

**College Curriculum Committee Meeting Agenda**  
**Tuesday, May 22, 2018**  
**2:00 p.m. – 3:30 p.m.**  
**President's Conference Room**

<b>Item</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter</b>
1. Minutes: May 8, 2018	Action	#5/22/18-1	Campbell
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Upcoming Deadlines c. W Proposal	Information	#5/22/18-2–4	Campbell
4. Stand Alone Approval Request: THTR 25C	2nd Read/ Action	#5/22/18-5	Campbell
5. Stand Alone Approval Request: THTR 40B	2nd Read/ Action	#5/22/18-6	Campbell
6. Stand Alone Approval Request: THTR 45C	2nd Read/ Action	#5/22/18-7	Campbell
7. Stand Alone Approval Request: THTR 45D	2nd Read/ Action	#5/22/18-8	Campbell
8. Stand Alone Approval Request: THTR 46A	2nd Read/ Action	#5/22/18-9	Campbell
9. Stand Alone Approval Request: THTR 46B	2nd Read/ Action	#5/22/18-10	Campbell
10. Stand Alone Approval Request: THTR 49B	2nd Read/ Action	#5/22/18-11	Campbell
11. Stand Alone Approval Request: THTR 49C	2nd Read/ Action	#5/22/18-12	Campbell
12. Stand Alone Approval Request: THTR 49D	2nd Read/ Action	#5/22/18-13	Campbell
13. Math Changes Affecting Requisites	Discussion		Math Dept.
14. Non-transcriptable Certificates	Discussion		Campbell
15. Good of the Order			Campbell
16. Adjournment			Campbell

**Attachments:**

- #5/22/18-1 Draft Minutes: May 8, 2018
- #5/22/18-2 New Course Proposal: ENGL 18B
- #5/22/18-3 New Course Proposal: ENGL 246A
- #5/22/18-4 New Course Proposal: NCBS 408
- #5/22/18-5 Stand Alone Approval Request: THTR 25C
- #5/22/18-6 Stand Alone Approval Request: THTR 40B
- #5/22/18-7 Stand Alone Approval Request: THTR 45C
- #5/22/18-8 Stand Alone Approval Request: THTR 45D
- #5/22/18-9 Stand Alone Approval Request: THTR 46A
- #5/22/18-10 Stand Alone Approval Request: THTR 46B
- #5/22/18-11 Stand Alone Approval Request: THTR 49B
- #5/22/18-12 Stand Alone Approval Request: THTR 49C
- #5/22/18-13 Stand Alone Approval Request: THTR 49D

### **2017-2018 Curriculum Committee Meetings:**

<u>Fall 2017 Quarter</u>	<u>Winter 2018 Quarter</u>	<u>Spring 2018 Quarter</u>
<del>10/3/17</del>	1/23/18	4/24/18
10/24/17	2/6/18	5/8/18
11/14/17	2/20/18	5/22/18
11/21/17	3/6/18	6/5/18
12/5/17	3/20/18	6/19/18

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

### **2017-2018 Curriculum Deadlines:**

- ~~12/1/17~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/17~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/1/18~~ Curriculum Sheet updates for 2018-19 catalog (Faculty/Divisions).
- ~~2/15/18~~ Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
- 6/1/18 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/22/18 COR/Title 5 updates for 2019-20 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

### **Distribution:**

Micaela Agyare (LIBR), Mark Anderson (FA), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Isaac Escoto (AS President), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Ronnie Miller (ASFC), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA, Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2017-18

Meeting Date: 5/22/18Co-Chairs (2)

<input type="checkbox"/>	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only)	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean of Language Arts and Learning Resource Center	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input type="checkbox"/>	Micaela Agyare (S)	7086	Library	agyaremicaela@fhda.edu
<input type="checkbox"/>	Mark Anderson	7156	FA	andersonmark@fhda.edu
<input type="checkbox"/>	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input type="checkbox"/>	Sara Cooper	7595	BH	coopersara@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input type="checkbox"/>	Hilda Fernandez	7542	LA	fernandezhilda@fhda.edu
<input type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input type="checkbox"/>	Eric Kuehnl	7479	FA	kuehneric@fhda.edu
<input type="checkbox"/>	Tiffany Rideaux	7412	BSS	rideauxtiffany@fhda.edu
<input type="checkbox"/>	Katy Ripp (W & S)	7355	KA	rippkaty@fhda.edu
<input type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
<input type="checkbox"/>	Nanette Solvason	7730	Dean—BH	solvasonnanette@fhda.edu
<input type="checkbox"/>	Mary Thomas (F & W)	7522	Library	thomasmary@fhda.edu
<input type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>	Ronnie Miller		ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

VisitorsLeeAnn Emanuel

**College Curriculum Committee  
Meeting Minutes  
Tuesday, May 8, 2018  
2:00 p.m. – 3:30 p.m.  
President’s Conference Room**

Item	Discussion
1. Minutes: April 24, 2018	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b> BSS: Working on Title 5 courses and supplemental forms.</p> <p>Bio Health: Working on Title 5 courses; end-of-year curriculum.</p> <p>Counseling: FYE (First Year Experience) has been put on hold for 2018-19, due to AB 705. May revisit for 2019-20.</p> <p>PSME: No updates.</p> <p>Fine Arts: No updates.</p> <p>Language Arts: Rep asked if new Distance Ed forms will be required for courses going through Title 5 review—Campbell advised reps to follow current process of not requiring new form (unless form on file needs updated). Developing new Gothic Lit course, which will replace current Vampire Lit course (ENGL 18A). English and ESLL depts. continue to work to address AB 705; will likely implement changes no earlier than fall 2019. Armerding officially announced his candidacy for CCC co-chair.</p> <p>Library: No updates.</p> <p>Kinesiology: No updates.</p> <p>Campbell noted upcoming ASCCC regional curriculum meeting, which will focus on AB 705: Friday, May 18th at San Jose City College. Please attend if you are interested.</p>
3. Announcements a. New Course Proposals	<p><b>Speaker: Rachelle Campbell</b> The following proposals were presented: BIOL 81; HORT 400A, 400B, 400C, 401A, 401B, 401C, 401D, 401E, 401F; LINC 401, 402; MATH 180, 248A; R T 61A, 201, 202. Please share with your constituents.</p> <p>PSME rep asked about noncredit categories and how HORT courses fit—there are 10 categories; HORT courses will use Short-term Vocational. Starer noted that a noncredit course must fit one of the 10 categories. Counseling rep asked for clarification regarding noncredit subject codes—last year, CCC did not approve proposal to require noncredit to use “NC” subject codes; depts. have option to use one code for both credit and noncredit. PSME rep asked if catalog makes clear when a course is noncredit—yes, there is a notation on the course, and the Course Numbering System specifies 400-level as noncredit. Campbell noted that HORT 401 series courses are noncredit versions of new landscape certification credit courses. Campbell asked if students working in MakerSpace will be required to take these LINC courses before they may use tools/machines—yes, per BSS. Day asked if LINC courses fit Short-term Vocational category—</p>

