

## College Curriculum Committee Meeting Agenda

Tuesday, November 5, 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: October 22, 2024	2:00	Action	#11/5/24-1	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 Proposal b. Notification of Proposed Requisites c. ASCCC Fall Plenary d. Common Course Numbering Update e. Recent CCCCCO Approvals!	2:17	Information	#11/5/24-2 #11/5/24-3 #11/5/24-4	CCC Team
5. New Subject Codes: POLS & STAT	2:30	Information	#11/5/24-5	Kaupp
6. Stand Alone Applications: MATH 211A, 211B, 247	2:33	2nd Read/ Action	#11/5/24-6–8 & 12	Kaupp
7. Stand Alone Applications: NCBS 411A, 411B, 447	2:36	2nd Read/ Action	#11/5/24-9–12	Kaupp
8. Stand Alone Application: SPAN 51C	2:39	2nd Read/ Action	#11/5/24-13	Kaupp
9. Stand Alone Applications: THTR 421A, 425, 425B, 427, 431, 440A, 440B, 442, 445A, 445E	2:42	1st Read	#11/5/24-14– 23	Kaupp
10. Updating Foothill GE	2:47	Discussion	#11/5/24-24	Kaupp
11. Division CC Brown Act Compliance	3:12	Discussion	#11/5/24-25	Kaupp
12. Good of the Order	3:27			Kaupp
13. Adjournment	3:30			Kaupp

*\*Times listed are approximate*

### **Attachments:**

- #11/5/24-1      Draft Minutes: October 22, 2024
- #11/5/24-2      New Course Proposal: [BIOL 1BH](#)
- #11/5/24-3      CCC Notification of Proposed Requisites
- #11/5/24-4      ASCCC Fall Plenary Session 2024 Resolutions
- #11/5/24-5      New Subject Codes: POLS (Political Science) & STAT (Statistics)
- #11/5/24-6–8    Stand Alone Applications: [MATH 211A](#), [MATH 211B](#), [MATH 247](#)
- #11/5/24-9–11   Stand Alone Applications: [NCBS 411A](#), [NCBS 411B](#), [NCBS 447](#)
- #11/5/24-12    Evidence for MATH & NCBS Stand Alone Applications
- #11/5/24-13    Stand Alone Application: [SPAN 51C](#)
- #11/5/24-14–23 Stand Alone Applications: [THTR 421A](#), [THTR 425](#), [THTR 425B](#),  
[THTR 427](#), [THTR 431](#), [THTR 440A](#), [THTR 440B](#), [THTR 442](#),  
[THTR 445A](#), [THTR 445E](#)
- #11/5/24-24    Foothill GE Area Relationships
- #11/5/24-25    Division Curriculum Committee Bylaws Template

## **2024-2025 Curriculum Committee Meetings:**

<u>Fall 2024 Quarter</u>	<u>Winter 2025 Quarter</u>	<u>Spring 2025 Quarter</u>
<del>10/8/24</del>	1/21/25	4/15/25
<del>10/22/24</del>	2/4/25	4/29/25
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:**

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

### Distribution:

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

## COLLEGE CURRICULUM COMMITTEE

Committee Members – 2024-25

Meeting Date: 11/5/24Co-Chairs (2)

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

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

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

Visitors


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

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\* Indicates in-person attendance

**College Curriculum Committee  
Meeting Minutes  
Tuesday, October 22, 2024  
2:00 p.m. – 3:30 p.m.  
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: October 8, 2024	<b>Approved by consensus.</b>
2. Report Out from CCC Members	<p><b>Speaker: All</b>                      Apprenticeship: Myres shared division working w/ Starer on new apps for GE mapping.</p> <p>BSS: No updates to report.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts &amp; Comm.: Fong shared new cert. approved by the state; working on noncredit offerings for older adults. Herman shared working on Common Course Numbering (CCN); Brannvall volunteered for CCN faculty convening.</p> <p>HSH: Campbell shared division exploring noncredit options; Draper shared EMS dept. working on new course proposal.</p> <p>Kinesiology &amp; Athletics: No updates to report.</p> <p>Language Arts: Rose Huynh serving as in-person proxy. No updates to report.</p> <p>LRC: No updates to report.</p> <p>SRC: No updates to report.</p> <p>STEM: Taylor shared Biology dept. submitted new course proposal; working on CCN.</p> <p>Gilstrap shared recently distributed UC transfer approval results; all courses were approved! Thanked some of the reps for their help in quickly resubmitting courses not initially approved. CCN Phase 2 has begun: Economics, History, Art History, English in block one; Biology, Chemistry, Math, Astronomy in block two. Working w/ faculty to update CORs for CCN Phase 1, and noted all Phase 1 courses now required to be submitted for Cal-GETC approval (initial guidance was only Communication Studies needed submission). Will be presenting at the state-wide CCN Council this Thursday, on the challenges of course sequences for quarter system schools, as well as the issues we're experiencing related to the course numbering taxonomy. Hope is for the Council to understand the challenges being faced by quarter schools re: course sequences, because currently we cannot comply. Brannvall asked if Cal-GETC submission requirement is for quarter schools only—Gilstrap responded, no, all schools required to submit. Brannvall asked if this will also be the case for Phase 2 courses—Gilstrap responded, likely, but those should be more on track with regular articulation cycle. Taylor asked if CCN changes considered updates to existing courses or new courses—updates.</p>
3. Public Comment on Items Not on Agenda	No comments.



	<p>than the other support courses. Brief discussion occurred about what we are/not allowed to enforce, re: placement of students.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. Stand Alone Applications: NCBS 411A, 411B, 447</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of Stand Alone Approval Requests for NCBS 411A, 411B &amp; 447. Each will be permanently Stand Alone and used as coreq support for MATH 1A, 1B &amp; 47, respectively. Vanatta noted these are noncredit versions of the MATH courses in item 6.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Stand Alone Application: SPAN 51C</p>	<p><b>Speaker: Ben Kaupp</b>                  First read of Stand Alone Approval Request for SPAN 51C. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Updating Foothill GE</p>	<p><b>Speaker: Ben Kaupp</b>                  We need to begin discussing how to place courses currently approved for Foothill GE within the new Foothill GE pattern. Goal is to hopefully make the process as streamlined as possible. Gilstrap explained the new areas and suggested potential equivalencies:</p> <ul style="list-style-type: none"> <li>• New Area 1 has two subdivisions: English Composition would likely be equivalent to current Area II; Oral Communication &amp; Critical Thinking would likely consist of COMM courses, essentially current Area V (minus MATH).</li> <li>• New Area 2, Mathematical Concepts &amp; Quantitative Reasoning: likely consist of MATH courses from current Area V.</li> <li>• New Area 3, Arts &amp; Humanities: likely equivalent to current Area I.</li> <li>• New Area 4, Social &amp; Behavioral Sciences: likely equivalent to current Area IV.</li> <li>• New Area 5, Natural Sciences w/ lab: likely equivalent to current Area III</li> <li>• New Area 7, Lifelong Learning: likely equivalent to current Area VII.</li> </ul> <p>This leaves new Area 6, Ethnic Studies, which is brand-new for Foothill GE. Additionally, current Area VI (United States Cultures &amp; Communities) does not have a potential equivalent in new pattern.</p> <p>Kaupp asked the group if they would like to make a motion to approve placing current Foothill GE courses in new areas in the cases where equivalencies likely exist or bring topic back to their constituents for discussion and feedback—group agreed, bring back for discussion.</p> <p>Woodbury asked if Foothill has developed criteria for new areas—Kaupp responded, not yet, that’s the next step. Parikh asked if there are descriptions of the areas—Kaupp responded, descriptions of current areas are on current GE apps, but CCC has not created criteria for new areas. Parikh asked if CCC will need to create all new GE apps—Gilstrap responded, noting some current apps could potentially be used to create new apps (based on equivalency details, above), but a few likely need to be created (e.g., new Areas 2 &amp; 6). Parikh asked if CCC should know what the criteria for the new areas will be before deciding to place courses—Kaupp responded, noting some areas will likely be the same. Parikh concerned that deciding to place courses before knowing criteria is getting ahead of ourselves. Latteri noted Program Maps will need to be updated to reflect new GE pattern. Starer mentioned Apprenticeship GE mapping, noting that while we’re</p>

	<p>currently discussing course-by-course placement, which is efficient, Apprenticeship programs aren't approved for GE at the individual course level. Concerned the Apprenticeship division could be burdened with additional work to figure out how to transition current approvals.</p> <p>Kaupp asked Gilstrap and Vanatta when course placement needs to be figured out—Gilstrap responded, state requires it be implemented by fall 2025, but our catalog will begin with summer 2025. Vanatta explained change to new pattern will require manual updating (by Vanatta) of each COR in CourseLeaf; would like course placement to be figured out by March/April, in order to be ready for the catalog. Kaupp noted we have seven areas for which criteria needs reviewed/ created, and asked the group how we want to handle that work (subcommittees, as a whole group, etc.). Gilstrap responded, if done at CCC, recommends including discipline experts to inform conversations. Noted current GE subcommittees frequently have just one or two members, which might not be ideal for this work. Suggested possibility of creating ad hoc group, noting concern that creating seven separate groups would be inefficient. Starer agreed that discipline expertise is needed and believes work is too important to fall on GE subcommittees; asked CCC members to communicate importance of this work to their constituents, because GE approval can drive enrollment in a course. Suggested convening separate committee of discipline experts to discuss and make recommendations to CCC. Sarver supported leveraging subject matter experts.</p> <p>Brannvall asked for clarity re: what aspects of criteria are state-mandated vs. local control—Gilstrap responded, criteria is local faculty purview. Recommended reviewing current criteria to see if it needs updating. Brannvall advocated having discussions at CCC with discipline experts, which will ensure Apprenticeship included. Kaupp suggested creating seven groups of discipline experts to bring proposals to CCC with updates/new criteria, with goal of having those proposals ready by the end of fall quarter. Connell advocated streamlining GE apps, which currently are very lengthy. Vanatta mentioned groups will need to figure out how to handle new courses for 2025-26 catalog, which filled out current GE apps in CourseLeaf, as well as Apprenticeship GE mapping in progress. Parikh asked for specifics about state-mandated changes to local GE—Gilstrap responded, local GE requirements in Title 5, but not very detailed. Parikh asked for Title 5 language—Kaupp will distribute.</p> <p>Gilstrap mentioned new Area 1 has two subdivisions so may need larger membership in discipline group. Parikh encouraged communication between the seven groups to determine any criteria overlap or distinctions between similar areas.</p>
10. Division CC Brown Act Compliance	<p><b>Speaker: Ben Kaupp</b></p> <p>There are two separate paths we can take to ensure compliance with Brown Act. Since 1992, Foothill has been the only community college with division approval structure, which gives us the benefit of flexibility and strength but adds great complexity. Believes there is potential to get rid of division approval while making minimal changes to our process. If CCC wishes to keep division approval, we need to ensure quality control and that division CCs are in compliance and more uniform than they have been in certain aspects: publication of details about each committee's membership, quorum, contact persons for questions; predictability of when/where each committee will be meeting; agendas posted 72 hours in advance; ability for public to attend any discussion at committee which results in a vote.</p>

Kaupp drafted bylaws template for use by division CCs, which clarifies what division CC does and how they do it. Includes details about membership, publishing of agendas, recording minutes, etc. Division CC agendas and minutes will be posted on CCC website by Vanatta, but agendas still need to be physically posted (not by Vanatta). Template also includes details about division curriculum process. Each division CC having bylaws will ensure the strength of our structure and ensure Brown Act compliance, allowing for transparency in curriculum discussions and approvals. There have been some complaints made regarding division CCs. Kaupp acknowledged Woodbury's attendance and mentioned importance of communicating curriculum development w/ De Anza.

Parikh asked if there are any parts of the bylaws template that division CCs should not remove—Kaupp responded, he can review any modifications made by division to ensure still Brown Act compliant. Parikh asked if one faculty from each dept. within division must participate—Kaupp responded, no, that language on template was boilerplate. Parikh asked if division CC required to have specific chairs—Kaupp unsure and will check. Woodbury asked for an estimation of the range of current division CC membership—usually under 10 members; Kaupp noted one division CC has just one member. Woodbury wonders how a one-person Brown Act committee could work and mentioned need to ensure curriculum isn't being discussed within divisions outside of committee meetings. Agyare noted reps distribute CCC communique to constituents and ask for feedback, and asked if feedback being received needs to happen at actual division CC meetings. Noted LRC doesn't have a lot of curriculum to discuss, so meetings aren't as frequent as other divisions. Kaupp noted anything requiring a vote must be discussed at division CC, but reporting out what took place at CCC re: other divisions is okay to distribute and discuss outside of division CC meeting. Specifically voting on own division's curriculum is what must be done within division CC meetings.

Dupree noted she and Connell are currently sole members and co-chairs of their division CC. They share collegially any proposed changes or new courses with division faculty for feedback, but don't consider those faculty voting members. Kaupp said this is okay as long as actual voting happens at publicly accessible meeting. Dupree asked if she and Connell can participate in discussions on share-out forum (outside of division CC meetings)—Kaupp unsure, will look into this. Starer asked if this drills down to dept. level—Kaupp responded, if it's being voted on by a committee, it falls under Brown Act, but general discussions are okay. Can consider dept. votes as advisory so as to not fall under Brown Act. Armerding asked Kaupp to clarify guidance re: discussing curriculum—Kaupp responded, members of division CC cannot discuss an item on the division CC agenda outside of an official meeting if there is a quorum of membership present. Armerding asked if division CC members can advise faculty on writing new curriculum, for example, meeting with faculty to draft COR—Kaupp responded, as long as it is not a quorum of division CC members, it's okay. Kaupp again noted the option to do away with division approvals, which will allow division CCs to not have to follow Brown Act.

