

# Modesto Junior College

## Course Outline of Record Report

10/20/2021



### THETR175 : Stage Costuming

#### General Information

Faculty Author:	<ul style="list-style-type: none"> <li>Lynette Borrelli</li> </ul>
Attachments:	THETR-175_SU19.pdf THETR 175.pdf C-ID THTR 174.pdf ASSIST CAS THETR 175.pdf <a href="#">Download</a>
Course Code (CB01) :	THETR175
Course Title (CB02) :	Stage Costuming
Department:	Theatre
Proposal Start Date:	MJC Summer 2022
TOP Code (CB03) :	(1006.00) Technical Theater
CIP Code:	(50.0502) Technical Theatre/Theatre Design and Technology
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000598069
Curriculum Committee Approval Date:	04/10/2018
Board of Trustees Approval Date:	05/09/2018
External Review Approval Date:	09/01/2017
Course Description:	Costume history, design, and basic construction techniques as an introduction to basic theatrical costuming. Fabrics and their various uses will be investigated.
Proposal Type:	Add Distance Education
	Revision is being proposed to add distance education.
Faculty Author:	No value

#### Discipline(s)

Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"> <li>Stagecraft</li> </ul>

## Course Coding

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading

- A-F or P/NP

Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Type of Repeat

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

## Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Design & Technical Theatre	Certificate of Achievement	MJC Summer 2020
Theatre	A.A. Degree	MJC Summer 2020
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Summer 2020

### Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferability Status

Transferable to both UC and CSU

Approved

**Local Requirements: Guidance and Activities**

**Categories**

**Status**

**Approval Date**

**Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)**

Activities Requirement

(MJC Activities)

Approved

No value

No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

**C-ID: California's Course Identification Numbering System**

**Categories**

**Status**

**Approval Date**

**Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)**

Theatre (THTR)

(THTR)

Approved

No value

C-ID: THTR 174

### Field Trips

Field trips are required.

Yes

No

Maybe

### Comparable Lower-Division Courses at UC/CSU v2

Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)

Humboldt State (SEM)

**CSU Catalog Year**

2020-2021

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

THTR 277

**CSU Course Title**

Intro to Costume Design

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Unsure

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)

CSU, Chico (SEM)

CSU/UC Catalog Year

2020-2021

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

THEA 222

CSU Course Title

Costume Crafts

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Unsure

Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)

UC Santa Cruz (QTR)

CSU/UC Catalog Year

2020-2021

Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.

THEA 16

CSU Course Title

Introduction to Costuming and Makeup

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Unsure

## Units and Hours

### Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class  
(Contact) Hours 72

Total Course Out-of-Class  
Hours 90

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2.5	5
Laboratory Hours	1.5	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	52.5

**Course In-Class (Contact) Hours**

Lecture	45
Laboratory	27
Activity	0
<b>Total</b>	72

**Course Out-of-Class Hours**

Lecture	90
Laboratory	0
Activity	0
<b>Total</b>	90

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Prerequisites, Corequisites, and Advisories

No Value

## Requisite Skills

Requisite Skills

Description

No value

No value

## Specifications

Methods of Instruction

Methods of Instruction (Typical)

INSTRUCTIONAL METHODS

MOI

1. Class lecture including related material, photographic slides, videos, and films
2. Discussion of additional reading and visual study for individual design projects
3. Discussion and analysis of actual theater productions
4. Possible field trips

Assignments (Typical)

### Evidence of Appropriate Workload for Course Units (Quantity)

1. Weekly assembling and discussing of visual materials in terms of color, texture and theme as they relate to a costume.
2. Weekly completing of projects started in lab: action charts, costume plots, color collage.
3. Per term, library and online research on the costumes for their chosen historical period.
4. Per term, attend at least one theater production.

### Evidence of Critical Thinking (Quality)

1. Select visual pictures and then evaluate how color or texture is used in that picture.
2. Recognize the social environment of a play's characters in order to transpose the play's setting to a similar time period. The student will choose a time period to research his/her costumes.
3. The student will evaluate the color choices necessary for the leading characters.
4. For each rendering the student must choose the appropriate fabric in terms of color and texture.
5. Evaluate the costumes for a theater production according to color, historical period, and director's point of view.

Methods of Evaluation (Typical)

Rationale

FORMATIVE EVALUATION

1. Class participation
2. Critiques
3. Weekly class activities including lecture and lab participation and collaboration
4. Group discussions based on weekly research of visual materials
5. Paperwork assembly necessary for the organization of costumes for a theatrical production
6. Reading and discussion of the basic elements of a script
7. Weekly gathering and discussion of visual materials as they relate to costume design for a morgue

SUMMATIVE EVALUATION

1. Selected design project consisting of instructor approved design
2. Costume project portfolio

Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
Covey, Elizabeth and Rosemary Ingham	The Costume Technician's Handbook (3rd Ed.)	Heinemann	2003	9780325004778
Cunningham, Rebecca	The Magic Garment (2nd Ed.)	Waveland Press	2009	1577666135
Rosemary Ingham and Elizabeth Covey	The Costume Designer's Handbook: A Complete Guide for Amateur and Professional Costume Designers (2nd Ed.)	Heinemann Educational Books, Inc.	1992	
Other Instructional Materials				
No Value				

### Textbook Exceptions and Supplementals

**Title of Other Material**

No Value

**Who prepared or published this supplemental material?**

No Value

**Publish date**

No Value

**Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?**

Yes

No

Unsure

**If yes, explain why this older text is used in the course. Reasons should focus on content only.**

The Costume Technician's Handbook 2003 - This is the most recent edition. Theatre Technical textbook are not generally updated often.