<p>b. Apprenticeship GE Mapping</p> <p>c. ASSIST Update</p>	<p>unlikely; could fit Workforce Preparation category. Campbell noted that faculty might not realize noncredit courses must fit a category; better communication might be necessary. Note that MATH 180 will be 4 hours lecture + 1 hour lab (proposal states 5 hours lecture).</p> <p>Paul Starer presented topic. Next step in Apprenticeship division's efforts to determine if GE credit can be given to apprentices for work they are already doing within their existing apprenticeship curriculum: Office of Instruction will work with discipline faculty at Foothill to map curriculum. Following this, discussion will occur at CCC regarding next steps. Day asked if conceivable that a student could receive an associate degree without taking, for example, a MATH course, if it is determined that the skills are gained within the apprenticeship curriculum—yes.</p> <p>Bernie Day presented topic. ASSIST software being upgraded, and information on the public site is outdated. Students and faculty cannot see articulation of new courses. Might not be fixed until fall. Day will be publishing a list online to communicate new approvals; please help get the word out.</p>
<p>4. Removal of CRWR 25A from Foothill GE Area II—English</p>	<p><b>Speaker: Rachelle Campbell</b>  CRWR 25A was approved to be added to Area II—English for 2018-19. The English dept. discussed the addition and determined that the course does not satisfy enough of the Area II requirements and should not be added.</p> <p>Motion to approve <b>M/S</b> (Serna, Armerding). <b>Approved.</b></p>
<p>5. Foothill CLEP Policy</p>	<p><b>Speaker: Bernie Day</b>  Nazy Galoyan and Kent McGee present for discussion. Second read of document, which includes new language for 2018-19 catalog (outlining current Foothill policy to pass-along CLEP credit toward CSU GE certification), as well as proposal to award CLEP credit locally, for students who use Foothill GE pattern. Reminder that this would not grant a student course-to-course credit, just general credit for the applicable GE area.</p> <p>McGee noted recent spike in CLEP scores. Galoyan noted CLEP helps low income students, veterans, and other under-represented groups. CLEP would provide another pathway for a student who exhausts attempts to take a course (due to repeatability rules). PSME rep asked how policy would change prerequisite waiver process—no change; student would still need to use waiver process, even if CLEP accepted for Foothill GE.</p> <p>Motion to approve <b>M/S</b> (Serna, Armerding). <b>Approved.</b> 1 abstention.</p>
<p>6. Stand Alone Approval Request: THTR 25C</p>	<p><b>Speaker: Rachelle Campbell</b>  First read of Stand Alone Approval Request for THTR 25C. Course is being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. Stand Alone Approval Request: THTR 40B</p>	<p><b>Speaker: Rachelle Campbell</b>  First read of Stand Alone Approval Request for THTR 40B. Being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p>

	Second read and possible action will occur at next meeting.
8. Stand Alone Approval Request: THTR 45C	<p><b>Speaker: Rachelle Campbell</b>            First read of Stand Alone Approval Request for THTR 45C. Being removed from the curriculum sheet for the Theatre Arts and Theatre Technology AA degrees for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
9. Stand Alone Approval Request: THTR 45D	<p><b>Speaker: Rachelle Campbell</b>            First read of Stand Alone Approval Request for THTR 45D. Being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
10. Stand Alone Approval Request: THTR 46A	<p><b>Speaker: Rachelle Campbell</b>            First read of Stand Alone Approval Request for THTR 46A. Being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
11. Stand Alone Approval Request: THTR 46B	<p><b>Speaker: Rachelle Campbell</b>            First read of Stand Alone Approval Request for THTR 46B. Being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
12. Stand Alone Approval Request: THTR 49B	<p><b>Speaker: Rachelle Campbell</b>            First read of Stand Alone Approval Request for THTR 49B. Being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
13. Stand Alone Approval Request: THTR 49C	<p><b>Speaker: Rachelle Campbell</b>            First read of Stand Alone Approval Request for THTR 49C. Being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
14. Stand Alone Approval Request: THTR 49D	<p><b>Speaker: Rachelle Campbell</b>            First read of Stand Alone Approval Request for THTR 49D. Being removed from the curriculum sheet for the Theatre Arts AA degree for 2018-19, prompting need for Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
15. Programs and Federal Financial Aid	<p><b>Speaker: Mary Vanatta, Paul Starer, Bernie Day</b>            Continuing discussion from previous meeting. Vanatta consulted curriculum specialist colleague on state-wide curriculum committee (5C) who advised on process used at her college to update legacy programs in CCCCO's system. Vanatta spoke with CCCCO reviewer for Foothill, who approved the proposed plan— updates to legacy programs may be submitted with just one required attachment, Item 3 (Program Requirements) of the Narrative (which lists the core/support courses). Any available historical documents should also be attached; Vanatta has scanned all relevant documents from her paper files. Next steps are to verify the new deadline given to us by the feds and prioritize list of programs for submission to the state. Vanatta will follow up with divisions if any additional information needed.</p>

	<p>Day noted that the above does not include ADTs; we are still required to resubmit full ADT documents. Has heard from many faculty already to set up meetings for review.</p>
<p>16. AB 705-related Changes in Math</p>	<p><b>Speakers: Zachary Cembellin, Marnie Francisco, Anand Venkataraman (PSME reps)</b>          (Topic moved to top of the agenda.) Patrick Morriss, Jennifer Sinclair, and Ram Subramaniam present for discussion. Attachment outlines Math dept. plan to comply with AB 705, effective fall 2018. Will no longer offer Math My Way sequence (MATH 235/230/230J) or MATH 220; still discussing noncredit courses. Higher-level students will continue to place normally; changes affect those who place into lower-level courses. Any student will be able to take MATH 48A with a corequisite support course, or place into 48A (without corequisite) using multiple measures. MATH 105 will still be offered and serve as prerequisite to 48A. MATH 10 will have embedded tutor in every section. Cohort model for 48A (students who take w/ corequisite will all be in same section(s)). STATWAY (MATH 217/17) will still be offered. MATH 44 will be same model as 10 (embedded support). MATH 42 will likely become more popular when Elementary Teacher Education ADT approved. Developing new course in quantitative reasoning (MATH 180)—hope is it will be approved to meet minimum proficiency requirement for AA/AS degree, like 105. Designed as a culturally-relevant alternative to 105. Will not serve as a prerequisite for other MATH courses. AB 705 data shows group of students coming out of high school with GPAs around 2.3 and lower, when put directly into statistics course with support, performed much better as a group than when starting in lower-level course, but still only a 40% achievement rate. Faculty took this group into account when developing 180 curriculum. Also considering integrating services, such as Financial Aid and Counseling, into course content. Dept. planning a lot of professional development for faculty.</p> <p>Day asked if MATH 10 will have a change in prereq—not changing from current (MATH 105 or appropriate placement). MATH 48A requisite language is a new situation for Foothill, as some students will be required to take the corequisite but some will not (by satisfying prerequisite)—Day waiting for feedback from UC regarding language faculty used on COR submission. Day asked if a student may self-place into MATH 17—still must take MATH 217 first. Subramaniam will recommend STATWAY for students who feel they need more time with statistics. Campbell asked if multiple measures piece ready— Subramaniam stated is being finalized; conversations with Galoyan and others are ongoing. Counseling rep asked about communication with Allied Health programs that have 105 as prerequisite, and would MATH 180 meet that requirement— Subramaniam stated that for the moment it will remain just 105; awaiting response from the state regarding allowing 180 to meet the same requirement. Day asked if any discussion with BSS regarding PSYC 7/SOC 7 and potential for supplemental instruction for those students (similar to support being added to MATH 10)— Subramaniam noted MATH 10 support will be embedded within existing course, not additional. Noted that AB 705 doesn't cover PSYC or SOC, so nothing is mandated for those courses.</p> <p>Counseling asked what is being communicated to students</p>