Campbell noted that conversations about curriculum are separate from official meetings and official division CC business. Woodbury believes any conversations about curriculum do fall under Brown Act when division CC members are involved. Campbell asked for clarification



	<p>about division CC members meeting with constituents to discuss writing curriculum—Kaupp responded, discussions are allowed as long as quorum of division CC is not present. If fewer members than are included in quorum for that division are in discussion, it’s okay! This does make it tricky for divisions with small division CC membership. Kaupp noted it’s his responsibility to ensure division CCs compliant with Brown Act, if CCC wants to continue to use division approval structure.</p> <p>Kaupp asked the reps to share bylaws template with their constituents and please reach out to him with any questions. Goal is for each division CC to have bylaws so that any questions about the makeup and processes for their division CC are easily answered.</p>
11. Good of the Order	
12. Adjournment	<b>3:30 PM</b>

**Attendees:** Micaela Agyare\* (LRC), Chris Allen (Dean, APPR), Ben Armerding\* (LA), Jeff Bissell (KA), Cynthia Brannvall\* (FAC), Rachelle Campbell\* (HSH), Zach Cembellin\* (Dean, STEM), Sam Connell\* (BSS), Cathy Draper\* (HSH), Angie Dupree\* (BSS), Jordan Fong\* (FAC), Patricia Gibbs Stayte (BSS), Evan Gilstrap\* (Articulation Officer), Ron Herman\* (Dean, FAC), Rose Huynh\* (LA), Maritza Jackson Sandoval\* (CNSL), Ben Kaupp\* (Faculty Co-Chair), Stephanie King\* (LA), Amber La Piana (LA), Natalie Latteri (BSS), Andy Lee\* (CNSL), Tim Myres\* (APPR), Sarah Parikh\* (STEM), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor\* (STEM), Mary Vanatta\* (Curriculum Coordinator), Fiona Wiesner\*, Erik Woodbury\* (De Anza AS President)

\* Indicates in-person attendance

**Minutes Recorded by:** M. Vanatta

# Course Change Request

## New Course Proposal

Date Submitted: 10/17/24 2:26 pm

Viewing: **BIOL F01BH : HONORS FORM & FUNCTION IN PLANTS & ANIMALS**

Last edit: 10/21/24 10:20 am

Changes proposed by: Lisa Schultheis (10804967)

### In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

### Approval Path

- 10/18/24 11:43 am  
Sarah Parikh (parikhsarah):  
Approved for 1PS Curriculum Rep

#### Course Proposal Form

Faculty Author	Lisa Schultheis		
Effective Term	Summer 2026		
Subject	Biology (BIOL)	Course Number	F01BH
Department	Biology (BIOL)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	6		
Hours	4 hours lecture; 6 hours lab		
Course Title	HONORS FORM & FUNCTION IN PLANTS & ANIMALS		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: An introduction to the structure and physiological processes of plants and animals. Transport systems, reproduction, digestion, gas exchange, regulation of the internal environment, responses to external stimuli, nervous systems, hormones, and locomotion. Intended for biology majors. As an honors course, students engage with course material in greater depth including through the design and implementation of a research project, and communication of research results.

Proposed Discipline BIOLOGICAL SCIENCES

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

This course would be the honors version of a required core course for the AS degrees in Biochemistry and Biological Sciences, and the ADT in Biology.

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

No

Comments & Other Relevant Information for Discussion:

The relatively small number of STEM honors courses poses a challenge for students majoring in STEM to graduate as part of the honors program, especially given the high unit load of their majors. An honors version of a majors Biology class will be beneficial to our biology students.

After an extensive review of what distinguishes an honors section of a course from a regular section, we realized that we have been effectively "piloting" an honors version of Biology 1B without the course outline fully reflecting that distinction. We will update the existing course outline and an honors version of the course outline to highlight and elaborate upon the elements we have implemented in the course that qualify it as honors. In particular, the course requires that students design and conduct multi-week experiments, convey their experimental results in an oral presentation, write a research paper, and critique the research of other students. These research components are in addition to the standard content and laboratory activities included in the course.

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 Rep if you have any questions or comments.

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Update
ACTG 55 INFORMATION SYSTEMS & CONTROLS (ISC)	S. Seyedin	Prereq: ACTG 1A FINANCIAL ACCOUNTING I (or honors version, ACTG 1AH)	New requisite for 2025-26
ACTG 56 BUSINESS ANALYSIS & REPORTING (BAR)	S. Seyedin	Prereq: ACTG 1A FINANCIAL ACCOUNTING I (or honors version, ACTG 1AH)	New requisite for 2025-26
ACTG 57 TAX COMPLIANCE & PLANNING	S. Seyedin	Coreq: Completion of or concurrent enrollment in ACTG 67 TAX ACCOUNTING	New requisite for 2025-26
C S 11A INTRODUCTION TO ARTIFICIAL INTELLIGENCE	E. Reed	Prereq: C S 3A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON	New requisite for 2025-26
C S 12A INTRODUCTION TO MACHINE LEARNING	E. Reed	Prereq: C S 3A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON	New requisite for 2025-26
MATH 211A JUST-IN-TIME SUPPORT FOR MATH 1A	M. Francisco	Coreq: MATH 1A CALCULUS	New requisite for 2025-26
MATH 211B JUST-IN-TIME SUPPORT FOR MATH 1B	M. Francisco	Coreq: MATH 1B CALCULUS	New requisite for 2025-26
MATH 247 SUPPORT FOR MATH 47	T. Zwack	Coreq: MATH 47 PATH TO CALCULUS	New requisite for 2025-26
NCBS 411A JUST-IN-TIME SUPPORT FOR MATH 1A	M. Francisco	Coreq: MATH 1A CALCULUS	New requisite for 2025-26
NCBS 411B JUST-IN-TIME SUPPORT FOR MATH 1B	M. Francisco	Coreq: MATH 1B CALCULUS	New requisite for 2025-26
NCBS 447 SUPPORT FOR MATH 47	T. Zwack	Coreq: MATH 47 PATH TO CALCULUS	New requisite for 2025-26



**ACADEMIC SENATE**  
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## ASCCC Fall Plenary Session 2024 Resolutions

For Discussion – Thursday, November 7, 2024

### Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 7, 2024.

### **ASCCC 2024-2025 Resolutions Committee**

Robert L. Stewart, Jr, ASCCC Resolutions Chair, Area C  
Dr. Karen Chow, ASCCC At-Large Representative, Area B  
Davena Burns-Peters, San Bernardino Valley College, Area D  
Nikki Grose, Feather River College, Area A  
Yuting Lin, Sierra College, Area A  
Krystinne Mica, ASCCC Executive Director

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## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines each day by using the webform available on the Resolutions Process webpage.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via <https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

- \*+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course
- \*+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments
- \*+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses
- \*105.01 F24 Investigate Academic Renewal Policies
- \*+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status
- \*+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access
- \*+105.04 F24 Support the Establishment of Guidance for Course Syllabi
- \*+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success
- \*+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper "Program Review: Setting a Standard" to reflect ACCJC 2023 Standards
- \*+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses
- \*+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance
- \*+114.02 F24 Work Experience Education Course Repeatability

## RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office



# 101 CURRICULUM

## 101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5

Whereas, Student learning objectives are building block skills required to demonstrate proficiency of the higher-level, broader student learning outcomes;

Whereas, California Code of Regulations Title 5 Section 55002(a)(3)<sup>1</sup> requires course objectives as part of the requirements for the course outline of record while the Accrediting Commission for Community and Junior Colleges (ACCJC) standards<sup>2</sup> refer to student learning outcomes;

Whereas, The WASC Senior College and University Commission (WSCUC) serves as the accreditation agency for the California State University and the University of California systems as well as many other universities in California and more globally, and WSCUC standards<sup>3</sup> also refer to outcomes; and

Whereas, The course content of the course outline of record (COR) provides the context for the outcomes, often aligning with the current use of objectives, perhaps adding unnecessary redundancy to the COR;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office and other system partners to adopt using student learning outcomes as requirements in Title 5 instead of course objectives in the course outline of record (COR) to reduce redundancy in the COR and align with accreditation requirements for the California Community Colleges, the California State University, and the University of California systems.

Contact: Erik D. Reese, ASCCC Executive Committee

## \*+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

Whereas, Nutrition has historically been combined with Culinary Arts and Consumer & Family Studies, but the study of Nutrition has evolved to emphasize Human Nutrition, which integrates many subjects within Biological Sciences;

Whereas, Nutrition courses are appropriate for inclusion in the California General Education Transfer Curriculum (Cal-GETC) Subject Area 5B as evidenced by the required topics including the scientific method and its application, cellular and molecular biology, anatomy and physiology, biochemistry, biotechnology, microbiology, metabolism, immunology, public health, endocrinology, sustainability, and chemistry;

Whereas, Some California universities recognize Nutrition is not narrow in focus and have therefore appropriately placed it in their local university GE pattern as evidenced by UC Berkeley recognizing their own Introduction to Human Nutrition (NUSCTX 10) meets UC Berkeley Biological Science, Letters and Science (L&S) Breadth, and CSU Long Beach recognizing their own Introductory Nutrition (NUTR 132) meets CSULB's local GE Category B - Science, Technology and Mathematics/Quantitative Reasoning; and

Whereas, Cal-GETC Standards Version 1.0 (May 2023)<sup>4</sup> states Nutrition courses were determined to have a narrow or applied focus and therefore unacceptable for inclusion in Subject Area 5: Physical or Biological

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<sup>1</sup> Title 5 §55002:

[https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

<sup>2</sup> ACCJC 2024 Standards with Review Criteria and Suggested Evidence: <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

<sup>3</sup> WSCUC Standards of Accreditation: <https://www.wscuc.org/handbook2023/#standards-of-accreditation>

<sup>4</sup> [https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC\\_Standards\\_1v0\\_2023.pdf](https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf)

Sciences, and though Cal-GETC Standards Version 1.2 (May 2024)<sup>5</sup> no longer contains the exclusion language, Nutrition course proposals continue to be denied with the reason cited being that the proposal is too narrow in focus;

Resolved, That the Academic Senate of the California Community Colleges urges and collaborates with our University of California and California State University partners to update their UC Transfer Eligibility Standards for Science and the Cal-GETC course review process to include Nutrition as a science eligible course for Cal-GETC Subject Area 5B.

Contact: Solange Bushra Wasef, Palomar College, Area C

### **\*+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments**

Whereas, Cambridge International, known as a global educational program taught in English in 160 countries, is rapidly expanding across the US, the National Student Clearinghouse reports hundreds of Cambridge International students in the US enrolled in California postsecondary institutions, and thousands of international Cambridge students annually matriculate to California colleges and universities;

Whereas, AS <sup>6</sup>Levels Exams are administered at the end of a one-year course of study comparable to an Advanced Placement Exam, A Level exams correspond to two years of in-depth study in a subject, and Cambridge International AS and A level exams allow students to validate college level learning outcomes comparable to formal educational settings, aligned with subject exams corresponding to General Education transfer pathways, therefore deserving recognition and unit credit in academic contexts;

Whereas, The California General Education Transfer Curriculum<sup>7</sup> (Cal-GETC) has not yet included Cambridge International AS and A level exams<sup>8</sup> to meet transfer general education areas, and credit for prior learning is rigorously reviewed by external evaluators, with the ACE National Guide<sup>9</sup> (American Council on Education) recommending credit for passing Cambridge International A and AS Level exams; and

Whereas, While the University of California campuses recognize Singapore-Cambridge A levels, UCs still deny credit for Cambridge AS levels, exam grade thresholds vary, and without a current executive order for Cambridge credit from the California State University System, the CSU Office of the Chancellor as noted in the CSU Policy Guide<sup>10</sup> has recommended use of the ACE National Guide for awarding college credit based on prior learning assessment, thereby students encounter inequitable credit opportunities, and international students are increasingly aware that they can maximize the California Community Colleges' recognized pathways to successfully transfer to universities;

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<sup>5</sup> [https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC\\_Standards\\_1v2\\_2024.pdf](https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC_Standards_1v2_2024.pdf)

<sup>6</sup> <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/qualification/>

<sup>7</sup> Cal-GETC Standards p. 18 [https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC\\_Standards\\_1v0\\_2023.pdf](https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf). Although the Cal-GETC Standards mentions Credit by Exam, it does not address other options for Cambridge International AS and A level exams.

<sup>8</sup> Cambridge AS and A level exams, <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/>

<sup>9</sup> American Council on Education National Guide, <https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=51af64b0-6f0d-ea11-a811-000d3a3786fc>

<sup>10</sup> See Article 4 of the California State University's Credit for Prior Learning Policy: <https://calstate.policystat.com/policy/13630631/latest>

Resolved, That the Academic Senates for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to include the use of passing Cambridge International AS and A level exam grades to meet requirements for the California General Education Transfer Curriculum.