The Magic Garment 2009 - This is the preferred text and is recommended on the statewide C-ID descriptor as of 2018.

The Costume Designer's Handbook: A Complete Guide for Amateur and Professional Costume Designers 1992- This is the most recent edition.

## Materials Fees v2

Is there a materials fee for this course?

No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided as the district's actual cost?

No Value

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

## Learning Outcomes and Objectives

Course Objectives

Use authoritative research methods in creating a costume design.

Identify primary historical period styles.

Identify fabrics and materials used in costumes.

Analyze a script in terms of themes, place, time, style, plot, genre, and mood to create a design concept.

Determine the number of costumes needed based on the number of characters and costume changes.

Laboratory Objectives

Develop and apply standard costume vocabulary to selected projects.

Develop costume construction methods to execute a costume.

Construct a design concept from a script analysis incorporating costume rendering and swatches.

CSLOs

Analyze a script in terms of themes, place, time, style, plot, genre, and mood.

Expected SLO Performance: 0.0

*ISLOs*  
Core ISLOs Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.

*Theatre*  
THEATRE  
ARTS, AA-T Creatively analyze, critique, and interpret works of theatrical art.

*Theatre*  
DESIGN &  
TECHNICAL  
THEATRE,  
CERTIFICATE Analyze a script in terms of themes, place, time period, style, plot, genre and mood as applied to scenery, costume and lighting planning and design.

Categorize character traits of the main characters in terms of social level, physical traits and personality traits.

Expected SLO Performance: 0.0

*Theatre*  
THEATRE  
ARTS, AA-T Creatively analyze, critique, and interpret works of theatrical art.

*ISLOs*  
Core ISLOs Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

*Theatre*  
DESIGN &  
TECHNICAL  
THEATRE,  
CERTIFICATE

Analyze a script in terms of themes, place, time period, style, plot, genre and mood as applied to scenery, costume and lighting planning and design.

Participate in a collaborative discussion with the director and other designers.

Expected SLO Performance: 0.0

*SLOs*  
Core ISLOs

Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

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*Theatre*  
DESIGN &  
TECHNICAL  
THEATRE,  
CERTIFICATE

Describe how theatre artists collaborate in order to create a theatrical production.

*Theatre*  
THEATRE  
ARTS, AA-T

Express creativity in the artistic process.

Render a costume sketch and swatch it as a part of the whole production's costume design.

Expected SLO Performance: 0.0

*SLOs*  
Core ISLOs

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Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.

## Course Outline of Record Report

*Theatre* Draw a basic makeup design for a face.

DESIGN &  
TECHNICAL  
THEATRE,  
CERTIFICATE

Organize the necessary paperwork and schedule to prepare and run rehearsals and performances.

*Theatre* Express creativity in the artistic process.

THEATRE  
ARTS, AA-T

## Content

### Course Content

#### Major Areas of Content

1. Costume History
2. Costume Design
  1. Play analysis
  2. Forming a design concept
  3. Design principles
  4. Rendering techniques
  5. Plotting the production
  6. Budgeting
3. Advanced Research Techniques
  1. Published sources
  2. Internet
  3. Actual clothing ( museums)
4. Fibers and Textiles
  1. Identifying fibers and weaves
  2. Period textiles
  3. Modification of fabrics
5. Play Analysis
  1. Location
  2. Time of year
  3. Characters
    1. Relationships and socio-economics
    2. Religious environment
    3. Ethical conduct, sex, marriage, family
  4. What happened before the play began?
  5. What do the major characters think about their world?
  6. Function of each character
    1. Protagonist
    2. Antagonist
    3. Determine the leading and support characters
    4. Identify and describe stereotypical characters
  7. What is the play's action?
  8. What is the play's theme?
6. The Production
  1. First Design Meeting
    1. Determine period and style
    2. Questions about changes in characters and script
    3. Budget time and money
    4. Labor, time and facilities available
7. Costume Research
  1. General Historical Background
  2. Primary Sources
  3. Reliable Costume History Books
  4. Painters
8. Preliminary Sketching and Color Layout
  1. Proportion