	<p>currently going through Math My Way, and what will be the process—MMW faculty have already done multiple measures placement for every MMW student and have had conversations with them; some MMW students chose to remain in MMW even when given opportunity to place into higher level. In the fall, any remaining MMW students will need to move to MATH 48A (likely with the corequisite) or MATH 180. Students were not told that this will be the last quarter of MMW, because at the time this was not known, but faculty were clear to students that they would likely need to move out of MMW.</p> <p>Sinclair asked about process to get MATH 180 approved as math proficiency requirement for AA/AS—PSME rep noted that previous addition of MATH 17 was voted on at CCC. Campbell stated same process may be used for 180.</p>
<p>17. Budget, Roadblocks, Curriculum—Oh, My!</p>	<p><b>Speakers: Rachelle Campbell, Bernie Day, Paul Starer, Mary Vanatta (CCC Team)</b></p> <p>Starer presented on the budget. Currently our funding determined by enrollment; in a “bad budget” year we focus on productivity, and end up cancelling courses with low enrollment. Current budget crisis somewhat different than the previous—more a local crisis than state-wide; neighboring colleges aren’t necessarily also in crisis. In terms of curriculum, district under pressure to assess programs with fiscal impacts at the forefront. Recent focus on noncredit. As ramifications settle and impact curriculum, may be important to include budgetary considerations when discussing new programs, and topics like AB 705.</p> <p>PSME rep asked why noncredit appealing during budget crisis—faculty paid less for noncredit, so if we receive the same apportionment (for noncredit courses in a state-approved program) but pay faculty less, that’s positive financially. Noncredit are repeatable. Bio Health rep asked how faculty are paid for courses that combine credit and noncredit students (e.g., EMT)—Campbell noted no way to differentiate between the students, in terms of determining load for faculty.</p> <p>Starer imagined a situation in which CCC recommends approval of a program but district vetoes. Campbell noted possible discussions at district regarding moving programs to/from De Anza (or consolidating programs that both colleges currently offer independently)—PSME rep noted Geology and other programs lost to De Anza during a previous budget crisis. Bio Health rep asked about potential of funding model changing—Starer does not have specific details with him, but proposed new models involve many different factors. Some colleges throughout CA have spoken out against drastic and sudden changes to funding model.</p> <p>Starer stressed importance of curriculum decisions (including deactivating courses) being made in the best interest of students. Campbell noted that CCC needs to revive topic of addressing non-transcriptable certificates that could be changed to certificates of achievement. Kinesiology rep asked about timeliness of discussions at CCC, due to the timeline of our curriculum process and the bulk of budget reductions targeting 2019-20—Starer noted that we will likely need to include budgetary considerations in discussions soon, for this reason.</p>
<p>18. Spring Plenary Resolutions</p>	<p><b>Speaker: Rachelle Campbell</b></p> <p>Campbell forwarded approved resolutions packet with agenda.</p>



	Noted concerns brought by faculty state-wide at plenary session: general agreement to oppose the creation of a proposed 115th CA community college; feeling a lack of (or not enough) collegial consultation from the CCCCCO with ASCCC (e.g., 115th college, AB 705, performance-based funding). Some colleges have passed votes of no confidence about Chancellor Oakley, related to these concerns.
19. Good of the Order	
20. Adjournment	<b>3:30 PM</b>

**Attendees:** Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Nazy Galyoan (guest—Dean of Enrollment Services), Eric Kuehl (FA), Kent McGee (Evaluations), Patrick Morriss (guest—PSME), Rosa Nguyen (PSME), Tiffany Rideaux (BSS), Katy Ripp (KA), Lety Serna (CNSL), Jennifer Sinclair (guest—PSME), Paul Starer (Dean, LA, Administrator Co-Chair), Ram Subramaniam (guest—Dean, PSME), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta

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**Foothill College  
College Curriculum Committee  
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Faculty Author:** Kella Svetich

**Proposed Number:** ENGL 18B

**Proposed Units:** 4

**Proposed Hours:** 4 hours lecture

**Proposed Transferability:** UC/CSU

**Proposed Title:** Gothic Literature

**Proposed Catalog Description & Requisites:**

A survey of Gothic and Horror Literature from its 18th-century beginnings to its 21st-century manifestations, including subgenres such as haunted spaces, poltergeists, and demonic possession; werewolves and vampires; supernatural, psychological, religious, and “slasher” horror. Reading and analysis of multicultural texts contextualized historically and interculturally, with special attention to the aesthetics and psychologies of fear.

**Proposed Discipline:** English

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

English AA and ADT

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

N/A

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Faculty Author:** Stephanie Chan and Amber La Piana

**Proposed Number:** ENGL 246A

**Proposed Units:** 2

**Proposed Hours:** 2 hours lecture

**Proposed Transferability:** None

**Proposed Title:** Reading & Composition Supplemental Instruction

**Proposed Catalog Description & Requisites:**

This course incorporates and contextualizes reading and writing strategies aligned with ENGL 1A coursework. Students who need additional support for success in ENGL 1A will practice critical reading and thinking skills to engage further in the processes of expository and argumentative writing.

**Proposed Discipline:** English

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

None

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

None

**Comments & Other Relevant Information for Discussion:**

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

**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Foothill College  
College Curriculum Committee  
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Faculty Author:** K. Allison Lenkeit Meezan

**Proposed Number:** NCBS 408

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 60-360 hours total per quarter

**Proposed Transferability:** None

**Proposed Title:** Supplemental instruction in Geospatial Technology

**Proposed Catalog Description & Requisites:**

This course cannot be taken for credit. An open-entry, open-exit course for students who seek academic support, through supplemental instruction, use of computers, and strengthening of skills developed in a referring course or courses as follows: GIST 11, GIST 12, GIST 52, GIST 53, GIST 54A, GIST 58, GIST 59.

**Proposed Discipline:** Geography or Drafting/CADD or Environmental Technologies or Forestry/Natural Resources

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

Noncredit course supporting GIST courses. No degree or certificate.

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No.

**Comments & Other Relevant Information for Discussion:**

This course is modeled after the PSME Center and TLC models for capturing WSCH associated with supplemental student instruction in open tutorial lab environments.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 25C

**Course Title:** FASHION AND COSTUME CONSTRUCTION III

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Continuation of THTR 25B with a practical focus on creating costumes from designs for a theatrical production. Further use and practice with complex sewing projects and patterning skills to include drafting and fitting a body block, then creating a pattern from it, basic draping techniques and advanced materials usage with specialty materials for complex theatrical headgear, wigs, and costumes.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

Transfer

Workforce/CTE  
 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 attached to this form or provided in the box below.

This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area. The course provides students increased experience in technical theatre as they enter the workforce.

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** BRUCE MCLEOD **Date:** 05/01/18

**Division Curriculum Representative:** Mark Anderson **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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### Fine Arts and Communication

#### THTR 25C FASHION & COSTUME CONSTRUCTION III

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THTR 25C

FASHION & COSTUME CONSTRUCTION III

Summer 2016

3 hours lecture, 3 hours laboratory.

