

De Anza College
Change Report
 05/23/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Short Course Title
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Req/Adv	Limitation(s) on Enrollment:
Req/Adv	Limitation(s) on Enrollment - Other:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.

Section	Changed field
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 9: Articulation Officer
CO	Sort ID (00 < 10; 0 < 100)
CO	Cross-Listed/Related Course Information
CO	Cross-Listed/Related Course ID's
CO	DL Approval Date (MM/DD/YYYY)
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mary Clark Tillman	• Julie Keiffer-Lewis
	Course ID (CB01A and CB01B)	AFAMD012A	AFAMD012A
	Course Control Number	CCC000168880	CCC000168880
!	Course Title (CB02)	African American History to 1865	African American History <u>of the U.S. to 1865</u> <u>Reconstruction</u>
!	Short Course Title	AFRIC AMER HIST TO 1865	AFRIC AMER HIST <u>HISTORY TO 1865</u> <u>RECONSTU</u>
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	AFAM - African American Studies	AFAM - African American Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>This course examines the history of Black/African Americans from their kidnapping from Africa to their enslavement in the Americas until the end of the institution of slavery after the Civil War, including their struggle and resistance to racial oppression. The major events in the development of the United States by emphasizing the role of people of African descent in the political, social and economic life of the United States will be analyzed.</p>	<p>This course examines the history <u>is a survey of Black/African Americans from their kidnapping from Africa to their enslavement in the Americas until the end of the institution of slavery after the Civil War, including their struggle and resistance to racial oppression. The major events</u> <u>African diasporan experiences in the development of the</u> United States <u>by emphasizing</u> <u>History from African origins to 1877 with emphasis upon</u> the <u>role centrality</u> of <u>people of African American experiences and contributions. Course content focuses on</u> African descent in <u>diasporan influences upon</u> the political, social <u>social, economic, and economic life</u> <u>cultural development</u> of the United States <u>will be analyzed. States.</u></p>
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
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Mode of Delivery

• Online

• Online
• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
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Discipline 1

No value

• Ethnic Studies



Discipline 2

No value

• African American Studies



Discipline 3

No value

• - AND -
• History



FSA

No value

• FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
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Formerly Statement

(Formerly ICS D018A.)

(Formerly ICS D018A.)

Course Justification

Changed	Field	Current Version	Proposed Version
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Course Justification

This course meets the general education requirements of De Anza and Cal-GETC. It is also UC and CSU transferable. The course is intended to meet the requirement of the A.A. Degree/Certificate in Intercultural Studies. The course introduces the student to significant historical events that brought kidnapped Africans to the land that would become the United States. It is a historical account from the perspective of people of African ancestry.

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Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course continues the Division's desire to develop socially just curriculum as part of the on-going effort to provide an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities.	This course continues the Division's desire to develop socially just curriculum as part of the on-going effort to provide an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities.

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	Yes - complete the cross-listed form	Yes - complete the cross-listed form <u>No</u>
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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	Course Support Status (CB26)	Course is not a support course	Course is not a support course
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	Repeat Limit	0	0
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Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved



GE Information

System/Institution	CSU
Area(s)	<ul style="list-style-type: none"> CUS1 - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> AFS - Pending.
-	C-ID 140

System/Institution	CSU
Area(s)	<ul style="list-style-type: none"> CUS1 - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved. CA6X - Pending.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved.
-	No value

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable

Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction

- Lecture and visual aids
- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class essays
- Quiz and examination review performed in class
- Homework and extended projects
- Field observation and field trips
- Guest speakers
- Collaborative learning and small group exercises
- Collaborative projects

Methods of Instruction

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- Homework and extended projects
- Field observation and field trips
- Guest speakers
- Collaborative learning and small group exercises
- Collaborative projects



Assignments

1. Required reading assignments from the text
2. Written assignments
 1. Creative writing research paper on slave narratives.
 2. Book report that will examine and synthesize various periods of American history such as the pre colonial period of Africa, the colonial era of the United States or the antebellum period of the United States.
 3. Film Reviews
3. Class discussions on important themes and content of the course.

1. Weekly Class Discussion on important themes and content of the course
2. Written assignments
 1. Weekly Content Reflection
 2. Creative Writing Research Paper on Slave Narratives
3. Book Review on course text
4. Midterm and Final Exam



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

1. Quizzes and exams
2. Written assignments
3. Research reports
4. Field reports
5. Class discussions, group participation
6. Projects and presentations

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Collaborative group discussions on topics relating to the course content and student learning outcomes.
2. A midterm and a final examination with an objective and reflective essay questions to evaluate the student's ability to analyze major issues and themes of the course.
3. Creative writing research paper will be evaluated on the basis of how well the student can interpret cause and effect, compare and contrast, and synthesize material to support their conclusions.
4. Book review will be evaluated on the basis of how well the student can interpret cause and effect, compare and contrast, can synthesize material and assemble material to support their conclusions.
5. Film reviews to identify the student's ability to analyze the impact of media and popular culture's expectations placed on Black/African Americans.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• None



Examples of Primary Texts and References

Title	No value
Author	Baptist, Edward E. "The Half Has Never Been Told: Slavery and the Making of American Capitalism." New York: Basic Books, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hine, Darlene, Hine, William & Harrold, Stanley, "The African-American Odyssey," (Seventh Edition), Pearson-Prentice Hall, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gates, Henry Louis Ed., "The Classic Slave Narratives," Signet Classics, 1987.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	
Publisher	
Date/Edition	

Title	The African American People: A Global History (classic)
Author	Asante, Molefi
Publisher	Routledge
Date/Edition	2012
ISBN	9780415872553

Title	Before the Mayflower: History of Black America
Author	Bennett, Lerone.
Publisher	Johnson Publishing Company
Date/Edition	1993/6th Edition
ISBN	978-0140178227

Title	African American Odyssey, Volume 2, 7th Ed.
Author	Clark Hine, Darlene, at al.
Publisher	Pearson
Date/Edition	2021
ISBN	978-0134485362

Title	"The Half Has Never Been Told: Slavery and the Making of American Capitalism."
Author	Baptist, Edward E.
Publisher	Basic Books
Date/Edition	2014

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Current Version	Proposed Version
Author Franklin, John Hope and Evelyn Brooks Higginbotham, "From Slavery to Freedom: A History of African Americans, 9th edition. McGraw -Hill, 2011.	ISBN No value
Publisher No value	Title "From Slavery to Freedom: A History of African Americans"
Date/Edition No value	Author Franklin, John Hope and Evelyn Brooks Higginbotham
ISBN No value	Publisher McGraw-Hill
	Date/Edition 2021/10th Edition
	ISBN 9780073513348



Suggested Reading List

No value

Reading List Ball, Edward, Slaves in the Family, Farrar, Straus and Giroux, 1998.

May include, but are not limited to No value

Reading List Clayborne, Carson, Lapansky-Werner, Emma J. and Nash, Gary B., African American Lives: The Struggle for Freedom (Volume I to 1877, Pearson/Longman, 2004.

May include, but are not limited to No value

Reading List Gutman, Herbert G. The Black Family in Slavery and Freedom, 1750-1925. Vintage Books, 1976.

May include, but are not limited to No value

Reading List Harley, Sharon, Stephen Middleton and Charlotte Stokes. The African American Experience. 1992.

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May include, but are not limited to No value

Reading List Hine, Darlene, Hine, William and Harrold, Stanley, The African-American Odyssey (Combined Volume), Prentice Hall, 2003.

May include, but are not limited to No value

Reading List Huggins, Nathan, Martin Kilson and Daniel M. Fox. Key Issues in the Afro American Experience. Harcourt/Brace/Jovanovich, New York, 1971.

May include, but are not limited to No value

Reading List Joyner, Charles. Down By The Riverside. 1984.

May include, but are not limited to No value

Reading List Lindsey, Lisa, "Captives as Commodities: The Transatlantic Slave Trade," Pearson-Prentice, 2008.

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May include, but are not limited to No value

Reading List Okihiro, Gary. In Resistance: Studies in African. Caribbean and Afro-American History. 1986.

May include, but are not limited to No value

Reading List Ramsey, Jeff. Global Studies: Africa. 1991.

May include, but are not limited to No value

Reading List Tobin, Jacqueline and Dobard, Raymond G., Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad, 1999.

May include, but are not limited to No value

Reading List Van Sertima, Ivan, They Came Before Columbus. Random House, New York, 1976.

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May include, but are not limited to No value

Reading List Williams, Eric. From Columbus to Castro: The History of the Caribbean 1492 1969. Andre Deutsh Limited, 1978.

May include, but are not limited to No value

Reading List Walvin, James, "Atlas of Slavery," Pearson Education Limited, 2006.

May include, but are not limited to No value

Learning Outcomes



Course Objectives

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|--|---|
| <ul style="list-style-type: none"> • Examine the discipline of history with an analysis and appraisal of the role of specific events and individuals in affecting the development of the United States. • Analyze how knowledge of the past contributes to understanding and addressing present-day issues and challenges, which affected people of African descent in the history of the United States from its origins of the United States to the Civil War. • Analyze the major events and issues concerning Black/African American people in the United States. • Assess and appraise the role of the enslaved Black people in the development of the United States. • Analyze various efforts of Black/African American people, living in the United States, to obtain basic human rights. • Compare and contrast the similarities and differences between Black/African Americans and other major racial groups in the United States. • Analyze and interpret the effects of the institution of slavery in Europe, Africa, the Caribbean Islands, and North America. • Assess and appraise the contributions of prominent Black/African American people to the formation and development of a social activist society within the United States. • Assess important social, political, and economic developments in the United States and analyze their impact on Black/African Americans. • Analyze the major questions, problems, and issues in the social and behavioral sciences in their historical and geographic settings with particular attention to the social dynamics of race, gender, age, and class as they relate to Black/African Americans. | <ul style="list-style-type: none"> • Apply theory and knowledge produced by African Americans to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation. • Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, anti-blackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in African American Studies. • Examine the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above- mentioned Populations • Analyze the Holocaust of Enslavement, Industrial Revolution, and their relationship to the development of European capitalism. • Discuss the evolution of the enslavement of African people and European rationale for it in the Americas, and explain the role of African exploited labor in the development of colonial economies. • Describe the impact of the enslavement of African Americans on emerging laws, social institutions, economic developments and government in the English colonies. • Discuss the development of colonial laws legalizing enslavement, police surveillance and suppression, and racial oppression • Explain the role African Americans played on both sides of the |
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American Revolution, and the impact of revolutionary ideas on the institution of enslavement and the development of racialized societies within the U.S.

- Summarize the basic principles of the Constitution and the Bill of Rights; and identify fundamental American political values that flow from the Constitution; and their direct and indirect impact upon the African experience in the U.S.
- Identify and discuss Constitutional provisions that legitimized enslavement and racial oppression; and analyze the contradictions inherent within a society founded on the principles of freedom and equality, and the persistence of enslavement and racial oppression.
- Discuss the emergence of de facto and de jure racial discrimination in post-revolutionary U.S. society and its impact upon African Americans.
- Explain the various reasons African Americans established social, religious, educational, economic, and cultural institutions after the Revolution and identify the specific institutions they founded.
- Explain factors leading to western expansion including concepts of empire building, manifest destiny and racial capitalism.
- Analyze the development of African American culture during the early national period and its relationship with, and influences upon European American culture.
- Discuss the methods used by enslaved Africans to resist the institution of enslavement and how this resistance led to the enactment of laws to suppress it, including ship mutinies, revolts, abolitionism, maroon societies, Afro-Indian and Afro-Mexican alliances.
- Summarize pro-enslavement and anti-enslavement arguments and explain the differences among anti-enslavement groups and abolitionists such as those founded

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and led by African Americans and advocates of the free soil movement.

- Analyze the ideological, economic, and political issues around secession and the central role of African enslavement played in the conflict before and onset of the War of Jubilee.
 - Explain the role and contributions of African Americans during the Civil War, and compare and contrast the resources and social experiences in the Union and Confederacy.
 - Analyze the Emancipation Proclamation both as a political war measure and a humanitarian document.
 - Discuss Black and national plans for Reconstruction, and the impact each plan had on African American struggles for freedom, equality, and human dignity.
 - Discuss the challenges of achieving a credible Reconstruction and explain its importance to African Americans
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CSLOs

CSLOs Summarize the influence of West African culture on the lives of Black/African Americans.

Expected SLO Performance 0.0

CSLOs Summarize the influence of West African culture on the lives of Black/African Americans.

Expected SLO Performance 0.0

CSLOs Identify the experience of the Middle Passage for kidnapped Africans.

Expected SLO Performance 0.0

CSLOs Identify the experience of the Middle Passage for kidnapped Africans.

Expected SLO Performance 0.0

CSLOs Analyze the role the institution of slavery played in shaping the history of the United States.

Expected SLO Performance 0.0

CSLOs Analyze the role the institution of slavery played in shaping the history of the United States.

Expected SLO Performance 0.0

CSLOs Recognize significant events leading to the Civil War and end of slavery in 1865.

Expected SLO Performance 0.0

CSLOs Recognize significant events leading to the Civil War and end of slavery in 1865.

Expected SLO Performance 0.0

CSLOs Demonstrate an awareness of some of the conditions kidnapped and enslaved Africans experienced within the institution of slavery.

CSLOs Demonstrate an awareness of some of the conditions kidnapped and enslaved Africans experienced within the institution of slavery.

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Expected SLO Performance 0.0

Expected SLO Performance 0.0

CSLOs Analyze the Holocaust of Enslavement, Industrial Revolution, and their relationship to the development of European capitalism.

Expected SLO Performance 0.0

CSLOs Discuss the main features of African cultures and civilizations before the age of European colonialism in America.

Expected SLO Performance 0.0

CSLOs Discuss the evolution of the enslavement of African people and European rationale for it in the Americas, and explain the role of African exploited labor in the development of colonial economies.

Expected SLO Performance 0.0

Changed Field

Current Version

Proposed Version

CSLOs	Explain the role African Americans played on both sides of the American Revolution, and the impact of revolutionary ideas on the institution of enslavement and the development of racialized societies within the U.S.
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Expected SLO Performance	0.0
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CSLOs	Discuss Black and national plans for Reconstruction, and the impact each plan had on African American struggles for freedom, equality, and human dignity
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Expected SLO Performance	0.0
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Course Outline



Course Content

1. Examine the discipline of history with an analysis and appraisal of the role of specific events and individuals in affecting the development of the United States.
 1. Demonstrate how this period has been documented in history.
 1. Express how this period is used as a vehicle to interpret current experiences of Black/African Americans.
 2. Illustrate how the experiences and actions of individuals during this time have impacted race relations in the United States.
 2. Explore the developments of precolonial West Africa and the impact of the transplantation of African culture on to those individuals kidnapped and enslaved in the United States.
2. Analyze how knowledge of the past contributes to understanding and addressing present-day issues and challenges, which affected people of African descent in the history of the United States from its origins of the United States to the Civil War.
 1. Explain the impact of the Saharan kingdoms of Africa.
 2. The effects of the plantation system in the Caribbean Islands, Central and South America, and the United States.
 3. The social, economic, and political effects of capitalism.
 4. The role and advent of colonialism in the New World.
 5. The effects of slavery, the slave trade, and the perpetuation of white supremacy.
3. Analyze the major events and issues concerning Black/African American people in the United States.

1. Apply theory and knowledge produced by African Americans to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation.
 1. Analyze the major events and issues concerning Black/African American people in the United States.
 2. Assess and appraise the role of the enslaved Black people in the development of the United States.
 3. Analyze various efforts of Black/African American people, living in the United States, to obtain basic human rights.
2. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, anti-blackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in African American Studies.
 1. Understand historical context of concepts such as race, class, gender, sexuality, and the impact of differences in the United States into an historical context.
 2. Compare and contrast the similarities and differences between Black/African Americans and other major racial groups in the United States.
3. Examine the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin,

Changed Field**Current Version****Proposed Version**

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| <ol style="list-style-type: none">1. Pre-Colonial origins of Black people in Africa and the events that caused the development of slavery and slave trade.2. Examine the colonial development of the West Indies, South America, and the United States and the development of the Trans-Atlantic Slave Trade.4. Assess and appraise the role of the enslaved Black people in the development of the United States.<ol style="list-style-type: none">1. Explain the role of enslaved Black people living in the United States.2. Analyze significant events such as the American Revolution, Nat Turner's Revolt, John Brown's Raid of Harper's Ferry, and the Haitian Revolution and its impact on enslaved Black people in the United States.5. Analyze various efforts of Black/African American people, living in the United States, to obtain basic human rights.<ol style="list-style-type: none">1. Examine the writing of the U.S. Constitution and understand what the document says in regards to the institution of slavery, the slave trade, and the role of Black people living in the United States2. Analyze the key components of the Abolitionist Movement and understand why the movement was successful.3. Analyze the various ways enslaved Black people fought back and resisted their enslavement.6. Compare and contrast the similarities and differences between Black/African Americans and other major racial groups in the United States.<ol style="list-style-type: none">1. Native Americans2. Asian Americans | <p>immigration status, ability, citizenship, sovereignty, language, and or age in the communities' African American populations.</p> <ol style="list-style-type: none">1. Understand the Theory of Intersectionality2. Place contemporary discussions about race, class, gender, sexuality, and other differences in the United States into an historical context 4. Analyze the Holocaust of Enslavement, Industrial Revolution, and their relationship to the development of European capitalism.<ol style="list-style-type: none">1. Pre-Colonial origins of Black people in Africa and the events that caused the development of slavery and slave trade.2. The role and advent of colonialism in the New World.3. Examine the colonial development of the West Indies, South America, and the United States and the development of the Trans-Atlantic Slave Trade. 5. Discuss the evolution of the enslavement of African people and European rationale for it in the Americas and explain the role of African exploited labor in the development of colonial economies.<ol style="list-style-type: none">1. Explain the role of enslaved Black people living in the United States.2. Discuss the methods used by enslaved Africans to resist the institution of enslavement and how this resistance led to the enactment of laws to suppress it 6. Describe the impact of the enslavement of African Americans on emerging laws, social institutions, economic developments and government in the English colonies. |
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Changed Field**Current Version****Proposed Version**

3. Latinx Americans
7. Analyze and interpret the effects of the institution of slavery in Europe, Africa, the Caribbean Islands, and North America.
 1. England
 2. West Africa
 3. Haiti
 4. United States
8. Assess and appraise the contributions of prominent Black/African American people to the formation and development of a social activist society within the United States.
 1. Phyllis Wheatley
 2. Nat Turner
 3. Harriet Tubman
 4. Frederick Douglass
 5. Gabriel Prosser
 6. Sojourner Truth
9. Assess important social, political, and economic developments in the United States and analyze their impact on Black/African Americans.
 1. Urban and industrial development in the North
 2. Territorial expansion
 3. The Dred Scott Decision
10. Analyze the major questions, problems, and issues in the social and behavioral sciences in their historical and geographic settings with particular attention to the social dynamics of race, gender, age, and class as they relate to Black/African Americans.
 1. The spread of slavery, and the relocation of Native Americans.
 2. Territorial Expansion - Louisiana Purchase, sale of Florida, Texas and the War with Mexico
 3. Sectionalism - slave vs. free states
 4. Origins of the suffrage movement
 5. The causes and effects of the Civil War

1. Examine the writing of the U.S. Constitution and understand what the document says regarding the institution of slavery, the slave trade, and the role of Black people living in the United States
2. Summarize the origins and purpose of government; the relationship between individuals and government; the relationship between government and civil society; and the relationship between Europeans, and Native Americans and Africans
3. Analyze the key components of the Abolitionist Movement and understand why the movement was successful.
4. Analyze the various ways enslaved Black people fought back and resisted their enslavement.
7. Discuss the development of colonial laws legalizing enslavement, police surveillance and suppression, and racial oppression
 1. Explain the experience of the Indigenous colonization
 2. Identify the role of race in early of laws and policies in the American Colonies
 3. Analyze resistance effort including ship mutinies, revolts, abolitionism, maroon societies, and Afro-Indian & Afro-Mexican alliances.
8. Explain the role African Americans played on both sides of the American Revolution, and the impact of revolutionary ideas on the institution of enslavement and the development of racialized societies within the U.S.
 1. Analyze the significance of the American Revolution for Black people
 2. Identify the important moments of resistance: Nat

Turner's Revolt, John Brown's Raid of Harper's Ferry, and the Haitian Revolution and its impact on enslaved Black people in the United States.

9. Summarize the basic principles of the Constitution and the Bill of Rights; and identify fundamental American political values that flow from the Constitution; and their direct and indirect impact upon the African experience in the U.S.

1. Analyze the Bill of Rights and understand its significance
2. Examine the fundamental ideals of the Constitution and the Bill of Rights
3. Examine the development of an American culture during the early national period and its relationship with, and influences from, European culture.

10. Identify and discuss Constitutional provisions that legitimized enslavement and racial oppression; and analyze the contradictions inherent within a society founded on the principles of freedom and equality, and the persistence of enslavement and racial oppression.

1. Analyze the Declaration of Independence and its contradictions as it relates to the institution of slavery
2. Examine the constitutional support for the institution of enslavement

11. Discuss the emergence of de facto and de jure racial discrimination in post-revolutionary U.S. society and its impact upon African Americans.

1. Urban and industrial development in the North
2. The spread of slavery, and the relocation of Native Americans.
3. The Dred Scott Decision

12. Explain the various reasons African Americans established social, religious, educational, economic,

and cultural institutions after the Revolution and identify the specific institutions they founded.

1. Examine the experience of Black people in the North
2. Identify the Black immigrant experience

13. Explain factors leading to western expansion including concepts of empire building, manifest destiny and racial capitalism.

1. Explain territorial Expansion
2. Examine the impact of the Louisiana Purchase, Sale of Florida, fight for Texas and the War with Mexico
3. Analyze the concept of Manifest Destiny

14. Analyze the development of African American culture during the early national period and its relationship with, and influences upon European American culture.

1. Examine the development of a uniquely African American culture
2. Analyze the impact on African American struggles for freedom, equality, and human dignity.
3. Discuss the impact of an emergence of an African Diaspora

15. Discuss the methods used by enslaved Africans to resist the institution of enslavement and how this resistance led to the enactment of laws to suppress it, including ship mutinies, revolts, abolitionism, maroon societies, Afro-Indian and Afro-Mexican alliances.