Contact: Dave DeGroot, Allan Hancock College, Area C

### **\*+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses**

Whereas, Since fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies established effective fall 2021, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, It appears that California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for transfer general education ethnic studies requirement than “comparable” California State University (CSU) ethnic studies courses that are approved for CSU campus-specific general education ethnic studies requirements;

Whereas, It has been reported that CCC course-to-course articulation requests for ethnic studies courses with CSU Area F approved courses have been denied by some CSU campuses if the CCC “comparable” course is not already approved for California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies (which is aligned with Cal-GETC Area 6 Ethnic Studies effective fall 2025); and

Whereas, Requiring courses to have a prior intersegmental general education approval as a condition for a course to receive course-to-course articulation contradicts best practice of granting course-to-course articulation based primarily upon course content, course objectives and other course outline of record elements in a manner “comparable” to the CSU or UC course, not whether the course is approved for a transfer general education area;

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to strongly encourage California State University and University of California faculty to base course-to-course articulation agreements on course comparability, not transfer general education approval; and

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2025, that for any California Community College (CCC) ethnic studies course that is articulated to any California State University (CSU) course approved for any CSU campus ethnic studies general education requirement (Area F or Area 6), and any California Community College (CCC) ethnic studies course that is articulated to any University of California (UC) course approved for any UC campus ethnic studies general education and/or graduation requirements, be “automatically” approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

## 105 STUDENT PREPARATION AND SUCCESS

### \*105.01 F24 Investigate Academic Renewal Policies

Whereas, Academic renewal policies and procedures can alleviate some substandard grades for clear educational purposes<sup>11</sup>, such as when a student's past academic performance does not reflect their recent academic performance, and academic renewal policies and procedures exist to, for example, help students re-attain good standing for academic progress, financial aid eligibility, or gain readmission to a community college;

Whereas, Title 5 §55046<sup>12</sup> requires each community college district to develop academic renewal policies and procedures, but leaves flexibility for local variation in the maximum amount of coursework that may be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded;

Whereas, District policies and procedures on academic renewal vary among California Community Colleges (CCCs), and therefore create differences in access to and the educational standards of the CCCs; and

Whereas, Academic renewal policies and procedures are an academic and professional matter, specifically Title 5 §53200(c)(3) grading policies<sup>13</sup>;

Resolved, That the Academic Senate for California Community Colleges survey district academic renewal policies with a focus on the maximum number of units that can be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded, and report on the results by Fall 2025; and

Resolved, That the Academic Senate for California Community Colleges encourages local and district academic senates to evaluate their academic renewal policies and procedures' criteria for renewal, and determine whether they are grounded in educational purposes, as defined locally.

**Contact:** Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

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<sup>11</sup> [https://govt.westlaw.com/calregs/Document/1628AE6B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=I](https://govt.westlaw.com/calregs/Document/1628AE6B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=I)

<sup>12</sup> ibid

<sup>13</sup> [https://govt.westlaw.com/calregs/Document/1604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/1604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

## **\*+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status**

Whereas, Title 5 §59404<sup>14</sup> of the California Code of Regulations mandates that districts take reasonable steps to minimize the cost and ensure the necessity of instructional materials, and the Burden-Free Instructional Materials Task Force has recommended structural changes to reduce instructional materials costs for students in the long term;

Whereas, The California Community Colleges Board of Governors and the Academic Senate for California Community Colleges have consistently supported efforts to decrease the cost of instructional materials for students, emphasizing the importance of sustainable solutions<sup>15</sup> to achieve Zero Textbook Cost (ZTC) status<sup>16</sup> while preserving faculty's right to select appropriate instructional materials (F23 17.01<sup>17</sup>, S22 03.03<sup>18</sup>);

Whereas, The ASCCC recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs, but acknowledges that in some cases, tangible instructional materials like printed lab manuals are necessary to achieve ZTC status (F21 03.05<sup>19</sup>); and

Whereas, The implementation of ZTC courses can be hindered by the cost of printing lab manuals, which may be the only barrier to achieving ZTC status for certain courses;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrative colleagues to allocate funds to cover the printing costs of lab manuals when such costs are the only barrier to a course achieving Zero Textbook Cost (ZTC) status, thereby supporting students' access to affordable instructional materials and facilitating the broader adoption of ZTC courses.

Contact: Michelle Pilati, Rio Hondo College, Area C

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<sup>14</sup> <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59404-district-policies-and-regulations-for-instructional-materials>

<sup>15</sup> <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>

<sup>16</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052)

<sup>17</sup> <https://www.asccc.org/resolutions/sustainability-and-institutionalization-zero-textbook-cost-pathway-efforts>

<sup>18</sup> <https://www.asccc.org/resolutions/oppose-reliance-textbook-publishers-achieve-zero-textbook-cost>

<sup>19</sup> <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

## **\*+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access**

Whereas, Publishers and bookstore vendors have introduced programs that require students to pay a per unit fee for course resources and referred to these automatic billing programs with deceptive names such as “inclusive”, “equitable”, or “first day” access although the costs of the program may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out of the arrangement if it is not financially beneficial;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic billing strategies and other approaches that maintain reliance upon commercial publishers (F22 17.02<sup>20</sup>), and encourages faculty and colleges to carefully consider the impact of such programs and recognize that while they may address immediate student needs, they may not work in students’ long-term interest (F19 09.06<sup>21</sup>);

Whereas, California community colleges are required by law to mark their sections which have no textbook costs (California Education Code 66406.9<sup>22</sup>) and all California community colleges have received Zero Textbook Cost Program funds to increase the availability of course sections with no textbook costs, yet no course section is truly zero cost when students are automatically billed for their course resources; and

Whereas, College-wide automatic billing programs that require students to “opt-out” establish a system that requires students to act in order for a course section to be no-cost.

Resolved, The Academic Senate for California Community Colleges encourages faculty and colleges to use the term “automatic billing” in lieu of euphemisms such as “inclusive”, “equitable”, or “first day” access; and

Resolved, The Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office require that course sections that have no textbook cost be excluded from automatic billing programs.

Contact: Michelle Pilati, Rio Hondo College, Area C

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<sup>20</sup> <https://www.asccc.org/resolutions/textbook-automatic-billing-concerns>

<sup>21</sup> <https://www.asccc.org/resolutions/consider-implications-publisher-developed-lower-cost-%E2%80%9Cinclusive-access%E2%80%9D-strategies>

<sup>22</sup> <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-40-donahoe-higher-education-act/chapter-6-academic-materials/section-664069-operative-7|2024-highlighting-course-materials-available-free-of-charge#:~:text=2024%20Legislative%20Session.-,Section%2066406.9%20%2D%20%5BOperative%207%2F1%2F2024%5D%20Highlighting,Clearly%20highlight%2C%20by%20means%20that>

## **\*+105.04 F24 Support the Establishment of Guidance for Course Syllabi**

Whereas, The freedom to create and teach courses is a professional right of each faculty member<sup>23</sup>;

Whereas, Course syllabi are integral to student success by providing important information about academic expectations, grading standards, and course requirements; and

Whereas, No language exists in Title 34 of the Code of Federal Regulations (CFR)<sup>24</sup>, sections 66000 - 101149.5 of the California Education Code<sup>25</sup>, sections 50000 – 59704 of the California Code of Regulations (CCR), Title 5<sup>26</sup>, the 2024 ACCJC Accreditation Standards<sup>27</sup>, or the Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation adopted by the Board of Governors<sup>28</sup> to clarify what information should be included in each course syllabus or when students can expect to receive a syllabus from their instructor;

Resolved, That the Academic Senate For California Community Colleges develop guidance, grounded in Cultural Humility, to ensure that students are provided with a syllabus during the first week of class and that each syllabus contains information regarding instructor contact information, office hours and location (if applicable), required textbook and course materials, course modality, student learning outcomes, grading criteria and the grade scale used for the course, course attendance policy, accommodation services available on campus, and any other locally adopted policies, requirements, or guidelines; and

Resolved, That the Academic Senate for California Community Colleges shall make the syllabus guidance available by Spring 2026.

Contact: Preston Pipal, San José City College, Area B

## **\*+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success**

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (*California Education Code §69640*<sup>29</sup>);

Whereas, Extended Opportunity Programs and Services is a categorical program whose funds are intended to support students who are underserved, are educationally and economically disadvantaged, and often are first-

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<sup>23</sup> <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#3>

<sup>24</sup> <https://www.ecfr.gov/current/title-34>

<sup>25</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displayexpandedbranch.xhtml?tocCode=EDC&division=&title=3.&part=&chapter=&article=&nodetreepath=3](https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=&title=3.&part=&chapter=&article=&nodetreepath=3)

<sup>26</sup> [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=15EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=15EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

<sup>27</sup> <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

<sup>28</sup> [https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites\\_Guidelines\\_55003-Final\\_pdf.pdf](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf)

<sup>29</sup> <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-42-student-financial-aid-program/chapter-2-student-financial-aid-programs/article-8-community-college-extended-opportunity-programs-and-services/section-69640-legislative-intent>

generation college students, and whose monies have been restricted to protect funding to serve these students (*California Code of Regulations Title 5 §56200-56298*<sup>30</sup>); and

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88%, a statewide completion rate of 81% consistently the highest of any large-scale student support program, and Extended Opportunity Programs and Services is present at 116 California Community Colleges, with EOPS having served more than 86,843 statewide in the latest academic year in which complete data is available (*Data Mart*<sup>31</sup> – *California Community Colleges Chancellor’s Office*);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 55 years of serving students;

Resolved, That the Academic Senate for California Community Colleges support the integrity of Extended Opportunity Programs and Services by affirming that their categorical funds should be used exclusively to serve EOPS students according to Title 5; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to foster awareness of Extended Opportunity Programs and Services at their colleges in order to promote student success.

Contact: Angela Echeverri, Los Angeles Community College District, Area C

## 109 PROGRAM REVIEW

### **\*+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper “Program Review: Setting a Standard” to reflect ACCJC 2023 Standards**

Whereas, Processes for Program Review is established as an academic and professional matter in Title 5 §53200<sup>32</sup> indicating the role and involvement of faculty self-study and improvement process;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) adopted updated standards in June 2023<sup>33</sup> resulting in Program Review being referenced as a source of evidence to support Standard 1, Standard 2, and Standard 3 rather than explicitly outlined as a requirement as it was in the ACCJC 2014 standards<sup>34</sup>;

Whereas, Local academic senates and faculty members may require support to maintain the need for faculty involvement in the processes for Program Review due to the less explicit language in the Accrediting Commission for Community and Junior Colleges 2023 standards; and

Whereas, The last paper on Program Review by the ASCCC, titled *Program Review: Setting a Standard*<sup>35</sup>, was adopted in 2009 and is based on the Accrediting Commission for Community and Junior Colleges (ACCJC) 2014 standards and does not reflect the more recently adopted ACCJC standards in 2023;

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<sup>30</sup> <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-7-special-programs/subchapter-25-extended-opportunity-programs-and-services>

<sup>31</sup> <https://datamart.cccco.edu/datamart.aspx>

<sup>32</sup> [Title 5 §53200](#)

<sup>33</sup> [Accrediting Commission for Community and Junior Colleges adopted updated standards in June 2023](#)

<sup>34</sup> [ACCJC 2014 standards](#)

<sup>35</sup> [Program Review: Setting a Standard](#)



Resolved, That the Academic Senate for California Community Colleges update its *Program Review: Setting a Standard* (2009) paper to reflect language of the updated Accrediting Commission for Community and Junior Colleges 2023 standard to reinforce the role of faculty in program review processes; and

Resolved, That the Academic Senate for California Community Colleges provide updated resources reflecting updated Accrediting Commission for Community and Junior Colleges 2023 standards to support local academic senates and faculty to assert their role and effectively engage in the program review process, by Spring 2026.

Contact: Davena Burns-Peters, San Bernardino Valley College, Area D

## 111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

### **111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”**

Whereas, The COVID-19 pandemic fundamentally shaped how counseling and student services faculty provide support for students through the increased use of technology to both serve students in-person and remotely and increased the need to address mental health issues among college-aged students through trauma-informed care<sup>36</sup>;

Whereas, The California Legislature has enacted AB 705 (2017, Irwin)<sup>37</sup> and AB 1705 (2021, Irwin)<sup>38</sup> which has impacted counseling roles and practices regarding advisement of students in placement for math, English, and English as a Second Language;

Whereas, The California Community Colleges have adopted the guided pathways framework<sup>39</sup> and the California Community College Chancellor’s Office has developed and adopted Vision 2030<sup>40</sup> to close equity gaps and meet California’s workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice impacted); and

Whereas, The Academic Senate for California Community College’s paper *The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges*<sup>41</sup> has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty and the Delivery of Counseling Services in California Community Colleges* to include equitable practices in counseling on course placement, educational planning, appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, the adoption of guided pathways, increased focus on career counseling, trauma-informed practices in providing crisis counseling, and the practice of case management to support student’s basic needs, to be completed by Spring 2026.

