters	32,944	33,359	415	1%	14,633	2,927	\$25	\$34
Painting, Coating, and Decorating Workers	285	287	2	1%	136	27	\$18	\$22
Total	34,542	35,045	503	1%	15,459	3,092	\$25	\$34

Source: Lightcast 2024.3

The 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 Theatre Technology Occupations in the Silicon Valley Sub-Region

Occupation	2023 Jobs	2028 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Sound Engineering Technicians	196	202	6	3%	95	19	\$25	\$38
Lighting Technicians	53	61	8	15%	33	7	\$20	\$28
Carpenters	5,451	5,561	110	2%	2,434	487	\$24	\$33
Painting, Coating, and Decorating Workers	41	43	1	3%	21	4	\$18	\$21
Total	5,741	5,867	126	2%	2,583	517	\$24	\$33

Source: Lightcast 2024.3

Silicon Valley Sub-Region includes: Santa Clara County

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

Table 3. Number of Job Postings by Occupation for latest 12 months

Occupation	Bay Region	Silicon Valley
Carpenters	953	189
Painting, Coating, and Decorating Workers	133	25
Sound Engineering Technicians	55	5
Lighting Technicians	55	20

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4a. Top Job Titles in Job Postings for Theatre Technology Occupations in the Bay Region

Title	Bay	Title	Bay
Carpenters	232	Sound Designers	23
Finish Carpenters	87	Carpenter Foremen	22
Journeyman Carpenters	84	Carpenters/Framers	20
Carpenters Apprentice	70	Construction Carpenters	16
Lead Carpenters	45	Residential Carpenters	15
Framers	32	Prototype Developers	11
Automotive Painters	28	Body Shop Painters	10
Carpenters/Laborers	28	Carpenters/Handymen	10
Painters Helpers	26	Coating Technicians	9

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 4b. Top Job Titles in Job Posting for Theatre Technology Occupations in the Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Carpenters	37	Automotive Painters	4
Finish Carpenters	22	Carpenters/Handymen	4
Journeyman Carpenters	12	Carpenters/Laborers	4
Carpenters Apprentice	11	Laborers/Painters	4
Framers	10	Lighting Technicians	4
Lead Carpenters	8	Metal Stud Framers	4
Painters Helpers	6	Residential Carpenters	4
Carpenters/Framers	5	Coating Operators	3
Skilled Tradesmen	5	Construction Carpenters	3

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Industry Concentration

Table 5. Industries Hiring for Theatre Technology Occupations in the Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Residential Remodelers	7,805	8,351	7%	23%
New Single-Family Housing Construction (except For-Sale Builders)	4,796	4,447	-7%	14%
Commercial and Institutional Building Construction	4,185	4,570	9%	12%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2023)	Jobs in Industry (2028)	% Change (2023-28)	% Occupation Group in Industry (2023)
Drywall and Insulation Contractors	1,356	1,373	1%	4%
Flooring Contractors	1,049	1,038	-1%	3%
Finish Carpentry Contractors	1,006	951	-5%	3%
All Other Specialty Trade Contractors	931	829	-11%	3%
Tile and Terrazzo Contractors	844	790	-6%	2%
Other Building Finishing Contractors	733	725	-1%	2%
Painting and Wall Covering Contractors	719	649	-10%	2%

Source: Lightcast 2024.3

Table 6. Top Employers Posting Theatre Technology Occupations in the Bay Region and the Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
PeopleReady	61	Michaels	16
Michaels	43	Caliber Collision	9
Caliber Collision	34	BluSky	7
Aerotek	27	PeopleReady	7
Allegis Group	17	San Jose State University	5
TEKsystems	15	Fine Remodeling	4

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Educational Supply

There are five community colleges in the Bay Region issuing 31 awards on average annually (last 3 years ending 2021-23) on TOP 1006.00 - Technical Theater. In the Silicon Valley Sub-Region, there is one community college that issued 2 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 1006.00 - Technical Theater in the Bay Region

College	Subregion	Associate Degree	Low unit Certificate	Total
Diablo Valley	East Bay	5	4	9
Foothill	Silicon Valley	2	0	2
Las Positas	East Bay	0	1	1
Ohlone	East Bay	1	0	1
Santa Rosa	North Bay	0	18	18
Total	-	8	23	31