1. Explain the different resistance methods used by enslaved Africans
2. Analyze the impact of the Haitian Revolution
3. Discuss Afro-Indian and Afro-Mexican alliances

16. Summarize pro-enslavement and anti-enslavement arguments and explain the differences among anti-enslavement groups and

abolitionists such as those founded and led by African Americans and advocates of the free-soil movement.

1. Analyze the pro-enslavement movement
2. Analyze the anti-enslavement movement
3. Compare and contrast the goals of the different abolitionist's movements

17. Analyze the ideological, economic, and political issues around secession and the central role of African enslavement played in the conflict before and onset of the War of Jubilee.

1. Sectionalism - slave vs. free states
2. The causes and effects of the War of Jubilee/Civil War

18. Explain the role and contributions of African Americans during the Civil War and compare the resources and social experiences in the Union and Confederacy.

1. Analyze the experience of African Americans during the Civil War and the political, economic and ethical implications.
2. Examine the impact Black soldiers had on the success of the Union during the Civil War

19. Analyze the Emancipation Proclamation both as a political war measure and a humanitarian document.

1. Analyze the Emancipation Proclamation both as a political war measure
2. Analyze the Emancipation Proclamation both as a humanitarian document

20. Discuss Black and national plans for Reconstruction, and the impact each plan had on African American struggles for freedom, equality, and human dignity.

1. Examine the hopes and goals for African Americans

Changed	Field	Current Version	Proposed Version
			<p>people during Reconstruction</p> <p>2. Analyze the goals of the re-United States and compare those with the goals of African Americans</p> <p>21. Discuss the challenges of achieving a credible Reconstruction and explain its importance to African Americans</p> <p>1. Analyze General Sherman's Order 15 and its impact</p> <p>2. Examine the key components for African Americans during Reconstruction</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	No Value
!	Limitation(s) on Enrollment - Other:	(Also listed as HIST D018A.)	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments A. Weekly Class Discussion on important themes and content of the course

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self- regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value
	<p>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</p>	No Value	No Value
	<p>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</p>	No Value	No Value
	<p>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</p>	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline A2. Examine the developments of precolonial West Africa and the impact of the transplantation of African culture on to those individuals kidnapped and enslaved in the United States.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Oral communication - Assignments A. Weekly Class Discussion on important themes and content of the course; Written communication - B1. Weekly Content Reflection; B2. Creative Writing Research Paper on Slave Narratives; C. Book Review on course text; Collaborative exercises - Outline D. Discuss the evolution of the enslavement of African people and European rationale for it in the Americas, and explain the role of African exploited labor in the development of colonial economies.</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline I. Summarize the basic principles of the Constitution and the Bill of Rights; and identify fundamental American political values that flow from the Constitution; and their direct and indirect impact upon the African experience in the U.S.
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline L. Explain the various reasons African Americans established social, religious, educational, economic, and cultural institutions after the Revolution and identify the specific institutions they founded.
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline E. Analyze the development of African American culture during the early national period and its relationship with, and influences upon European American culture.

Changed**Questions****Current Version****Proposed Version**

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Assignments A. Weekly Class Discussion on important themes and content of the course; B1. Weekly Content Reflection

Comments**Changed****Questions****Current Version****Proposed Version**

Stage 2: Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version		Type of Edit	Edit	Initiator - Indicate "Y" When Completed	
!	Stage 3: Division Curriculum Representative	No Value	Date	Tab	Part - Field			
			2/25/2025	Basic Information	Attachments	Required	Click the "i" icon in the top right corner of the screen to access two forms— Hybrid Form and Online Form . Fill out the forms and upload them as attachments.	Y
			2/25/2025	Methods of Evaluation VI.		Required	There is a Section VI without any content. Please either remove Section VI or add the necessary content.	Y
			2/25/2025	Examples of Primary Texts and References	All	Required	Ensure that the author, title, publisher, and date/edition are placed in their respective sections correctly.	Y
			2/25/2025	Suggested Reading List	All	Required	Delete this section, as it is no longer required.	Y
			2/25/2025	Matrix A	All	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	Y

Changed	Questions	Current Version	Proposed Version
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		2/25/2025	GE Form All
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		Required	Y
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Need to **cite** the specific section from the **Outline, Assignments, or Methods of Evaluation** areas. Be sure to reference the specific section and provide a brief summary of the information cited.

Please use the **Outline, Assignments, or Methods of Evaluation** sections to indicate how the course **fosters oral communication, written communication, and collaborative exercises**.

		2/28/2025	GE Form Criteria 2
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		Required	Y
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Note that this criterion includes **three distinct components: oral communication, written communication, and collaborative exercises**—all of which should be clearly addressed.

Stage 4: Division Dean	No Value	No Value
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Stage 5: SLO Coordinator	No Value	No Value
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Stage 7: Content Review Matrix Liaison	No Value	No Value
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Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			05/19/25	Learning Objectives	Course Objectives	Suggested	I went back and looked at the courses that were approved for Ethnic Studies this year, and one thing that they have in common is that they take language directly from the Cal-GETC standards; I'm going to send you some information via email, and you can take it or leave it, but I feel like the closer we can get to what has already been approved, the easier it will be to submit	Y
			05/19/25	Outline	Course Outline	Suggested	^Same	Y
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
!	Sort ID (00 < 10; 0 < 100)	AFAM 012A; HIST 018A	AFAM 012A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
!	Cross-Listed/Related Course Information	Cross-listed	NA
!	Cross-Listed/Related Course ID's	AFAM 12A (P); HIST 18A (C)	No Value
!	DL Approval Date (MM/DD/YYYY)	11/13/2018	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> ICS 18A (course dept/number change to AFAM 12A) and HIST 18A w/minor revisions to meet CSU GE, Area F appr. 1/12/21 (effect. F21).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct 	<ul style="list-style-type: none"> ICS 18A (course dept/number change to AFAM 12A) and HIST 18A w/minor revisions to meet CSU GE, Area F appr. 1/12/21 (effect. F21).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	AFAMD012A
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	Nov 13, 2018 12:00:00 AM
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000168880
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
 05/23/2025

Summary of Changes

Section

Changed field

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mary Clark Tillman	• Julie Keiffer-Lewis
	Course ID (CB01A and CB01B)	AFAMD012B	AFAMD012B
	Course Control Number	CCC000072918	CCC000072918
	Course Title (CB02)	African American History Since 1865	African American History Since 1865 <u>Reconstruction</u>
	Short Course Title	AFRIC AMER HIST SINCE 1865	AFRIC AMER HIST SINCE 1865
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	AFAM - African American Studies	AFAM - African American Studies
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	<p>This course examines the history of the Black/African American in the United States since the ending of the American Civil War. The major events, policies, themes, experiences, and Black/African American people that shaped the history of the United States will be analyzed. This course will help students understand the role of Black/African Americans in the political, social and economic life of the United States from Reconstruction to the Jim Crow era, to the modern Civil Rights Movement to the Black Power Movement to the Black Lives Matter movement against police brutality and the prison industrial complex impacting Black/African Americans today. How institutions, policies, social norms, and laws have historically, and currently oppressed/oppress Black/African Americans will also be examined.</p>	<p>This course examines the history <u>is a survey of the Black/African American African diasporan experiences in the United States</u> <u>History</u> since <u>Reconstruction to the ending present with emphasis upon the centrality of the African American Civil War.</u> The major events, policies, themes, experiences, <u>experiences</u> and <u>Black/African American people that shaped the history of the United States will be analyzed.</u> This course will help students understand the role of <u>Black/African Americans in contributions.</u> <u>Course content focuses on African diasporan influences upon the political, social social, economic, and economic life cultural development of the United States from Reconstruction to the Jim Crow era, to the modern Civil Rights Movement to the Black Power Movement to the Black Lives Matter movement against police brutality that includes an analysis of systemic White supremacy, structural racism, and the prison industrial complex impacting Black/African Americans today. How institutions, policies, struggle for freedom, racial and social norms, justice and laws have historically, and currently oppressed/oppress Black/African Americans will also be examined. full equality in the United States.</u></p>
	Course Type (CB27)	<ul style="list-style-type: none"> • Lower Division 	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • Online 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Ethnic Studies
	Discipline 2	No value	<ul style="list-style-type: none"> • African American Studies
	Discipline 3	No value	<ul style="list-style-type: none"> • - AND - • History
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly ICS D018B.)	(Formerly ICS D018B.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets the general education requirements of De Anza and Cal-GETC. It also meets the requirement of the A.A. Degree/Certificate in Intercultural Studies and is UC and CSU transferable. The course examines the history of African ancestry individuals living within the United States since 1865.</p>	<p>This course meets the general education requirements of De Anza and Cal-GETC. It also meets the requirement of the A.A. Degree/Certificate in Intercultural Studies and is UC and CSU transferable. The course examines the history of African ancestry individuals living within the United States since 1865.</p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	It continues the Division's desire to develop socially just curriculum as part of the on-going effort to provide an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities.	It continues the Division's desire to develop socially just curriculum as part of the on-going effort to provide an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities.

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	Yes - complete the cross-listed form	Yes - complete the cross-listed form <u>No</u>
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	No value
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

Changed	Field	Current Version	Proposed Version
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed**Field****Current Version****Proposed Version****GE Information**

System/Institution	CSU
Area(s)	<ul style="list-style-type: none"> • CUS1 - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • AFS - Pending.
-	C-ID 141

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA4X - Approved.
-	No value

System/Institution	CSU
Area(s)	<ul style="list-style-type: none"> • CUS1 - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA4X - Approved. • CA6X - Pending.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved.
-	No value

Speciality Hours**Changed****Field****Current Version****Proposed Version****Speciality Hours**

No value

No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
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	Total Credit Units	4	4
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	Minimum Credit Units	4	4
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	Maximum Credit Units	4	4
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SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications

Changed Field**Current Version****Proposed Version****Methods of Instruction****Methods of Instruction**

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class essays
Quiz and examination review performed in class
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class essays
Quiz and examination review performed in class
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Required reading assignments from provided materials and/or required text. 2. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments. 3. Book review which will examine and synthesize various periods of American history such as the Reconstruction, post-Reconstruction period, the early twentieth (20th) century or the post World War II period. 4. Film reviews, which will allow the student to critically analyze the way media and popular culture impact the expectations placed on Black/African Americans. 	<ol style="list-style-type: none"> 1. Weekly Class Discussion on key topics and themes of the course. 2. Weekly Content Reflection on the provided weekly course content 3. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments. 4. Book review which will examine and synthesize various periods of American history such as the Reconstruction, post-Reconstruction period, the early twentieth (20th) century or the post World War II period. 5. Film reviews, which will allow the student to critically analyze the way media and popular culture impact the expectations placed on Black/African Americans.

Changed Field

Current Version

Proposed Version

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Quizzes and exams
2. Written assignments
3. Research reports
4. Field reports
5. Class discussions, group participation
6. Project and presentations

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Film reviews will evaluate the student's ability to critically analyze the way media and popular culture impact the expectations placed on African Americans.
2. A midterm and a final examination with an objective and reflective essay section. The essay questions will test the student's ability to assess, interpret, and synthesize important events, issues, and personalities for Black/African Americans.
3. Research papers will be evaluated on the basis of how well the student can interpret cause and

Changed Field**Current Version****Proposed Version**

effect,
compare and
contrast, can
synthesize
material and
support
his/her
conclusions.

4. The book
review and
reading
check-ins
will be
evaluated on
the basis of
how well the
student
interprets
cause and
effect,
compare and
contrast,
synthesizes
material and
assembles
material to
support their
conclusions.

5. Collaborative
group
discussions
will be
evaluated on
how well
students can
connect
what they
are learning
with topics
relating to
the course
content.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• None

Changed Field**Current Version****Proposed Version****Examples of
Primary Texts and
References**

Title	No value
Author	*Hine, Darlene, Hine, William & Harrold, Stanley, "African-American Odyssey," (Seventh Edition) Volume II, Pearson-Prentice, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Litwack, Leon. "Trouble in Mind: Black Southerners in the Age of Jim Crow," First Vintage Books, 1998.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hine, Darlene Clark. "African Americans, A Concise History Volume 2 (Fifth Edition)," Pearson, 2014

Title	"Trouble in Mind: Black Southerners in the Age of Jim Crow,"
Author	Litwack, Leon.
Publisher	First Vintage Books
Date/Edition	1999/1st
ISBN	9780375702631

Title	"African-American Odyssey," Vol. 2
Author	Hine, Darlene & Harrold, Stanley.
Publisher	Pearson
Date/Edition	2021
ISBN	9780137536757

Title	The Struggle for Freedom: A History of African Americans, Combined, Ed. 3
Author	Clayborn Carson, et. al.
Publisher	Pearson
Date/Edition	2021
ISBN	9780137496679

Title	From Slavery to Freedom,

Changed Field**Current Version****Proposed Version**

Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Author	Franklin, John Hope and Evelyn Higginbotham.
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Publisher	McGraw Hill
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Date/Edition	2021
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ISBN	9781260912807
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Title	The 1619 Project,
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Author	Hannah-Jones, Nikole.
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Publisher	Random House
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Date/Edition	2021
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ISBN	9780593501719
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Suggested Reading List

No value

Reading List Chafe, William. "Civilities and Civil Rights; Greensboro, North Carolina and the Black Struggle for Freedom", 1981.

May include, but are not limited to No value

Reading List Carson, Clayborne, Lapsansky-Werner and Nash, Gary B. "African American Lives: The Struggle for Freedom", (Volume II Since 1865), Pearson/Longman, 2004.

May include, but are not limited to No value

Reading List Carson, Clayborne, "Civil Rights Chronicle: The African-American Struggle for Freedom". Legacy, 2004.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Davis, Francis, "The History of the Blues", Da Capo Press, 2003.

May include, but are not limited to No value

Reading List Fishel, Leslie H., Jr., and Benjamin Quarles. "The Black American Documentary History", 1976.

May include, but are not limited to No value

Reading List Freidel, Frank. "Harvard Guide to American History", 1974.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Gurallnick, Peter, Santelli, Robert, George-Warren, Holly and Farley, Christopher John, "The Blues: A Musical Journey, Harper/Collins Publishers", 2003.

May include, but are not limited to No value

Reading List Harley, Sharon, Stephen Middleton, and Charlotte Stokes. "The African American Experience", 1992.

May include, but are not limited to No value

Reading List Huggins, Nathan, Martin Kilson, and Daniel M. Fox. "Key Issues in the Afro-American Experience". Vol II. New York: Harcourt Brace Jovanovich, 1971.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Obama, Barack, "Dreams from My Father: A Story of Race and Inheritance", Three Rivers Press, 2004.

May include, but are not limited to No value

Reading List Katz, William L. "Teachers' Guide to American Negro History", 1971.

May include, but are not limited to No value

Reading List Ward, Geoffrey C. and Burns, Ken, "Jazz: A History of America's Music", Alfred A. Knopf, 2000.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Wright, Donald, "Roads to Freedom", 1985.

May include, but are not limited to No value

Reading List Wright, Kai, "Soldiers of Freedom: An Illustrated History of African Americans in the Armed Forces", Black Dog & Leventhal Publishers, Inc., 2002.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Examine and explore the discipline of history with an analysis and appraisal of the role of specific events and individuals in affecting the development of the United States. • Analyze and examine how knowledge of the past contributes to understanding and addressing present-day issues and challenges which affected people of African descent in the history of the United States from the Civil War to the present. • Examine the impact of post-Civil War legislation on Black/African Americans. • Analyze and appraise the impact of prominent Black/African Americans on the development of United States. • Examine the impact of important Black/African American organizations and movements for social justice. • Examine some of the major problems Black/African Americans face compared and contrasted with other racial groups in the struggle for social and economic equity in the United States. • Analyze the emergence of the United States as a world power and its relationships with Africa, the Caribbean Islands and Central and South America. • Analyze and review the Civil Rights Movement. • Review, assess and analyze the major questions, problems, and issues in the social and behavior sciences in their historical and geographic settings with particular attention 	<ul style="list-style-type: none"> • Apply theory and knowledge produced by African Americans to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation. • Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, anti-blackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in African American Studies. • C. Examine the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, citizenship, sovereignty, language, and or age in the communities' African American populations. • Analyze and discuss the politics of the Black Reconstruction, the presidential election of 1876, the Compromise of 1877 period and the Republican Party's abandonment of African Americans. • Identify the origins of the "Jim & Jane Crow" system (U.S. Apartheid) and define racialization, racism and white supremacy; its social, political, economic, legal and systemic violence components, and

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to the social dynamics of race, gender, age, and class as they relate to Black/African Americans.

- discuss the system's impact upon African Americans.
- Discuss the cultural, economic, social, educational and political struggles and accomplishments of African Americans during the Jim Crow era, and identify ideas, programs and strategies utilized by key African American leaders to achieve freedom, justice and equality.
 - Discuss the mass migrations, increase of African American leadership and institutions, the rise of various forms of resistance to racism in the areas of labor, civil rights and education. Explain how racism influenced the economics and politics of the Labor Movement.
 - Analyze factors that account for the rise of the "New Imperialism" and the world wide subjugation of peoples of color, and its implications for African Americans and overall race relations in the United States; Explain the rise and goals of Pan-Africanism and decolonization.
 - Identify the origins of the Progressive movement, its local, state, national, and racial agenda, and analyze its effect on American life.
 - Analyze the causes of World War I, examine the U.S. role in the war and discuss its treatment of African Americans at home and abroad.
 - Identify the causes of large scale African American migrations from the South to Northern cities, assess the impact of the migration, and describe the culture and political movements that emerged within

Changed Field**Current Version****Proposed Version**

the African American community.

- Discuss the political, social, and economic developments between World War I and the Great Depression, and explain how these developments affected U.S. foreign policy and contributed to social and racial conflict.
- Analyze the causes and consequences of the Great Depression and its social, political and economic effect upon African Americans and American society, and explain how the New Deal transformed U.S. politics and African American political pursuits.
- Analyze the causes of World War II, examine the U.S. role, discuss its treatment of African Americans, and explain how the war shaped the nature of the African American, continental African, and diasporan African struggles for freedom.
- Discuss the origins of the Cold War and the rise of McCarthyism, and analyze their impact on American domestic and foreign policy; and African American political and education struggles to end segregation and achieve freedom, justice and equality.
- Discuss the Black Freedom Movement and its Civil Rights and Black Power phases from the 1950s through the early 1970s; Identify key leaders and organizations involved, and explain the movement's effect on other social, economic and political reforms of the era.
- Summarize the struggles and accomplishments of African Americans during the Black

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Power Movement and assess the social, political and economic issues that were left unresolved.

- Define and discuss the major social, political, and economic issues and struggles confronting the African American community during the 1980s and 1990s, and analyze key concepts and practices involved i.e., racial capitalism, police brutality, affirmative action.
 - Discuss the major events of war and economic crisis in the early 21st century and their impact on the African American community and U.S. society.
 - Analyze the political developments of the 21st century around presidential elections including the historical meaning and impact of the Obama presidency, Trump era and various forms of resistance by the African American community and others.
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Changed Field

Current Version

Proposed Version

CSLOs

CSLOs Evaluate how systematic segregation and institutional racism shaped, and continues to shape, the lives of Black/African Americans in the United States.

Expected SLO Performance 0.0

CSLOs Evaluate how systematic segregation and institutional racism shaped, and continues to shape, the lives of Black/African Americans in the United States.

Expected SLO Performance 0.0

CSLOs Investigate the contributions of Black/African Americans in shaping the historical, political, social, and economic conditions of the United States.

Expected SLO Performance 0.0

CSLOs Investigate the contributions of Black/African Americans in shaping the historical, political, social, and economic conditions of the United States.

Expected SLO Performance 0.0

CSLOs Analyze the significance of the modern day Civil Rights Movement and its impact on creating a more socially just society.