**Contact:** Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

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<sup>36</sup> <https://www.cccstudentmentalhealth.org/>

<sup>37</sup> <https://codes.findlaw.com/ca/education-code/edc-sect-78213/>

<sup>38</sup> <https://legiscan.com/CA/text/AB1705/id/2609099>

<sup>39</sup> <https://www.cccco.edu/College-Professionals/Guided-Pathways>

<sup>40</sup> <https://www.cccco.edu/About-Us/Vision-2030>

<sup>41</sup> [https://www.asccc.org/sites/default/files/CounselingSI2\\_0.pdf](https://www.asccc.org/sites/default/files/CounselingSI2_0.pdf)

## 111.02 F24 Academic Senate for California Community Colleges Rules Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) Rules outline election procedures for the Executive Committee, procedures for filling vacancies on the Executive Committee, term limits for the Executive Committee, responsibilities of Executive Committee officers, the relationship between the Academic Senate Foundation and the Executive Committee, and the process for forming, amending, and deleting ASCCC standing committees, task forces, workgroups, and *ad hoc* groups;

Whereas, The Standards and Practices Committee reviewed and revised the ASCCC Rules to ensure that they were consistent with all applicable laws, Academic Senate for California Community Colleges (ASCCC) policies and procedures, and prior adopted ASCCC resolutions; and

Whereas, The proposed revisions to the ASCCC Rules were approved by the ASCCC Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the Fall 2024 Plenary Session; Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Rules<sup>42</sup> and that the revised ASCCC Rules take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

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<sup>42</sup> <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Rules%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarri%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930847197%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAilCJQljojV2luMzliLCJBTil6lkIhaWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=3gAhUf0Y0AvcODiqcb16cKltkyswwW6Te%2F2pAylsVQ%3D&reserved=0>

### 111.03 F24 Academic Senate for California Community Colleges Bylaws Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a 501(c)(6) nonprofit organization that is required to follow nonprofit laws and California Corporations Code, and the ASCCC Bylaws serve as a foundational legal document that outlines the structure of the organization and provides an operational framework to comply with those laws;

Whereas, The Standards and Practices Committee was tasked to review the ASCCC Bylaws in 2022, in consultation with legal counsel, to ensure that they were consistent with previously adopted resolutions, incorporated practices enacted since the COVID pandemic, clarified language throughout to distinguish local academic senates from the ASCCC, clarified the language pertaining to the relationship of the ASCCC Executive Director to the ASCCC Board of Directors, moved duties and responsibilities of Board officers to the ASCCC Rules document, and specify the threshold necessary for the ASCCC Rules to be changed by resolution at an ASCCC Plenary Session; and

Whereas, The proposed revisions to the ASCCC Bylaws were approved by the Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the ASCCC Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Bylaws<sup>43</sup> and that the revised ASCCC Bylaws take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

## 113 LEGISLATION AND ADVOCACY

### \*+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses

Whereas, California Education Code Section 78213,<sup>44</sup> as revised in 2022 by AB 1705 (Irwin), prohibits community college districts from (a) enrolling students in pretransfer-level English and mathematics courses and (b) enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput despite whether individual students may want the option to take said courses, effectively banning academic subjects, such as Algebra, from community college students;

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), prevents community colleges from offering prohibited courses to students who are not succeeding in the one-year throughput metric despite whether (a) such students would like the option of taking said courses, (b) community colleges had other success data metrics to support the value of said courses, or (c) CSU and UC faculty from the affected disciplines expect the additional preparation students receive from said courses;

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<sup>43</sup> <https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasccc.org%2Fsites%2Fdefault%2Ffiles%2F2024-10%2FASCCC%2520Bylaws%2520Carryover%2520Edits%2520and%2520New%2520Comments%2520Final.docx&data=05%7C02%7Cstewarrl%40lasc.edu%7C52609c8c968b413bf4a208dce7e0b0b4%7C0b71261a495f4ea99911da844b9402ef%7C0%7C0%7C638640199930825393%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6I6Mn0%3D%7C0%7C%7C%7C&sdata=YrFCuo%2BUjHKB%2BNkfib8metKORUg86V%2BSjrSMX034k3k%3D&reserved=0>

<sup>44</sup> See California Education Code Section 78213, particularly sub-sections (d) through (j)  
[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78213](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78213).

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), does not account for students who may feel so excluded by being forced to take transfer-level English or mathematics, or, for STEM majors, Calculus 1 courses, that they are opting to drop before census or to not enroll altogether, which contradicts the shared goals of all public educational institutions in California “to provide educational opportunity and success to the broadest possible range of our citizens” specified in California Education Code Section 66010.2;<sup>45</sup> and

Whereas, The Academic Senate for California Community Colleges has long expressed concerns that the ability of community colleges to serve all students were threatened by the implementation of AB 705 and AB 1705<sup>46</sup>;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code 78213 to allow community college districts to offer pretransfer-level English and mathematics courses and, for STEM majors, mathematics courses below Calculus so students will have the choice of taking said courses when (1) requested by students, (2) local college data supports the value of said courses irrespective of one-year throughput, or (3) CSU and UC faculty from the affected disciplines recommend the additional preparation students receive from said courses.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

## 114 CONSULTATION WITH THE CHANCELLORS OFFICE

### **\*+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance**

Whereas, The California legislature passed AB 1111 (Berman) in 2021<sup>47</sup> directing California community colleges (CCC) to adopt a student-facing, common course numbering (CCN) system in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation,” a mandate which the AB 1111 steering committee recognized as introducing challenges with a system that mandated common course numbering but not common articulation, leading the committee to recommend that a number of additional curricular elements be aligned along with course prefixes and numbers, sometimes in opposition to faculty requests and recommendations;

Whereas, Phase I of implementation began in Spring of 2024 with course templates being made available in September 2024 with a due date for submission identified as December 1<sup>st</sup>, 2024, and an effective date of Fall 2025, demonstrating a lack of consideration for 1) established curriculum timelines and processes at California Community Colleges and 2) the ramifications these updates may have on ASSIST and Cal-GETC updates in addition to the additional stress this puts on a system already burdened by required updates from AB 928 (Berman), AB 705 (Irwin), AB 1705 (Irwin), and introducing Ethnic Studies requirements;

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<sup>45</sup> See California Education Code Section 66010.2

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=66010.2](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.2)

<sup>46</sup> See the following ASCCC resolutions:

[F23 07.04 AB 1705 Meaningful Metrics for Equitable Outcomes](#)

[F22 07.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population](#)

[S22 06.03 Upholding the California Community College Mission – Oppose AB 1705 \(Irwin, 2022\) as of April 9, 2022 Unless Amended](#)

[S22 06.04 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course](#)

[S22 06.05 Regarding Chancellor’s Office Student Enrollment Data in AB 1705 \(Irwin, 2022\)](#)

[F19 09.09 Ensuring Access and Opportunity for Success for All Students Through AB 705 \(Irwin, 2017\) Implementation](#)

<sup>47</sup> California State Legislature. 2021. Assembly Bill No. 1111, Postsecondary Education: Common Course Numbering System. [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111)

Whereas, Practical considerations including technological challenges with curriculum, catalog, and scheduling systems, questions with respect to maintaining articulation agreements, and other local concerns at individual colleges, including but not limited to local numbering practices, quarter vs. semester system course topic distribution, multi-college districts that may require layers of vetting, and numerous questions about academic freedom have arisen, vastly complicating an already complex implementation plan; and

Whereas, Funding<sup>48</sup> has been provided to assist with AB 1111 updates with guidance that clearly identifies the work involved in “aligning existing course curricula to the CCN system” as one of the items fund may be allocated for;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, system partners, and the Legislature as necessary to provide for additional time to review, reflect on and implement course templates for common course numbering to ensure that systemwide articulation with CSU and UC will be able to be implemented within the anticipated/expected timeframe of AB 1111;

Resolved, That the Academic Senate for California Community Colleges work with local academic senates to advocate for spending funds provided for AB 1111 directly on faculty efforts to make required curriculum changes and make associated updates to other courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to advocate for additional funding for implementation and continued efforts to make required updates.

Contact: Mary Pape, De Anza College, Area B

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<sup>48</sup> <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-55-ccn-implementation-allocation-a11y.pdf?la=en&hash=B22CCD432C315F1B2BA70FF0B89DB1E92A395DE8>

## \*+114.02 F24 Work Experience Education Course Repeatability

Whereas, The California Internship and Work Experience Association worked with the California Community Colleges Chancellor's Office regarding changes to Title 5 of the California Code of Regulations regarding Work Experience Education; and

Whereas, The California Community Colleges Chancellor's Office stated in Memorandum ESS 23-49<sup>49</sup> that Title 5 "section 58161, ...authorizes districts to claim apportionment "without limitation" for students "enrolled in work-experience education." (Title 5 California Code of Regulations § 58161<sup>50</sup>, subdivision (f)(4)) ...[and] work experience education is repeatable as dictated by local district policy" yet Title 5 section 58161 only addresses apportionment and does not address repeatability;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to align the language regarding the repeatability of Work Experience Education courses and other repeatable courses by adding an additional (4) to Section 55041(a) of the California Code of Regulations, which would read: "(4) Work Experience Education courses, as defined in section 55252."<sup>51</sup>

Contact: Ashley Young, Las Positas College, Area B

Academic Senate for California Community Colleges

One Capitol Mall, Suite 230 Sacramento, CA 95814  
(916) 445-4753 [info@asccc.org](mailto:info@asccc.org) [www.asccc.org](http://www.asccc.org)

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<sup>49</sup> <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/ESS-23-49-Work-Experience-Education-Regulations-Clarification-Regarding-Repeatability.pdf>

<sup>50</sup> <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-5-other-limitations/section-58161-apportionment-for-credit-course-enrollment>

<sup>51</sup> <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-4-course-repetition-and-academic-renewal/section-55041-repeatable-courses>

# New Subject Codes

## POLS: Political Science

## STAT: Statistics

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These two new subject codes are being created in order for Foothill to be in compliance with Phase 1 of Common Course Numbering. Of the six Phase 1 courses, two courses use subject codes which do not align with Foothill's current subject codes for the courses:

- Our current POLI 1 course is changing to POLS C1000
- Our current MATH 10 course is change to STAT C1000

We do not have the option to use our existing POLI or MATH subject codes for these courses. The new subject codes will be added to the catalog effective fall 2025 quarter.

# **MATH F211A : JUST-IN-TIME SUPPORT FOR MATH 1A**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Mathematics (MATH)

**Course Number**

F211A

**Department**

Mathematics (MATH)

**Division**

Science Technology Engineering and Mathematics (1PS)

**Units**

2.5

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

NCBS F411A - JUST-IN-TIME SUPPORT FOR MATH 1A

**Maximum Units**

2.5

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

Yes

**Weekly Lecture Hours**

2.5

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

5

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

30



**Total Student Learning Hours**

90

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

Does Not Apply

**Grading**

Pass/No Pass Only

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills  
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**

This course is being created in response to AB 1705.

**Attach evidence**

AB 1705.pdf

**Need/Justification**

This course is designed to support students who do not meet the multiple measures placement in MATH 1A. The course provides just-in-time remediation of prerequisite skills necessary for MATH 1A.

**Course Description**

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus I. Intended for students who are concurrently enrolled in MATH 1A at Foothill College and who want extra support in calculus. Topics include: a review of skills developed in precalculus, including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions.

## Course Prerequisites

## Course Corequisites

Corequisite: MATH 1A.

## Course Advisories

## Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills.
2. Apply topics related to algebraic and transcendental functions.
3. Manipulate and evaluate expressions used to calculate limits and derivatives.
4. Analyze the qualitative behavior of graphs of various algebraic and transcendental functions.
5. Use algebraic and transcendental functions to model real world applications.

## Course Content

1. Explore topics related to developing effective learning skills
  1. Learn study skills
    1. Organizational skills
    2. Time management
    3. Test preparation
    4. Test-taking skills
  2. Self-assess using performance criteria to judge and improve one's own work
    1. Analyze and correct errors on one's exam
  3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Apply topics related to algebraic and transcendental functions
  1. Function notation
  2. Graphs of base curves and their transformation
  3. Composite and inverse functions
  4. Average rate of change
  5. Piecewise defined functions
  6. Polar and parametric curves
3. Manipulate and evaluate expressions used to calculate limits and derivatives
  1. Difference quotient
  2. Simplifying expressions in the evaluation of limits
  3. Simplifying expressions in the process of differentiation
4. Analyze the qualitative behavior of graphs of various algebraic and transcendental functions
  1. Increasing and decreasing
  2. Local extrema

3. Concavity
4. Points of inflections
5. Use algebraic and transcendental functions to model real world applications
  1. Read and interpret word problems
  2. Related rates
  3. Optimization

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. When taught online/hybrid: Internet access, course management system, specific software related to the course.

**Methods of Evaluation**

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

Group and independent exploratory activities  
 Homework  
 Performance in MATH 1A

**Methods of Instruction**

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

Group work  
 Discussion  
 Mini-lectures  
 Instructor-guided discovery  
 Formative assessment

**Representative Text(s)**

Author(s)	Title	Publication Date
Boelkins, Matthew	Active Calculus	2023
Strang, Gilbert, and Edwin Herman	Calculus Volume I (Openstax)	2023
Briggs, William, and Lyle Cochran	Calculus: Early Trancedentals, 3rd ed.	2018

**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. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

**Authorized Discipline(s):**

Mathematics

**Faculty Service Area (FSA Code)**

MATHEMATICS

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

1702.00 - Mathematics Skills

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:**

March 20, 2024: This class is being created in response to AB 1705 which is addressing equity.

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

3/25/24

**Division Dean Only**

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**Seat Count**

40

**Load**

.056

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

125051 - Mathematics

**Account Code**

1320

**Program Code**

170100 - Mathematics, General

# **MATH F211B : JUST-IN-TIME SUPPORT FOR MATH 1B**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Mathematics (MATH)

**Course Number**

F211B

**Department**

Mathematics (MATH)

**Division**

Science Technology Engineering and Mathematics (1PS)

**Units**

2.5

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

NCBS F411B - JUST-IN-TIME SUPPORT FOR MATH 1B

**Maximum Units**

2.5

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

Yes

**Weekly Lecture Hours**

2.5

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

5

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

30

**Total Student Learning Hours**

90

**Repeatability Statement**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

Does Not Apply

**Grading**

Pass/No Pass Only

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

## Stand Alone

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

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

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

**Please select**

**Permanent**



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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

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**

This course is being created in response to AB 1705.

**Attach evidence**

AB 1705.pdf

**Need/Justification**

This course is designed to support students who do not meet the multiple measures placement in MATH 1B. The course provides just-in-time remediation of prerequisite skills necessary for MATH 1B.

**Course Description**

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus II. Intended for students who are concurrently enrolled in MATH 1B at Foothill College and who want extra support in calculus. Topics include: a review of skills developed in precalculus, including advanced algebra manipulations, polar curves and parametric equations, and advanced graphing skills.

### **Course Prerequisites**

### **Course Corequisites**

Corequisite: MATH 1B.

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Explore topics related to developing effective learning skills.
2. Apply topics related to algebraic and transcendental functions.
3. Manipulate and evaluate expressions used to find and apply integrals.
4. Apply topics from Calculus I to Calculus II.