4 Units

**Total Contact Hours:** 72 *(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 144 *(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 3      **Lab Hours:** 3      **Weekly Out of Class Hours:** 6

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

#### Repeatability -

**Statement:** Not Repeatable.

#### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 7/30/15

#### Division Dean Information -

**Seat Count:** 30    **Load Factor:** .115    **FOAP Code:** 114000143101100600

#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:** 7/29/15; review for 2018-19

**Former ID:**

#### Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts.

## 1. Description -

Continuation of THTR 25B with a practical focus on creating costumes from designs for a theatrical production. Further use and practice with complex sewing projects and patterning skills to include drafting and fitting a body block, then creating a pattern from it, basic draping techniques and advanced materials usage with specialty materials for complex theatrical headgear, wigs, and costumes.

Prerequisite: THTR 25B.

Co-requisite: None

Advisory: None

## 2. Course Objectives -

The student will be able to:

- A. research, classify and identify costume styles and periods for the theatre and stage.
- B. master complex elements of costume construction for the stage.
- C. develop creative design ideas.
- D. practice with advanced techniques of costume construction from drafting to finish.
- E. develop techniques of draping on a dress form to create patterns and clothing for costumes on the stage.
- F. 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.
- G. understand the organization elements in creating costumes for production.

## 3. Special Facilities and/or Equipment -

Studio facilities with access to sewing machines and tables, overlock, blind hemmer, industrial iron and table, steamer, and costume shop. Space appropriate for storing class materials and projects. Space appropriate for storing show costumes.

## 4. Course Content (Body of knowledge) -

- A. Research and analyze clothing for particular periods in history and the relationship to the theatre, stage and script.
- B. Take a leadership role in body measuring, pulling costumes, fitting, garment measuring, garment alterations, show maintenance and laundering theatrical costumes.
- C. Develop a complex headgear or costume design/idea/ fabrication, that would include lights, moving parts or a complex breakaway theme.
- D. Learn and practice techniques of drafting a bodice top, constructing it and fitting it.
- E. Simple Bias draping project on a dress form to understand grain and the draping concept of dead hang pivot fullness.
- F. 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.
- G. Analyze a script, create a costume plot, production schedule, and evaluate costs and budgeting for costumes in the theatre.

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

- A. In-class projects
- B. Assigned construction exercises
- C. Project review
- D. Final exam project/paper

## 7. Representative Text(s) -

Cunningham, Rebecca, Basic Sewing for Costume Construction: A Handbook, 2nd ed. Waveland Press Inc, 2011.  
Ingham, Rosemary and Liz Covey, Costume Technicians Handbook, 3rd ed. Portsmouth, Heineman Drama, 2003.

The Ingham/2003 text is the current school standard, and needs to be included. Sewing techniques do not change much, and it's research and shopping sections are updated yearly online to keep relevant.

## 8. Disciplines -

Stagecraft



## **9. Method of Instruction -**

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

## **10. Lab Content -**

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

**11. Honors Description** - No longer used. Integrated into main description section.

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

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

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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 40B

**Course Title:** THEATRICAL MAKEUP FOR PRODUCTION

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Continuation of work in THTR 40A with emphasis in more advanced techniques and practical application experience for the stage.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern  
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

- Transfer  
 Workforce/CTE  
 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 attached to this form or provided in the box below.

This course supports the college service area by providing students tangible opportunities for success in developing practiced mastery of the subject area, and is transferable towards degree credit at many institutions.

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** Janis Bergmann **Date:** 4/30/18

**Division Curriculum Representative:** Eric Kuehnl **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Fine Arts and Communication

## THTR 40B THEATRICAL MAKEUP FOR PRODUCTION

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THTR 40B THEATRICAL MAKEUP FOR PRODUCTION

Summer 2018

3 hours lecture, 3 hours laboratory.

4 Units

**Total Contact Hours:** 72 *(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 144 *(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 3      **Lab Hours:** 3      **Weekly Out of Class Hours:** 6

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:** Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 01/8; 12/9;11/12; 6/17

### Division Dean Information -

**Seat Count:** 30    **Load Factor:** .115    **FOAP Code:** 114000143101100600

### Instruction Office Information -

**FSA Code:** 1000 - DRAMA/THEATER ARTS

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:** THEATRE ARTS

**Program TOPs Code:** 100700

**Program Unique Code:** 6047

**Content Review Date:**

**Former ID:**

### Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts.

## 1. Description -

Continuation of work in THTR 40A with emphasis in more advanced techniques and practical application experience for the stage.

Prerequisite: THTR 40A.

Co-requisite: None

Advisory: Not open to students with credit in DRAM 40B.

## 2. Course Objectives -

The student will be able to:

- A. further analyze and appraise differences and similarities of facial anatomy.
- B. further describe, differentiate and compare basic facial types and how these may be simulated through theatrical makeup.
- C. design makeup for a character or all characters of a theatrical production.
- D. appraise and master the application of various makeup products, including advanced and specialty products, and illustrate ways to interchange and substitute when necessary.
- E. employ techniques of preparation and application of advanced prosthetics.

## 3. Special Facilities and/or Equipment -

- A. Ben Nye Makeup Kit or its equivalent, with additional advanced makeup materials.
- B. Stage space or classroom, with appropriate lighting capabilities and table, to accommodate full class instructor demonstrations.
- C. Various advanced casting/mold making and art supplies.
- D. Protective clothing.
- E. Dressing and makeup rooms equipped with running water, lockers, showers, makeup tables and mirrors.
- F. Lighted makeup preparation station for each student.

## 4. Course Content (Body of knowledge) -

- A. 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
- B. Review and further practice enhancement of characterization through makeup techniques
  1. straight makeup
    - a. basic/beauty
    - b. corrective (with special attention to different racial/ethnic types, genders, and/or historical or famous people)
  2. character makeup
    - a. creative/clown
    - b. age
    - c. facial hair
    - d. animal/character
  3. specialty makeup
    - a. three-dimensional effects/non-prosthetic
    - b. three-dimensional effects/prosthetic
- C. 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
- D. 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 make-up or prohibitively expensive products
  3. practice using materials for special character effects
    - a. facial hair (crepe wool, gauze, latex, spirit gum, etc., as well as a familiarity with human hair and ventilated appliances)
    - b. 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.)
- E. 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.)

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation** -

- A. In-class makeup projects
- B. Maintenance of makeup "morgue" in scrapbook fashion, to be evaluated as a term project
- C. Makeup analyses which must result in completed makeups, one of these to be a final project

**7. Representative Text(s)** -

Debrececi, Todd. Special Makeup Effects for Stage and Screen. 2nd ed. Burlington: Focal Press, 2013.

**8. Disciplines** -

Theatre Arts

**9. Method of Instruction** -

Lecture, discussion, cooperative learning exercises, field work, laboratory, demonstration

**10. Lab Content** -

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

**11. Honors Description** - No longer used. Integrated into main description section.

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

- A. Reading and referral to chapters in text books.
- B. Reading and referral to available makeup technique books and magazines.
- C. Demonstration and application notes compiled in personal makeup morgue.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 45C

**Course Title:** TECHNICAL THEATRE IN PRODUCTION III

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Continuation of THTR 45B. Students will gain additional practical experience in the application of production responsibilities in any of the following: construction, scenery, properties, costume, lighting, sound, and running crews. Students will assume greater responsibility for the design and implementation of technical elements for a theatrical production as department heads or group leaders.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

Transfer

Workforce/CTE  
 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 attached to this form or provided in the box below.