Expected SLO Performance 0.0

CSLOs Analyze the significance of the modern day Civil Rights Movement and its impact on creating a more socially just society.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Examine and explore the discipline of history with an analysis and appraisal of the role of specific events and individuals in affecting the development of the United States. <ol style="list-style-type: none"> 1. Demonstrate how this period has been documented in history. <ol style="list-style-type: none"> 1. Express how this period is used as a vehicle to interpret current experiences of Black/African Americans. 2. Illustrate how the experiences and actions of individuals during this time have impacted race relations in the United States. 2. Examine the important events that have impacted Black /African Americans since the end of the institution of slavery. <ol style="list-style-type: none"> 1. Emancipation Proclamation 2. Constitutional amendments 3. Black Codes 4. Southern Sharecropping 5. Reconstruction 3. Analyze the effects of the Civil War and the efforts to resolve racial conflicts in the United States. <ol style="list-style-type: none"> 1. Urban migration and the impact of moving out of the South 2. The Plessy v. Ferguson Decision 	<ol style="list-style-type: none"> 1. Apply theory and knowledge produced by African Americans to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation. <ol style="list-style-type: none"> 1. Analyze the major events and issues concerning Black/African American people in the United States. 2. Assess and appraise the role of the enslaved Black people in the development of the United States. 3. Analyze various efforts of Black/African American people, living in the United States, to obtain basic human rights. 2. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, anti-blackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti- racism as studied in African American Studies. <ol style="list-style-type: none"> 1. Understand historical context of concepts such as race, class, gender, sexuality, and the impact of differences in the

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 4. Survey the impact of colonization on an oppressed group. <ol style="list-style-type: none"> 1. The political, social, and economic impact of white supremacy on Black/African Americans. 2. Political enfranchisement and disfranchisement 5. Appraise the impact of Civil Rights laws. <ol style="list-style-type: none"> 1. The effects of neo-colonial activities in the United States 2. The effects of political assassinations 2. Analyze and examine how knowledge of the past contributes to understanding and addressing present-day issues and challenges which affected people of African descent in the history of the United States from the Civil War to the present. <ol style="list-style-type: none"> 1. Reconstruction 2. Jane & Jim Crow 3. The New Deal 4. The World War II era 5. The Civil Rights Movement 6. The Rise of Conservatism 7. The Movement for Black Lives (#BlackLivesMatter) 3. Examine the impact of post-Civil War legislation on Black/African Americans. <ol style="list-style-type: none"> 1. 14th Amendment 2. 15th Amendment 3. Voting Rights 4. Antimiscegenation Laws 4. Analyze and appraise the impact of prominent Black/African 	<p>United States into an historical context.</p> <ol style="list-style-type: none"> 2. Compare and contrast the similarities and differences between Black/African Americans and other major racial groups in the United States. 3. Examine the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, citizenship, sovereignty, language, and or age in the communities' African American populations. <ol style="list-style-type: none"> 1. Understand the Theory of Intersectionality 2. Place contemporary discussions about race, class, gender, sexuality, and other differences in the United States into an historical context 4. Analyze and discuss the politics of the Black Reconstruction, the presidential election of 1876, the Compromise of 1877 period and the Republican Party's abandonment of African Americans. <ol style="list-style-type: none"> 1. Demonstrate how this period has been documented in history. 2. Examine the important political events that have impacted African Americans since the end of the institution of slavery. 5. Identify the origins of the "Jim & Jane Crow" system (U.S. Apartheid) and define racialization, racism and white supremacy; its social, political,

Changed	Field	Current Version	Proposed Version
		<p>Americans on the development of United States.</p> <ol style="list-style-type: none"> 1. Frederick Douglass 2. Sojourner Truth 3. Booker T. Washington 4. Ida Wells-Barnett 5. W.E.B. DuBois 6. Josephine Baker 7. Martin Luther King, Jr. 8. Rosa Parks 9. Malcolm X 10. Shirley Chisholm <p>5. Examine the impact of important Black/African American organizations and movements for social justice.</p> <ol style="list-style-type: none"> 1. NAACP 2. National Urban League 3. Women's Club Movement 4. Civil Rights Movement 5. SNCC 6. The Black Panther Party 7. Movement for Black Lives (#BlackLivesMatter) 8. Local organizations that support the African American community <p>6. Examine some of the major problems Black/African Americans face compared and contrasted with other racial groups in the struggle for social and economic equity in the United States.</p> <ol style="list-style-type: none"> 1. Native Americans 2. Asian Americans 3. Latinx Americans <p>7. Analyze the emergence of the United States as a world power and its relationships with Africa, the Caribbean Islands and Central and South America.</p> <ol style="list-style-type: none"> 1. The Scramble for Africa 2. Late 19th century American expansionism in: 3. U. S. involvement in foreign political affairs. 	<p>economic, legal and systemic violence components, and discuss the system's impact upon African Americans.</p> <ol style="list-style-type: none"> 1. Express how this period is used as a vehicle to interpret current experiences of Black/African Americans. 2. Illustrate how the experiences and actions of individuals during this time have impacted race relations in the United States. <p>6. Discuss the cultural, economic, social, educational and political struggles and accomplishments of African Americans during the Jim Crow era, and identify ideas, programs and strategies utilized by key African American leaders to achieve freedom, justice and equality.</p> <ol style="list-style-type: none"> 1. Analyze the negative impact of Black Codes and the economic system of Sharecropping 2. Examine the gains African Americans received during Reconstruction <p>7. Discuss the mass migrations, increase of African American leadership and institutions, the rise of various forms of resistance to racism in the areas of labor, civil rights and education. Explain how racism influenced the economics and politics of the Labor Movement.</p> <ol style="list-style-type: none"> 1. Analyze the effects of the Civil War and the efforts to resolve racial conflicts in the United States

Changed	Field	Current Version	Proposed Version
		<p>4. Vietnam War</p> <p>8. Analyze and review the Civil Rights Movement.</p> <ol style="list-style-type: none"> 1. The passage of an anti-segregation legislation. 2. The impact of the Brown vs. Board of Education case 3. Different approaches to gaining Civil Rights 4. Mass demonstration and protests <p>9. Review, assess and analyze the major questions, problems, and issues in the social and behavior sciences in their historical and geographic settings with particular attention to the social dynamics of race, gender, age, and class as they relate to Black/African Americans.</p> <ol style="list-style-type: none"> 1. Assimilation vs. cultural pluralism 2. Black nationalism vs. black capitalism 3. Eurocentrism vs. Afrocentrism 4. Black middle class vs. black underclass 5. Black men vs. black women 	<ol style="list-style-type: none"> 2. Understand urban migration and the impact of African Americans moving out of the South <p>8. Analyze factors that account for the rise of the "New Imperialism" and the world wide subjugation of peoples of color, and its implications for African Americans and overall race relations in the United States; Explain the rise and goals of Pan-Africanism and decolonization</p> <ol style="list-style-type: none"> 1. Survey the impact of colonization on an oppressed group. 2. Examine the political, social, and economic impact of white supremacy on peoples of color 3. Compare the subjugation experiences by people of color around the world to the subjugation of Jim and Jane Crow <p>9. Identify the origins of the Progressive movement, its local, state, national, and racial agenda, and analyze its effect on American life.</p> <ol style="list-style-type: none"> 1. Understand the political enfranchisement and disfranchisement of racial groups in the U.S. 2. Appraise the impact of Civil Rights laws on the Progressive movement. <p>10. Analyze the causes of World War I, examine the U.S. role in the war and discuss its treatment of African Americans at home and abroad.</p> <ol style="list-style-type: none"> 1. Examine the impact of African American organizations and

-
- movements for social justice through the war effort
 - 2. Analyze the effects of neo-colonial activities in the United States
 - 11. Identify the causes of large scale African American migrations from the South to Northern cities, assess the impact of the migration, and describe the culture and political movements that emerged within the African American community.
 - 1. Analyze the impact of African Americans on the development of United States.
 - 2. identify the key organizations for Black liberation during this time.
 - 12. Discuss the political, social, and economic developments between World War I and the Great Depression, and explain how these developments affected U.S. foreign policy and contributed to social and racial conflict.
 - 1. Examine some of the major problems African Americans faced during the period leading up to the Great Depression
 - 2. Compare and contrast the US foreign policy versus its domestic policy during this period
 - 13. Analyze the causes and consequences of the Great Depression and its social, political and economic effect upon African Americans and American society, and explain how the New Deal transformed

U.S. politics and African American political pursuits.

1. Examine the ways that race impacted federal aid and support during the Great Depression
2. Analyze the response to the Great Depression by African Americans

14. Analyze the causes of World War II, examine the U.S. role, discuss its treatment of African Americans, and explain how the war shaped the nature of the African American, continental African, and diasporan African struggles for freedom.

1. Analyze the different roles the US played leading up to entering World War II
2. Examine the African American community's response to World War II
3. Examine the role of segregation and its impact on morale during World War II

15. Discuss the origins of the Cold War and the rise of McCarthyism, and analyze their impact on American domestic and foreign policy; and African American political and education struggles to end segregation and achieve freedom, justice and equality.

1. Analyze the origins of the Cold War
2. Identify the key strategies used by the Axis powers to breed distrust amongst African American troops.
3. Examine the rise of McCarthyism and its impact on the movement

for African American liberation.

16. Discuss the Black Freedom Movement and its Civil Rights and Black Power phases from the 1950s through the early 1970s; Identify key leaders and organizations involved, and explain the movement's effect on other social, economic and political reforms of the era.
 1. Examine the impact of post-World War II legislation on African Americans.
 2. Explore the major political movements for African Americans during this period.
17. Summarize the struggles and accomplishments of African Americans during the Black Power Movement and assess the social, political and economic issues that were left unresolved.
 1. Analyze the impact of the Civil Rights Movement.
 2. Explore the impact of social movements like, Black is Beautiful and Black Power.
 3. Identify the key issues that the Black Power movement sought to improve
18. Define and discuss the major social, political, and economic issues and struggles confronting the African American community during the 1980s and 1990s, and analyze key concepts and practices involved i.e., racial capitalism, police brutality, affirmative action.

Changed Field**Current Version****Proposed Version**

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1. Analyze the impact of the rise of Conservatism
 2. Examine the connection between race, Christianity, and politics that expand during this period
 3. Identify the major responses to the rise of conservatism for the African American community
19. Discuss the major events of war and economic crisis in the early 21st century and their impact on the African American community and U.S. society.
1. Examine how knowledge of the past contributes to understanding and addressing present-day issues and challenges which affected people of African descent in the history of the United States
 2. Compare and contrast the differing strategies of the African American community in response to advocating for their Civil Rights
20. Analyze the political developments of the 21st century around presidential elections including the historical meaning and impact of the Obama presidency, Trump era and various forms of resistance by the African American community and others.
1. Analyze the political ascendance of Barack Obama
 2. Identify the impact of race on the presidency of Barack Obama

Changed	Field	Current Version	Proposed Version
			3. Analyze the white supremacist backlash to the presidency of Barack Obama 4. Understand the rise of White Christian Nationalism as a response to the presidency of Barack Obama 5. Compare the The Movement for Black Lives (#BlackLivesMatter) to the movement for White Christian Nationalism
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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1. Is the unit(s) change required for articulation?

No Value

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
!	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	No Value
!	Limitation(s) on Enrollment - Other:	(Also listed as HIST D018B.)	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
❗	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>Assignments A. Weekly Class Discussion on key topics and themes of the course; B. Weekly Content Reflection on the provided weekly course content</p>
❗	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	<p>Assignments C. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments. D. Book review which will examine and synthesize various periods of American history such as the Reconstruction, post-Reconstruction period, the early twentieth (20th) century or the post World War II period.</p>
❗	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>Assignments C. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments</p>

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments C. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments. D. Book review which will examine and synthesize various periods of American history such as the Reconstruction, post-Reconstruction period, the early twentieth (20th) century or the post World War II period.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline Q. Analyze the political developments of the 21st century around presidential elections including the historical meaning and impact of the Obama presidency, Trump era and various forms of resistance by the African American community and others.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Create
compositions
about fiction
and non-
fiction texts
from many
cultural and
social
perspectives
in a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

**Objective 3:
Produce
written work
using a
cyclical
process of
multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
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	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
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	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value
	<p>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</p>	No Value	No Value
	<p>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</p>	No Value	No Value
	<p>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</p>	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A. Analyze and discuss the politics of the Black Reconstruction, the presidential election of 1876, the Compromise of 1877 period and the Republican Party's abandonment of African Americans.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Oral Communication: Assignments A. Weekly Class Discussion on key topics and themes of the course.; Written communication: Assignments B. Weekly Content Reflection on the provided weekly course content; Collaborative Exercises: Assignments A. Weekly Class Discussion on key topics and themes of the course.

Changed	Questions	Current Version	Proposed Version
	 Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline K. Analyze the causes of World War II, examine the U.S. role, discuss its treatment of African Americans, and explain how the war shaped the nature of the African American, continental African, and diasporan African struggles for freedom.
	 Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline I. Discuss the political, social, and economic developments between World War I and the Great Depression, and explain how these developments affected U.S. foreign policy and contributed to social and racial conflict.
	 Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline E. Analyze factors that account for the rise of the "New Imperialism" and the world wide subjugation of peoples of color, and its implications for African Americans and overall race relations in the United States; Explain the rise and goals of Pan-Africanism and decolonization

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignment A.Weekly Class Discussion on key topics and themes of the course.; Assignments B. Weekly Content Reflection on the provided weekly course content

Comments

Changed	Questions	Current Version	Proposed Version												
	Stage 2: Department Chair	No Value	No Value												
	Stage 3: Division Curriculum Representative	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/13/2025</td> <td>Examples of Primary Texts and References</td> <td>ALL</td> <td>Required</td> <td>This list is limited to five entries. Please include at least one book from the most recent years.</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/13/2025	Examples of Primary Texts and References	ALL	Required	This list is limited to five entries. Please include at least one book from the most recent years.	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
3/13/2025	Examples of Primary Texts and References	ALL	Required	This list is limited to five entries. Please include at least one book from the most recent years.	Y										

Changed	Questions	Current Version	Proposed Version												
	Stage 4: Division Dean	No Value	No Value												
	Stage 5: SLO Coordinator	No Value	No Value												
	Stage 7: Content Review Matrix Liaison	No Value	No Value												
	Stage 8: Dean of Online Learning	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/14/25</td> <td>Gabriela Nocito on behalf of COOL Members</td> <td>Basic Information - Modality</td> <td>Required</td> <td>only one is selected even though two forms are attached.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/14/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Modality	Required	only one is selected even though two forms are attached.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
5/14/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Modality	Required	only one is selected even though two forms are attached.	Y										

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	I went back and looked at the courses that were approved for Ethnic Studies this year, and one thing that they have in common is that they take language directly from the Cal-GETC standards; I'm going to send you some information via email, and you can take it or leave it, but I feel like the closer we can get to what has already been approved, the easier it will be to submit
		05/19/25	Learning Course Objectives Objectives Suggested
		05/19/25	Outline Course Outline Suggested^Same
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	AFAM 012B; HIST 018B	AFAM 012B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
!	Cross-Listed/Related Course Information	Cross-listed	NA
!	Cross-Listed/Related Course ID's	AFAM 12B (P); HIST 18B (C)	No Value
!	DL Approval Date (MM/DD/YYYY)	11/13/2018	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> ICS 18B (course dept/number change to AFAM 12B) and HIST 18B w/minor revisions to meet CSU GE, Area F appr. 1/12/21 (effect. F21).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct 	<ul style="list-style-type: none"> ICS 18B (course dept/number change to AFAM 12B) and HIST 18B w/minor revisions to meet CSU GE, Area F appr. 1/12/21 (effect. F21).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	AFAMD012B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	Nov 13, 2018 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000072918

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College
Change Report
05/23/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
Course Philosophy	Course Philosophy
Foothill Equivalency	Foothill Faculty Consultation Name

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Mae Lee
	Course ID (CB01A and CB01B)	ASAMD001.	ASAMD001.

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000066122	CCC000066122
	Course Title (CB02)	Asian American Experiences Past to Present	Asian American Experiences Past to Present
	Short Course Title	ASIAN AMER EXPER PAST TO PRES	ASIAN AMER EXPER PAST TO PRES
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ASAM - Asian American Studies	ASAM - Asian American Studies
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	<p>This course is an introduction to Asian American Studies and an exploration of Asian American experiences from the 19th century examining processes and consequences of racialization with an intersectional framework. The experiences of Chinese Americans, Vietnamese Americans, Filipino Americans, Indian Americans, Japanese Americans, Korean Americans, as well as other Asian American groups, will be examined. Issues such as how Asian Americans respond to social inequity, the challenges of making a living, and the changing perspectives from immigrant to American-born generations will be highlighted.</p>	<p>This course is an introduction to Asian American Studies and an exploration of Asian American <u>that explores the experiences of Asians in the United States</u> from the 19th <u>mid-19th</u> century examining processes and consequences of racialization with an intersectional framework. <u>through post-1965 migration.</u> The <u>course argues that the</u> experiences of Chinese Americans, Vietnamese Americans, Filipino Americans, Indian Americans, Japanese Americans, Korean Americans, as well as other Asian American groups, <u>will</u> Americans today cannot be examined. <u>Issues such as how understood insightfully without an awareness and analysis of the historical experiences of</u> Asian Americans respond collectively. The course focuses on diasporic experiences of Asian migrants to social inequity, the challenges- <u>United States--immigrants and refugees of making a living,</u> Chinese, Japanese, Korean, Indian, Filipinx, Vietnamese, Cambodian, Hmong, and Laotian populations. <u>Key themes and topics include: empire and diaspora, colonization, racialized and xenophobic exclusion, community formation, intergenerational relations, national belonging and racialization, wartime scapegoating and incarceration, comparative racialization, and the changing perspectives from immigrant to American-born generations will be highlighted-</u> <u>model minority idea, identity and pan-ethnicity, culture making, social movements, and community activism.&nbsp;</u></p>
	Course Type (CB27)	<ul style="list-style-type: none"> • Lower Division 	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Asian American Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly ICS D020.)	(Formerly ICS D020.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and Cal-GETC. It applies to fulfilling the Intercultural Studies A.A. degree. This course is UC and CSU transferable. This course fulfills the need for students to understand cultural diversity and introduce students to the foundational theories and concepts in studying the Asian-American experience.</p>	<p>This course meets a general education requirement for De Anza and Cal-GETC. It applies to fulfilling the Intercultural Studies A.A. degree. <u>Certificate in Asian American Studies.</u> This course is UC and CSU transferable. This course fulfills the need for students to understand cultural diversity and introduce students to the <u>engage with</u> foundational theories <u>perspectives, scholarly knowledge, and concepts in intellectual and social contexts for</u> studying the Asian-American experience. <u>Asian American experiences in relation to history.</u></p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course seeks to be intellectually stimulating and personally engaging and relevant.	This course seeks to be intellectually stimulating and personally engaging and relevant.

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	<u>Valerie Fong, Dean of Language Arts</u> <u>Scott Tsuchitani, Faculty in Ethnic Studies</u>
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
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	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
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	If yes, identify the UC/CSU campus, course and major.	No value	
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	Will the course be UC transferable?	Yes	Yes
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Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
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Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved. CA6X - Pending.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved. 2G6X - Pending.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
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	Lecture Hours - Out of Class	8	8
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	Laboratory Hours - In Class	0	0
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	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
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	NA Hours - Out of Class	0	0
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Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Maximum Credit Units	4	4
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class essays
In-class exploration of Internet sites
Quiz and examination review performed in class
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises
Collaborative projects
Field observation and field trips

Methods of Instruction

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In-class exploration of Internet sites
Quiz and examination review performed in class
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises
Collaborative projects
Field observation and field trips



Assignments

1. Reading
 1. Reading assignments from one or more texts.
 2. Supplemental readings may also be assigned.
2. Writing
 1. Short essays and/or a research paper related to Asian American historical experiences.
 2. Other writing requirements will include written portions in either midterm or final exam.
 3. A group research project that includes participation in an Asian American community event related to Asian American historical or contemporary experiences.

1. Reading:
 1. Read assigned core texts.
 2. Read assigned supplemental material.
2. Viewing: View assigned videos/media.
3. Writing and Multimedia Work:
 1. Write papers such as reflection essays, commentary on assigned readings and media, an ethnographic analysis on the relevance of historical perspective for contemporary Asian America, and a creative narrative informed by Asian American historical experiences and Asian American Studies.
 2. Create multimedia work such as short videos, a picture book, an audio narration, presentations for a poster session.
 3. Other writing requirements include written portions of midterm, final exam, or group project.
4. Community Engagement: Describe and engage with an Asian American community or activity to situate contemporary Asian America in historical perspective and frameworks of Asian American Studies.
5. Class Participation and Collaboration: Participate in small group conversations, full discussions, and class activities, such as collaborative in-class exercises (ex: brainstorming for an assignment, poster sessions, peer review and feedback giving).

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Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. A final exam with objective and/or essay questions discussing content from lectures and readings to evaluate the student's ability to analyze major issues.
2. Analytical essays to evaluate ability to discuss significant issues related to Asian American history or contemporary community.
3. A major group research project requiring substantial research of an Asian American issue to evaluate the student's ability to analyze an issue from both community and broader societal perspectives.
4. Written report and class presentation of group project to evaluate ability to identify an issue and

**Methods
of
Evaluation**

1. Short and extended written assignments to analyze content of assigned readings and videos/media, to integrate course ideas and themes, and to reflect on student's individual learning experience. Written assignments evaluated using a grading rubric.
2. Individual and group projects with written and multimedia components (i.e., videos, picture book, audio recording) to apply course ideas and themes, to reference course readings and videos/media, to analyze personal and community-based observations, to incorporate primary and secondary source research, and to communicate through various formats such as visual, oral, and text. Projects evaluated using a grading rubric.
3. A final exam or project to analyze and theorize ethnographic observations and community-based research as informed by course material. Exam and project to be evaluated using a grading rubric.
4. Participation and collaboration to contribute to the environment of the class learning community, to

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conduct research to further understanding.

demonstrate engagement with class material, and to give and receive peer feedback on assignments. Participation and collaboration to be evaluated using a grading rubric.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Chan, Sucheng. Asian Californians. San Francisco, MTL/ Boyd & Fraser, 1991.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hsu, Madeline. Asian American History: A Very Short Introduction. 2nd.edition. Oxford University Press, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lee, Erika. The Making of Asian America. New York: Simon and Schuster, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Asian American Histories of the United States
Author	Catherine Ceniza Choy
Publisher	Beacon Press
Date/Edition	2022
ISBN	978-080705079-8

Title	Asian American History: A Very Short Introduction
Author	Madeline Hsu
Publisher	Oxford University Press
Date/Edition	2nd edition, 2016.
ISBN	9780190219765

Title	Asian American History
Author	Huping Ling
Publisher	Rutgers University Press
Date/Edition	2022
ISBN	9781978826236

Title	A New History of Asian America
Author	Shelley Sang-Hee Lee
Publisher	Routledge
Date/Edition	2014
ISBN	9780415879545

Title	American History Unbound: Asians and Pacific Islanders

Changed Field**Current Version****Proposed Version**

Author Lee, Shelley Sang-Hee. A New History of Asian America. New York: Routledge, 2014.

Publisher No value

Date/Edition No value

ISBN No value

Title No value

Author Okihiro, Gary. American History Unbound: Asians and Pacific Islanders. Oakland, CA: University of California Press, 2015.

Publisher No value

Date/Edition No value

ISBN No value

Author Okihiro, Gary. American History Unbound: Asians and Pacific Islanders. Oakland, CA: University of California Press, 2015.

Publisher University of California Press

Date/Edition 2015

ISBN 978-0520274358



Suggested Reading List

No value

Reading List Cordova, Fred.
Filipinos: Forgotten Asian Americans.
Dubuque, IA: Kendall/Hunt, 1983.

May include, but are not limited to No value

Reading List Kurashige, Lon and Alice Yang Murray.
Major Problems in Asian American History.
Houghton Mifflin, 2003.

May include, but are not limited to No value

Reading List Lai, Him Mark.
Becoming Chinese American: A History of Communities and Institutions. New York, Alta Mira Press, 2004.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Lukes, Timothy and Gary Okihiro. Japanese Legacy: Farming and Community Life in California's Santa Clara Valley. Cupertino, CA: California History Center, De Anza College, 1985.

May include, but are not limited to No value

Reading List Lydon, Sandy. Chinese Gold: The Chinese in the Monterey Bay Region. Capitola, CA: Capitola Book Co., 1985.

May include, but are not limited to No value

Reading List Okihiro, Gary. Margins and Mainstreams: Asians in American History and Culture. Seattle: University of Washington Press, 1994.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Takaki, Ronald. Strangers from a Different Shore: A History of Asian Americans. Revised edition. Boston: Back Bay Books., 1998.