### **Course Content**

1. Explore topics related to developing effective learning skills
  1. Learn study skills
    1. Organizational skills
    2. Time management
    3. Test preparation
    4. Test-taking skills
  2. Self-assess using performance criteria to judge and improve one's own work
    1. Analyze and correct errors on one's exam
  3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Apply topics related to algebraic and transcendental functions
  1. Graphs of base curves and their transformations
  2. Graphing  $x = f(y)$
  3. Solving nonlinear systems in two variables
  4. Polar and parametric curves
3. Manipulate and evaluate expressions used to find and apply integrals
  1. Integration by substitution
  2. Integration by parts
  3. Partial fractions
  4. Trigonometric identities
4. Apply topics from Calculus I to Calculus II
  1. Relationship between a function and its derivative
  2. Techniques of differentiation

### **Lab Content**

Not applicable.

### Special Facilities and/or Equipment

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. When taught online/hybrid: Internet access, course management system, specific software related to the course.

### Methods of Evaluation

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

Group and independent exploratory activities  
Homework  
Performance in MATH 1B

### Methods of Instruction

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

Group work  
Discussion  
Mini-lectures  
Instructor-guided discovery  
Formative assessment

### Representative Text(s)

Author(s)	Title	Publication Date
Boelkins, Matthew	Active Calculus	2023
Strang, Gilbert, and Edwin Herman	Calculus Volume II (Openstax)	2023
Briggs, William, and Lyle Cochran	Calculus: Early Trancedentials, 3rd ed.	2018

**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. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

### Authorized Discipline(s):

Mathematics

### Faculty Service Area (FSA Code)

MATHEMATICS

### Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

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:**  
March 20, 2024: This class is being created in response to AB 1705 which is addressing equity.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

3/25/24

Division Dean Only

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**Seat Count**

40

**Load**

.056

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

125051 - Mathematics

**Account Code**

1320

**Program Code**

170100 - Mathematics, General

# **MATH F247. : SUPPORT FOR MATH 47**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Mathematics (MATH)

**Course Number**

F247.

**Department**

Mathematics (MATH)

**Division**

Science Technology Engineering and Mathematics (1PS)

**Units**

3

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

NCBS F447. - SUPPORT FOR MATH 47

**Maximum Units**

3

**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**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

Does Not Apply

**Grading**

Pass/No Pass Only

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

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**

This course is being created in response to AB 1705.

**Attach evidence**

AB 1705.pdf

**Need/Justification**

This course is being created in response to AB 1705.

**Course Description**

Core prerequisite skills, competencies, and concepts needed in Path to Calculus. Intended for students who are concurrently enrolled in MATH 47 at Foothill College and who want extra support. Topics include a review of skills, including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions. Family functions include linear, quadratic, and power.

**Course Prerequisites**

**Course Corequisites**

Corequisite: MATH 47.

## Course Advisories

### Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills.
2. Graph, analyze, and transform linear, quadratic, piecewise, absolute value, power, and radical functions, and solve and apply related equations and inequalities.
3. Recognize the relationship between functions and their inverses graphically and algebraically.
4. Solve application problems using linear, quadratic, piecewise, power, and radical functions and model real world applications.
5. Understand and compute rates of change.
6. Use technology, such as graphing calculators and/or computer software, to assist in solving problems involving any of the topics in (1) through (5) above.
7. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
8. Interpret mathematical solutions.

### Course Content

1. Explore topics related to developing effective learning skills
  1. Learn study skills
    1. Organizational skills
    2. Time management
    3. Test preparation
    4. Test-taking skills
  2. Self-assess using performance criteria to judge and improve one's own work
    1. Analyze and correct errors on one's exam
    2. Self-assess one's understanding of specific mathematical concepts
    3. Develop and execute a plan to deepen understanding
  3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Graph, analyze, and transform linear, quadratic, piecewise, absolute value, power, and radical functions, and solve and apply related equations and inequalities
  1. Use function notation
    1. Evaluate functions
    2. Determine a relation vs. a function
    3. Be able to convert words representing function relationships into symbolic and graphical representation
  2. Recognize each function type
  3. Explore the behavior of graphs
    1. Increasing and decreasing



2. Local extrema
4. Find domain and range
5. Transform graphs
  1. Identify and graph the change in a function that results from shifts, reflections, stretches, and compressions
  2. Be able to recognize the change in a graph of a function when a combination of transformations is applied
  3. Understand the concept of symmetry of functions
  4. Odd, even, or neither
6. Compose and combine functions
7. Solve equations and inequalities
3. Recognize the relationship between functions and their inverses graphically and algebraically
  1. Determine whether or not a function as an inverse function
  2. Properties of inverse functions
  3. Notation
4. Solve application problems using linear, quadratic, piecewise, power, and radical functions and model real world applications
  1. Create an appropriate model from a verbal description or graph
  2. Use chosen models to solve application problems
  3. Interpret solutions
5. Understand and compute rates of change
  1. Calculate average rate of change from a table, graph, or an equation
  2. Understand the implications of a function that has a constant or variable rate of change
  3. Interpret the meaning of an average rate of change in the context of a applications
6. Use technology, such as graphing calculators and/or computer software, to assist in solving problems involving any of the topics in (1) through (5) above
  1. Calculator/computer utilities for evaluating problems involving optimization
  2. Calculator/computer utilities for finding zeros or roots of functions
7. Discuss mathematical problems and write solutions in accurate mathematical language and notation
  1. Application problems from other disciplines
  2. Proper notation
8. Interpret mathematical solutions
  1. Explain the significance of solutions to application problems

### **Lab Content**

Not applicable.

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

1. Access to graphing technology, such as a graphing calculator or graphing software
2. When taught online or hybrid:

- a. Internet access
- b. Course management system
- c. Specific software related to the course

**Methods of Evaluation**

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

Written homework  
Quizzes and tests

**Methods of Instruction**

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

Lecture  
Discussion  
Cooperative learning exercises

**Representative Text(s)**

Author(s)	Title	Publication Date
Boelkins, Matthew	Active Prelude to Calculus	2019
Abramsom, Jay	Precalculus, 2nd ed. (Openstax)	2024

**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. Problem sets
- 2. Exploratory activities and/or projects
- 3. Reading and/or writing assignments

**Authorized Discipline(s):**

Mathematics

**Faculty Service Area (FSA Code)**

MATHEMATICS

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

1702.00 - Mathematics Skills

**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:**

April 23, 2024: We have used free, open source textbooks. This class is being created in response to AB 1705.

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

5/1/24

Division Dean Only

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**Seat Count**

40

**Load**

.067

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

125051 - Mathematics

**Account Code**

1320

**Program Code**

170100 - Mathematics, General

# NCBS F411A : JUST-IN-TIME SUPPORT FOR MATH 1A

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Non-Credit: Basic Skills (NCBS)

**Course Number**

F411A

**Department**

Mathematics (MATH)

**Division**

Science Technology Engineering and Mathematics (1PS)

**Units**

0

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

MATH F211A - JUST-IN-TIME SUPPORT FOR MATH 1A

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

2.5

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

0

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

30

**Total Student Learning Hours**

30

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

NCBS 411A is a corequisite support course for MATH 1A. Each time a student takes this pair of courses together, NCBS 411A will be used to address the student's current needs for success in MATH 1A.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

Does Not Apply

**Grading**

Pass/No Pass Only

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

Please select

Permanent

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

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

This course is being created in response to AB 1705.

Attach evidence

AB 1705.pdf

Need/Justification

This course is designed to support students who do not meet the multiple measures placement in MATH 1A. The course provides just-in-time remediation of prerequisite skills necessary for MATH 1A.

## Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus I. Intended for students who are concurrently enrolled in MATH 1A at Foothill College and who want extra support in calculus. Topics include: a review of skills developed in precalculus, including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions.

## Course Prerequisites

## Course Corequisites

Corequisite: MATH 1A.

## Course Advisories

## Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills.
2. Apply topics related to algebraic and transcendental functions.
3. Manipulate and evaluate expressions used to calculate limits and derivatives.
4. Analyze the qualitative behavior of graphs of various algebraic and transcendental functions.
5. Use algebraic and transcendental functions to model real world applications.

## Course Content

1. Explore topics related to developing effective learning skills
  1. Learn study skills
    1. Organizational skills
    2. Time management
    3. Test preparation
    4. Test-taking skills
  2. Self-assess using performance criteria to judge and improve one's own work
    1. Analyze and correct errors on one's exam
  3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Apply topics related to algebraic and transcendental functions
  1. Function notation
  2. Graphs of base curves and their transformation
  3. Composite and inverse functions
  4. Average rate of change
  5. Piecewise defined functions
  6. Polar and parametric curves
3. Manipulate and evaluate expressions used to calculate limits and derivatives
  1. Difference quotient

2. Simplifying expressions in the evaluation of limits
3. Simplifying expressions in the process of differentiation
4. Analyze the qualitative behavior of graphs of various algebraic and transcendental functions
  1. Increasing and decreasing
  2. Local extrema
  3. Concavity
  4. Points of inflections
5. Use algebraic and transcendental functions to model real world applications
  1. Read and interpret word problems
  2. Related rates
  3. Optimization

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. When taught online/hybrid: Internet access, course management system, specific software related to the course.

**Methods of Evaluation**

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

Group and independent exploratory activities  
 Homework  
 Performance in MATH 1A

**Methods of Instruction**

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

Group work  
 Discussion  
 Mini-lectures  
 Instructor-guided discovery  
 Formative assessment

**Representative Text(s)**

Author(s)	Title	Publication Date
Boelkins, Matthew	Active Calculus	2023
Strang, Gilbert, and Edwin Herman	Calculus Volume I (Openstax)	2023
Briggs, William, and Lyle Cochran	Calculus: Early Trancedentals, 3rd ed.	2018

**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. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

### Authorized Discipline(s):

Mathematics

### Faculty Service Area (FSA Code)

MATHEMATICS

### Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

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:**

March 20, 2024: This class is being created in response to AB 1705 which is addressing equity.

### Articulation Office Only

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#### C-ID Notation

#### IGETC Notation

#### CSU GE Notation

#### Transferability

None

#### Validation Date

N/A

### Division Dean Only

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#### Seat Count

40

#### Load

.056

#### FOAP Codes:

#### Fund Code

114000 - General Operating- Unrestricted

**Org Code**

125051 - Mathematics

**Account Code**

1320

**Program Code**

170100 - Mathematics, General

# NCBS F411B : JUST-IN-TIME SUPPORT FOR MATH 1B

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Non-Credit: Basic Skills (NCBS)

**Course Number**

F411B

**Department**

Mathematics (MATH)

**Division**

Science Technology Engineering and Mathematics (1PS)

**Units**

0

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

MATH F211B - JUST-IN-TIME SUPPORT FOR MATH 1B

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

2.5

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

0

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

30

**Total Student Learning Hours**

30

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

NCBS 411B is a corequisite support course for MATH 1B. Each time a student takes this pair of courses together, NCBS 411B will be used to address the student's current needs for success in MATH 1B.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

Does Not Apply

**Grading**

Pass/No Pass Only

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**

- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

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

This course is being created in response to AB 1705.

Attach evidence

AB 1705.pdf

Need/Justification

This course is designed to support students who do not meet the multiple measures placement in MATH 1B. The course provides just-in-time remediation of prerequisite skills necessary for MATH 1B.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Calculus II. Intended for students who are concurrently enrolled in MATH 1B at Foothill

College and who want extra support in calculus. Topics include: a review of skills developed in precalculus, including advanced algebra manipulations, polar curves and parametric equations, and advanced graphing skills.

### **Course Prerequisites**

### **Course Corequisites**

Corequisite: MATH 1B.

### **Course Advisories**

### **Course Objectives**

The student will be able to:

1. Explore topics related to developing effective learning skills.
2. Apply topics related to algebraic and transcendental functions.
3. Manipulate and evaluate expressions used to find and apply integrals.
4. Apply topics from Calculus I to Calculus II.

### **Course Content**

1. Explore topics related to developing effective learning skills
  1. Learn study skills
    1. Organizational skills
    2. Time management
    3. Test preparation
    4. Test-taking skills
  2. Self-assess using performance criteria to judge and improve one's own work
    1. Analyze and correct errors on one's exam
  3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Apply topics related to algebraic and transcendental functions
  1. Graphs of base curves and their transformations
  2. Graphing  $x = f(y)$
  3. Solving nonlinear systems in two variables
  4. Polar and parametric curves
3. Manipulate and evaluate expressions used to find and apply integrals
  1. Integration by substitution
  2. Integration by parts
  3. Partial fractions
  4. Trigonometric identities
4. Apply topics from Calculus I to Calculus II
  1. Relationship between a function and its derivative
  2. Techniques of differentiation

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. When taught online/hybrid: Internet access, course management system, specific software related to the course.

**Methods of Evaluation**

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

Group and independent exploratory activities  
Homework  
Performance in MATH 1B

**Methods of Instruction**

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

Group work  
Discussion  
Mini-lectures  
Instructor-guided discovery  
Formative assessment

**Representative Text(s)**

Author(s)	Title	Publication Date
Boelkins, Matthew	Active Calculus	2023
Strang, Gilbert, and Edwin Herman	Calculus Volume II (Openstax)	2023
Briggs, William, and Lyle Cochran	Calculus: Early Trancedentials, 3rd ed.	2018

**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. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

**Authorized Discipline(s):**

Mathematics

**Faculty Service Area (FSA Code)**

MATHEMATICS

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

1702.00 - Mathematics Skills

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:**  
March 20, 2024: This class is being created in response to AB 1705 which is addressing equity.