This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area. The course provides students increased experience in technical theatre as they enter the workforce.

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** BRUCE MCLEOD **Date:** 05/01/18

**Division Curriculum Representative:** Mark Anderson **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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# Fine Arts and Communication

## THTR 45C TECHNICAL THEATRE IN PRODUCTION III

[Edit Course Outline](#)

THTR 45C

TECHNICAL THEATRE IN PRODUCTION III

Summer 2017

1 hour lecture, 9 hours laboratory.

4 Units

**Total Contact Hours:** 120

*(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 144

*(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 1

**Lab Hours:** 9

**Weekly Out of Class Hours:** 2

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:**

Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree, Certificate of Achievement

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 11/12;10/01/13;10/28/14

### Division Dean Information -

**Seat Count:** 100 **Load Factor:** .166 **FOAP Code:** 114000143101100600

### Instruction Office Information -

**FSA Code:** 1000 - DRAMA/THEATER ARTS

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:** THEATRE ARTS

**Program TOPs Code:** 100700

**Program Unique Code:** 6047

**Content Review Date:** 0000-00-00

**Former ID:** Formerly: THTR 99C

### Need/Justification -

This course is a restricted support course for the AA degree and the Certificate of Achievement in Theatre Technology

and the AA degree in Theatre Arts.

### **1. Description -**

Continuation of THTR 45B. Students will gain additional practical experience in the application of production responsibilities in any of the following: construction, scenery, properties, costume, lighting, sound, and running crews. Students will assume greater responsibility for the design and implementation of technical elements for a theatrical production as department heads or group leaders.

Prerequisite: THTR 45B.

Co-requisite: None

Advisory: Students must meet with the instructor during the first week of the quarter to arrange hours and assignments; this course is included in the Production-Technical family of activity courses; not open to students with credit in THTR 99C.

### **2. Course Objectives -**

The student will be able to:

- A. Demonstrate mastery of the skills required to assemble and supervise theatrical crew in the course of a production schedule.
- B. Demonstrate the ability to organize and schedule small groups in solving the technical demands of the production
- C. Create production schedules and organize preparation for technical rehearsals with minimal supervision
- D. Coordinate work between several production departments from design to performance

### **3. Special Facilities and/or Equipment -**

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

### **4. Course Content (Body of knowledge) -**

- A. Supervision of the technical tasks during the running of a production (Lab)
- B. Organize and schedule a small group responsible for creating or assembling technical elements for the production including scenery, properties, costumes, lighting, sound or visual effects (Lec and Lab)
- C. Demonstrate individual responsibility for preparation and organization of tasks required during technical and dress rehearsals of a production (Lab)
- D. Participate in the design, creation and installation of special production elements in scenery, properties, costumes, lighting, sound or visual effects as required for the production (Lec and Lab)

### **5. Repeatability -** Moved to header area.

### **6. Methods of Evaluation -**

- A. Faculty observation and ongoing performance reviews
- B. Evaluation of individual projects in technical theatre production.
- C. Skill demonstrations
- D. Final evaluation of performance responsibilities and outcomes

### **7. Representative Text(s) -**

Play scripts and instructor handouts.

### **8. Disciplines -**

Stagecraft, Theatre Arts

### **9. Method of Instruction -**

Lecture, Discussion, Cooperative learning exercises, Oral presentations, Laboratory, Demonstration.

### **10. Lab Content -**

- A. Participation and observation of rehearsal process for scheduled production.

- B. Perform various productions support functions dependant on the demands of costumes, set construction, properties, lighting, etc.
- C. Design, create or facilitate production elements for the stage

**11. Honors Description** - No longer used. Integrated into main description section.

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

- A. Read scripts for production preparation.
- B. Read and assess background materials for production preparation and relevance.
- C. Research materials and methods of implementing required production elements
- D. Independently work cooperatively with students and faculty to develop and implement production schedules.

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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 45D

**Course Title:** TECHNICAL THEATRE IN PRODUCTION IV

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Students will gain practical experience in backstage functions of theatre crews. Students will work backstage during the final rehearsals and performances for the department production.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

- Transfer  
 Workforce/CTE  
 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 attached to this form or provided in the box below.

This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area. The course provides students increased experience in technical theatre as they enter the workforce.

**Criteria C. Curriculum Standards (please initial as appropriate)**

\_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** BRUCE MCLEOD **Date:** 05/01/18

**Division Curriculum Representative:** Mark Anderson **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Fine Arts and Communication

## THTR 45D TECHNICAL THEATRE IN PRODUCTION IV

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THTR 45D

TECHNICAL THEATRE IN PRODUCTION IV

Summer 2018

6 hours laboratory.

2 Units

**Total Contact Hours: 72** (Total of All Lecture and Lab hours X 12)

**Total Student Learning Hours: 72** (Total of All Lecture, Lab and Out of Class hours X 12)

**Lecture Hours: 0      Lab Hours: 6      Weekly Out of Class Hours: 0**

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:** Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 11/12;10/13;10/14;6/16

### Division Dean Information -

**Seat Count:** 100   **Load Factor:** .095   **FOAP Code:** 114000143101100600

### Instruction Office Information -

**FSA Code:** 1000 - DRAMA/THEATER ARTS

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:** THEATRE ARTS

**Program TOPs Code:** 100700

**Program Unique Code:** 6047

**Content Review Date:**

**Former ID:** Formerly: THTR 99D

### Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts.

## **1. Description -**

Students will gain practical experience backstage functions of theatre crews. Students will work backstage during the final rehearsals and performances for the department production.

Prerequisite: None

Co-requisite: None

Advisory: Completion of or concurrent enrollment in THTR 21A; students must meet with the instructor during the first week of the quarter to arrange hours and assignments; hours are typically during evenings and on weekends during the 6th-10th weeks of the quarter; this course is included in the Production-Technical family of activity courses; not open to students with credit in THTR 99D.

## **2. Course Objectives -**

The student will be able to:

- A. Demonstrate mastery of the skills needed to organize a small technical theatre crew in an area of theatrical production.
- B. Demonstrate mastery of the skills needed to organize small groups in solving the technical demands of a theatrical production.
- C. Work cooperatively to create schedules and organize preparation for technical rehearsals and performances for a theatrical production.
- D. Demonstrate mastery of basic theatre terminology associated with several areas of technical theatre, including scenery, properties, costumes, lighting, sound and visual effects.

## **3. Special Facilities and/or Equipment -**

Rehearsal space with an unobstructed, flat floor, approximately 30' x 40' for rehearsal. Fully-equipped theatre for performance; make-up studio and dressing room facilities. Fully equipped theatre for the operation of a production.

## **4. Course Content (Body of knowledge) -**

- A. Supervision of the technical tasks during the running of a production
- B. Organize and schedule the creation and assembly of multiple technical elements for a large, multi scene theatrical production, including scenery, properties, costumes, lighting, sound or visual effects
- C. Responsibility for preparation and organization of tasks required during technical and dress rehearsals of a production

## **5. Repeatability - Moved to header area.**

## **6. Methods of Evaluation -**

- A. Faculty observation and ongoing performance reviews
- B. Evaluation of individual projects in technical theatre production
- C. Skill demonstrations
- D. Final evaluation of performance responsibilities and outcomes

## **7. Representative Text(s) -**

Scripts and handouts used in class will be provided by the instructor.