May include, but are not limited to No value

Reading List Tsu, Cecilia. Garden of the World: Asian Immigrants and the Making of Agriculture in California's Santa Clara Valley. Oxford University Press, 2013.

May include, but are not limited to No value

Reading List Yu, Connie Young. Chinatown San Jose, USA. San Jose: San Jose Historical Museum Association, 1991.

May include, but are not limited to No value

Changed Field

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Reading List Yu, Henry: Thinking Orientals: Migration, Contact, and Exoticism in Modern America. New York: Oxford University Press, 2001.

May include, but are not limited to No value

Reading List Zhou, Min, and Anthony Ocampo, eds. Contemporary Asian America: A Multidisciplinary Reader. 3rd. Edition. New York: New York University Press, 2016.

May include, but are not limited to No value

Learning Outcomes

Changed Field**Current Version****Proposed Version****Course Objectives**

- Explore the social sciences and humanities through the field of Asian American studies.
 - Evaluate the historical experiences of Asian Americans and compare racial formations with those of Americans of other ancestries (European Americans, American Indians, Latino Americans, and African Americans).
 - Evaluate the contributions of Asian immigrants and compare with those of Americans of other ancestries.
 - Analyze the major issues of race, class, gender and their interconnections in American society in the case of Asian immigrant labor.
 - Compare the structural (economic, social, and political) and ideological underpinnings of U.S. society from Asian exclusion to the Civil Rights Movement.
 - Appraise the impact of international relations on domestic policies affecting Asian Americans, especially in the case of World War II.
 - Assess the Asian American Movement and immigration reform from the Civil Rights era.
 - Apply themes and concepts from Asian American historical experience to understand contemporary issues.
 - Explore issues related to personal development and empowerment by drawing upon historical and contemporary Asian American experiences.
- The Field of Asian American Studies: Explore the social sciences and humanities through the field of Asian American Studies.
 - Analytics of Ethnic Studies in Historical Perspective: Articulate and apply key concepts and theories of Asian American Studies and Ethnic Studies to analyze Asian American experiences from early presence of Asians in the Americas through pre-World War II.
 - Historical Contextualization of Struggle: Identify themes and patterns of struggle, resistance, solidarity, liberation, and anti-racism work in historical periods from World War II through post-1965 migration.
 - Equity-Minded Engagement with Community and History: Engage with and describe contemporary Asian American communities to argue the relevance and analytical power of Asian American historical perspective for making sense of Asian America today, with emphasis on themes such as intersectionality, anti-racism work, racial equity, and social justice.

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CSLOs

CSLOs Analyze and discuss significant issues and events in Asian American history.

Expected SLO Performance 0.0

CSLOs Research a significant issue related to Asian American history or contemporary community.

Expected SLO Performance 0.0

CSLOs Engage in an Asian Pacific American community-related activity.

Expected SLO Performance 0.0

CSLOs Engage with and describe a contemporary Asian American community to discuss the relevance and analytical power of historical contextualization and a framework grounded in Asian American Studies.

Expected SLO Performance 0.0

CSLOs Construct a historically informed narrative of Asian America based on the concepts, themes, and scholarship of Asian American Studies.

Expected SLO Performance 0.0

CSLOs Engage in an Asian Pacific American community-related activity.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Explore the social sciences and humanities through the field of Asian American studies. <ol style="list-style-type: none"> 1. Assess the origins and development of Asian American studies in the social sciences and humanities beginning in the late 1960s. <ol style="list-style-type: none"> 1. Understand the history of ethnic studies. 2. Relate to early emphasis on relating intellectual understanding to community action/change. 3. Examine perspectives, methods, and limitations of Asian American studies. 2. Explore an interdisciplinary social sciences approach to develop an understanding of the social, cultural, and political organization of American society. <ol style="list-style-type: none"> 1. Examine traditional social sciences perspectives, methods, and limitations in the study of Asian Americans. 2. Know the interdisciplinary methods of the field include historiography, qualitative approaches, (e.g., ethnography) and quantitative approaches (e.g., statistical analysis) commonly employed in the social sciences. 3. Evaluate the continuing interactions and dialogue among the social sciences, humanities, and Asian American studies. 2. Evaluate the historical experiences of Asian Americans and compare | <ol style="list-style-type: none"> 1. The Field of Asian American Studies: Explore the social sciences and humanities through the field of Asian American Studies. <ol style="list-style-type: none"> 1. Assess the institutional origins and development of Asian American Studies in the social sciences and humanities beginning in the late 1960s. 2. Describe the socio-historical context of Third World activism and racial disparities in the United States that brought about advocacy for Ethnic Studies and Asian American Studies. 3. Identify the multidisciplinary and interdisciplinary nature of Asian American Studies in higher education today, particularly in the social sciences and humanities. 4. Examine the current context of and debates over Ethnic Studies and Asian American Studies. 5. Recognize Asian American Studies as an academic and community-based intellectual tradition that produces knowledge grounded in theorizing, describing, and documenting the critical events, histories, cultures, lived experiences, and social struggles of Asian Americans. 2. Analytics of Ethnic Studies in Historical Perspective: Articulate and apply key concepts and theories of Asian American Studies and Ethnic Studies to analyze Asian American experiences from early presence of Asians in the Americas through pre-World War II. <ol style="list-style-type: none"> 1. Explain keywords such as: race, racism, racialization, ethnicity, equity, ethnocentrism, Eurocentrism, white |
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Changed Field**Current Version****Proposed Version**

racial formations with those of Americans of other ancestries (European Americans, American Indians, Latino Americans, and African Americans).

1. Use social sciences conceptions such as comparative racialization, racial projects, intersectionality, and Blauner's distinction between voluntary and involuntary incorporation into the U.S. and compare the different racial groups' "mode of entry" and incorporation into the U.S. Consider the argument that Europeans were incorporated as "settlers," Africans as "slaves," American Indians as "savages," Mexicans as "conquered people," and Asians as "cheap labor."
2. Identify Asian American men and women who advanced the social position of the community, or have been recognized for exceptional talents or service.
3. Evaluate the contributions of Asian immigrants and compare with those of Americans of other ancestries.
 1. Examine the prominent economic contributions of Asian immigrants in the American West and in Hawaii during the 19th century, especially in such fields as mining, construction, railroad building, fishing, agriculture, and manufacturing.
 2. Examine the social and cultural contributions of Asian immigrants in diverse areas from philosophy to health and medical practices to food habits to sports such as judo and karate.
 3. Compare the economic, cultural, and political

supremacy, whiteness, labor, exploitation, anti-Blackness, comparative racialization, racial capitalism, Orientalism, empire, culture, nationalism, sovereignty, racial capitalism, imperialism, colonization, decolonization, xenophobia, nativism, intersectionality, transnationalism, diaspora, normative assimilation, resistance.

2. Examine historical periods based on intellectual questions, analytical frameworks, arguments, knowledge, of Asian American Studies.
 1. 16th to 19th Centuries: Early global conditions of Asian migration to the Americas including Spanish galleon trade routes, European colonization, Orientalist and Eurocentric ideologies, and political economic relations between Asia, Europe, and Americas.
 2. Mid-to late 19th Century: U.S. conditions of Asian migration including the civil war, gold rush, scientific racism, immigration and citizenship laws, expansionist project of Manifest Destiny with Mexican-American war, Spanish-American war, and Philippine-American war. Focus on migrations to U.S. and Hawaii of Chinese,

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- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <p>contributions of Asian Americans with other Americans of European, Latino, American Indian, and African ancestries.</p> <p>4. Analyze the major issues of race, class, gender and their interconnections in American society in the case of Asian immigrant labor.</p> <ol style="list-style-type: none"> 1. Analyze how organized labor displaced Asian immigrant labor in the American West. 2. Assess the origins of domestic policies of Asian exclusion and their impact in limiting the development of Asian American communities, including Chinese, Japanese, Filipino, Korean, and Indian. Analyze the social and political dimensions of anti-miscegenation laws, gender imbalance, and the development of early Chinese and Pilipino immigrant "bachelor" societies. 3. Examine the international context of Japanese exclusion and how "picture brides" allowed early Japanese immigrants to produce a large native-born generation. <p>5. Compare the structural (economic, social, and political) and ideological underpinnings of U.S. society from Asian exclusion to the Civil Rights Movement.</p> <ol style="list-style-type: none"> 1. Assess the impact of an Eurocentric American society in the promotion of racial antagonism towards Asian immigrants as reflected in: <ol style="list-style-type: none"> 1. Aware of the Anti-Chinese Movement of the 1870s 2. Aware of the Anti-Japanese Movement of the 1910s | <p>Japanese, Koreans, Indians, Filipinos and post-civil war industrialized, racialized, gendered labor systems.</p> <p>3. Late 19th Century to Pre-World War II: Transnational community formation, emergence of second-generation, anti-Asian exclusion movements and laws, and resistance to racialized exclusion and violence.</p> <p>3. Historical Contextualization of Struggle: Identify themes and patterns of struggle, resistance, solidarity, liberation, and anti-racism work in historical periods from World War II through post-1965 migration.</p> <ol style="list-style-type: none"> 1. World War II: International politics, national belonging, racialization, wartime scapegoating and incarceration, and multiplicity of experiences for Chinese Americans, Japanese Americans, Korean Americans, Indian Americans, Filipino Americans. 2. Cold War Years: Global politics, decolonization and neo-colonization, xenophobia and racialization, transnational community (re)formation during emergence of communist China, Korean war, U.S. war in Vietnam, dictatorship and martial law in the Philippines. 3. Mid-to late 20th Century: Social movements (i.e., Civil Rights, Black Power, Third World, Asian American, farmworker and union, Black |

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- | | |
|---|---|
| <ol style="list-style-type: none">3. Aware of the Anti-Pilipino Movement of the 1930s.4. Compare White racial antagonism towards Asian immigrants with that directed against other ethnic and minority groups.5. Evaluate the respective roles of elected officials, the mass media, and nativist organizations.2. Assess the role of economic competition between Asian immigrants and other Americans as a factor in anti-Asian movements.<ol style="list-style-type: none">1. Examine the anti-Asian stance of the nascent labor union movement.2. Aware of economic opportunism in the internment of Japanese Americans during World War Two.3. Assess the role of politics in the anti-Asian movements given the lack of political rights among Asian Americans during this period.<ol style="list-style-type: none">1. Examine the social status and legal rights of Asian Americans as defined by legislation.2. Examine landmark court cases such as George Hall v People (1852).4. Identify and assess Asian American community responses to their experiences of subordination, exclusion, and marginalization, including evaluation on community survival strategies.<ol style="list-style-type: none">1. Accommodation2. Self-isolation3. Subversion | <p>Lives Matter movements), post-1965 migration patterns and immigration laws, displacement and refugees from Southeast Asia, comparative racialization and the model minority idea, pan-ethnic Asian American identity formation, culture-making and representation, Los Angeles riots, post-9/11 racialization of South Asian and Muslims, scapegoating and anti-Asian racism during the Covid pandemic.</p> <ol style="list-style-type: none">4. Equity-Minded Engagement with Community and History: Engage with and describe contemporary Asian American communities to argue the relevance and analytical power of Asian American historical perspective for making sense of Asian America today, with emphasis on themes such as intersectionality, anti-racism work, racial equity, and social justice.<ol style="list-style-type: none">1. Construct an ethnographic narrative of a contemporary Asian American community/activity with relevant historical themes, concepts, and knowledge introduced by Asian American Studies.2. Produce a creative narrative informed by Asian American historical experiences, such as a critical event, lived experiences, intellectual tradition, culture-making contribution, or social struggle. |
|---|---|

-
- 4. Resistance
 - 5. Assimilation
 - 5. Evaluate the legal responses of Asian American communities during the period of exclusion, such as the U.S. Supreme Court cases of Hirabayashi, Korematsu, Yasui, challenging the constitutionality of the Japanese American internment.
 - 6. Examine economic, social, and political changes in U.S. society from World War II to the Civil Rights Movement period and how these changes affected Asian Americans, such as the problematic perception of Asian Americans as a "model minority".
 - 6. Appraise the impact of international relations on domestic policies affecting Asian Americans, especially in the case of World War II.
 - 1. Assess the domestic treatment of Chinese and Pilipino immigrants in light of America's expansionist policy in Asia prior to World War Two.
 - 2. Evaluate the extent that a relatively stronger Japan was able to advocate for better treatment of Japanese immigrants.
 - 3. Assess the importance of China as an American ally in Congress' repeal of the Chinese Exclusion Act during World War II.
 - 4. Compare the impact of American involvement in World War II and the Korean War and their respective impact on different Asian American communities.

7. Assess the Asian American Movement and immigration reform from the Civil Rights era.
 1. Analyze the social and political origins of the Asian American movement as an offshoot of the Civil Rights Movement of the 1960s.
 2. Evaluate the social and historical conditions contributing to the development of a pan-Asian identity and the development of a self-conscious Asian American community.
 3. Analyze the changing race relations and social position of Asian Americans since the Civil Rights Movement and the passage of the 1965 immigration reform.

8. Apply themes and concepts from Asian American historical experience to understand contemporary issues.
 1. Apply analysis of economic and political factors in understanding racial antagonism today.
 2. Identify Asian American responses to historical circumstances and relate to current Asian American issues.

9. Explore issues related to personal development and empowerment by drawing upon historical and contemporary Asian American experiences.
 1. Share personal experiences and be able to connect them to a historical and contemporary societal context.
 2. Explore personal development issues such as self-esteem, confidence, and success-- in relation to education, career, and life in general.

Changed	Field	Current Version	Proposed Version
		3. Practice interpersonal skills, teamwork, and personal accountability. 4. Develop abilities in critical thinking, self-expression, decision-making, and leadership.	
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Course Outline: A. and A.3. and A.4. 3. Analyze multidisciplinary and interdisciplinary sources of Asian American Studies in the social sciences and humanities, and differing points of view about Ethnic Studies.

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed

Questions

Current Version

Proposed Version

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed**Questions****Current Version****Proposed Version**

**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A or
EWRT D01AH or
ESL D005. If
this is the
requisite for the
course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from many
cultural and
social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is inspired
by written or
visual texts.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 3:
Produce written
work using a
cyclical process
of multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5:
Edit
compositions to
correct errors in
the major
conventions of
Standard
Written English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Use systems of two linear equations to solve real world problems.

No Value

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

**Objective 10:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Pre-algebra or
equivalent (or
higher), or
appropriate
placement
beyond pre-
algebra. If this is
the requisite for
the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem solving
methods.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8:
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

Changed**Questions****Current Version****Proposed Version**

**Criteria 1:
Present core
concepts and
scope that
define the
discipline.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

Course Outline: A. and A.1. and A.2. and A.3. and A.4 The Field of Asian American Studies: Explore the social sciences and humanities through the field of Asian American Studies.



**Criteria 2:
Foster oral and
written
communication
and
collaborative
exercises. Note
that this criteria
has three
separate pieces:
oral
communication,
written
communication,
and
collaborative
exercises.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

Assignments: C. 1., C.2., C.3., D., E. Written assignments, multimedia projects, and participation/collaboration require written and oral communication, and cooperative group work.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: A., B.,C., D. All course objective stimulate critical thinking by asking questions about what is known about Asian Americans, how do we know what we know, and who or what validates that knowledge. The questioning of knowledge and the mechanisms of knowledge production is a foundational tenet of Asian American Studies and Ethnic Studies.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: B. and C. Consideration of historical experiences of different time periods, of different racialized ethnic groups, of different immigrant generations, of different international relations, of different genders, of different labor classes, of different national origins, of different political ideologies are core to the course objectives.</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: A., B., C., D., This course centers on the historical experiences of Asian Americans in global, national, transnational, and local contexts.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignments: C.1., C.2. and D. Assignments direct students to apply concepts, theories, and knowledge of Asian American Studies to ethnographic observation, creative work, and historical framing of contemporary Asian America.</p>

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value

Changed	Questions	Current Version	Proposed Version						
	Stage 9: Articulation Officer	No Value							Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
			05/19/25	Learning Course Outcomes	Course Outcomes	Suggested	I went back and looked at the courses that were approved for Ethnic Studies this year, and one thing that they have in common is that they take language directly from the Cal-GETC standards; I'm going to send you some information via email, and you can take it or leave it, but I feel like the closer we can get to what has already been approved, the easier it will be to submit	Thanks for the feedback. I think I will leave the COR as-is and submit, given that all the required content for Ethnic Studies core competencies are included already (though may not be word for word).	
			05/19/25	Outline	Course outline	Suggested	^Same		
	Stage 10: De Anza General Education	No Value	No Value						

Changed	Questions	Current Version	Proposed Version
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	Stage 13: Curriculum Committee	No Value	No Value
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CO

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	ASAM 001	ASAM 001
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	NA	NA
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	Cross- Listed/Related Course Information	NA	NA
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	Cross- Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	11/13/2018	11/13/2018
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	Hybrid Approval Date (MM/DD/YYYY)	11/13/2018	11/13/2018
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Curriculum Office Notes	<ul style="list-style-type: none"> • Course dept/number change appr. 5/28/19 (effect. F20).-mkct • Minor changes to course content to meet CSU GE, Area F requirement, appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Course dept/number change appr. 5/28/19 (effect. F20).-mkct • Minor changes to course content to meet CSU GE, Area F requirement, appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc
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Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ASAMD001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000066122

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College
Change Report
05/23/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section**Changed field**

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 8: Dean of Online Learning

CO

DL Approval Date (MM/DD/YYYY)

CO

Hybrid Approval Date (MM/DD/YYYY)

Course Justification

Course Justification

Course Philosophy

Course Philosophy

Foothill Equivalency

Foothill Faculty Consultation Name

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator** • Mi Chang

• Mae Lee

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ASAMD010.	ASAMD010.
	Course Control Number	CCC000144217	CCC000144217
	Course Title (CB02)	Contemporary Asian American Communities	Contemporary Asian American Communities
	Short Course Title	CONTEMP ASIAN AMER COMMUNITIES	CONTEMP ASIAN AMER COMMUNITIES
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ASAM - Asian American Studies	ASAM - Asian American Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	<p>This course is an introduction to Asian American Studies and an exploration of the experiences of various Asian cultural groups in America. The commonalities and uniqueness of Chinese Americans, Vietnamese Americans, Filipino Americans, Indian Americans, Japanese Americans, Korean Americans, as well as other Asian American groups, will be examined with a focus on processes and consequences of racialization. New perspectives on such issues as historical legacies, stereotypes and profiling, cultural identity, generational change, occupational challenges, community advocacy, and empowerment will be gained.</p>	<p>This course is an introduction to Asian American Studies and an exploration of that explores Asian American community-making in the experiences context of various Asian cultural groups in America. <u>America since the 1960s.</u> The commonalities- <u>course argues that</u> <i><i>who is Asian American</i></i> and uniqueness of Chinese Americans, Vietnamese Americans, Filipino Americans, Indian Americans, Japanese Americans, Korean Americans, as well as other <u><i>what we know to be Asian America</i></u> are ever changing. <u>The course thus considers</u> Asian American groups, will be examined with community-making as a focus on processes- <u>social process always in the making</u> and consequences of racialization. New perspectives on shaped by historical conditions. <u>The course explores Asian American community-making in relation to topics such issues as historical legacies, stereotypes-</u> <u>as: history, immigration, family, gender and sexuality, labor, education, media, politics, and profiling, cultural identity, generational change, occupational challenges,</u> community advocacy, and empowerment will be gained: <u>activism.</u></p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Asian American Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ETHNIC STUDIES

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly ICS D022.)	(Formerly ICS D022.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and Cal-GETC. It applies to the fulfillment of the Intercultural A.A. degree. This course is UC and CSU transferable. This course focuses on contemporary issues to inform students of the state of race relations and other important community issues that impact their local communities.</p>	<p>This course meets a general education requirement for De Anza and Cal-GETC. It applies to the fulfillment of the Intercultural A.A. degree. <u>Certificate of Achievement in Asian American Studies.</u> This course is UC and CSU transferable. This course focuses on contemporary issues to inform <u>engages students of in foundational perspectives, scholarly knowledge, and intellectual and historical contexts for studying the state- social formation of race relations and other important community issues that impact their local- contemporary Asian American</u> communities.</p>

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			

Changed

Field

Current Version

Proposed Version

**Course
Philosophy**

This course seeks to be intellectually stimulating and personally engaging and relevant.

~~This course seeks to be intellectually stimulating and personally engaging and relevant.~~

CTE Course

Changed

Field

Current Version

Proposed Version

**Is this a CTE
(Career
Technical
Education)
course?**

No

No

Honors/Non-honors Course

Changed

Field

Current Version

Proposed Version

**Is this an
honors/non-
honors course?**

No

No

Mirrored Credit/Noncredit Course

Changed

Field

Current Version

Proposed Version

**Is this a
mirrored
credit/noncredit
course?**

No

No

Cross-listed Course

Changed

Field

Current Version

Proposed Version

**Is this a cross-
listed course?**

No

No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	<u>Valerie Fong, Dean of Language Arts</u> <u>Scott Tsuchitani, Faculty in Ethnic Studies</u>
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved. CA6X - Pending.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved. 2G6X - Pending.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class	4	4
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Lecture Hours - Out of Class	8	8
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Laboratory Hours - In Class	0	0
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Laboratory Hours - Out of Class	0	0
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NA Hours - In Class	0	0
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NA Hours - Out of Class	0	0
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Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class essays
In-class exploration of Internet sites
Quiz and examination review performed in class
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects

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Discussion and problem solving performed in class
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Quiz and examination review performed in class
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects



Assignments

1. Reading
 1. Read supplemental assignments.
 2. Read textbook assignments.
2. Writing
 1. Write papers such as an analysis of a contemporary Asian American issue, personal reflections, a report, an advocacy letter.
 2. Other writing requirements will include written portions of midterm, final exam, or group project.
3. Participation in Asian American community event and/or research of a current Asian American community social issue for writing assignment.

1. Reading:
 1. Read assigned core texts.
 2. Read assigned supplemental material.
2. Viewing: View assigned videos/media.
3. Writing and Multimedia Work:
 1. Write papers such as reflection essays, commentary on assigned readings and media, an observation-based report on Asian American community-making, and an analysis of a contemporary Asian American organizing effort.
 2. Create multimedia work such as short videos, a photo narrative on Asian American community-making, an audio narration, presentations for a poster session.
 3. Other writing requirements include written portions of midterm, final exam, or group project.
4. Community Engagement: Describe and engage with Asian American communities to explore community-making practices of seeking a more just and equitable society.
5. Class Participation and Collaboration: Participate in small group conversations, full discussions, and class activities, such as collaborative in-class exercises (ex: brainstorming for an assignment, poster sessions, peer review and feedback giving).