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

40

**Load**

.056

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

125051 - Mathematics

**Account Code**

1320

**Program Code**

170100 - Mathematics, General



# NCBS F447. : SUPPORT FOR MATH 47

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Non-Credit: Basic Skills (NCBS)

**Course Number**

F447.

**Department**

Mathematics (MATH)

**Division**

Science Technology Engineering and Mathematics (1PS)

**Units**

0

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

MATH F247. - SUPPORT FOR MATH 47

**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**

0

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

36

**Total Student Learning Hours**

36

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

NCBS 447 is a corequisite support course for MATH 47. Each time a student takes this pair of courses together, NCBS 447 will be used to address the student's current needs for success in MATH 47.

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

Yes

**Basic Skills Level**

Does Not Apply

**Grading**

Pass/No Pass Only

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

Please select

Permanent

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Basic Skills

#### Criteria B. Need

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

#### Evidence

This course is being created in response to AB 1705.

#### Attach evidence

AB 1705.pdf

#### Need/Justification

This course is being created in response to AB 1705.

#### Course Description

Core prerequisite skills, competencies, and concepts needed in Path to Calculus. Intended for students who are concurrently enrolled in MATH 47 at Foothill College and who want extra support. Topics include a review of skills, including developing a knowledge of function families with their graphs and behavior, transformations, average rate of change, inverses, and compositions. Family functions include linear, quadratic, and power.

#### Course Prerequisites

## Course Corequisites

Corequisite: MATH 47.

## Course Advisories

## Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills.
2. Graph, analyze, and transform linear, quadratic, piecewise, absolute value, power, and radical functions, and solve and apply related equations and inequalities.
3. Recognize the relationship between functions and their inverses graphically and algebraically.
4. Solve application problems using linear, quadratic, piecewise, power, and radical functions and model real world applications.
5. Understand and compute rates of change.
6. Use technology, such as graphing calculators and/or computer software, to assist in solving problems involving any of the topics in (1) through (5) above.
7. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
8. Interpret mathematical solutions.

## Course Content

1. Explore topics related to developing effective learning skills
  1. Learn study skills
    1. Organizational skills
    2. Time management
    3. Test preparation
    4. Test-taking skills
  2. Self-assess using performance criteria to judge and improve one's own work
    1. Analyze and correct errors on one's exam
    2. Self-assess one's understanding of specific mathematical concepts
    3. Develop and execute a plan to deepen understanding
  3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Graph, analyze, and transform linear, quadratic, piecewise, absolute value, power, and radical functions, and solve and apply related equations and inequalities
  1. Use function notation
    1. Evaluate functions
    2. Determine a relation vs. a function
    3. Be able to convert words representing function relationships into symbolic and graphical representation
  2. Recognize each function type

3. Explore the behavior of graphs
  1. Increasing and decreasing
  2. Local extrema
4. Find domain and range
5. Transform graphs
  1. Identify and graph the change in a function that results from shifts, reflections, stretches, and compressions
  2. Be able to recognize the change in a graph of a function when a combination of transformations is applied
  3. Understand the concept of symmetry of functions
  4. Odd, even, or neither
6. Compose and combine functions
7. Solve equations and inequalities
3. Recognize the relationship between functions and their inverses graphically and algebraically
  1. Determine whether or not a function as an inverse function
  2. Properties of inverse functions
  3. Notation
4. Solve application problems using linear, quadratic, piecewise, power, and radical functions and model real world applications
  1. Create an appropriate model from a verbal description or graph
  2. Use chosen models to solve application problems
  3. Interpret solutions
5. Understand and compute rates of change
  1. Calculate average rate of change from a table, graph, or an equation
  2. Understand the implications of a function that has a constant or variable rate of change
  3. Interpret the meaning of an average rate of change in the context of a applications
6. Use technology, such as graphing calculators and/or computer software, to assist in solving problems involving any of the topics in (1) through (5) above
  1. Calculator/computer utilities for evaluating problems involving optimization
  2. Calculator/computer utilities for finding zeros or roots of functions
7. Discuss mathematical problems and write solutions in accurate mathematical language and notation
  1. Application problems from other disciplines
  2. Proper notation
8. Interpret mathematical solutions
  1. Explain the significance of solutions to application problems

**Lab Content**

Not applicable.

### Special Facilities and/or Equipment

1. Access to graphing technology, such as a graphing calculator or graphing software
2. When taught online or hybrid:
  - a. Internet access
  - b. Course management system
  - c. Specific software related to the course

### Methods of Evaluation

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

Written homework  
Quizzes and tests

### Methods of Instruction

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

Lecture  
Discussion  
Cooperative learning exercises

### Representative Text(s)

Author(s)	Title	Publication Date
Boelkins, Matthew	Active Prelude to Calculus	2019
Abramsom, Jay	Precalculus, 2nd ed. (Openstax)	2024

**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. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

### Authorized Discipline(s):

Mathematics

### Faculty Service Area (FSA Code)

MATHEMATICS

### Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

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:**

April 23, 2024: We have used free, open source textbooks. This class is being created in response to AB 1705.

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

40

**Load**

.067

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

125051 - Mathematics

**Account Code**

1320

**Program Code**

170100 - Mathematics, General



## AB-1705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment. (2021-2022)

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Date Published: 10/03/2022 02:00 PM

### Assembly Bill No. 1705

#### CHAPTER 926

An act to amend Section 78213 of, and to add Sections 78212.5 and 78213.1 to, the Education Code, relating to community colleges.

[ Approved by Governor September 30, 2022. Filed with Secretary of State September 30, 2022. ]

#### LEGISLATIVE COUNSEL'S DIGEST

AB 1705, Irwin. Seymour-Campbell Student Success Act of 2012: matriculation: assessment.

(1) Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law, the Seymour-Campbell Student Success Act of 2012, provides that the purpose of the act is to increase California community college student access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions. The act requires a community college district or community college to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within one-year.

This bill would, among other things, instead require a community college district or community college to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline, and for a student with a declared academic goal, that the transfer-level coursework satisfies the English and mathematics coursework requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline. By July 1, 2023, if a community college places and enrolls a student into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the bill would require the community college to verify the benefit of the coursework to the student, as specified.

(2) The act requires community college districts or community colleges to use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average. The act requires colleges to apply multiple measures in the placement of all students to ensure that either low performance on one measure may be offset by high performance on another measure or that the student can demonstrate preparedness based on any one measure and authorizes the Board of Governors of the California Community Colleges to establish regulations governing these and other measures, instruments, and placement models that achieve this goal.

This bill would require that high school transcript data be used as the primary means for determining placement in transfer-level English and transfer-level mathematics courses and that self-reported high school information be used if there are issues with obtaining or using high school transcript data, as specified. The bill would limit the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students, as provided. The bill would require the board of governors to establish those placement regulations to



achieve the placement goal. The bill would prohibit a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances.

(3) This bill would require all new and continuing United States high school graduate students and those who have been issued a high school equivalency certificate, who plan to pursue a certificate, degree, or transfer program offered by a California community college, to be directly placed into, and, when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics, as provided. By July 1, 2023, the bill would prohibit a community college district or community college from using specified factors as justification for placing a student in a pretransfer-level course.

(4) This bill would require the office of the Chancellor of the California Community Colleges, beginning July 1, 2023, to make available on its internet website a dashboard containing multiyear data, beginning from 2015, and updated annually, containing data submitted to the chancellor's office by community colleges on student progression and completion of transfer-level English, mathematics, and English-as-a-second-language courses, disaggregated by college and subgroup, as provided. The bill would require, beginning December 1, 2024, and annually thereafter, the chancellor's office to inform certain legislative committees of the update to the dashboard, as specified.

(5) To the extent this bill would impose additional duties on community college districts and community colleges, the bill would impose a state-mandated local program.

(6) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

(7) This bill would make Legislative findings and declarations, and state the intent of the Legislature, relative to these provisions.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

### **SECTION 1.** The Legislature finds and declares all of the following:

(a) Research has consistently demonstrated that when students are placed and enrolled directly into transfer-level written communication and quantitative reasoning courses, completion of transfer-level coursework in those disciplines is expedited and persistent opportunity gaps in completion of those courses are diminished.

(b) As a result of reforms resulting from amendments to Section 78213 of the Education Code made by Assembly Bill 705 of the 2017–18 Regular Session, significant progress has been made in the number of community college students enrolling directly into transfer-level English and mathematics courses and successfully completing those courses. One-year completion of transfer-level courses increased from 49 percent to 67 percent in English, and from 26 percent to 50 percent in mathematics, from fall 2015 to fall 2019.

(c) Research by the RP Group and the Chancellor's Office's Transfer-Level Gateway Completion Dashboard documented significant gains in enrollment and completion of transfer-level mathematics and English coursework for every special population examined, including economically disadvantaged students, foster youth, veterans, and students participating in programs for the disabled.

(d) In fall 2020, community colleges continued to implement Assembly Bill 705 in the face of COVID-19, with steady rates of direct enrollment into transfer-level mathematics and some improvement in the successful completion of transfer-level mathematics courses relative to the previous year.

(e) The Public Policy Institute of California found a strong correlation between increases in student completion of transfer-level mathematics and English and the extent to which the college has expanded students' direct enrollment into transfer-level courses. They wrote, "it is an important finding that a single variable, within the direct control of colleges, is associated so strongly with improvements in completion."

(f) Assembly Bill 705's reforms made great strides in addressing longstanding racial inequity in both access to, and completion of, transfer-level mathematics and English. Black, Latinx, and Pacific Islander students achieved the largest gains in completion of transfer-level courses in fall 2019 relative to fall 2015 and surpassed the fall 2015 rates of transfer-level completion for White students. Still, equity gaps remain in direct transfer-level enrollment and completion.

(g) In fall 2021, the Chancellor's Office of the California Community Colleges found that students are much less likely

to complete transfer-level English and mathematics courses within a one-year timeframe when local placement practices require, encourage, or allow those students to enroll in pretransfer-level coursework.

(h) Implementation is uneven and some colleges increased pretransfer-level offerings in fall 2020.

(i) In fall 2020 at one in five colleges, a third or more of students were enrolled in pretransfer-level mathematics.

(j) Research in California and Florida shows that even when pretransfer-level courses are optional, Black, Latinx, and Pacific Islander students are more likely than their White or Asian peers to end up enrolling in pretransfer-level courses.

(k) Efforts to reform placement practices and expedite completion of transfer-level English and mathematics requirements are consistent with the California Community Colleges Vision for Success goal of reducing the units to earn a degree, time to completion or transfer, and cost of college.

(l) Pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission or if these courses are shown to be the best option to help students progress toward their academic goals.

**SEC. 2.** Section 78212.5 is added to the Education Code, to read:

**78212.5.** It is the intent of the Legislature that, pursuant to Sections 78213 and 78213.1, all of the following are satisfied:

(a) All United States high school graduate students and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California Community Colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, shall be enrolled in, transfer-level English and mathematics courses if their program requires mathematics or English.

(b) California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student's intended certificate or associate degree or a requirement for transfer within their intended major.

(c) When the California State University and University of California systems require mathematics or English prerequisites, both of the following apply:

(1) Community colleges shall determine the methods of fulfilling the prerequisite, whether it be through high school coursework, completion of corequisite coursework or concurrent support activity, credit by examination, credit for prior learning, or multiple measures placement into, or completion of, a course with the same or higher prerequisite.

(2) The California State University shall, and the University of California is requested to, work collaboratively with the California Community Colleges to maintain articulation of courses successfully completed at the California Community Colleges.

(d) California community colleges create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses.

(e) In order to protect the rights of students with disabilities to fully benefit from participation in postsecondary educational programs, students with documented disabilities shall retain access to educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, that are offered to students who otherwise would not be able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.

(f) Notwithstanding this article, community colleges remain responsible for implementing state and federal laws pertaining to funding and providing services to students with disabilities, including, but not limited to, Chapter 14 (commencing with Section 67300) of Part 40 of Division 5, the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 701 et seq.), as amended, and the federal Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), as amended.

**SEC. 3.** Section 78213 of the Education Code is amended to read:

**78213.** (a) A community college district or community college shall not use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments.

(b) The board of governors shall review all assessment instruments and shall consider for approval those that meet all

of the following requirements:

- (1) Assessment instruments shall meet established standards of validity and reliability.
- (2) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.
- (3) Assessment instruments shall be used solely as an advisory tool to assist students in the selection of appropriate courses.
- (4) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) (1) A community college district or community college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

(2) Community colleges shall use, in the placement and enrollment of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

- (A) High school coursework.
- (B) High school grades.
- (C) High school grade point average.

(3) When using multiple measures, colleges shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

- (A) Low performance on one measure shall be offset by a higher performance on another measure.
- (B) Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.
- (C) Any one measure may demonstrate a student's preparedness for transfer-level coursework.
- (D) The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.
- (E) The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(4) For the purposes of this subdivision, using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.

(5) Community colleges shall use multiple evidence-based measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.

(6) High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college shall use self-reported high school information.

(7) (A) For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, community colleges may use guided placement or self-placement.

(B) The placement and enrollment resulting from the guided or self-placement method shall maximize the probability that students enter and complete transfer-level mathematics and English coursework that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

(C) A community college may use guided placement or self-placement to direct English language learners who are not United States high school graduates into credit ESL programs and shall maximize the probability that students in credit ESL programs enter and complete transfer-level English within a timeframe of three years.

(D) District placement methods based upon guided placement, including self-placement, shall not do either of the following:

(i) Incorporate sample problems, assignments, assessment instruments, or tests, including those designed for skill assessment.

(ii) Request students to solve problems, answer curricular questions, present demonstrations and examples of coursework designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

(8) The board of governors shall establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements and enrollment to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years.