## **8. Disciplines -**

Stagecraft or Theatre Arts

## **9. Method of Instruction -**

- A. Working cooperatively with other students and faculty to coordinate the elements of a production.
- B. Recording onstage and offstage actions of cast and crew members to maximize performance repeatability.
- C. Using appropriate theatre shop tools and methods to do basic repairs to production elements.
- D. Coordinating with other students and faculty to maintain appropriate backstage behavior for an efficient and safe theatre environment.

## **10. Lab Content -**

- A. Participation, observation and evaluation of rehearsal process for scheduled production.
- B. Perform various production support functions dependent on the demands of costumes, scenery, properties, lighting and sound.
- C. Execute front of house or backstage activities within specific production requirements and accepted procedures.

**11. Honors Description** - No longer used. Integrated into main description section.

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

- A. Read scripts for production preparation.
- B. Read and assess background materials for production preparation and relevance.
- C. Independently work with other students to develop and implement production schedules.



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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 46A

**Course Title:** THEATRE DEVELOPMENT WORKSHOP I

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

This course teaches the full development of an organic, original production from inception to performance. Under the guidance and supervision of the instructor who initiates the process, students will all contribute to produce a full-length production consisting of several student-generated short plays. Beginning students will focus as actors and production support as needed. The quarter culminates with several public performances.

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

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern  
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

- Transfer
- Workforce/CTE
- 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 attached to this form or provided in the box below.

This course supports the college service area by providing students with tangible opportunities for success in developing knowledge and practice of the subject area, and is transferable towards degree credit at many institutions.

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** Janis Bergmann **Date:** 4/30/18

**Division Curriculum Representative:** Eric Kuehnl **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Fine Arts and Communication

## THTR 46A THEATRE DEVELOPMENT WORKSHOP I

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THTR 46A

THEATRE DEVELOPMENT WORKSHOP I

Summer 2017

1 hour lecture, 3 hours laboratory.

2 Units

**Total Contact Hours:** 48 *(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 72 *(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 1      **Lab Hours:** 3      **Weekly Out of Class Hours:** 2

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:** Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 07/10;11/11;11/26/12

### Division Dean Information -

**Seat Count:** 30    **Load Factor:** .070    **FOAP Code:** 114000143101100700

### Instruction Office Information -

**FSA Code:** 1000 - DRAMA/THEATER ARTS

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:** THEATRE ARTS

**Program TOPs Code:** 100700

**Program Unique Code:** 6047

**Content Review Date:** 0000-00-00

**Former ID:**

### Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts.

## 1. Description -

This course teaches the full development of an organic, original production from inception to performance. Under the guidance and supervision of the instructor who initiates the process, students will all contribute to produce a full-length production consisting of several student-generated short plays. Beginning students will focus as actors and production support as needed. The quarter culminates with several public performances.

Prerequisite: None

Co-requisite: None

Advisory: This course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 50.

## 2. Course Objectives -

The student will be able to:

- A. develop an awareness of skills applicable to all aspects of theatre production.
- B. immediately and practically apply knowledge and skills directly into the discipline of theatre production.
- C. participate as an actor and/or production support in multiple areas of theatre craft

## 3. Special Facilities and/or Equipment -

- A. A building with an unobstructed, flat floor approximately 30' x 40', as well as additional classroom spaces for rehearsals.
- B. Access to and use of simple furniture and set pieces, as well as minimal props and costume pieces.
- C. A studio theatre performance space with seating for approximately 100 people.
- D. Access to approximately 100 folding chairs and portable platforms for potential outdoor performances.

## 4. Course Content (Body of knowledge) -

- A. Study, observe and participate in a broad range of theatre production elements, in order to understand the inner workings of the theatrical production process.
  1. Creative: Script writing, directing, acting, design
  2. Technical: Stage Management, running crews
  3. Production: House Management, publicity, concessions
- B. Contribute to a viable performance product for public audience as the culmination of the terms' process.
  1. Understand the audition process (all acting and technical roles and positions will be assigned and/or supervised by student leaders and the instructor)
  2. Identify and adhere to deadlines and consequential scheduling needs
  3. Participate in all technical and dress rehearsals and performance times
- C. Explore work as an actor and/or production support
  1. Meet all deadlines for script breakdown and memorization
  2. Understand rehearsal preparation and performance requirements
  3. Understand the role an individual plays in a multi-collaborative art form

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

- A. Students' performance will be evaluated on the basis of quality and consistency of contribution to the ensemble process.
- B. Students' fulfillment of assigned roles necessary to complete the cooperative task of producing the performance.
- C. Students will be evaluated on strength of progressive growth and development during the term.
- D. Several public performances of the production will be presented. The quality of performances will be discussed individually with the student and during group critiques and evaluations.

## 7. Representative Text(s) -

Scripts generated by the class.

## 8. Disciplines -

Theatre Arts

**9. Method of Instruction -**

Lecture, Discussion, Cooperative learning exercises, Oral presentations, Laboratory.

**10. Lab Content -**

- A. Cooperative rehearsal and development of student created plays.
- B. Student responsibility coordinating entire program into performance ready entity.
- C. Scheduled technical rehearsals and public performance time.

**11. Honors Description -** No longer used. Integrated into main description section.

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

- A. Reading and development of viable, performable short plays
- B. Group and individual reading of student written work

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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 46B

**Course Title:** THEATRE DEVELOPMENT WORKSHOP II

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Delves into the full development of an organic, original production from inception to performance. Students will produce a full-length production consisting of several student-generated short plays. Focus on writing skills and creative contributions to the shows content. Student responsibilities may extend to additional areas of acting and production support. The quarter culminates with several public performances.

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

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern  
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

- Transfer
- Workforce/CTE
- 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 attached to this form or provided in the box below.

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

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** Janis Bergmann **Date:** 4/30/18

**Division Curriculum Representative:** Eric Kuehnl **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Fine Arts and Communication

## THTR 46B THEATRE DEVELOPMENT WORKSHOP II

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THTR 46B

THEATRE DEVELOPMENT WORKSHOP II

Summer 2017

1 hour lecture, 3 hours laboratory.

2 Units

**Total Contact Hours:** 48 *(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 72 *(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 1      **Lab Hours:** 3      **Weekly Out of Class Hours:** 2

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:** Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 11/26/12; 10/01/13

### Division Dean Information -

**Seat Count:** 35    **Load Factor:** .059    **FOAP Code:** 114000143101100700

### Instruction Office Information -

**FSA Code:** 1000 - DRAMA/THEATER ARTS

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:** Theatre Arts

**Program TOPs Code:** 100700

**Program Unique Code:** 06047

**Content Review Date:** 0000-00-00

**Former ID:**

### Need/Justification -

This course is a support course for the AA degree in Theatre Arts.



## 1. Description -

Delves into the full development of an organic, original production from inception to performance. Students will produce a full-length production consisting of several student-generated short plays. Focus on writing skills and creative contributions to the shows content. Student responsibilities may extend to additional areas of acting and production support. The quarter culminates with several public performances.