Source: Data Mart

Note: The annual average for awards is 2020-21 to 2022-23.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 3,092 annual openings for the Theatre Technology occupational cluster and 31 annual (3-year average) awards for an annual undersupply of

3,061 students. In the Silicon Valley Sub-Region, there is also a gap with 517 annual openings and 2 annual (3-year average) awards for an annual undersupply of 515 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1006.00 - Technical Theater

Metric Outcomes	Bay All CTE Program	Foothill College All CTE Program	State 1006.00	Bay 1006.00	Silicon Valley 1006.00	Foothill College 1006.00
Students with a Job Closely Related to Their Field of Study	74%	88%	55%	57%	NA	NA
Median Annual Earnings for SWP Exiting Students	\$53,090	\$73,174	\$23,142	\$27,874	\$26,295	\$30,907
Median Change in Earnings for SWP Exiting Students	24%	42%	40%	46%	41%	NA
Exiting Students Who Attained the Living Wage	54%	66%	23%	19%	NA	NA

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

Skills, Certifications and Education

Table 9. Top Skills in Job Postings for Theatre Technology Occupations in the Bay Region

Skill	Posting	Skill	Posting
Carpentry	869	Project Management	85
Construction	385	Plumbing	83
Painting	200	Window And Door Installation	80
Power Tool Operation	195	Decorative Molding	78
Finish Carpentry	158	Subcontracting	71
Renovation	157	Demolition	69
Hand Tools	154	Framer	68
Cabinetry	152	Sawing	68
Drywall (Installation And Repair)	118	Building Codes	63
Roofing	113	Flooring	62

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Table 10. Education Requirements for Theatre Technology Occupations in the Bay Region

Education Level	Job Postings	% of Total
High school or GED	111	65%
other	20	12%

Education Level	Job Postings	% of Total
Bachelor's degree & higher	41	24%

Source: Lightcast 2024.3; "Job Posting Analytics." Oct. 2023 - Sep. 2024

Note: 88% 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

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:

- Yumi Huang, Research Analyst, Bay Region Center of Excellence, yuhuang@cabrillo.edu or (831) 275-0043
- Marcela Reyes, Director, Research and Center of Excellence, mareyes@cabrillo.edu or (831) 219-8875

NCEL F448. : ADVANCED GRAMMAR REVIEW

Proposal Type

New Course

Effective Term

Summer 2025

Subject

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

Course Number

F448.

Department

English for Second-Language Learners (ESLL)

Division

Language Arts (1LA)

Units

0

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

ESLL F248. - ADVANCED GRAMMAR REVIEW

Maximum Units

0

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

3

Weekly Lab Hours

0

Weekly Out of Class Hours

6

Special Hourly Notation**Total Contact Hours**

36

Total Student Learning Hours

108

Repeatability Statement

Unlimited Repeatability

Repeatability Criteria

As the development of grammar skills is recursive, making it possible for students to repeat this course without limit will allow them to build their language skills to the level that is appropriate for them as individuals.

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

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?)

In progress, tentatively 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:

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 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 course as a noncredit option would also make it more equitable for resident students who might not be able to afford a 3-unit course.

Attach evidence

Need/Justification

This course is part of a sequence of courses that prepares students for the composition course requirement for the AA/AS degree and/or transfer to UC/CSU.

Course Description

A review of essential grammar and greater in-depth examination of grammatical and lexical structures used in academic and professional writing designed for nonnative speakers of English. This course is delivered entirely online.

Course Prerequisites

Prerequisite: ESLL 236 or NCEL 436 or appropriate placement through Foothill College's placement model (i.e., guided self-placement).

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

The student will be able to:

1. Demonstrate knowledge of sentence construction and punctuation.
2. Demonstrate use of variety of sentence types.
3. Demonstrate control of verb forms.
4. Demonstrate control of verb tenses and aspects.
5. Demonstrate understanding of active and passive voices.
6. Demonstrate ability to use word forms.