(9) A community college district or community college shall maximize the probability that a student will enter and complete college-level coursework in English and mathematics within a one-year timeframe that for students who seek a goal other than transfer, and who are in certificate or degree programs with specific mathematics and English requirements, as determined by the program's advisory board or accrediting body, that cannot be met with transfer-level coursework.

(10) Programs without mathematics or English requirements are exempt from this subdivision.

(d) A community college district or community college shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless both of the following are true:

(1) The student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework.

(2) The enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit ESL students, completing transfer-level coursework in English within a three-year timeframe.

(e) (1) By July 1, 2023, if a community college places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the community college shall show both of the following to verify the benefit of the coursework to students:

(A) The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(B) The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2024, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing subsequent coursework that satisfies a requirement for their intended certificate or associate degree, or a requirement for transfer within their intended major.

(f) (1) By July 1, 2024, for calculus-based associate degrees or transfer majors in science, technology, engineering, and mathematics (STEM), community colleges shall examine the impact of placing and enrolling students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, in order to verify the benefit of the coursework to students by showing all of the following:

(A) The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.

(B) The enrollment will improve the student's probability of completing the first STEM calculus course.

(C) The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2025, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program.

(g) Community colleges are encouraged to explore the impact of concurrent support for the first STEM calculus course as an alternative to transfer-level preparatory courses that are not part of the STEM degree or transfer coursework for the STEM major.

(h) By July 1, 2023, a community college district or community college, when considering the placement and enrollment of a student into transfer-level English and mathematics, shall not rely upon any of the following as a justification for placing and enrolling a student into pretransfer-level mathematics or English coursework or into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major:

(1) The length of time between a student's enrollment date at the community college and the student's high school graduation date.

(2) Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services, participants in disability services and programs for students, and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.

(3) Whether the student can provide a high school transcript, self-reports high school information, or uses self-placement or guided placement.

(i) (1) By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California Community Colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics courses.

(2) If the student has a declared academic goal, the mathematics and English coursework shall satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.

(3) A community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.

(4) A community college shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework as described in paragraph (1) of subdivision (c).

(j) The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in subdivision (i):

(1) Students who have not graduated from a United States high school or been issued a high school equivalency certificate.

(2) Students enrolled in a certificate program without English or mathematics requirements.

(3) Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate.

(4) Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.

(5) Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.

(6) Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.

(7) Current high school students in dual enrollment or taking courses not available in their local high school.

(8) The community college has provided local research and data pursuant to subdivisions (e) and (f) to verify the benefit of the placement and enrollment into transfer-level coursework that does not satisfy a requirement for the intended certificate or associate degree or a requirement for transfer within the intended major.

(9) College-level placement and enrollment in lieu of transfer-level placement and enrollment may occur for:

(A) Students in career technical programs seeking a certificate or associate degree with specific requirements, as

dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework

(B) Specific subgroups of students for whom a community college district or community college has provided local research and data meeting the evidence standards pursuant to subdivisions (e) and (f) that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework.

(k) (1) For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges shall provide access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports.

(2) A community college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same term that they take a transfer-level English or mathematics course, if it is determined that the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

(3) Nothing in this subdivision shall be construed as limiting student access to additional concurrent support nor requiring students to enroll into concurrent supports.

(l) The Chancellor's Office of the California Community Colleges may require a community college or community college district to change or adopt a placement policy or practice identified by the chancellor's office to ensure that a community college or community college district's placement and enrollment of students into mathematics, English, and ESL is consistent with the requirements of this section.

(m) Nothing in this section is meant to add mathematics and English requirements to certificate programs that do not have mathematics or English requirements.

(n) For purposes of this section, the following definitions apply:

(1) "Assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

(2) "Pretransfer level," with respect to courses, includes basic skills, remedial, and college-level courses.

(3) "Transfer-level written communication" and "transfer-level quantitative reasoning" have the same meaning as transfer-level English and transfer-level mathematics, respectively.

**SEC. 4.** Section 78213.1 is added to the Education Code, to read:

**78213.1.** (a) Beginning July 1, 2023, the Chancellor's Office of the California Community Colleges shall make available on its internet website a dashboard containing multiyear data, beginning from 2015. The dashboard shall be updated annually pursuant to subdivision (b) and shall contain data submitted to the chancellor's office by community colleges on student progression and completion of transfer-level English, mathematics, and ESL courses, disaggregated by community college and by all the following:

(1) Age group.

(2) Whether the student received corequisite support.

(3) Receipt of disability services and programs for students.

(4) Receipt of extended opportunity programs and services.

(5) Ethnicity.

(6) Foster youth status.

(7) Gender.

(8) Discipline-relevant high school performance bands.

(9) Mathematics, Engineering, Science Achievement (MESA) program students.

(10) Puente students.

(11) Umoja students.

(12) Veteran status.

(b) Beginning on December 1, 2024, and annually thereafter, the chancellor's office shall update the dashboard, as established in subdivision (a), and inform the Assembly Committee on Higher Education, the Assembly Budget Subcommittee on Education Finance, the Senate Committee on Education, and the Senate Budget and Fiscal Review Subcommittee on Education of the update.

**SEC. 5.** If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

# **SPAN F051C : SPANISH FOR HEALTH CARE WORKERS III**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Spanish (SPAN)

**Course Number**

F051C

**Department**

Spanish (SPAN)

**Division**

Language Arts (1LA)

**Units**

3

**Former ID**

**Cross Listed**

**Related Courses**

**Maximum Units**

3

**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**

Not Repeatable

**Credit Status**

Credit

**Degree Status**

Applicable

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

No

**Grading**

Letter Grade (Request for Pass/No Pass)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

**Permanent**

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

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**Criteria A. Appropriateness to Mission**

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

Please indicate how your course supports the Foothill College Mission:

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 is a specialized course targeting medical personnel and health care workers at large and it aims to provide language skills to talk with native speakers seeking health care.

#### Attach evidence

#### Need/Justification

This course addresses an occupational need for medical Spanish for students in bio-health sciences and related careers.

#### Course Description

This advanced course is a continuation of SPAN 51B. The course enhances the student's understanding of the material studied in SPAN 51B and expands their knowledge of Spanish grammar and vocabulary related to health care. This course also introduces a series of new scenarios in which the student will practice their new medical vocabulary and grammar.

#### Course Prerequisites

#### Course Corequisites

#### Course Advisories

Advisory: SPAN 2 or 51B.

## Course Objectives

The student will be able to:

1. Express opinions, agree or disagree with a course of medical treatments, and give commands using the subjunctive tense.
2. Demonstrate a better understanding of cultural differences related to health in the Latino community.
3. Prescribe a course of treatment and provide instructions and directives.

## Course Content

1. Acquire grammatical competency to prescribe a course of treatment, express opinions about a patient's past and present health conditions, and hypothesize about possible outcomes of medical treatment
  1. Present subjunctive and formal commands
2. Gain competence in specialized medical terminology and vocabulary related to emergencies, urgent care, prenatal and natal care, high blood pressure, and diabetes
  1. Birth control, prenatal and natal care
  2. Victims of rape, car accidents, sports injuries, burns, etc.
  3. Diabetes
  4. Blood pressure
  5. Myocardial infarction or cerebrovascular thrombosis
3. Understand cultural differences as they relate to health, and increase the students' cultural sensitivity in working with patients from the Latino community

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught on campus: no special facilities or equipment needed.
2. When taught virtually: ongoing access to a computer, internet and email.

## Methods of Evaluation

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

Written exams and quizzes  
Role-play oral exams  
Small group work/presentations

## Methods of Instruction

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

Lecturing

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

Student role-play situations that are common in a medical setting using the grammatical structures discussed in class

**Representative Text(s)**

Author(s)	Title	Publication Date
Ríos, Joanna, et. al.	Complete Medical Spanish, Premium 4th ed.	2021

**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. For further research, the students may read, summarize, and present articles pertaining to health issues in the Latino community, such as:
  1. The pages of the CDC in Spanish
  2. The California Department of Public Health: <https://www.cdph.ca.gov/>
  3. View the PBS documentary, "Unnatural causes: is inequality making us sick?": <https://unnaturalcauses.org/>
2. Students working on volunteering in a health care setting will use their daily experience to journal entries and opportunities for in-class discussion

**Authorized Discipline(s):**

Foreign Languages

**Faculty Service Area (FSA Code)**

SPANISH

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

1105.00 - Spanish

**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:**

May 2024: This course aims to debunk stereotypes and misconceptions about the Hispanic/Latino community in the United States related to health conditions, treatments and ways in which this particular community faces illnesses and physical ailments.

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

CSU

**Validation Date**

5/16/24

**Division Dean Only**

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**Seat Count**

35

**Load**

.067

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

123059 - FH-Spanish (SPAN)

**Account Code**

1320

**Program Code**

110500 - Spanish

# THTR F421A : SCENERY & PROPERTY CONSTRUCTION NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F421A

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F021A - SCENERY & PROPERTY CONSTRUCTION

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

6

**Weekly Out of Class Hours**

4

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

96

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

Temporary

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

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

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

In development, anticipated submission fall 2024

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

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

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

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

Workforce/CTE

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

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

#### **Evidence**

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

#### **Attach evidence**

#### **Need/Justification**

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



**Course Description**

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

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

The student will be able to:

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

**Course Content**

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

**Lab Content**

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

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

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

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

### **Methods of Evaluation**

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

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

### **Methods of Instruction**

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

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

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

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

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

### **Other Materials**

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

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

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

Theater Arts or Stagecraft

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

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

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

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

### Articulation Office Only

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

#### **IGETC Notation**

#### **CSU GE Notation**

#### **Transferability**

None

#### **Validation Date**

N/A

### Division Dean Only

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#### **Seat Count**

40

#### **Load**

.139

#### **FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100700 - Dramatic Arts

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

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F425.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F025. - INTRODUCTION TO FASHION & COSTUME CONSTRUCTION

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

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

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

Temporary

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

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

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

In development, anticipated submission fall 2024

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

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

#### Attach evidence

#### Need/Justification

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

#### Course Description

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

## **Course Prerequisites**

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

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

## **Course Content**

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

## **Lab Content**

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



### Special Facilities and/or Equipment

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

### Methods of Evaluation

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

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

### Methods of Instruction

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

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

### Representative Text(s)

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

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

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

### Other Materials

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

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

**Authorized Discipline(s):**

Stagecraft or Theater Arts

**Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

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

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

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

40

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F425B : FASHION & COSTUME CONSTRUCTION II NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F425B

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F025B - FASHION & COSTUME CONSTRUCTION II

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

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

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

Temporary

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

Non-credit: Theatre Costume and Makeup

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

In development, anticipated submission fall 2024

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

---

#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

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

#### Attach evidence

#### Need/Justification

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

#### Course Description

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

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

### **Course Prerequisites**

Prerequisite: THTR 25 or 425.

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

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

### **Course Content**

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

## Lab Content

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

## Special Facilities and/or Equipment

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

## Methods of Evaluation

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

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

## Methods of Instruction

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

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

## Representative Text(s)

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

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

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

## Other Materials

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

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

#### Authorized Discipline(s):

Stagecraft or Theater Arts

#### Faculty Service Area (FSA Code)

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

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

#### Articulation Office Only

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#### C-ID Notation

#### IGETC Notation

#### CSU GE Notation

#### Transferability

None

#### Validation Date

N/A

#### Division Dean Only

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#### Seat Count

40

#### Load

.115

#### FOAP Codes:



**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# **THTR F427. : LIGHTING DESIGN & TECHNOLOGY NONCREDIT**

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F427.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F027. - LIGHTING DESIGN & TECHNOLOGY

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

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

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

Temporary

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

Non-credit: Theatre Technology

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

In development, anticipated submission fall 2024

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

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

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

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

Workforce/CTE

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

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

#### **Evidence**

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

#### **Attach evidence**

#### **Need/Justification**

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

### **Course Description**

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

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

### **Course Objectives**

The student will be able to:

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

### **Course Content**

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

## Lab Content

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

## Special Facilities and/or Equipment

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

## Methods of Evaluation

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

Graded examinations  
Class participation  
Portfolio review  
Final project

## Methods of Instruction

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

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

## Representative Text(s)

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

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

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

## Other Materials

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

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

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

Stagecraft or Theater Arts

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

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

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

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

### Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

### Division Dean Only

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**Seat Count**

35

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater



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

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F431.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F031. - MANAGEMENT FOR THE THEATRE & STAGE

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

4

**Weekly Lab Hours**

0

**Weekly Out of Class Hours**

8

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

48

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

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

**Please select**

Temporary

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

Non-credit: Theatre Production Organization

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

In development, anticipated submission fall 2024

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

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

#### Attach evidence

#### Need/Justification

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

**Course Description**

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

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

The student will be able to:

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

**Course Content**

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

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

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

## Methods of Evaluation

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

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

## Methods of Instruction

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

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Independent study  
Field trips

## Representative Text(s)

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

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

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

## Other Materials

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

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

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

**Authorized Discipline(s):**

Theater Arts or Stagecraft

**Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

**Please describe how you have incorporated principles of equity during this revision:**  
5/22/24: Reviewed to insure student-centric inclusive language, diverse methods of instruction and evaluation.