Prerequisite: None

Co-requisite: None

Advisory: This course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 50B.

## 2. Course Objectives -

The student will be able to:

- A. substantially develop skills applicable to the writing of play scripts for theatrical production.
- B. practically apply acquired skills directly into a public theatre production.
- C. participate in multiple areas of theatre craft.

## 3. Special Facilities and/or Equipment -

- A. An unobstructed, flat floor approximately 30' x 40', as well as additional classroom spaces for rehearsals.
- B. Access to and use of simple furniture and set pieces, as well as minimal props and costume pieces.
- C. A studio theatre performance space with seating for approximately 100 people.
- D. Access to approximately 100 folding chairs and portable platforms for potential outdoor performances.

## 4. Course Content (Body of knowledge) -

- A. Practically engage in the writing and creation of scripts and show content for production.
  1. Identify relevant, topical, contemporary themes
  2. Give a voice to issues and agendas relevant to the student artists' perception and sensitivities.
  3. Explore emphasis on multi-cultural perspectives and issues that shape and affect the immediate social climate.
- B. Create a fully prepared, viable performance product for public audience as the culmination of the terms' process.
  1. Meet all deadlines for script submission
  2. Translate script concept to stage performance
  3. Participate in play development and necessary rewrites
  4. Work with actors and technical elements to communicate ideas and concepts
- C. In addition to playwriting, each student of the class may work in multiple capacities on the production, including acting and production support.
  1. Meet all deadlines for rehearsal and performance needs.
  2. Manage a variety of responsibilities in contribution to the overall production
  3. Practice acquired or new skills

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

- A. Students' work will be evaluated on the basis of quality and consistency of contribution to the ensemble process.
- B. Students' fulfillment of assigned roles necessary to complete the cooperative task of producing the performance.
- C. Students will be evaluated on strength of progressive growth and development during the term.
- D. Several public performances of the production will be presented. The quality of written work and performances will be discussed individually with the student and during group critiques and evaluations.

## 7. Representative Text(s) -

Scripts generated by the class.

**8. Disciplines -**

Theatre Arts

**9. Method of Instruction -**

Lecture, Discussion, Cooperative learning exercises, Oral presentations, Laboratory.

**10. Lab Content -**

- A. Cooperative development and rehearsal of student created plays.
- B. Student individual responsibility in contributing to the coordination of the entire program into performance ready entity.
- C. Scheduled technical rehearsals and public performance time.

**11. Honors Description -** No longer used. Integrated into main description section.

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

- A. Development and writing of viable, performable short plays
- B. Group and individual reading of student written work

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 49B

**Course Title:** PERFORMANCE PRODUCTION II

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Supervised performance participation in scheduled productions of the theatre arts department with a specific target towards text interpretation and commitment to characterization through live public performance. Culminates in a fully staged theatrical production.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern  
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

- Transfer  
 Workforce/CTE

\_\_\_\_\_ 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 attached to this form or provided in the box below.

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

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** TOM GOUGH **Date:** 04/25/18

**Division Curriculum Representative:** Eric Kuehnl **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Fine Arts and Communication

## THTR 49B PERFORMANCE PRODUCTION II

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THTR 49B

PERFORMANCE PRODUCTION II

Summer 2017

1 hour lecture, 15 hours laboratory.

6 Units

**Total Contact Hours:** 192

*(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 216

*(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 1

**Lab Hours:** 15

**Weekly Out of Class Hours:** 2

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:**

Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 12/11/09;11/14/12;9/14

### Division Dean Information -

**Seat Count:** 100 **Load Factor:** .262 **FOAP Code:** 114000143101100700

### Instruction Office Information -

**FSA Code:** 1000 - DRAMA/THEATER ARTS

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:** 0000-00-00

**Former ID:**

### Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts. It is also transferable UC/CSU credit.

## 1. Description -

Supervised performance participation in scheduled productions of the theatre arts department with a specific target towards text interpretation and commitment to characterization through live public performance. Culminates in a fully staged theatrical production.

Prerequisite: None

Co-requisite: None

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 49X.

## 2. Course Objectives -

The student will be able to:

- A. Recognize and apply premises of the play through study according to the identified work's historical content, style, genre, cultural and/or ethnic context.
  1. Apply the above perspectives towards analyzing dialogue for dramatic or humorous impact in live performance.
  2. Examine the rhythm, language structure and vocabulary of dialogue as they apply to psychological motivations of human behavioral choices.
- B. Interpret and experiment with analysis of a character's presented and imagined life circumstances, processing them into specific performance interpretation through live public performance.

## 3. Special Facilities and/or Equipment -

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

## 4. Course Content (Body of knowledge) -

- A. Study and assessment of the selected work of dramatic literature for performance (Lec)
  1. Determination of history, style, genre, cultural and/or ethnic context and the impact thereof upon performance choices for live public performance.(Lec)
  2. Rehearsed experimentation with multiple textual interpretations as they relate to nuanced variations in potential human response as determined by the assigned text. (Lab)
  3. Fulfillment of rehearsed experimentation of above premises into live public performance. (Lab)
- B. Investigate influences in shaping the behavioral habits and patterns, motivations of character interpretation. (Lec)
  1. Assess and experiment through rehearsal the impact of environment, circumstances and background leading to confident character embodiment. (Lab)
  2. Fulfillment of rehearsed experimentation of above premises into live public performance. (Lab)

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

Students will:

- A. demonstrate proficiency by successfully completing designated class project/performance assignment for public presentation.
- B. arrive at proficiency through detailed instructor feedback and evaluation at every phase of the production process.
- C. arrive at proficiency through evaluation of written character studies, background research, peer and self-evaluation.

## 7. Representative Text(s) -

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

## 8. Disciplines -

Theatre Arts

## 9. Method of Instruction -

- A. Lecture: presentation of theory and foundational premises of prescribed performance material
- B. Discussion: assessment and analysis of situations as they relate to rehearsal instructions and performance preparation
- C. Cooperative learning exercises: ensemble performance projects
- D. Oral presentations: solo performance exercises
- E. Laboratory: rehearsal and preparation
- F. Demonstration: peer and instructor modelling and self-assessment through performance presentations
- G. Trial and error experimentation towards fulfillment of prescribed course project a full-length production for public performance.

#### **10. Lab Content -**

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

**11. Honors Description** - No longer used. Integrated into main description section.

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

- A. Read and study assigned play scripts.
- B. Research and study project related background materials.
- C. Performance assignment memorization.
- D. Read related project articles assigned by instructor.
- E. Write self-reflection journal.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 49C

**Course Title:** PERFORMANCE PRODUCTION III

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Supervised participation as a performer in scheduled non-musical productions of the theatre arts department with a designated emphasis towards advanced vocal acumen and heightened physical embodiment through live public performance. Culminates in a fully staged theatrical production.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern  
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

- Transfer  
 Workforce/CTE



\_\_\_\_\_ 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 attached to this form or provided in the box below.

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

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** TOM GOUGH **Date:** 04/25/18

**Division Curriculum Representative:** Eric Kuehnl **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Fine Arts and Communication

## THTR 49C PERFORMANCE PRODUCTION III

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THTR 49C

PERFORMANCE PRODUCTION III

Summer 2017

1 hour lecture, 15 hours laboratory.