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. A final exam with essay questions discussing content from lectures and readings to evaluate the student's ability to analyze major issues.
2. Analytical essays of community experiences to evaluate ability to reflect and analyze.
3. A major group research project requiring substantial research of an Asian American contemporary issue to evaluate the student's ability to analyze an issue from both community and broader societal perspectives.
4. Written report and class presentation of group project to evaluate ability to identify a significant issue and conduct research to

**Methods
of
Evaluation**

1. Short and extended written assignments to analyze content of assigned readings and videos/media, to integrate course ideas and themes, and to reflect on student's individual learning experience. Written assignments evaluated using a grading rubric.
2. Individual and group projects with written and multimedia components (i.e., videos, photo narrative, audio recording) to apply course ideas and themes, to reference course readings and videos/media, to analyze personal and community-based observations, to incorporate primary and secondary source research, and to communicate through various formats such as visual, oral, and text. Projects evaluated using a grading rubric.
3. A final exam or project to analyze and theorize ethnographic observations and community-based research as informed by course material. Exam and project to be evaluated using a grading rubric.
4. Participation and collaboration to contribute to the environment of the class learning community, to

Changed Field

Current Version

Proposed Version

further understanding.

demonstrate engagement with class material, and to give and receive peer feedback on assignments. Participation and collaboration to be evaluated using a grading rubric.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Dhingra, Pawan & Robyn Magalit Rodriguez. Asian America: Sociological and Interdisciplinary Perspectives, 2nd Edition. Polity Press, 2021.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lori Kido Lopez, Asian American Media Activism, New York Univesity Press, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cathy J. Schlund-Vials, Linda Trinh, Kevin Scott Wong, editors, Keywords for Asian American Studies, New York University Press, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Asian America: Sociological and Interdisciplinary Perspectives
Author	Pawan Dhingra and Robyn Magalit Rodriguez.
Publisher	Polity Press
Date/Edition	2021, second edition
ISBN	978-1509534296

Title	Asian American Media Activism: Fighting for Cultural Citizensip.
Author	Lori Kido Lopez, Asian American Media Activism, New York Univesity Press, 2016.
Publisher	New York University Press
Date/Edition	2016
ISBN	9781479866830

Title	Keywords for Asian American Studies
Author	Cathy J. Schlund-Vials, Linda Trinh, Kevin Scott Wong, editors, Keywords for Asian American Studies, New York University Press, 2015.
Publisher	New York University Press
Date/Edition	2015
ISBN	9781479803286

Title	Flashpoints for Asian American Studies
Author	
Publisher	
Date/Edition	
ISBN	

Changed Field**Current Version****Proposed Version**

Title	No value
Author	Flashpoints for Asian American Studies, Edited by Cathy Schlund-Vials. Fordham University Press, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Zhou, Min and Anthony Ocampo. Contemporary Asian America: A Multidisciplinary Reader. Third Edition. New York: New York University Press, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Author	Flashpoints for Asian American Studies, Edited by Cathy Schlund-Vials.
Publisher	Fordham University Press
Date/Edition	2017
ISBN	9780823278619

Title	Contemporary Asian America: A Multidisciplinary Reader
Author	Min Zhou and Anthony Ocampo
Publisher	New York University Press
Date/Edition	2016, third edition
ISBN	9781479826223



Suggested Reading List

No value

Reading List Aoki, Andrew and Okiyoshi Takeda. Asian American Politics. Cambridge: Polity Press, 2008.

May include, but are not limited to No value

Reading List Ling, Huping. Asian America: Forming New Communities, Expanding Boundaries. New Brunswick: Rutgers University Press, 2009.

May include, but are not limited to No value

Reading List Chan, Sucheng. In Defense of Asian American Studies: The Politics of Teaching and Program Building. Chicago: University of Illinois Press, 2005.

May include, but are not limited to No value

Reading List Chan, Sucheng. Vietnamese Americans 1.5 Generations: Stories of War, Revolution, Flight and New Beginnings. Temple University Press, 2006.

May include, but are not limited to No value

Reading List Espiritu, Yen Le. Asian American Panethnicity: Bridging Institutions and Identities. Philadelphia: Temple University Press, 1992.

May include, but are not limited to No value

Reading List Fong, Timothy. Contemporary Asian American Experience: Beyond the Model Minority. New York: Prentice Hall, 2009.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Hsu, Madeline. The Good Immigrants: How the Yellow Peril Became the Model Minority. Princeton: Princeton University Press, 2015.

May include, but are not limited to No value

Reading List Lee, Jennifer and Min Zhou. The Asian American Achievement Paradox. New York: The Russell Sage Foundation, 2015.

May include, but are not limited to No value

Reading List Lee, Robert. Orientals: Asian Americans in popular culture, Asian American history and culture. Philadelphia: Temple University Press, 1999.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Lien, Pei-te. The making of Asian America through political participation. Philadelphia: Temple University Press, 2001.

May include, but are not limited to No value

Reading List Louie, Steve, and Glenn Omatsu. Asian Americans: The Movement and the Moment. Los Angeles: UCLA Asian American Studies Center Press, 2001.

May include, but are not limited to No value

Reading List Maeda, Daryl. Rethinking the Asian American Movement. New York: Routledge, 2012

May include, but are not limited to No value

Reading List Maramba, Dina and Rick Bonus, eds. The "Other" Students: Filipino Americans, Education, and Power. Information Age Publishing, 2013.

May include, but are not limited to No value

Reading List Min, Pyong Gap, ed. Asian Americans: Contemporary Trends and Issues. 2nd ed. Thousand Oaks: Pine Forge Press, 2006.

May include, but are not limited to No value

Reading List Nakanishi, Don T., and James S. Lai. Asian American politics: law, participation, and policy, The spectrum series. Lanham, Md.: Rowman & Littlefield, 2003.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Ong, Paul, ed. The State of Asian America: Trajectory of Civic and Political Engagement. A Public Policy Report. Los Angeles: Leadership Education for Asian Pacifics, 2008.

May include, but are not limited to No value

Reading List Oren, Tasha, Shilpa Dave, and Leilani Nishime, eds. Global Asian American Popular Cultures. New York: New York University Press, 2016.

May include, but are not limited to No value

Reading List Tewari, Nita and Alvin Alvarez, eds. Asian American Psychology: Current Perspectives. New York: Psychology Press, 2009.

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List Wu, Frank. Yellow: Race in America Beyond Black and White. New York: Basic Books, 2002.

May include, but are not limited to No value

Reading List Zia, Helen. Asian American Dreams: The Emergence of An American People. New York: Farrar, Straus, and Giroux, 2000.

May include, but are not limited to No value

Learning Outcomes

Changed Field**Current Version****Proposed Version****Course Objectives**

- Explore the social sciences through the field of Asian American studies.
 - Assess the historical context of inequalities faced by Asian immigrants to derive a critical understanding of contemporary anti-Asian racism, racial relationality and racial formations after the Civil Rights Movement of the 1960s.
 - Appraise as political, social, and cultural constructions the origins of the Asian American movement, the formation of an Asian American identity and community, the introduction of Asian American studies.
 - Analyze perennial issues facing minority groups using the case of Asian Americans: Stereotypes, occupational barriers and glass ceilings, political empowerment, lack of social services, youth problems, anti-Asian sentiment, backlash, and hate crimes.
 - Assess the development of the Asian American community from a global perspective, especially the impact of post-1965 immigration law changes.
 - Evaluate the changing structure of Asian American families, redefinition of gender roles, and activism related to Asian American women.
 - Evaluate current media issues related to Asian Americans and the effectiveness of community responses.
 - Explore issues related to personal development and empowerment by drawing upon contemporary Asian American experiences.
- The Field of Asian American Studies: Discuss the field of Asian American Studies as a part of Ethnic Studies and social and behavioral sciences.
 - Asian Americanist Historical Knowledge: Apply theory and knowledge produced by Asian American Studies to describe the historical context of critical events, lived experiences, cultures, intellectual traditions, contributions, and social struggles that set the stage for interpreting post-1965 Asian American community-making.
 - Analytics of Ethnic Studies: Articulate and apply key concepts and theories of Asian American Studies and Ethnic Studies to analyze post-1965 Asian American community-making and group mobilization around “social problems.”
 - Equity-Minded Engagement with Community, History, and Intersectional Analysis: Engage with, research, and describe Asian American communities to analyze community-making practices and/or movements with social and historical context.

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Current Version

Proposed Version



CSLOs

CSLOs Analyze significant issues and events in the contemporary Asian American Pacific Islander community, with an awareness of Asian American history.

Expected SLO Performance 0.0

CSLOs Examine Asian American community-making conceptually and empirically to apply theories and knowledge produced by Asian American Studies.

Expected SLO Performance 0.0

CSLOs Research a significant issue related to contemporary Asian American Pacific Islander community.

Expected SLO Performance 0.0

CSLOs Engage with, research, and describe Asian American communities to analyze community-making practices in social and historical context.

Expected SLO Performance 0.0

CSLOs Engage in Asian American Pacific Islander community-related activity.

Expected SLO Performance 0.0

Course Outline



Course Content

1. Explore the social sciences through the field of Asian American studies.
 1. Assess the origins and development of Asian American studies as a "new" social science started in the late-1960s, especially its emphasis on an ethnic perspective and community service. Evaluate the role of the community in initiating Asian American studies, and its emphasis on addressing issues with direct implications for community improvement. Examine perspectives, methods, and limitations of Asian American studies.
 2. Introduce an interdisciplinary social science approach to develop an understanding of the social-political organization of U.S. society. Examine traditional social science perspectives, methods, and limitations for the study of Asian Americans.
 3. Evaluate the continuing interactions and dialogue between the traditional social sciences and the newer interdisciplinary Asian American studies.
2. Assess the historical context of inequalities faced by Asian immigrants to derive a critical understanding of contemporary anti-Asian racism, racial relationality and racial formations after the Civil Rights Movement of the 1960s.
 1. Summarize the history of unequal laws affecting Asian Americans, especially during the period of Asian exclusion from the 1870s to World War Two.

1. The Field of Asian American Studies: Discuss the field of Asian American Studies as a part of Ethnic Studies and social and behavioral sciences.
 1. Recognize the institutional origins and development of Asian American Studies as an emergent social science started in the late-1960s, prompted by activist critiques of Orientalist and Eurocentric epistemologies and by social movement protests of higher education.
 2. Describe the socio-historical context of Third World activism and racial disparities in the United States that brought about advocacy for Ethnic Studies and Asian American Studies.
 3. Identify the multidisciplinary and interdisciplinary nature of Asian American Studies in higher education today, particularly in the social and behavioral sciences.
 4. Examine current debates over Ethnic Studies and Asian American Studies.
 5. Recognize Asian American Studies as an academic and community-based intellectual tradition that produces knowledge grounded in theorizing, describing, and documenting the critical events, histories, cultures, lived experiences, and social struggles of Asian Americans.
2. Asian Americanist Historical Knowledge: Apply theory and knowledge produced by Asian American Studies to describe the historical context of critical events, lived experiences, cultures, intellectual traditions, contributions, and social struggles that set the stage for interpreting post-1965 Asian American community-making.

Changed Field**Current Version****Proposed Version**

2. Compare the history of Asian Americans "cheap labor" with other "minorities of color" such as African Americans "slaves", Latino Americans "conquered people", and Native Indians "savages".
3. Assess the changing global and domestic conditions of the post-World War Two period preceding the Civil Rights Movement.
4. Analyze the vexed and changing racialized position of Asian Americans since the Civil Rights Movement, especially in relation to other racial groups.
3. Appraise as political, social, and cultural constructions the origins of the Asian American movement, the formation of an Asian American identity and community, the introduction of Asian American studies.
 1. Analyze the social and political origins of the Asian American movement as an offshoot of the Civil Rights Movement of the 1960s.
 2. Evaluate the social and historical conditions contributing to the development of a pan-Asian identity and the development of a self-conscious Asian American community.
 3. Appraise the demographic profile of the Asian American community today.
 4. Assess the social and political development of Asian American community-based organizations.
 5. Assess the development of Asian American culture as manifested in literature, music, art, theatre, and film.

1. Explore the thematic concepts of subjection, subject formation, agency, and group affirmation in different historical contexts.
2. Describe and examine historical contexts such as:
 1. 18th and 19th centuries: Orientalist ideologies of Europe and the United States, world-wide labor migration, colonization, racial capitalism.
 2. Mid-19th to mid-20th century: circuits of labor migration between Asia and Americas; Asian exclusion movements in the U.S. targeting Chinese, Japanese, Indians, Filipinos; (racializing, gendered, and class-based) citizenship laws.
 3. Early to mid-20th century: Philippine-American War and American imperialism; anti-Japanese movement and incarceration during World War II; transnational organizing for independence movements by Indians and Koreans; development of racially segregated ethnic enclaves like Chinatown, Japantown, Little Manila.
 4. Mid-20th century: Cold War and emergent "model minority" idea; 1965 Hart-Celler Act; Civil Rights, Black Power, Third World,

Changed Field**Current Version****Proposed Version**

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- | | |
|---|--|
| <p>4. Analyze perennial issues facing minority groups using the case of Asian Americans: Stereotypes, occupational barriers and glass ceilings, political empowerment, lack of social services, youth problems, anti-Asian sentiment, backlash, and hate crimes.</p> <ol style="list-style-type: none">1. Analyze media portrayals of Asian Americans and the Model Minority Myth.2. Assess Asian American opportunities and inequalities through economic phenomena such as labor market segmentation, a polarized occupational structure, and glass ceiling challenges in job promotion.3. Analyze Asian American participation in electoral politics and challenges to political empowerment.4. Assess social services available to Asian Americans in such areas as health services, youth services, elderly services, occupational training, community advocacy. <p>5. Assess the development of the Asian American community from a global perspective, especially the impact of post-1965 immigration law changes.</p> <ol style="list-style-type: none">1. Analyze the social and political context of the 1965 Immigration Act which resulted in record levels of contemporary immigration from Asia.2. Analyze the impact of contemporary immigration on the Asian American community, from war refugees to elite immigrants from thriving Asian economies. <p>6. Evaluate the changing structure of Asian American families,</p> | <p>Asian American movements.</p> <p>5. Post-1965: reconfiguration of Asian American population with new immigrants and refugees; post-9/11 racialization of South Asian and Muslims, scapegoating and anti-Asian racism during the Covid pandemic.</p> <p>3. Analytics of Ethnic Studies: Articulate and apply key concepts and theories of Asian American Studies and Ethnic Studies to analyze post-1965 Asian American community-making and group mobilization around “social problems.”</p> <ol style="list-style-type: none">1. Analyze keywords such as: race, racism, racialization, comparative racialization, ethnicity, pan-ethnicity, identity formation, intersectionality, equity, Eurocentrism, white supremacy, whiteness, anti-Blackness, counter-narrative, culture, nationalism, racial capitalism, resistance, self-determination, liberation, decolonization, sovereignty, transnationalism, imperialism, settler colonialism, liberation, and anti-racism work.2. Examine topical areas and community-defined “social problems” such as:3. Social stratification, divisions of labor, poverty, employment discrimination, labor organizing.4. Education, affirmative action, the idea of the “model minority.”5. Media representation, the politics of story-telling and the visuality of race, media activism. |
|---|--|

Changed Field**Current Version****Proposed Version**

redefinition of gender roles, and activism related to Asian American women.

1. Evaluate the role of the family in social and economic adaptation among Asian Americans.
 2. Identify the various social stresses affecting the changing Asian American family.
 3. Assess the changes in gender roles and gender expectations.
 4. Assess women's issues in the different areas of Asian American studies, social advocacy, and community services.
7. Evaluate current media issues related to Asian Americans and the effectiveness of community responses.
1. Historical images from Hollywood, news media, and popular culture.
 2. Contemporary images from Hollywood, news media, and popular culture.
8. Explore issues related to personal development and empowerment by drawing upon contemporary Asian American experiences.
1. Share personal experiences and be able to connect them to a historical and contemporary societal context.
 2. Explore personal development issues such as self-esteem, confidence, and success-- in relation to education, career, and life in general.
 3. Practice interpersonal skills, teamwork, and personal accountability.
 4. Develop abilities in critical thinking, self-expression, decision-making, and leadership.

6. Family, gender, sexuality, and intimate relations, narratives of inter-generational relations, claims of "modernity" and "tradition."

7. Transnational, transracial adoption.

8. Citizenship (legal, cultural, social), electoral politics, exclusion and belonging.

9. Social movements, community organizing, activism, cross-racial and inter-ethnic solidarity.

10. Asian American identity, pan-ethnicity, racialization and Asian American coalitional movement-making.

4. Equity-Minded Engagement with Community, History, and Intersectional Analysis: Engage with, research, and describe Asian American communities to analyze community-making practices and/or movements with social and historical context.

1. Construct an original narrative of contemporary Asian American community-making that recognizes the intersecting social formations of race, gender, class, sexuality, ethnicity, national origin, citizenship, language, immigration status, and religion.

2. Investigate how contemporary Asian American community-making relates to "social problems" and structures, institutions, and debates concerning immigration, education, language policies, citizenship, politics, reparations, health, employment, the carceral state, racial justice.

3. Formulate the relationship between contemporary Asian American community-making and Asian American histories

Changed	Field	Current Version	Proposed Version
			of struggle, resistance, solidarity, and liberation toward social justice and equity.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Course Outline: A.3. Drawing from various sources of scholarship, print and online texts, and media, identify the multidisciplinary and interdisciplinary nature of Asian American Studies in higher education today, particularly in the social and behavioral sciences. B. Drawing from various sources of scholarship, print and online texts, and media, apply theory and knowledge produced by Asian American Studies and Ethnic Studies to describe historical contexts to interpret post-1965 Asian American community-making.

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation: A. Short and extended written assignments to analyze content of assigned readings and videos/media, to integrate course ideas and themes, and to reflect on student's individual learning experience. B. Individual and group projects with written and multimedia components to apply course ideas and themes, to reference course readings and videos/media, to analyze personal and community-based observations, to incorporate primary and secondary source research, and to communicate through various formats such as visual, oral, and text.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Course Outline: D. Engage with, research, and describe Asian American communities to analyze community-making practices and/or movements with social and historical context. Corresponding assignments require in-text citation of sources and works cited. Methods of Evaluation: B. Individual and group projects with written and multimedia components that require in-text citation of sources and works cited. C. A final exam or project that requires in-text citation of sources and works cited.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation: A. Clear, well-written, and error-free writing requested for short and extended written assignments. B. Clear, well-written, and error-free writing requested for individual and group projects with written and multimedia components. C. Clear, well-written, and error-free writing requested for final exam or project.

Changed	Questions	Current Version	Proposed Version
	<p>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</p>	No Value	<p>Course Outline:A. Identify, describe, compare, and assess multiplicity of viewpoints pertaining to the field of Asian American Studies, Ethnic Studies, and the social and behavioral sciences. B. Identify, describe, compare, and assess multiplicity of viewpoints pertaining to Asian American histories. C. Identify, describe, compare, and assess multiplicity of viewpoints pertaining to the key analytics of Asian American Studies and Ethnic Studies (i.e., race, gender, sexuality, nation, etc.).</p>

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed**Questions****Current Version****Proposed Version**

**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A or
EWRT D01AH or
ESL D005. If
this is the
requisite for the
course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from many
cultural and
social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is inspired
by written or
visual texts.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 3:
Produce written
work using a
cyclical process
of multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5:
Edit
compositions to
correct errors in
the major
conventions of
Standard
Written English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Use systems of two linear equations to solve real world problems.

No Value

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

**Objective 10:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Pre-algebra or
equivalent (or
higher), or
appropriate
placement
beyond pre-
algebra. If this is
the requisite for
the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem solving
methods.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed**Questions****Current Version****Proposed Version**

Objective 8:
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

Changed**Questions****Current Version****Proposed Version**

**Criteria 1:
Present core
concepts and
scope that
define the
discipline.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

Course Outline: A. and A.1. and A.2. and A.3. and A.4. The Field of Asian American Studies: Discuss the field of Asian American Studies as a part of Ethnic Studies and social and behavioral sciences.



**Criteria 2:
Foster oral and
written
communication
and
collaborative
exercises. Note
that this criteria
has three
separate pieces:
oral
communication,
written
communication,
and
collaborative
exercises.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

Methods of Evaluation: A. Written Communication for short and extended written assignments. B. Written, visual, and oral communication required for individual and group projects with written and multimedia components (i.e., photographs, drawings, videos, audio recordings). C. Written, visual, and oral communication required for final exam or project. D. Participation and collaboration to contribute to the environment of the class learning community, to demonstrate engagement with class material, and to give and receive peer feedback on assignments.