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

30

**Load**

.089

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F440A : BASIC THEATRICAL MAKEUP NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F440A

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F040A - BASIC THEATRICAL MAKEUP

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

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

72



**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

Temporary

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

Non-credit: Theatre Costume and Makeup

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

In development, anticipated submission fall 2024

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

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

#### Attach evidence

#### Need/Justification

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

#### Course Description

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

## **Course Prerequisites**

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

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

## **Course Content**

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

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

### **Lab Content**

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

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

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

### **Methods of Evaluation**

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

## Methods of Instruction

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

Lecture  
Discussion  
Cooperative learning exercises  
Field work  
Laboratory  
Demonstration

## Representative Text(s)

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

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

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

## Other Materials

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

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

## Authorized Discipline(s):

Theater Arts

## Faculty Service Area (FSA Code)

DRAMA/THEATER ARTS

## Taxonomy of Program Code (TOP Code)

\*1006.00 - Technical Theater

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

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

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

## Articulation Office Only

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## C-ID Notation

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F440B : THEATRICAL MAKEUP FOR PRODUCTION NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F440B

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F040B - THEATRICAL MAKEUP FOR PRODUCTION

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

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

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

Temporary



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

Non-credit: Theatre Costume and Makeup

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

In development, anticipated submission fall 2024

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

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

#### Attach evidence

#### Need/Justification

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

#### Course Description

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

## **Course Prerequisites**

Prerequisite: THTR 40A or 440A.

## **Course Corequisites**

## **Course Advisories**

## **Course Objectives**

The student will be able to:

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

## **Course Content**

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

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

### **Lab Content**

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

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

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

## Methods of Evaluation

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

In-class makeup projects

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

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

## Methods of Instruction

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

Lecture

Discussion

Cooperative learning exercises

Field work

Laboratory

Demonstration

## Representative Text(s)

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

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

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

## Other Materials

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

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

### Authorized Discipline(s):

Theater Arts

### Faculty Service Area (FSA Code)

DRAMA/THEATER ARTS

### Taxonomy of Program Code (TOP Code)

\*1006.00 - Technical Theater

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

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

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F442. : INTRODUCTION TO THEATRE DESIGN NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F442.

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F042. - INTRODUCTION TO THEATRE DESIGN

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

3

**Weekly Lab Hours**

3

**Weekly Out of Class Hours**

6

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

72

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

Temporary

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

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

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

In development, anticipated submission fall 2024

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

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#### Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

#### Criteria B. Need

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

#### Evidence

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

#### Attach evidence

#### Need/Justification

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

#### Course Description

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



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

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

Advisory: ART 4A or equivalent.

### **Course Objectives**

The student will be able to:

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

### **Course Content**

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

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

### Lab Content

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

### Special Facilities and/or Equipment

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

### Methods of Evaluation

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

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

### Methods of Instruction

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

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

### Representative Text(s)

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

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

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

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

**Other Materials**

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

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

**Authorized Discipline(s):**

Theater Arts or Stagecraft

**Faculty Service Area (FSA Code)**

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

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

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

Articulation Office Only

**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

30

**Load**

.115

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F445A : TECHNICAL THEATRE IN PRODUCTION I NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F445A

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F045A - TECHNICAL THEATRE IN PRODUCTION I

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

1

**Weekly Lab Hours**

9

**Weekly Out of Class Hours**

2

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

120

**Total Student Learning Hours**

144

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

Temporary

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

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

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

In development, anticipated submission fall 2024

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

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

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

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

Workforce/CTE

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

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

#### **Evidence**

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

#### **Attach evidence**

#### **Need/Justification**

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

### **Course Description**

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

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

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

### **Course Objectives**

The student will be able to:

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

### **Course Content**

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

### **Lab Content**

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



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

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

### **Methods of Evaluation**

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

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

### **Methods of Instruction**

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

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Laboratory  
Demonstration

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

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

### **Other Materials**

Production scripts and instructor handouts.

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

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

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

Stagecraft or Theater Arts

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

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

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

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

**Articulation Office Only**

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

**Division Dean Only**

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**Seat Count**

100

**Load**

.165

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

**Account Code**

1320

**Program Code**

100600 - Technical Theater

# THTR F445E : TECHNICAL THEATRE MANAGEMENT IN PRODUCTION NONCREDIT

**Proposal Type**

New Course

**Effective Term**

Summer 2025

**Subject**

Theatre Arts (THTR)

**Course Number**

F445E

**Department**

Theatre Arts (THTR)

**Division**

Fine Arts and Communication (1FA)

**Units**

0

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

THTR F045E - TECHNICAL THEATRE MANAGEMENT IN PRODUCTION

**Maximum Units**

0

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

Yes

**Weekly Lecture Hours**

2

**Weekly Lab Hours**

12

**Weekly Out of Class Hours**

4

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

168

**Total Student Learning Hours**

216

**Repeatability Statement**

Unlimited Repeatability

**Repeatability Criteria**

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

**Credit Status**

Non-Credit

**Degree Status**

Non-Applicable

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

No

**Grading**

Non-Credit Course (Receives no Grade)

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

No

**Honors**

No

**Degree or Certificate Requirement**

None of the above (Stand Alone course)

**Stand Alone**

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

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

**Please select**

Temporary

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

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

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

In development, anticipated submission fall 2024

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

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

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

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

Workforce/CTE

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

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

#### **Evidence**

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

#### **Attach evidence**

#### **Need/Justification**

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

### **Course Description**

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

### **Course Prerequisites**

### **Course Corequisites**

### **Course Advisories**

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

### **Course Objectives**

The student will be able to:

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

### **Course Content**

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

### **Lab Content**

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

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

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

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

### **Methods of Evaluation**

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

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

### **Methods of Instruction**

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

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations  
Laboratory  
Demonstration

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

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

### **Other Materials**

Production scripts and instructor handouts.

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

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

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

Stagecraft or Theater Arts

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

DRAMA/THEATER ARTS

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

\*1006.00 - Technical Theater

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

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

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

Articulation Office Only

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**C-ID Notation**

**IGETC Notation**

**CSU GE Notation**

**Transferability**

None

**Validation Date**

N/A

Division Dean Only

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**Seat Count**

100

**Load**

.234

**FOAP Codes:**

**Fund Code**

114000 - General Operating- Unrestricted

**Org Code**

143101 - Theatre Arts

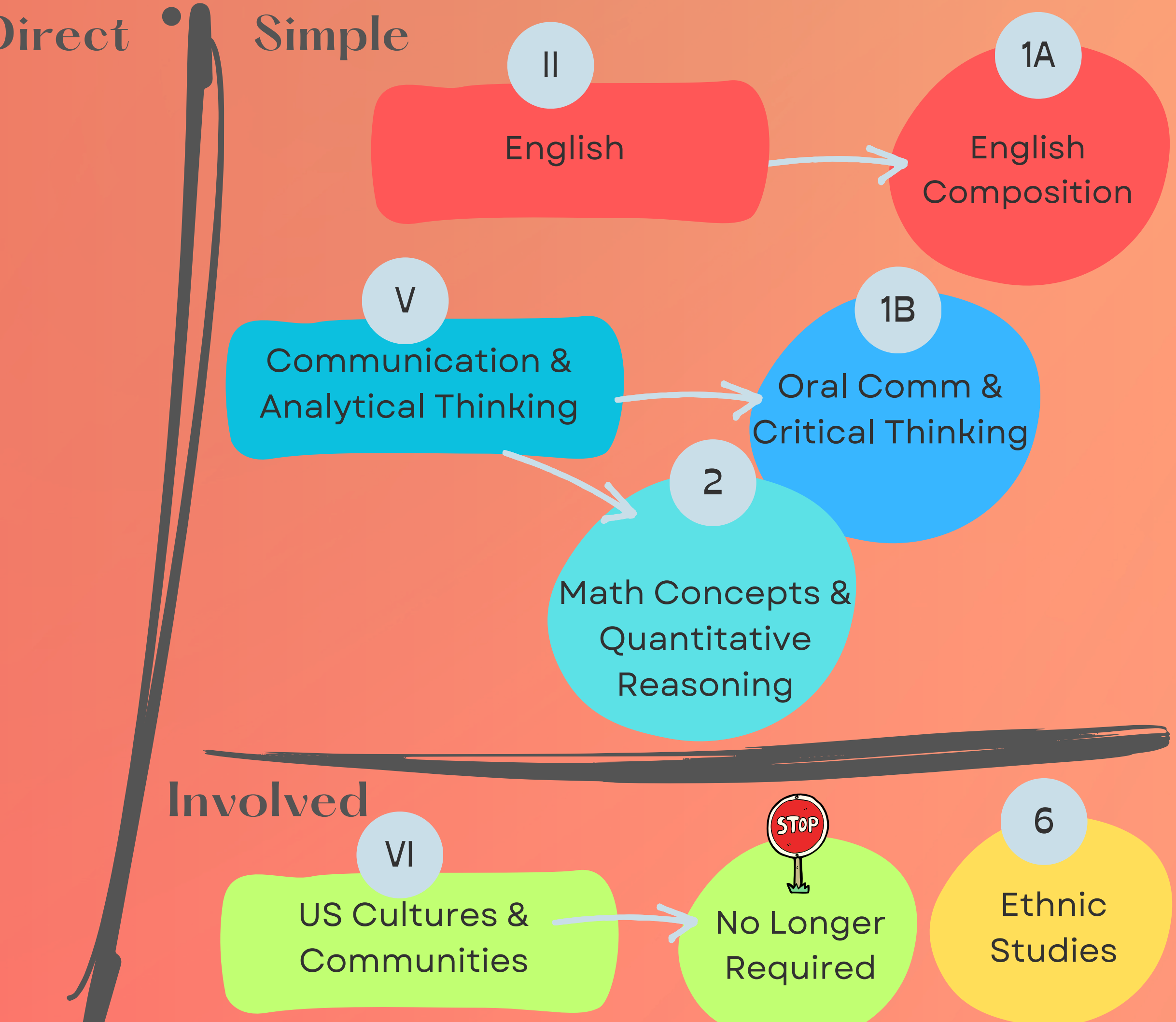
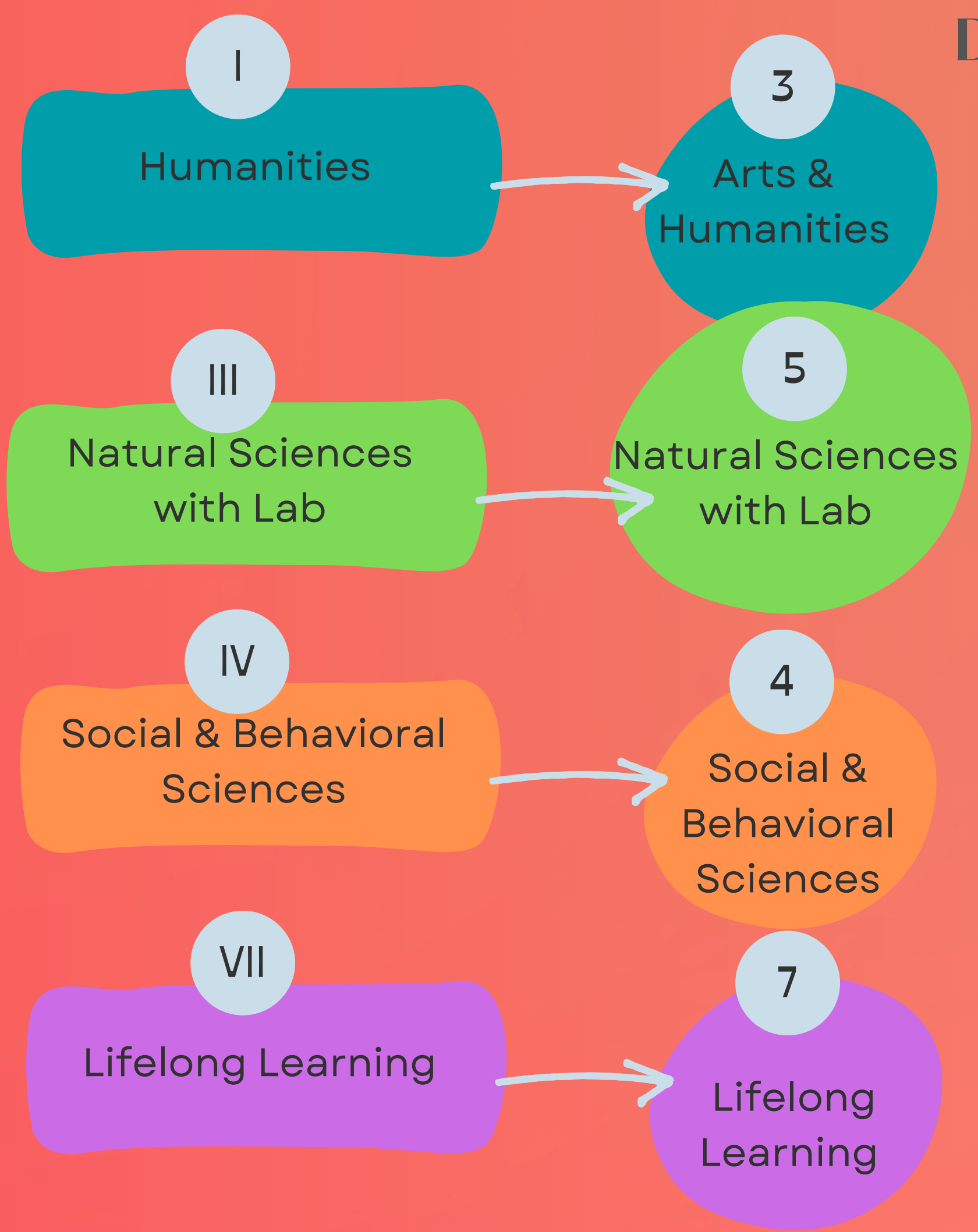
**Account Code**

1320

**Program Code**

100600 - Technical Theater





# Foothill College

## Division Curriculum Committee Bylaws Template

### Article I: Name and Purpose

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

### Article II: Membership

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

### Article III: Meetings

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

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

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

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

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

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

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

### **3. Quorum**

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

### **4. Voting Procedures**

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

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

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

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

### **2. Members**

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

## **Article VII: Amendments**

### **1. Amendment Procedure**

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

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

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

**Adopted on [Date]**

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

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