6 Units

**Total Contact Hours:** 192

*(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 216

*(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 1

**Lab Hours:** 15

**Weekly Out of Class Hours:** 2

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:**

Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 02/8;12/9;11/14/12;9/14

### Division Dean Information -

**Seat Count:** 100 **Load Factor:** .262 **FOAP Code:** 114000143101100700

### Instruction Office Information -

**FSA Code:** 1000 - DRAMA/THEATER ARTS

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:** 0000-00-00

**Former ID:**

### Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts. It is also transferable for CSU/UC credit.

## 1. Description -

Supervised participation as a performer in scheduled non-musical productions of the theatre arts department with a designated emphasis towards advanced vocal acumen and heightened physical embodiment through live public performance. Culminates in a fully staged theatrical production.

Prerequisite: None

Co-requisite: None

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 49Y.

## 2. Course Objectives -

The student will be able to:

- A. Experience rehearsal and development of progressive, challenging vocal techniques to be included in the rehearsal and performance process.
- B. Explore and develop a confident sense of actor character representation through introduction to and incorporation of a variety of physicalized embodiment approaches cemented through the added challenges of live public performance.

## 3. Special Facilities and/or Equipment -

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

## 4. Course Content (Body of knowledge) -

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

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

Students will:

- A. demonstrate proficiency by successfully completing designated class project/performance assignment for public presentation.
- B. arrive at proficiency through detailed instructor feedback and evaluation at every phase of the production process.
- C. arrive at proficiency through evaluation of written character studies, background research, peer and self-evaluation.

## 7. Representative Text(s) -

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

## 8. Disciplines -

Theatre Arts

## 9. Method of Instruction -

- A. Lecture: presentation of theory and foundational premises of prescribed performance material
- B. Discussion: assessment and analysis of situations as they relate to rehearsal instructions and performance preparation
- C. Cooperative learning exercises: ensemble performance projects
- D. Oral presentations: solo performance exercises
- E. Laboratory: rehearsal and preparation
- F. Demonstration: peer and instructor modelling and self-assessment through performance presentations
- G. Trial and error experimentation towards fulfillment of prescribed course project a full-length production for public performance.

## **10. Lab Content -**

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

**11. Honors Description** - No longer used. Integrated into main description section.

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

- A. Read and study assigned play scripts.
- B. Research and study project related background materials.
- C. Performance assignment memorization.
- D. Read related project articles assigned by instructor.
- E. Write self-reflection journal.

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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** THTR 49D

**Course Title:** PERFORMANCE PRODUCTION IV

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Supervised performance participation in scheduled productions of the theatre arts department with specific inclusion through a rehearsal into live public performance context of augmented, nuanced acting skill premises and enhanced script interpretation of cultural and socio-economic circumstances. Culminates in a fully staged theatrical production.

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- 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?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**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 (select all that apply):

- Transfer

\_\_\_\_\_ Workforce/CTE  
\_\_\_\_\_ 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 attached to this form or provided in the box below.

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

**Criteria C. Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** TOM GOUGH **Date:** 04/25/18

**Division Curriculum Representative:** Eric Kuehnl **Date:** 5/2/18

**Date of Approval by Division Curriculum Committee:** 5/2/18

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Fine Arts and Communication

## THTR 49D PERFORMANCE PRODUCTION IV

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**THTR 49D PERFORMANCE PRODUCTION IV**

**Summer 2017**

**1 hour lecture, 15 hours laboratory.**

**6 Units**

**Total Contact Hours:** 192 *(Total of All Lecture and Lab hours X 12)*

**Total Student Learning Hours:** 216 *(Total of All Lecture, Lab and Out of Class hours X 12)*

**Lecture Hours:** 1      **Lab Hours:** 15      **Weekly Out of Class Hours:** 2

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

### Repeatability -

**Statement:** Not Repeatable.

### Status -

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** AA Degree

**Foothill GE Status:** Non-GE

### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** UC/CSU

**Validation:** 11/14/12; 9/2014

### Division Dean Information -

**Seat Count:** 100    **Load Factor:** .262    **FOAP Code:** 114000143101100700

### Instruction Office Information -

**FSA Code:**

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:** 0000-00-00

**Former ID:**

### Need/Justification -

This course is a restricted support course for AA degree in Theatre Arts. This course is also transferable CSU/UC

credit.

### **1. Description -**

Supervised performance participation in scheduled productions of the theatre arts department with specific inclusion through a rehearsal into live public performance context of augmented, nuanced acting skill premises and enhanced script interpretation of cultural and socio-economic circumstances. Culminates in a fully staged theatrical production.

Prerequisite: None

Co-requisite: None

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses.

### **2. Course Objectives -**

The student will be able to:

- A. Experience rehearsal and development of progressive sensibility towards analyzing and applying character representation through comprehensive investigative script analysis techniques, manifesting into performance.
- B. Assess, explore and develop a confident sense of performance acumen through multiple interpretations of character through visualization, empathetic speculation, relationship and atmospheric circumstance analysis as dictated by script mandated circumstances through the added challenge of live public performance.

### **3. Special Facilities and/or Equipment -**

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

### **4. Course Content (Body of knowledge) -**

- A. Detailed examination of psychological determiners, as dictated by script triggers, and multiple response considerations therein as applied to developmental performance representation. (Lec)
  1. Comprehensive assessment of motivating factors that promote action in human behaviors and how they apply to specific acting representation and response. (Lec)
  2. Fulfilling above described research and rehearsed experimentation into confident public performance (Lab).
- B. Investigate influences in shaping the motivating forces present in varied social conditions of an individual as they impact interpretation of psycho-physical choices in acting through several of, but not limited to, the following advanced techniques: (Lab)
  1. Visualization (Lab)
  2. Speculative imagination (Lab)
  3. Role reversal/empathetic exploration (Lab)
  4. Subtext surfacing (Lab)
  5. Fulfillment of rehearsed experimentation of above premises into live public performance. (Lab)

### **5. Repeatability -** Moved to header area.

### **6. Methods of Evaluation -**

- A. Completion of designated class project/performance assignment for public presentation. assign
- B. Detailed instructor feedback and evaluation at every phase of the production process.
- C. Evaluation of written character studies, background research, peer and self-evaluation.

### **7. Representative Text(s) -**

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

### **8. Disciplines -**

Theatre Arts

### **9. Method of Instruction -**



- A. Lecture presentation of theory and foundational premises of prescribed performance material
- B. Discussion assessment and analysis of situations as they relate to rehearsal instructions and performance preparation
- C. Cooperative learning exercises ensemble performance projects
- D. Oral presentations solo performance exercises
- E. Laboratory, rehearsal and preparation
- F. Demonstration: peer and instructor modelling and self-assessment through performance presentations
- G. Trial and error experimentation towards fulfillment of prescribed course project a full-length production for public performance.

#### **10. Lab Content -**

- A. Participation and observation of rehearsal process for scheduled production.
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- C. Plan, prepare and execute assigned facets of consistently performing in repetition a prescribed performance production in a public audience forum.
- D. Fulfill the necessary group project requirements of public performance through personal preparation through warm-up, make-up application, costume preparation and other necessary elements.

**11. Honors Description** - No longer used. Integrated into main description section.

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

- A. Read and study assigned play scripts.
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