Changed	Questions	Current Version	Proposed Version
	<p>❗ Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Course Outline: All areas of the course outline are designed to stimulate critical thinking: A. Explore the field of Asian American Studies to critically explore what counts as knowledge, how knowledge is institutionalized, and how knowledge is questioned in the context of higher education. B. Explore the power of historical knowledge in the field of Asian American Studies to make sense of contemporary Asian American community-making. C. Explore how concepts, theory, and knowledge produced by Asian American Studies/Ethnic Studies provide new analytical tools, frameworks, and contexts for interpreting contemporary Asian American community-making. D. Explore how Asian American Studies offers social, historical, analytical context for observing Asian American communities today.</p>
	<p>❗ Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Course Outline: C. Consider analytics of Asian American Studies to explore multi-perspective interpretations of Asian American community-making. D.1. Construct an original narrative of contemporary Asian American community-making that recognizes the intersecting social formations of race, gender, class, sexuality, ethnicity, national origin, citizenship, language, immigration status, and religion.</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: B. and B.1. and B.2. Identify the historical and diasporic emergence of Asian American community-making practices in a global context.
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation: C.1. and C.2. and D. Assignments that require ethnographic observation, research, and engagement with Asian American communities to reflect upon student learning experience and integrate course material.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Proposed Version																				
	Stage 5: SLO Coordinator	No Value	No Value																				
	Stage 7: Content Review Matrix Liaison	No Value	No Value																				
!	Stage 8: Dean of Online Learning	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Part - Field Tab</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/14/25</td> <td>Gabriela Nocito</td> <td>Basic Information - Proposal Details – Attachments: Required</td> <td>on behalf of COOL Hybrid Course Delivery Request</td> <td>Y</td> </tr> <tr> <td></td> <td></td> <td></td> <td>-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%)</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>-Please adjust explanation on question 6 of the form to match correct percentages.</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Part - Field Tab	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/14/25	Gabriela Nocito	Basic Information - Proposal Details – Attachments: Required	on behalf of COOL Hybrid Course Delivery Request	Y				-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%)					-Please adjust explanation on question 6 of the form to match correct percentages.	
Date	Name - Role OR Part - Field Tab	Type of Edit	Edit	Initiator - Indicate "Y" When Completed																			
5/14/25	Gabriela Nocito	Basic Information - Proposal Details – Attachments: Required	on behalf of COOL Hybrid Course Delivery Request	Y																			
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			-Please adjust explanation on question 6 of the form to match correct percentages.																				
	Stage 9: Articulation Officer	No Value	No Value																				
	Stage 10: De Anza General Education	No Value	No Value																				
	Stage 13: Curriculum Committee	No Value	No Value																				

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ASAM 010	ASAM 010
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/13/2018	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/13/2018	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Course dept/number change appr. 5/28/19 (effect. F20).-mkct • Minor changes to course content to meet CSU GE, Area F requirement, appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Course dept/number change appr. 5/28/19 (effect. F20).-mkct • Minor changes to course content to meet CSU GE, Area F requirement, appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ASAMD010.
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2024 12:00:00 AM
--	----------------------------	-------------------------

	External Review Approval Date	Sep 1, 2019 12:00:00 AM
--	--------------------------------------	-------------------------

	Course Control Number	CCC000144217
--	------------------------------	--------------

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
 05/23/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section**Changed field**

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 8: Dean of Online Learning

CO

DL Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Mae Lee
	Course ID (CB01A and CB01B)	ASAMD013.	ASAMD013.
	Course Control Number	CCC000615069	CCC000615069

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Asian Americans and Asia	Asian Americans and Asia
	Short Course Title	ASIAN AMERICANS AND ASIA	ASIAN AMERICANS AND ASIA
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ASAM - Asian American Studies	ASAM - Asian American Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>This course examines how the relationship between the U.S. and Asia has shaped the experiences of Asians in the U.S. and the racial formation of Asian Americans. The course focuses on war and militarism, international political and economic relations, and globalization to analyze their impact on migration, racial politics, economic practices, identity, community formation, sexuality and activism among Asians in the U.S. The course explores historical and contemporary examples from the 19th century to the present to assess efforts by Asian Americans for self-determination in a transnational context.</p>	<p>This course examines how the relationship between the U.S. and Asia has shaped the experiences of Asians in the U.S. and the <u>is an introduction to Asian American Studies that presents a critical transnational perspective to consider Asian Americans as an ever-evolving racial formation of Asian Americans- forged by national, international, and global contexts.</u> The course focuses on <u>racial capitalism</u>, war and militarism, <u>international political colonization and economic relations; imperialism, and globalization displacement and migration</u> to analyze their impact on migration, racial politics, economic practices, identity, community formation, <u>sexuality understand collective and activism among Asians in the U.S- particular contemporary Asian American experiences.</u> The course explores historical and contemporary examples <u>highlights case studies such as Filipina nurses; Vietnamese refugee conservatism; transnational, transracial adoptions</u> from the 19th century to the present to assess efforts by Asian Americans for self-determination in a transnational context: <u>Korea; Desi identity and community-making; and Sinophobia.</u></p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	<ul style="list-style-type: none"> • Online 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Asian American Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and Cal-GETC. It applies to the Certificate of Achievement in Asian American Studies. This course is UC and CSU transferable. This course concentrates on the impact of U.S.-Asia political-economic relations on the lives of Asian Americans from the 19th century to the present.</p>	<p>This course meets a general education requirement for De Anza and Cal-GETC. It applies to the Certificate of Achievement in Asian American Studies. This course is UC and CSU transferable. This course concentrates on the impact of U.S.-Asia political-economic relations on the lives of Asian Americans from the 19th century to the present.</p>

Stand-Alone Statement

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Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
--	---	----	----

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
--	--	----	----

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

	Foothill Course ID	No value	
--	--------------------	----------	--

	Does the course have a Foothill equivalent?	No	No
--	---	----	----

More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	---------------------------	--------------------------------------	--------------------------------------

	Course Prior To College Level	Not applicable.	Not applicable.
--	-------------------------------	-----------------	-----------------

	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
--	------------------------------------	--------------------------------	--------------------------------

	Course Support Status (CB26)	Course is not a support course	Course is not a support course
--	------------------------------	--------------------------------	--------------------------------

	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
--	---------------	--	--

	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
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Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
--	---	----------	--

	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
--	--	----	----

	If yes, identify the UC/CSU campus, course and major.	No value	
--	---	----------	--

	Will the course be UC transferable?	Yes	Yes
--	-------------------------------------	-----	-----

Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
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Changed	Field	Current Version	Proposed Version
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Course
General
Education
Status
(CB25)

Y

Y

Transfer
Status

Approved

Approved



GE
Information

System/Institution Cal-GETC

Area(s) • CA4X -
Approved.

- No value

System/Institution De Anza GE

Area(s) • 2G4X -
Approved.

- No value

System/Institution Cal-GETC

Area(s) • CA4X -
Approved.
• CA6X -
Pending.

- No value

System/Institution De Anza GE

Area(s) • 2G4X -
Approved.

- No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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Lecture Hours -
In Class

4

4

Lecture Hours -
Out of Class

8

8

Laboratory
Hours - In Class

0

0

Laboratory
Hours - Out of
Class

0

0

NA Hours - In
Class

0

0

Changed	Field	Current Version	Proposed Version
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class essays
 In-class exploration of Internet sites
 Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Film/documentaries
 Field observation and field trips

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class essays
 In-class exploration of Internet sites
 Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Film/documentaries



Assignments

1. Reading
 1. Reading assignments from one or more texts.
 2. Supplemental readings - such as primary source documents, news articles, research reports - may also be assigned.
2. Writing. Instructor will choose a combination from the following:
 1. Critical short essays, commentaries, summaries, reflections, etc. based on readings and other course materials.
 2. Guided research, class project, or a multimedia project that includes participation in (diasporic) Asian American community advocacy or activities.
 3. Peer feedback on the work of classmates on selected assignments.

1. Reading:
 1. Read assigned core texts.
 2. Read assigned supplemental material.
2. Viewing: View assigned videos/media.
3. Writing and Multimedia Work:
 1. Write papers such as reflection essays, commentary on assigned readings and media, analysis of a social phenomenon applying key concepts of an Asian Americanist critical transnational framework.
 2. Create multimedia work such as short videos, an audio narration, presentations for a poster session.
 3. Other writing requirements include written portions of midterm, final exam, or group project.
4. Community Engagement: Describe and engage with an Asian American community issue to conduct a critical transnational analysis that prompts personal and intellectual rethinking.
5. Class Participation and Collaboration: Participate in small group conversations, full discussions, and class activities, such as collaborative in-class exercises (ex: brainstorming for an assignment, poster sessions, peer review and feedback giving).

Changed **Field**

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. The final project - a guided research or multimedia project - will be evaluated based on a rubric that assessing quality of information synthesis, critical analysis, support for argument; creativity; inclusion of required elements.
2. Critical short essays, commentaries, summaries, reflections, etc. will be evaluated based on quality of information synthesis, critical analysis, and support for argument.
3. Class participation will be evaluated based on frequency and quality of contribution toward class discussions or specified group project(s).

**Methods
of
Evaluation**

1. Short and extended written assignments to analyze content of assigned readings and videos/media, to integrate course ideas and themes, and to reflect on student's individual learning experience. Written assignments evaluated using a grading rubric.
2. Individual and group projects with written and multimedia components (i.e., videos, posters, mind maps, audio recording) to apply course ideas and themes, to reference course readings and videos/media, to analyze self-reflective and community-based observations, to incorporate primary and secondary source research, and to communicate through various formats such as visual, oral, and text. Projects evaluated using a grading rubric.
3. A final exam or project to analyze and theorize observations of and research findings on a community-based issue, as informed by course material. Exam and project to be evaluated using a grading rubric.
4. Participation and collaboration to contribute to the environment of the class learning community, to

Changed Field

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Proposed Version

demonstrate engagement with class material, and to give and receive peer feedback on assignments. Participation and collaboration to be evaluated using a grading rubric.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Bui, Thi. The Best We Could Do. Abrams ComicArts, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Vietnamese Diaspora in a Transnational: Context Contested Spaces, Contested Narratives
Author	Anna Vu and Vic Satezewich
Publisher	Brill
Date/Edition	2022
ISBN	978-90-04-39682-1

Title	No value
Author	Lee, Erika. The Making of Asian America: A History. Simon & Schuster. 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Asian American Histories of the United States
Author	Catherine Ceniza Choy
Publisher	Beacon Press
Date/Edition	2022
ISBN	978-080705079-8

Title	No value
Author	Hong, Jane H. Opening the Gates to Asia: A Transpacific History of How America Repealed Asian Exclusion. University of North Carolina, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Filipino American Transnational Activism: Diasporic Politics among the Second Generation
Author	Robyn M. Rodriguez
Publisher	Brill
Date/Edition	2020
ISBN	978-90-04-41455-6

Title	No value
Author	
Publisher	
Date/Edition	
ISBN	

Title	The Trauma of Caste: A Dalit Feminist Meditation on Survivorship, Healing, and Abolition
Author	Thenmozhi Soundararajan
Publisher	North Atlantic Books
Date/Edition	2022
ISBN	978-1623177652

Changed Field**Current Version****Proposed Version**

Author	Nelson, Kim Park. Invisible Asians: Korean American Adoptees, Asian American Experiences, and Racial Exceptionalism. Rutgers, 2016.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Title	No value
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Author	Soldiering through Empire Race and the Making of the Decolonizing Pacific, Simeon Man, University of California Press, 2018.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Title	California Dreaming: Movement and Place in the Asian American Imaginary
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Author	Christine Bacareza Balance (Editor), Lucy Mae San Pablo Burns (Editor)
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Publisher	University of Hawaii Press
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Date/Edition	2020
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ISBN	978-0824872069
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Suggested Reading List

No value

Reading List Fajardo, Kale Bantigue. Filipino Crosscurrents: Oceanographies of Seafaring, Masculinities, and Globalization. University of Minnesota Press, 2011.

May include, but are not limited to No value

Reading List Gonzalez, Vernadette. Securing paradise: Tourism and militarism in Hawai'i and the Philippines. Duke University Press, 2013.

May include, but are not limited to No value

Reading List Hoang, Kimberly. Dealing in desire: Asian ascendancy, western decline, and the hidden currencies of global sex work. University of California Press, 2015.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Lien, Pei-Te; Christian Collet. The Transnational Politics of Asian Americans. Temple University Press, 2009.

May include, but are not limited to No value

Reading List Lee, Shelley Sang-Hee. A New History of Asian America. Routledge. 2013.

May include, but are not limited to No value

Reading List Man, Simeon. Soldiering Through Empire: Race and the Making of the Decolonizing Pacific. University of California Press, 2018.

May include, but are not limited to No value

Reading List Mitchell, Katharyne. Crossing the Neoliberal Line: Pacific Rim Migration and the Metropolis. Temple University Press, 2004.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Ong, Aihwa. Flexible Citizenship. Duke University Press, 1999.

May include, but are not limited to No value

Reading List Odo, Franklin. No Sword to Bury: Japanese Americans in Hawaii. Temple University Press, 2004.

May include, but are not limited to No value

Reading List Okihiro, Gary. Island World: A History of Hawai'i and the United States. University of California Press, 2008.

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List Padoongpatt, Mark. Flavors of Empire: Food and the Making of Thai America. University of California, 2017.

May include, but are not limited to No value

Reading List Parrenas, Rhacel Salazar. Children of Global Migration: Transitional Families and Gendered Woes. Stanford University Press, 2005.

May include, but are not limited to No value

Reading List Parrenas, Rhacel Salazar. 2008. The Force of Domesticity: Filipina Migrants and Globalization. NYU Press, 2008.

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List Sturdevant, Sandra; Brenda Stoltzfus. Let the good times roll: Prostitution and the U.S. military in Asia. New Press, 1993.

May include, but are not limited to No value

Reading List Yung, Judy. The Chinese Exclusion Act and Angel Island: A Brief History with Documents. Bedford/St. Martin's. 2019.

May include, but are not limited to No value

Reading List Zia, Helen. Asian American Dreams: The Emergence of of an American People, 1st edition. Farrar, Straus and Giroux. 2001.

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List Zia, Helen. Last Boat Out of Shanghai: The Epic Story of the Chinese Who Fled Mao's Revolution. Ballantine Books, 2019.

May include, but are not limited to No value

Reading List Rodriguez, Robyn Magalit. Migrants for Export: How the Philippine State Brokers Labor to the World. University of Minnesota Press, 2010.

May include, but are not limited to No value

Learning Outcomes

Changed Field**Current Version****Proposed Version****Course Objectives**

- Examine Asian American Studies as an interdisciplinary field within Ethnic Studies and in conversation with a global and diasporic perspective.
 - Examine economic relations between the U.S. and Asia in the context of global racialized capitalism
 - Analyze and assess the racial formations of Asian Americans based on transnational relations of political economy, citizenship, war and militarism, and immigration between the U.S. and Asia
 - Explore and assess racialized patterns and experiences of family, gender, and sexual intimacy relations of Asians in the U.S.
-
- The Field of Asian American Studies: Examine Asian American Studies as an interdisciplinary and multidisciplinary field of Ethnic Studies and the social sciences and humanities.
 - Analytics of Ethnic Studies: Discuss and question the social constructs of “Asia” and “Asian American” with key analytics of Asian American Studies and Ethnic Studies to identify historical, transnational, and global conditions of Asian America.
 - Asian Americanist Transnational Perspective: Explain and apply a critical transnational perspective to Asian America as articulated by Asian American Studies.
 - Equity-Minded Engagement with a Community Issue and Transnational Analysis: Engage with and research an Asian American community issue to formulate a critical transnational analysis with historical and social context and self-reflection.



CSLOs

CSLOs Analyze historical and/or contemporary political economic linkages between the U.S. and Asia and how they have shaped the experiences and identities of Asians in the U.S.

Expected SLO Performance 0.0

CSLOs Map and interpret key topics, concepts, themes, and scholarship relating to a critical transnational perspective grounded in Asian American Studies.

Expected SLO Performance 0.0

CSLOs Evaluate the ways Asians in the U.S. have engaged in global relations between the U.S. and Asia to shape the creation and flows of goods, ideas, and/or cultures.

Expected SLO Performance 0.0

CSLOs Engage with and describe an Asian American social phenomenon to apply a critical transnational analysis that prompts personal and intellectual rethinking.

Expected SLO Performance 0.0

CSLOs Complete a project utilizing critical analysis, research, and writing skills to assess the relationship between the U.S. and Asia and its impact on on an issue that significantly affects an Asian American population.

Expected SLO Performance 0.0

CSLOs Complete a project utilizing critical analysis, research, and writing skills to assess the relationship between the U.S. and Asia and its impact on on an issue that significantly affects an Asian American population.

Expected SLO Performance 0.0



**Course
Content**

1. Examine Asian American Studies as an interdisciplinary field within Ethnic Studies and in conversation with a global and diasporic perspective.
 1. Assess the historical origins and development of the field in the context of 1960s U.S. social movements and radical politics.
 2. Analyze intellectual and institutional developments in the field such as Asian American historiography, professionalization of Asian American Studies, the "transnational turn," and emergent diasporic and global frameworks.
 3. Explore the key analytics and research methodologies of Asian American Studies in terms of their engagement with the social sciences and humanities.
 4. Identify the contributions of Asian American Studies to the social sciences and humanities.
2. Examine economic relations between the U.S. and Asia in the context of global racialized capitalism
 1. Analyze the project of American nation-building and the early development of U.S. capital in the Asia Pacific in the 19th and early 20th centuries.
 2. Evaluate US-Asia labor and trade relations through historical examples, such as the coolie trade, the building of the transcontinental railroad, the plantations in Hawaii, and agriculture in the U.S., especially in the West and South.
 3. Evaluate US-Asia labor and trade relations in the post-WWII era, the expansion of

1. The Field of Asian American Studies: Examine Asian American Studies as an interdisciplinary and multidisciplinary field of Ethnic Studies and the social sciences and humanities.
 1. Assess the institutional origins and development of Asian American Studies in the context of 1960s U.S. social movements and radical politics that questioned Eurocentric and Orientalist epistemologies (i.e., civil rights, Black Power, Third World liberation, college campus activism).
 2. Recognize Asian American Studies as an academic and community-based intellectual tradition that produces knowledge grounded in theorizing, describing, and documenting the critical events, histories, cultures, lived experiences, and social struggles of Asian Americans.
 3. Analyze intellectual debates and institutional developments in Asian American Studies such as historiography, professionalization of the field, the "transnational turn," and diasporic, anti-colonial, and global frameworks.
 4. Explore the key analytics and research methodologies of Asian American Studies in terms of their engagement with the social sciences and humanities.
 5. Identify the contributions of Asian American Studies to the social sciences and humanities.
 6. Recognize Asian American Studies as an academic and community-based intellectual tradition that produces

Changed Field**Current Version****Proposed Version**

-
- global markets, and anxiety about the growing power of Asian capital in globalization through examples such as trade wars with East Asia.
3. Analyze and assess the racial formations of Asian Americans based on transnational relations of political economy, citizenship, war and militarism, and immigration between the U.S. and Asia
1. Analyze U.S. immigration policies and laws, and relationships with Asia based on U.S. labor dynamics, citizenship, and racial formation through examples in the 19th and 20th centuries such as the Chinese Exclusion (1882), Asiatic Barred Zone (1917), McCarren-Walter Act (1952), Hart-Cellar Act (1965), and Temporary Worker Visas, such as H1-B status.
 2. Assess the legacy of U.S. imperial, colonial, and military interests in Asia and their relationship to war, trauma, migration, and settlement in the U.S. through examples in the 19th and 20th centuries such as U.S. control of the Hawaiian archipelago, the Philippine-American War, World War II and the Pacific Islands, the Vietnam War and the "Secret" War, and the Korean War.
 3. Evaluate the process of transnational adoption and its impact on the racialization of Asian Americans, through examples such as U.S. adoptions from China, Korea, and Vietnam.
4. Explore and assess racialized patterns and experiences of family, gender, and sexual intimacy relations of Asians in the U.S.
- knowledge grounded in theorizing, describing, and documenting the critical events, histories, cultures, lived experiences, and social struggles of Asian Americans.
2. Analytics of Ethnic Studies: Discuss and question the social constructs of "Asia" and "Asian American" with key analytics of Asian American Studies and Ethnic Studies to identify historical, transnational, and global conditions of Asian America.
1. Articulate and apply concepts and theories such as: race, racism, racialization, the globality of race, differential inclusion, ethnicity, pan-ethnicity, identity, intersectionality, equity, Orientalism Eurocentrism, white supremacy, whiteness, anti-Blackness, counter-narrative, culture, diaspora, nationalism, transnationalism, racial capitalism, resistance, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, liberation, and anti-racism work.
 2. Identify the evolving definitions of "Asia" and "Asian American" through claims grounded in geography, demography, international politics, non-governmental organizations, social movement activism, and academic scholarship.
 3. Compare the evolving relationship between what is signified respectively by "Asia" and by "Asian American," to recognize an epistemology grounded in Asian American Studies.

Changed Field**Current Version****Proposed Version**

1. Assess the influence of U.S. military intervention in Asia on sexual and intimate relations between U.S. military service persons and Asian men and women.

1. Analyze historical constructions of masculinity and femininity and their racialized, globalized and localized geographies through examples such as figures of Asian women as prostitutes, discourses about moral and sexual needs among U.S. servicemen in Asia, and conceptions of "war brides."

2. Analyze sites in Asia that have been gendered and sexualized as a result of U.S. military intervention through examples such as military bases in Okinawa, South Korea, and the Philippines.

3. Identify social movements that have addressed sexual violence and exploitation through examples such as movements against U.S. military bases, movements to prosecute perpetrators of sexual violence and to eliminate "status of forces agreements," solidarity with "comfort women," and international feminist

3. Asian Americanist Transnational Perspective: Explain and apply a critical transnational perspective to Asian America as articulated by Asian American Studies.

1. Discuss and question the trope of voluntary migration and assimilation as an explanatory model for the historical formation of Asian America.

2. Articulate the analytic of imperialist racial formation to describe the social formation of Asian America in historical context, with emphasis on racial capitalism, war and militarism, colonization and imperialism, displacement and migration.

3. Describe and apply a transnational, historical analysis of anti-Asian restrictions ("Yellow Peril") that considers the globality of race and the case of hemispheric Orientalism from the 19th to 20th centuries.

4. Interpret contemporary social phenomenon of Asian America with a critical transnational perspective and attention to the intersection of social formations of gender, race, class, ethnicity, age, national origin, immigration status, citizenship, and religion.

1. Filipina nurses in the U.S. and beyond

2. Vietnamese refugee conservatism in the U.S.

3. Desi identity and community making

4. Anti-Asian scapegoating and Sinophobia during the Covid pandemic

Changed Field**Current Version****Proposed Version**

movements against militarization.

2. Identify and understand the creation of the global economies of gendered labor and the formation of transnational households, through examples such as gender ideologies in Filipino migrant families, and caregiving and flows of migrant labor from the Philippines, Indonesia, and Vietnam.

5. Transnational, transracial adoptions from Korea to the U.S.

4. Equity-Minded Engagement with a Community Issue and Transnational Analysis: Engage with and research an Asian American community issue to formulate a critical transnational analysis with historical and social context and self-reflection.

1. Apply key concepts of a critical transnational perspective to an Asian American community issue with attention to forms of subjection, subject formation, agency, and group affirmation, and an analysis of racialization, global capitalism, war and militarism, colonization and imperialism, displacement and migration.

2. Construct an original narrative that describes personal rethinking and research-informed analysis grounded in Asian American Studies.

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

(See general education pages for the requirements this course meets.)