2. Color
  1. Perceptions
  2. Responses
  3. Properties
  4. Wheel
  5. Color vocabulary
  6. Warm and cool colors
  7. Color display (swatches)
3. Rough sketches for director
9. Final Sketches
  1. Sketch size
  2. Media
  3. Necessary information on the final sketch
10. Pre-Production Period
  1. Planning
  2. Finding, pulling, renting
  3. Shopping and buying
  4. Recording
11. Production Period
  1. Meeting cast
  2. Measurements
  3. Rehearsal clothes
  4. Watch rehearsals
  5. Dyeing
  6. Shading, aging, and distressing
  7. Dress parade
  8. Dress rehearsals
12. Costume Design Business
  1. Regional theaters
  2. Costume rental houses
  3. Broadway
  4. Portfolios

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## Lab Content

1. Working with Commercial Patterns
2. Construction Techniques
3. Fabric Analysis
4. Basic Sewing Techniques
5. Working with Historical Garment Patterns
6. Creating an Action Chart
7. Creating a Rough Costume Plot
8. Creating a Production Book
  1. Calendar
  2. Materials Budget Breakdown
  3. Cast List
  4. Action Chart
  5. Costume Plot
  6. Wig and Beard List
  7. Hat List
  8. Rental Lists
  9. Measurement Chart
9. Creating Research Notes
10. Drawing Costume Details and Accessories
11. Drawing People
12. Using Stock Figures to Draw Costumes on
13. Using Different Color Mediums
14. Mixing Colors
15. Rendering Different Fabric Textures
16. Fabric Swatching
17. Drawing Rough Costume Sketches
18. Choosing a Pattern

## Course Outline of Record Report

19. Cutting the Pattern out of Fabric
20. Sewing the Garment
21. Costume Fittings
22. Rendering Final Sketches
23. Assembling a Final Costume Plot
24. Collecting Visual Materials for a Morgue

## Recommended Course Content

### Recommended Course Content

No Value

### Recommended Lab Content

No Value

## Distance Education (DE) Addendum

Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.

- Yes

Modality Type:

- Hybrid

Methods of Instruction:

- Synchronous Discussion
- Viewing and Listening to Videos
- Online Activities
- Facilitated Discussions
- Written Assignments
- Reading Course Materials
- Quizzes, Exams, and Surveys
- Field Trips
- Multimedia Presentations
- Collaborative Peer/Group Activities
- On-campus Orientation Sessions (hybrid only)
- Group Meetings/Review Sessions (hybrid only)
- Guest Speakers
- Interactive Activities
- Other-Describe in box below

If Other is selected for Methods of Instruction, please describe:

Research, art, voice commentary activities: Through class participation, critiques, weekly class activities, including lecture and lab participation and collaboration; group discussions based on weekly research of visual materials; paperwork assembly necessary for the organization of costumes for a theatrical production; reading and discussion of the basic elements of a script; weekly gathering and

discussion of visual materials as they relate to costume design for a morgue

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

1.categorize character traits of the main characters in terms of social level, physical traits and personality traits. 2.participate in a collaborative discussion with the director and other designers. 3.render a costume sketch and swatch it as a part of the whole production's costume design. 4.express creativity in the artistic process. 5.use authoritative research methods in creating a costume design. 6.identify primary historical period styles. 7.identify fabrics and materials used in costumes. 8.analyze a script in terms of themes, place, time, style, plot, genre, and mood to create a design concept. determine the number of costumes needed based on the number of characters and costume changes.

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: <https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/>)

Heading styles (as opposed to local formatting) will be used consistently in Canvas and other documents to ease navigation for students and screen readers. Lists will be built using the bullet/numbering tool instead of manually. Hyperlinks will be meaningfully defined instead of pasting URLs. Images will have robust captions. Slides will use built-in accessible slide layouts and each slide will have a unique title, and all slide text will be visible in Outline View. Video will be captioned, and spreadsheets will have column and header labels, and will include textual descriptions. Accessibility checkers will be used.

Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:

No Value

REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.

- Discussion Boards
- Peer Review
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Social Media

REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply

- Announcements
- Assignment Feedback
- Office Hours
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- The Online Course Syllabus
- Email
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

ZOOM or face-to-face meetings will be scheduled with students where they will interact with tools, materials, research, artworks, information, collaboration, discussion, individual and group project development. The instructor will be present to facilitate discussions, art and craft, equipment and materials use.

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

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Instructional materials will be accessible in the Canvas course, as will be discussion information, for reference. 50% minimum face-to-face instruction will take place on-campus with selected video conference/zoom sessions as per the project development. Lab/studio in-person, face to face art, craft, equipment and supplies hands-on activities will be conducted in the costume shop studio and/or art classroom.

### Checkoff List

Does this proposal meet the five development criteria as stated in the CCCC Program and Course Approval Handbook (PCAH)?

Yes

Are library resources needed for this course?

No library resources are needed for this course.

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

No documentation is necessary

If this is a new course, have you attached the completed class capacity form, with required approvals, and uploaded the file in the Cover Info tab?

No, this is not a new course

If you are requesting Distance Education, did you complete the DE addendum tab?

Yes

If requesting transferability, have you completed the comparable courses field?

Yes

Add any additional comments you want reviewers to read.

No Value