Course Content

1. Demonstrate knowledge of sentence construction and punctuation
 - a. Independent clauses
 - b. Dependent clauses
 - i. Adjective clauses
 - ii. Adverbial clauses
 - iii. Noun clauses
2. Demonstrate use of variety of sentence types
 - a. Simple sentences
 - b. Compound sentences
 - c. Complex sentences
3. Demonstrate control of verb forms
 - a. Main verbs
 - b. Auxiliary verbs
 - c. Modals
 - d. Infinitives
 - e. Gerunds
4. Demonstrate control of verb tenses and aspects

- a. Present tense
 - b. Past tense
 - c. Progressives
 - d. Present perfect
 - e. Past perfect
5. Demonstrate understanding of active and passive voices
 - a. Passive forms
 - b. Participial adjectives
 - c. Reduced passives in phrases
 6. Demonstrate ability to use word forms
 - a. Verb and noun pairs
 - b. Noun and adjective pairs

Lab Content

Not applicable.

Special Facilities and/or Equipment

Ongoing 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:

Assignments
 Tests
 Final exam or final project

Methods of Instruction

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

Lecture
 Independent study

Representative Text(s)

Author(s)	Title	Publication Date
Raimes, Ann	Grammar Troublespots: A Guide for Student Writers, 3rd ed.	2004

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

Instructors must choose a textbook from the "Representative Texts" list above. If, however, a faculty member would prefer to use a textbook not on the list, they must contact a full-

time faculty member who regularly teaches the course to explain how the adoption would serve to achieve the learning outcomes specified in the course outline of record.

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

1. Readings of online modules on grammar topics and articles accessed on the internet.
2. Writing summaries, analyses of articles, mini research reports on grammar topics, and responses to student writing.

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: By deeply examining grammatical structures and considering their usages in the context of standard as well as non-standard English dialects, students will be empowered to make linguistic choices that are appropriate for a range of contexts, purposes, and intended target audiences, which will in turn allow them appropriately make choices about how they express themselves in English that align with their goals, values, and needs.

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

None

Validation Date

N/A

Division Dean Only

Seat Count

25

Load

.045

FOAP Codes:**Fund Code**

114000 - General Operating- Unrestricted

Org Code

123041 - English as a 2nd Language

Account Code

1320

Program Code

493084 - ESL: Writing

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.

AREA 1 – ENGLISH COMPOSITION, ORAL COMMUNICATION & CRITICAL THINKING Complete one course from each sub area	Completed
AREA 1A – English Composition (Complete one course) ENGL 1A, 1AH; ESSL 26	
AREA 1B – Oral Communication and Critical Thinking (Complete one course) 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	
AREA 2 – MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING Complete one course	Completed
CS 18; MATH 1A, 1AH, 1B, 1BH, 1C, 10, 12, 17, 22, 33, 40A, 44, 48A, 48B, 48C; PSYC 7; SOC 7	
AREA 3 – ARTS & HUMANITIES Complete one course	Completed
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, 12, 12H, 13, 14; JAPN 14A, 14B; KINS 5; MDIA 1, 1H, 2A, 2B, 2C, 11, 11H, 12, 12H, 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.	
AREA 4 - SOCIAL & BEHAVIORAL SCIENCES Complete one course	Completed
ANTH 2A, 2AH, 2B, 3, 5, 5H, 8, 8H, 12, 14, 15, 20, 22; BUSI 22, 22H; CHLD 1, 2, 51A; 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; MDIA 8A; 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, 8, 10, 11, 15, 19, 20, 23, 28, 30, 40, 45; WMN 5, 21.	
AREA 5 - NATURAL SCIENCES Complete one course with lab	Completed
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.	
AREA 6 – ETHNIC STUDIES Complete one course	Completed
ETHN 1, 2, 3, 4, 5, 7, 8	
AREA 7 - LIFELONG LEARNING Complete one course	Completed
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.	
Apprenticeship Programs & Local General Education	
Apprenticeship Program in Plumbing Technology Students who complete the major requirements for the Apprenticeship Plumbing Technology program will satisfy the following GE AREAS: 1A, 1B, 4, 5, 7	
Apprenticeship Programs in Air Conditioning & Refrigeration Tech. (Pathway 1), Sheet Metal, & Steamfitting & Pipefitting Tech. 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	