(See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Course Outline: A., A.2. Analyze variety of scholarship in Asian American Studies to identify different intellectual, rhetorical, cultural perspectives. B.2., B.3. Analyze a variety of sources and disciplines that construct "Asia" and "Asian American."
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments: C.1. and D Assignments require students to draw on personal thoughts, observations, and experiences along with course texts.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments: C.1., C.2., C.3., D. Assignments require students to integrate ideas through standard English writing guidelines with in-text citations and works cited.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: C.1., C.2., C.3., D. Multiple assignment formats request that students write clearly, cogently, free of mechanical errors, and appropriate to format.

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Course Outline: A.3., A.4., B.2., B.3., C.4. Identify, distinguish, compare, and discuss the multiplicity of differing perspectives on the field of Asian American Studies, on the social constructs of "Asia" and "Asian American," on contemporary social phenomenon.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed**Questions****Current Version****Proposed Version**

**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A or
EWRT D01AH
or ESL D005. If
this is the
requisite for the
course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from many
cultural and
social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or visual
texts.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 3:
Produce written
work using a
cyclical process
of multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5:
Edit
compositions to
correct errors in
the major
conventions of
Standard
Written English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
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	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
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	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
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	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
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	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

**Objective 10:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Pre-algebra or
equivalent (or
higher), or
appropriate
placement
beyond pre-
algebra. If this is
the requisite for
the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem solving
methods.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8:
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

Changed**Questions****Current Version****Proposed Version**

**Criteria 1:
Present core
concepts and
scope that
define the
discipline.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

Course Objective: A., A.1., A.2., A.3., A.4., A.5. Objectives all focus on outlining the history, scope, content, debates, and institutional development of the field of Asian American Studies.



**Criteria 2:
Foster oral and
written
communication
and
collaborative
exercises. Note
that this criteria
has three
separate pieces:
oral
communication,
written
communication,
and
collaborative
exercises.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

Assignments: C., D., E. Assignments entail written communication, oral communication, and collaborative work.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Objectives: B. and C. Objectives center on stimulating critical thinking by asking students to question knowledge production about "Asia," "Asian Americans," and "Asian American experiences" and to consider possible counter-narratives.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Objectives: A.3. Objective includes multiple points of view on the development and debates of Asian American Studies, such as academic vs. non-academic, feminist critiques, anti-elitism critiques. C.4. Objective focuses on a variety of topics and approaches in Asian American Studies for thinking about a critical transnational perspective, such as different ethnic identifications, processes of racialization, historical contexts.</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Objectives: B., C., D. Objectives all center on student engagement with a critical transnational perspective with historical contextualization.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Course Objective D and Assignment D Objective and assignment require students to engage with contemporary Asian American community issues to apply key course concepts.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version															
!	Stage 8: Dean of Online Learning	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Part - Field Tab</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/14/25</td> <td>Gabriela Nocito on behalf of COOL Members</td> <td>Basic Information - Proposal Details – Attachments: Required</td> <td> <p>-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 51% to 90%)</p> <p>-Please adjust explanation on question 6 of the form to match correct percentages.</p> </td> <td>Y</td> </tr> <tr> <td>5/21/25</td> <td>Gabriela Nocito on behalf of COOL Members</td> <td>Basic Information - Proposal Details – Modailty</td> <td> <p>Forms attached are fine but only one modality is listed. Please update modality as Online and Hybrid.</p> </td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Part - Field Tab	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/14/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Required	<p>-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 51% to 90%)</p> <p>-Please adjust explanation on question 6 of the form to match correct percentages.</p>	Y	5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Modailty	<p>Forms attached are fine but only one modality is listed. Please update modality as Online and Hybrid.</p>	
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5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Modailty	<p>Forms attached are fine but only one modality is listed. Please update modality as Online and Hybrid.</p>															
	Stage 9: Articulation Officer	No Value	No Value															
	Stage 10: De Anza General Education	No Value	No Value															
	Stage 13: Curriculum Committee	No Value	No Value															

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ASAM 013	ASAM 013
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/08/2022	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Minor changes to course content to meet CSU GE, Area F requirement, appr. 1/12/21 (effect. F21).-mkct • Online Added. 11/08/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Minor changes to course content to meet CSU GE, Area F requirement, appr. 1/12/21 (effect. F21).-mkct • Online Added. 11/08/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ASAMD013.
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2025 12:00:00 AM
--	----------------------------	-------------------------

	External Review Approval Date	Sep 1, 2020 12:00:00 AM
--	--------------------------------------	-------------------------

	Course Control Number	CCC000615069
--	------------------------------	--------------

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
--	------------------------------------	--

Course Outline of Record Report

05/22/2025

ASAMD033. : Filipinx American Community Issues

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Sherwin Mendoza Santa Ana, Tony
Attachments:	COA_Asian_ASAM_33_2026F.pdf UCTransferable_ASAM_33_2026F.pdf Online_ASAM_33_2026F.pdf Hybrid_ASAM_33_2026F.pdf
Course ID (CB01A and CB01B) :	ASAMD033.
Short Course Title:	No value
Course Title (CB02) :	Filipinx American Community Issues
Department:	ASAM - Asian American Studies
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This introduction to Ethnic Studies will survey race and racialization, ethnicity, White supremacy, settler colonialism, and imperialism as they are relevant to Filipinx American communities. Through an Ethnic Studies framework of decolonization that emphasizes community-produced theory and knowledge, students will compare Filipinx American and Asian American experiences. Emphasis will be placed on the role of community organizing in movements seeking social justice, liberation, self-determination, and sovereignty for Asian American and Filipinx American communities.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Asian American Studies
Discipline 2:	No value

Discipline 3:

No value

FSA:

- FHDA FSA - ETHNIC STUDIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course meets a general education requirement for De Anza College and Cal-GETC. It applies to fulfill the Certificate of Achievement in Asian American Studies, and it is UC and CSU transferable. This course grew out of student activism at De Anza in 2024 and 2025. It serves as an introduction to the discipline of Ethnic Studies, and it serves as a companion course for ASAM 30, Filipinx American History and Culture. While ASAM 30 focuses on the cultural production of Filipinx American and Asian American communities, ASAM 33 focuses on issues in Filipinx American communities and the movements that are organizing to address them.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

This course seeks to enable students to examine the relevance of Ethnic Studies and Filipinx American Studies to their own lives. The emphasis of this course is on knowledge produced by Asian American and Filipinx American communities, as well as the lived experiences and struggles of Asian American and Filipinx American communities.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G6X	De Anza GE Area 6 - Ethnic Studies	Pending	No value	No value	No - defined.
2G4X	De Anza GE Area 4 - Social and Behavioral Sciences	Pending	No value	No value	

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA6X	Cal-GETC Area 6 - Ethnic Studies	Pending	No value	No value	No - defined.
CA4X	Cal-GETC Area 4 - Social and Behavioral Sciences	Pending	No value	No value	

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

CRES 14 UC Santa Cruz

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 4

Maximum Credit Units 4

Total Course In-Class (Contact) Hours 48

Total Course Out-of-Class Hours 96

Total Student Learning Hours 144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
---------------	------	----------	--------------

No Value	No Value	No Value	No Value
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SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion of assigned reading
Field observation and field trips
Guest speakers
Homework and extended projects
Lecture and visual aids
Service learning

Assignments

A. Read and critically engage with books, articles, web pages, podcasts, blogs, and other assigned texts.

B. Writing

1. Guided research paper in which students synthesize Ethnic Studies, Asian American Studies, and Filipinx American Studies readings on decolonization to analyze how colonialism has shaped Filipinx American identity and how it is related to the manifestation of contemporary social issues such as mental health struggles, intergenerational conflict, and colonial mentality.
2. Journals in which students apply concepts in reading towards issues and conditions in Filipinx American communities
3. Critical reflections on participation in community events that apply Ethnic Studies, Asian American Studies, and Filipinx American Studies material
4. Critical reflections on material presented by guest speakers that apply Ethnic Studies, Asian American Studies, and Filipinx American Studies material
5. Other writing such as shorter essays, field notes, community education plans, outreach materials, scripts for presentations and videos, and assessments necessary for the Participatory Action Research project

C. Final group Participatory Action Research project in which students analyze relationships between the topic of the final project, contemporary issues, and the histories of Filipinx American communities

1. The final group project will apply Paulo Freire's (1970) Cycle of Critical Praxis:
 - a. Identify a problem/issue
 - b. Research the problem—Students will gather data from studies, databases, community organizations, and community members
 - c. Develop a collective plan of action to address the problem
 - d. Implement the collective plan of action
 - e. Evaluate the action.
2. Students will be required to work with community organizations in activities where they integrate with Filipinx American communities and hear first-hand from community members their issues, concerns, and demands.
3. Students will receive training and guidance to help them to fruitfully engage with Filipinx American community members.
4. Students will present their assessment orally to Filipinx American community members, either in person or through video.
5. Students will also engage in a reflective assignment or activity where they will reflect on the project, its effectiveness, and the relevance of Ethnic Studies, Asian American Studies, and Filipinx American Studies course material to the Participatory Action Research project.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Guided research paper will be evaluated based on how well the student can interpret cause and effect, synthesize course material, and support his/her conclusions.

- B. Journals will be evaluated on the basis of thoroughness, accuracy, and nuance in analyzing and applying Ethnic Studies, Asian American Studies, and Filipinx American Studies concepts.
- C. Critical reflections will be evaluated on the basis of thoroughness of reflection and analysis as well as the application of course material.
- D. Oral presentations will be evaluated on the basis of clarity, thoroughness, and awareness of audience.
- E. The final group project will be evaluated through a reflective assignment on the basis of thoroughness of reflection on:
1. Issues the group was exposed to
 2. The relevance of Ethnic Studies, Asian American Studies, and Filipinx American studies course material to the issues as well as the helpfulness of the course material to the Participatory Action Research project itself
 3. The effectiveness of the group's project in addressing the issues
 4. What lessons the group can draw from their experiences
- F. The group project will additionally be evaluated according to self-assessment and peer-assessment tools that measure contributions to group projects.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Fujino, Diane Carol, Robyn Magalit Rodriguez, editors	Contemporary Asian American Activism	University of Washington Press	2022	9780295749815
Lott, Juanita Tamayo	Golden Children: Legacy of Ethnic Studies, SF State	Eastwind Books of Berkeley	2018	9780996351782
Nadal, Kevin Leo Yabut, Allyson Tintiangco-Cubales, and E. J. R. David, editors	The SAGE Encyclopedia of Filipina/x/o American Studies	SAGE Publications	2022	9781071828991
Nievera-Lozano, Melissa and Anthony Abulencia Santa Ana, editors	The Pilipinx Radical Imagination Reader	Philippine American Writers and Artists	2018	9780998179223

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define Ethnic Studies objectives

Compare Ethnic Studies, Asian American Studies, and Filipinx American Studies

Analyze Filipino migration to the United States

Analyze legacies of colonization in Filipinx American communities

Assess community-based efforts towards decolonization

CSLOs

Apply Ethnic Studies, Asian American Studies, and Filipinx American Studies concepts to analyze racism, classism, gender, and other intersections in relation to Spanish and American colonization and diaspora. Expected SLO Performance: 0.0

Synthesize how colonization, immigration, assimilation, and decolonization affect the ethos of Filipinx Americans through research projects. Expected SLO Performance: 0.0

Assess community-based efforts towards decolonization and upholding the rights and welfare of Filipinx American communities. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define Ethnic Studies objectives
 1. Analyze and articulate key concepts including race, racism, eurocentrism and self-determination through the lens of colonialism, anti-racism, and equity for Filipinx Americans
 2. Apply theory and knowledge produced by Filipinx American communities to analyze their lived experiences, cultures, contributions, ethnic identity, struggles, and agency
 3. Analyze critical intersections of race and racism as they relate to citizenship, national origin, immigration status, class, gender, sexuality, religion, spirituality, ability, sovereignty, language, and/or age in Filipinx American communities
 4. Review critically how struggle, resistance, racial and social justice, solidarity, and liberation as experienced and enacted by Filipinx American groups are relevant to current and structural issues
 5. Describe and engage with anti-racist and anti-colonial issues and the practices and movements in Filipinx American communities building a just and equitable society
- B. Compare Ethnic Studies, Asian American Studies, and Filipinx American Studies

1. Assess the origins and development of Ethnic Studies and Asian American Studies in the context of political and multiracial struggles for racial and social justice in the U.S.
 - a. The history of Ethnic Studies and Asian American studies
 - b. Emphasis on community action and solidarity such as the Third World Liberation Front strikes and the International Hotel struggle
 - c. Racialization as Asian Americans
 2. Assess the continuing interactions and dialogue among Filipinx American Studies and Asian American Studies.
 - a. Panethnicity
 - b. Disaggregation
 - c. Comparison and contrast between Filipinx American Studies, Southeast Asian American Studies, South Asian American Studies, and Pacific Islander Studies
- C. Analyze Filipino migration to the United States
1. Historical overview of Filipino migration to the United States
 2. Theories of migration
 - a. Myth of the "American Dream"
 - b. Deconstruction of the "Melting Pot" Theory
 - c. Assimilation, Acculturation, and Hybridity
 3. Contemporary issues around Filipino migration
 - a. Family separation
 - b. Conflicts arising from generational differences and intergenerational trauma
 - c. Struggles of undocumented Filipinos and their families
 - d. Human trafficking
 - e. Occupational downgrading and de-skilling
 - f. Displacement due to gentrification
 - g. Remittances due to economic hardship of the families of migrants and immigrants
 - h. Invisibility, cultural erasure, historical erasure, and disinformation
 - i. Abuse by employers, including wage theft
- D. Analyze legacies of colonization in Filipinx American communities
1. Spanish Colonization
 - a. Catholicism
 - b. Gender roles
 - c. Extraction and forced labor via the encomienda system, the galleon trade, and the hacienda system
 - d. The Revolution of 1896 and the Spanish American War
 2. U.S. Imperialism
 - a. The Philippine American War
 - b. Schooling and the Thomasites
 - c. English as the language of instruction
 - d. Colonial mentality
 - e. Military bases
 - f. Neoliberalism
- E. Assess community-based efforts towards decolonization
1. Reappraisal of Filipino Indigeneity and Indigenous Peoples in the Philippines
 - a. Egalitarian Society (Kapwa & Pakikipagkapwa)
 - b. Spirituality & Philippine Indigenous Psychology (Animism & Bathala)
 - c. Clanships (Community/Barangay)
 - d. Role of Women and other Genders (Baklas, Baybaylans, Filipina Priestesses, Leaders of Clanships, Cultural Roles)
 2. Gender & Sexuality in Filipinx American Communities
 - a. LGBTQ+ Filipino and Filipinx American
 - b. Pinayism
 - c. Mixed-race relationships and families
 3. Cultural Production
 - a. Redefining Filipinx American identity
 - b. Challenging traditional expectations of Filipinx American identity through music, visual arts, storytelling, and media.
 4. Electoral politics and political representation
 - a. Relations between state and local governments and Filipinx Americans
 - b. Filipinx American officials and workers in state and local governments
 - c. Legislation, programs, and ballot propositions relevant to Filipinx American communities
 5. Participatory Action Research (PAR)
 - a. Focus on issues identified by members of Filipinx American communities
 - b. Review examples of Participatory Action Research in Filipinx American and Filipino communities
 - c. Examine the importance of kuwentuhan (talk-story) in Participatory Action Research
 - d. Analyze how colonial legacies affect contemporary issues
 - e. Analyze the role of Filipino indigeneity in addressing contemporary issues

f. Assess the way the Participatory Action Research project contributes towards the sustainability and economic development of Filipinx American communities

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4
- Lec Hrs: 4
- Lec Load: .100
- Seat Ct: 50
- (mkct 5/21/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Assignments A, Read and critically engage with books, articles, web pages, podcasts, blogs, and other assigned texts.

Objective 2: Compose essays drawn from personal experience and assigned texts.

Assignments B, Writing 1. Guided research paper in which students synthesize readings on Filipinx American decolonization to analyze how colonialism has shaped Filipinx American identity and how it is related to the manifestation of contemporary social issues such as mental health struggles, intergenerational conflict, and colonial mentality. 2. Journals in which students apply concepts in reading towards issues and conditions in Filipinx American communities 3. Critical reflections on participation in community events 4. Critical reflections on material presented by guest speakers 5. Other writing such as shorter essays, field notes, community education plans, outreach materials, scripts for presentations and videos, and assessments necessary for the Participatory Action Research project

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

Assignments B.1, Guided research paper in which students synthesize readings on Filipinx American decolonization to analyze how colonialism has shaped Filipinx American identity and how it is related to the manifestation of contemporary social issues such as mental health struggles, intergenerational conflict, and colonial mentality.

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Assignments B, Writing 1. Guided research paper in which students synthesize readings on Filipinx American decolonization to analyze how colonialism has shaped Filipinx American identity and how it is related to the manifestation of contemporary social issues such as mental health struggles, intergenerational conflict, and colonial mentality. 2. Journals in which students apply concepts in reading towards issues and conditions in Filipinx American communities 3. Critical reflections on participation in community events 4. Critical reflections on material presented by guest speakers 5. Other writing such as shorter essays, field notes, community education plans, outreach materials, scripts for presentations and videos, and assessments necessary for the Participatory Action Research project

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Assignments B.1, Guided research paper in which students synthesize readings on Filipinx American decolonization to analyze how colonialism has shaped Filipinx American identity and how it is related to the manifestation of contemporary social issues such as mental health struggles, intergenerational conflict, and colonial mentality.

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline A, Define Ethnic Studies objectives Outline B, Compare Ethnic Studies, Asian American Studies, and Filipinx American Studies

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Oral Communication: Assignments C.2, Students will be required to work with community organizations in activities where they integrate with Filipinx American communities and hear first-hand from community members their issues, concerns, and demands; Assignments C.3, Students will receive training and guidance to help them to fruitfully engage with Filipinx American community members; Assignments C.4, Students will present their assessment orally to Filipinx American community members, either in person or through video. Written Communication: Assignments B, Writing Collaborative Exercises: Assignments C, C. Final group Participatory Action Research project in which students analyze relationships between the topic of the final project, contemporary issues, and the histories of Filipinx American communities

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline C, Analyze Filipino migration to the United States Outline D, Analyze legacies of colonization in Filipinx American communities Outline E, Assess community-based efforts towards decolonization

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline B.1, Assess the origins and development of Ethnic Studies and Asian American Studies in the context of political and multiracial struggles for racial and social justice in the U.S. Outline D.1.b, Gender roles [within the context of Spanish colonialism] Outline E.1.d, Role of Women and other Genders (Baklas, Baybaylans, Filipina Priestesses, Leaders of Clanships, Cultural Roles) [within the context of Filipino indigeneity] Outline E.2, Gender & Sexuality in Filipinx American Communities

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline C, Analyze Filipino migration to the United States Outline D, Analyze legacies of colonization in Filipinx American communities Outline E.1 Reappraisal of Filipino Indigeneity and Indigenous Peoples in the Philippines

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignments C, Final group Participatory Action Research project in which students analyze relationships between the topic of the final project, contemporary issues, and the histories of Filipinx American communities

Comments

Stage 2: Department Chair

(Comment from Mae Lee) Not sure if I am correct, but a quick glance at UC Santa Cruz's Critical Race and Ethnic Studies offerings turns up the following courses:

CRES 14 UC Santa Cruz - Pilipinx Historical Dialogue Winter 2025 - CRES 45-01

Description

Examines the history, politics, and cultural expressions of the Pilipinx community, in the Philippines and the diaspora, with an emphasis on Pilipinx and Pilipinx-American activism. (General Education Code(s): ER.)

Critical Filipinx Poetics: A Workshop for Reading and Writing Poetry Fall 2024 - CRES 179A-01

Description

Writing workshop exploring the aesthetic and critical engagements of Filipina/o/x poets. Students analyze authors' prosody and craft, and explore thematization of migration, family, violence, culture, history, and agency. How do Filipinx poets address racialization, gendering, sexuality, class, and citizenship? What are their commitments to place, the divine, multilingualism, and the natural world? Students also write and workshop poems. Assignments: portfolio of three poems, in-class writing exercises, revised poem drafts, peer review comments, and performance of poems in class and at one public reading. (General Education Code(s): PR-C.)

CRES 14 is listed on the UCSC course catalog site as: CRES 14 Center for Racial Justice Service Learning Supplemented by invited guest speakers and field activities, this Center for Racial Justice-sponsored course is facilitated by an activist-in-residence. Through critical readings, discussions, and situated learning, students take part in an experiential learning project and contribute service hours to a community-based organization. Credits 5 Instructor Staff Repeatable for credit Yes General Education Code PR-S

Just checking to make sure CRES 14 is the intended UC course to model ASAM 33 after.

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

It is not clear to me if UCSC's CRES 14 meets general education requirements or service learning requirements at UCSC.

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit
05/19/25	Learning Outcomes	Course Outcomes	Suggested	I'm sending all of the courses being submitted for Area 6: Ethnic Studies back, because everything was submitted prior to our Fall 2025 denials. I just wanted to give everyone a chance to make any last-minute changes based on the feedback we received earlier this month. I think this course looks good- it has three core competencies verbatim from the Cal-GETC, but I'm sending them all back in case you want to add any additional detail about the community engagement project or include examples of organizations/guest speakers/etc. If not, I'm happy to send it as-is. I just wanted to give all of the Area 6 initiators the opportunity for a second look.
05/19/25	Outline	Course outline	Suggested	^Same

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD007. : Introduction to Artificial Intelligence**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Clare Nguyen• Pape, Mary
Attachments:	UCTransferable_CIS_7_2026F.pdf Hybrid_CIS_7_2026F.pdf Online_CIS_7_2026F.pdf ReqAdv_G_CIS_7_2026F_1.pdf
Course ID (CB01A and CB01B) :	CISD007.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Artificial Intelligence
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0799.00) *Other Information Technology
CIP Code:	(11.9999) Computer and Information Sciences and Support Services, Other.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course provides a foundational overview of artificial intelligence (AI) by exploring core concepts such as search algorithms and knowledge representation that are used by modern intelligent systems. Through hands-on projects such as fraud detection and machine translation, students gain experience in predictive analytics, uncertainty management, optimization, and other AI practices.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Computer Science
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a UC/CSU transferable course. It is CTE and belongs in the Certificate of Achievement in Applied Artificial Intelligence. This course will provide students with introductory level knowledge and hands-on experience in working with AI for a range of applications.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Associate of Science (In Development)

Associate in Science (A.S.) Degree

Fall 2026

Applied Artificial Intelligence Certificate of Achievement (In Development)

Certificate of Achievement (COA)

Fall 2026

Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UC Davis ECS 011: Artificial Intelligence for All

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Guest speakers
Homework and extended projects
In-class exploration of internet sites
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
Lecture and visual aids
Quiz and examination review performed in class

Assignments

- A. Reading in textbook, online references, and lecture notes.
- B. 6-8 problem solving assignments on introductory AI concepts and applications, covering the Lab Topics specified in the Lab Outline section.
- C. Written explanation of AI methodology, implementation, and effect on society.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Assignments and quizzes are evaluated for completeness, correctness, and proper application of the AI models.
- B. In-class problem solving and group collaborative problem solving are evaluated for the ability to apply AI appropriately and interpret the results correctly.
- C. One or more examinations with questions on AI concepts and applications discussed in class, which require the student to apply AI appropriately or write short answers. Submitted work will be graded on correctness and completeness.
- D. A comprehensive final examination with questions on AI concepts and applications discussed in class, which requires the student to apply AI appropriately or write short answers. Submitted work will be graded on correctness and completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
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Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Define artificial intelligence (AI)

Describe modern AI principles

Describe machine learning (ML) models

Describe AI models

Apply generative AI systems

Discuss hardware for AI

Evaluate ethics in AI

CSLOs**Discuss artificial intelligence (AI) basic concepts and explain the fundamental concepts of AI applications**

Expected SLO Performance: 0.0

Outline**Course Outline**

A. Define Artificial Intelligence (AI)

1. History and related fields
2. Philosophy of AI
3. Problem solving with AI

B. Describe Modern AI Principles

1. AI principles and learning process: symbolic AI, connectionist AI, machine learning, embodied AI, search and heuristics, hybrid AI
2. Black box modeling

- 3. Evaluation of models and uncertainty
- C. Describe Machine Learning (ML) Models
 - 1. Data science workflow
 - 2. Data pipeline: wrangling, exploration, training, testing
 - 3. Types of machine learning
 - a. Supervised learning
 - b. Unsupervised learning
- D. Describe Artificial Intelligence (AI) Models
 - 1. Reinforcement learning
 - 2. Neural network and deep learning
 - 3. Transfer learning
 - 4. Generative models
 - 5. Adversarial models
 - 6. Artificial general intelligence
- E. Apply Generative AI Systems
 - 1. Text generation
 - 2. Chat generation
 - 3. Image generation
 - 4. Audio and video generation
 - 5. Code generation
- F. Discuss Hardware for AI
 - 1. Data centers and gateways
 - 2. Processors
 - 3. Sustainability
- G. Evaluate Ethics in AI
 - 1. Data
 - a. Bias and fairness
 - b. Copyrights and fair use
 - 2. Implications of AI in society
 - a. Benefits
 - b. Risks
 - 3. Privacy in AI

Lab Outline

- A. Utilize the ML/AI toolkits to explore and discuss AI principles and learning process.
- B. Utilize the ML toolkits to analyze data science workflow.
- C. Utilize the ML toolkits to analyze supervised learning and unsupervised learning.
- D. Utilize generative AI in text application.
- E. Utilize generative AI in chat application.
- F. Utilize generative AI in image application.
- G. Utilize generative AI in audio and video application.
- H. Utilize generative AI in coding application.
 - I. Research AI applications to explain AI hardware and resources.
 - J. Research AI applications to explain data fairness.
 - K. Research AI applications to explain AI implications on society.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4.5
- Lec Hrs: 4
- Lab Load: .089
- Lab Hrs: 1.5
- Lab Load: .024
- Total Load: 0.113
- Seat Ct: 40
- (mkct 5/13/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

CIS D004.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/15/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question Y #12.	

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
05/05/2025	Basic Course Information	Proposal Details	Required	If the course meets a lower-division major requirement at a UC or CSU, you would need to upload a copy of the ASSIST print out, advising sheet, or the website showing that it is listed as a lower-division major requirement	Y
05/05/2025	Outline	Course Outline	Suggested	When I look at the ECS 011 course from UC Davis, it looks like they cover AI Paradigms, including Symbolic Systems, Connectionism, Embodied AI, and Search/Heuristics, but I didn't see that listed in our course (I don't know if it's not there or if I just don't know enough about the content to see it if listed differently). That part is up to you, but UC Davis has denied articulation for a single word, so if you want to articulate, I thought I'd bring it up.	Y

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD307. : Introduction to Artificial Intelligence

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Clare Nguyen Pape, Mary
Attachments:	Hybrid_CIS_307_2026F.pdf Online_CIS_307_2026F.pdf ReqAdv_G_CIS_307_2026F_1.pdf
Course ID (CB01A and CB01B) :	CISD307.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Artificial Intelligence
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0799.00) *Other Information Technology
CIP Code:	(11.0102) Artificial Intelligence.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course provides a foundational overview of artificial intelligence (AI) by exploring core concepts such as search algorithms and knowledge representation that are used by modern intelligent systems. Through hands-on projects such as fraud detection and machine translation, students gain experience in predictive analytics, uncertainty management, optimization, and other AI practices.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Computer Science
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a CTE course that belongs in the Certificate of Completion in Applied Artificial Intelligence. This course will provide students with introductory level knowledge and hands-on experience in working with AI for a range of applications

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

.

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	66

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

 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	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Guest speakers
 Homework and extended projects
 In-class exploration of internet sites
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Lecture and visual aids

Quiz and examination review performed in class

Assignments

- A. Reading in textbook, online references, and lecture notes.
- B. 6-8 problem solving assignments on introductory AI concepts and applications, covering the Lab Topics specified in the Lab Outline section.
- C. Written explanation of AI methodology, implementation, and effect on society.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Assignments and quizzes are evaluated for completeness, correctness, and proper application of AI models.
- B. In-class problem solving and group collaborative problem solving are evaluated for the ability to apply AI appropriately and interpret the results correctly.
- C. One or more examinations with questions on AI concepts and applications discussed in class, which require the student to apply AI appropriately or write short answers. Submitted work will be graded on correctness and completeness.
- D. A comprehensive final examination with questions on AI concepts and applications discussed in class, which requires the student to apply AI appropriately or write short answers. Submitted work will be graded on correctness and completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Ronald Kneusel	How AI Works	No Starch Press	October 2023, 1st Edition	9781718503731

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define Artificial Intelligence (AI)

Describe Modern AI Principles

Describe Machine Learning (ML) Models

Describe Artificial Intelligence (AI) Models

Apply Generative AI Systems

Discuss Hardware for AI

Evaluate Ethics in AI

CSLOs

Discuss Artificial Intelligence (AI) basic concepts and explain the fundamentals of AI applications.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define Artificial Intelligence (AI)
 - 1. History and related fields
 - 2. Philosophy of AI
 - 3. Problem solving with AI
- B. Describe Modern AI Principles
 - 1. AI principles and Learning Process
 - 2. Black Box Modeling
 - 3. Evaluation of Models and Uncertainty
- C. Describe Machine Learning (ML) Models
 - 1. Data science workflow
 - 2. Data pipeline: wrangling, exploration, training and testing data
 - 3. Types of machine learning
 - a. Supervised Learning
 - b. Unsupervised Learning
- D. Describe Artificial Intelligence (AI) Models
 - 1. Reinforcement Learning
 - 2. Neural network and Deep Learning
 - 3. Transfer Learning
 - 4. Generative Models
 - 5. Adversarial Models
 - 6. Artificial General Intelligence
- E. Apply Generative AI Systems
 - 1. Text generation
 - 2. Chat generation
 - 3. Image generation

- 4. Audio and video generation
- 5. Code generation
- F. Discuss Hardware for AI
 - 1. Data centers, gateways
 - 2. Processors
 - 3. Sustainability
- G. Evaluate Ethics in AI
 - 1. Data bias and fairness
 - 2. Implications of AI on society
 - a. Benefits
 - b. Risks
 - 3. Privacy in AI

Lab Outline

- A. Utilize the ML/AI toolkits to explore and discuss AI principles and learning process.
- B. Utilize the ML toolkits to analyze data science workflow
- C. Utilize the ML toolkits to analyze supervised learning and unsupervised learning
- D. Utilize generative AI in text application
- E. Utilize generative AI in chat application
- F. Utilize generative AI in image application
- G. Utilize generative AI in audio and video application
- H. Utilize generative AI in coding application
 - I. Research AI applications to discuss AI hardware and resources.
 - J. Research AI applications to discuss data fairness.
 - K. Research AI applications to discuss AI implications on society.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

CIS D004.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/14/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question Y #12.	

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD017A : Introduction to Machine Learning**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Clare Nguyen• Pape, Mary
Attachments:	UCTransferable_CIS_17A_2026F.pdf Hybrid_CIS_17A_2026F.pdf Online_CIS_17A_2026F.pdf ReqAdv_G_CIS_17A_2026F_1.pdf ReqAdv_G_CIS_17A_2026F_2.pdf
Course ID (CB01A and CB01B) :	CISD017A
Short Course Title:	No value
Course Title (CB02) :	Introduction to Machine Learning
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0799.00) *Other Information Technology
CIP Code:	(11.0102) Artificial Intelligence.
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces the core principles, algorithms, and applications of machine learning. Through hands-on projects in supervised and unsupervised learning, students apply machine learning models to analyze real world data, then evaluate and improve the accuracy of the models. Students will gain experience with the data preparation workflow, statistical learning, and model selection.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:

- Computer Science

Discipline 2: No value

Discipline 3: No value

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification

This is a UC/CSU transferable course. It is CTE and belongs in the Certificate of Achievement - Advanced in Applied Artificial Intelligence. This course will provide students with introductory core knowledge and hands-on experience in applying machine learning models in a variety of applications.

Stand-Alone Statement

Stand-Alone Statement
No Value

Course Philosophy

Course Philosophy
No Value

CTE Course

Is this a CTE (Career Technical Education) course?
Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Associate of Science (In Development)

Associate in Science (A.S.) Degree

Fall 2026

Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UC Santa Cruz CSE 40: Machine Learning Basics: Data Analysis and Empirical Methods

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 4.5

Maximum Credit Units 4.5

Total Course In-Class (Contact) Hours 66

Total Course Out-of-Class Hours 96

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Homework and extended projects
 In-class exploration of internet sites
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Lecture and visual aids
 Quiz and examination review performed in class

Assignments

- A. Reading in textbook, online references, and lecture notes.
- B. 6-8 problem solving assignments on evaluating and applying machine learning models.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Assignments and quizzes are evaluated for completeness, correctness, and proper application and evaluation of machine learning models.
- B. In-class problem solving and group collaborative problem solving are evaluated for the ability to apply machine learning models appropriately and interpret the results correctly.
- C. One or more examinations with questions on machine learning concepts and applications discussed in class, which require the student to apply machine learning models appropriately or write short answers. Submitted work will be graded on correctness and completeness.
- D. A comprehensive final examination with questions on machine learning concepts and applications discussed in class, which require the student to apply machine learning models appropriately or write short answers. Submitted work will be graded on correctness and completeness.

Essential Student Materials/Essential College Facilities**Essential Student Material:**

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Jake VanderPlas	Python Data Science Handbook	O'Reilly Media	January 2023, 2nd Edition	978-1098121228

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Investigate Machine Learning Pipeline and Toolkits

Evaluate Machine Learning Concepts

Perform Data Preprocessing and Data Wrangling

Apply Supervised Learning

Apply Unsupervised Learning

Investigate Ethics in Machine Learning

CSLOs

Explain machine learning concepts and implementation.

Expected SLO Performance: 0.0

Identify machine learning problems, apply and evaluate machine learning algorithms to solve the problems.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Investigate Machine Learning Pipeline and Toolkits
 - 1. Overview of the data pipeline
 - 2. Data collection
 - 3. Python machine learning toolkits
- B. Evaluate Machine Learning Concepts
 - 1. Inductive reasoning
 - 2. Model fitting
 - 3. Training and testing data
 - 4. Overfitting and underfitting
- C. Perform Data Preprocessing and Data Wrangling
 - 1. Missing data, outliers, data cleaning
 - 2. Data encoding, feature scaling
 - 3. Imbalance data
 - 4. Feature selection
 - 5. Exploratory data analysis

- 6. Data visualization
- D. Apply Supervised Learning
 - 1. Regression models
 - 2. Classification models
 - 3. Evaluation metrics, tune models
- E. Apply Unsupervised Learning
 - 1. Clustering
 - 2. Principal Component Analysis
 - 3. Evaluation metrics, tune models
- F. Investigate Ethics in Machine Learning
 - 1. Data bias and fairness
 - 2. Responsible machine learning practices

Lab Outline

- A. Use the Python machine learning toolkits to retrieve and read data from multiple types of data sources.
- B. Process data, handle missing values, encode categorical data, and scale features.
- C. Perform feature selection, data visualization, and exploratory data analysis to prepare for machine learning.
- D. Select appropriate supervised learning regression models, train and test the models, and evaluate their accuracy.
- E. Select appropriate supervised learning classification models, train and test the models, and evaluate their accuracy.
- F. Select appropriate unsupervised learning models, train and test the models, and evaluate the outcome.
- G. Detect data bias, identify disparities in data, check for model bias.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4.5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 1.5
- Lab Load: .024
- Total Load: .113
- Seat Ct: 40
- (mkct 5/22/25)

Req/Adv**Prerequisite(s):**

(CIS D007. and STAT C1000 (or STAT C1000H)) or CIS D011.

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

CIS D040.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/13/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question #12.	

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD017B : Foundations of Machine Learning**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Clare Nguyen• Pape, Mary
Attachments:	UCTransferable_CIS_17B_2026F.pdf Hybrid_CIS_17B_2026F.pdf Online_CIS_17B_2026F.pdf ReqAdv_G_CIS_17B_2026F_1.pdf ReqAdv_G_CIS_17B_2026F_2.pdf
Course ID (CB01A and CB01B) :	CISD017B
Short Course Title:	No value
Course Title (CB02) :	Foundations of Machine Learning
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course utilizes the student's experience with the Python programming language and machine learning concepts to identify and analyze mathematical and statistical techniques that are the foundation of machine learning (ML) and artificial intelligence (AI) algorithms. Through programming and machine learning libraries, students will gain a mathematical understanding of machine learning algorithms.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:

- Computer Science

Discipline 2: No value

Discipline 3: No value

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification

This is a UC/CSU transferable course. It is CTE and belongs in the Certificate of Achievement - Advanced in Applied Artificial Intelligence. This course will provide students with foundational knowledge and application of math and statistics in machine learning models.

Stand-Alone Statement

Stand-Alone Statement
No Value

Course Philosophy

Course Philosophy
No Value

CTE Course

Is this a CTE (Career Technical Education) course?
Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Associate of Science (In Development)

Associate in Science (A.S.) Degree

Fall 2026

Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UC Santa Cruz CSE 40: Machine Learning Basics: Data Analysis and Empirical Methods

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 4.5

Maximum Credit Units 4.5

Total Course In-Class (Contact) Hours 66

Total Course Out-of-Class Hours 96

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Homework and extended projects
 In-class exploration of internet sites
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Lecture and visual aids
 Quiz and examination review performed in class

Assignments

- A. Reading in textbook, online references, and lecture notes.
- B. 6-8 problem solving assignments on identifying, applying, and evaluating math and statistics concepts in machine learning models, covering the Lab Topics specified in the Lab Outline section.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Assignments and quizzes are evaluated for completeness, correctness, and proper application of math and statistics concepts in machine learning models.
- B. In-class problem solving and group collaborative problem solving are evaluated for the ability to apply math and statistics concepts appropriately in machine learning models.
- C. One or more examinations with questions on math and statistics concepts in machine learning as discussed in class. Submitted work will be graded on correctness and completeness.
- D. A comprehensive final examinations with questions on math and statistics concepts in machine learning as discussed in class. Submitted work will be graded on correctness and completeness.

Essential Student Materials/Essential College Facilities**Essential Student Material:**

- None

Essential College Facilities:

- None

Examples of Primary Texts and References**Author****Title****Publisher****Date/Edition****ISBN**

Gareth James, Daniela Witten,
 Trevor Hastie, Robert Tibshirani,
 Jonathan Taylor

Introduction to Statistical
 Learning

Springer

June 2023, 1st
 Edition

978-3-031-38747-0

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Apply Linear Algebra and Calculus in Machine Learning (ML) Optimization

Investigate Statistical Learning

Examine Statistical Learning in Regression Models

Examine Statistical Learning in Classification Models

Examine Statistical Learning in Decision Tree Models

Examine Statistical Learning in Support Vector Machines

Examine Statistical Learning in Unsupervised Learning

CSLOs

Explain statistics, calculus, and linear algebra concepts in machine learning.

Expected SLO Performance: 0.0

Describe and implement machine learning approaches in supervised and unsupervised learning.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Apply Linear Algebra and Calculus in Machine Learning (ML) Optimization
 1. Vector and matrix operations
 2. Determinants and eigenvectors in dimensionality reduction
 3. Derivatives, product rule, chain rule
 4. Multivariate chain rule in neural networks
 5. Convex and non-convex functions in optimizing ML models
 6. Gradient descent in training ML models
- B. Investigate Statistical Learning
 1. Probability space, discrete and continuous probabilities
 2. Sum rule, product rule, Bayes' theorem
 3. Summary statistics on datasets: mean, median, mode, variance

- 4. Distributions, covariance
- 5. Conditional probability, estimation in ML decision making
- 6. Correlation, causation, conditional independence in machine learning
- 7. Confounding variable in ML model accuracy
- C. Examine Statistical Learning in Regression Models
 - 1. Simple and multiple linear regression
 - 2. K nearest neighbor vs linear regression
- D. Examine Statistical Learning in Classification Models
 - 1. Simple and Multiple Logistic regression
 - 2. Naïve Bayes
 - 3. K nearest neighbor
- E. Examine Statistical Learning in Decision Tree Models
 - 1. Regression tree
 - 2. Classification tree
 - 3. Random Forest
- F. Examine Statistical Learning in Support Vector Machines
 - 1. Support vector classifier
 - 2. Support vector machine
- G. Examine Statistical Learning in Unsupervised Learning
 - 1. Principal Component Analysis
 - 2. Clustering

Lab Outline

- A. Write code to analyze and solve math problems with vector and matrix operations, determinants and eigenvectors, derivatives and gradient descent
- B. Write code to analyze and solve probability and statistics problems in machine learning.
- C. Write code to analyze and visualize the algorithm of regression models.
- D. Write code to analyze and visualize the algorithm of classification models.
- E. Write code to analyze and visualize the algorithm of decision tree models.
- F. Write code to analyze and visualize the algorithm of support vector machines.
- G. Write code to analyze and visualize the algorithm of unsupervised models.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4.5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 1.5
- Lab Load: .024
- Total Load: .113
- Seat Ct: 40
- (mkct 5/22/25)

Req/Adv

Prerequisite(s):

CIS D017A and MATH D001C (or MATH D01CH)

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/9/25	Req/Adv	Prerequisites	Required	This course is based on a course that requires the equivalent of our Math 1C however you have no prerequisites requiring students to know Calculus	Y
4/29/25	Req/Adv	Prerequisites	Required	Add Math 1C as a prerequisite on this tab. (Your Matrix G is great)	Y

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/13/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question Y #12.	

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Change Report
 05/22/2025

Summary of Changes

Section	Changed field
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
Req/Adv	Advisory(ies) - Other:
Comments	Stage 8: Dean of Online Learning
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">• Clare Nguyen• Pape, Mary	<ul style="list-style-type: none">• Clare Nguyen• Pape, Mary
	Course ID (CB01A and CB01B)	CISD018B	CISD018B
	Course Control Number	CCC000359074	CCC000359074
!	Course Title (CB02)	Advanced UNIX/LINUX	Advanced UNIX/LINUX <u>Unix/Linux and Bash Scripting</u>
	Short Course Title	ADV UNIX/LINUX	ADV UNIX/LINUX
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
!	Course Description	This course covers advanced topics with Unix/Linux utilities, including text processing, file archiving, compression, version control, build automation, basic bash scripts, and installation of a Linux distribution.	This <u>In this course covers</u> students will learn <u>advanced topics with Unix/Linux utilities, including</u> utilities for text processing, processing and file archiving, compression, version control, build automation, maintenance. Then building on their knowledge of Unix/Linux utilities, students will learn <u>basic bash scripts, to advanced Bash scripting techniques, including loops, conditionals, functions, process management, and installation of a Linux distribution.</u> signal handling.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	<ul style="list-style-type: none"> • Lower Division 	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> • Computer Science 	<ul style="list-style-type: none"> • Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	<ul style="list-style-type: none"> • FHDA FSA - CIS 	<ul style="list-style-type: none"> • FHDA FSA - CIS

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE course is CSU and UC transferable. It is on the Unix/Linux Operating System Certificate. Topics cover advanced Unix/Linux utilities.	This GTE course is CSU and UC transferable. It is <u>a CTE course and is on the Unix/Linux Operating System Certificate. Topics cover The course covers advanced Unix/Linux utilities- utilities and Bash scripting techniques.</u>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	Yes	Yes
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
--	--	----	----

	Foothill Faculty Consultation Name	No value	
--	---	----------	--

More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Database Development Practitioner**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Database Development Practitioner**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Database Development Practitioner**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Database Development Practitioner**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Database Development Practitioner**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Database Development Practitioner**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Database Development Practitioner**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Database Development Practitioner**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree

Changed Field**Current Version****Proposed Version**

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Network Administration

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Network Administration

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Network Administration

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Network Administration

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Network Administration

Associated Program Network Administration

Changed Field**Current Version****Proposed Version**

Award Type Associate in Arts (A.A.) Degree

Award Type Associate in Arts (A.A.) Degree

Associated Program Network Administration

Associated Program Network Administration

Award Type Associate in Arts (A.A.) Degree

Award Type Associate in Arts (A.A.) Degree

Associated Program Network Programming

Associated Program Network Programming

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Network Programming

Associated Program Network Programming

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Network Programming

Associated Program Network Programming

Award Type Associate in Arts (A.A.) Degree

Award Type Associate in Arts (A.A.) Degree

Associated Program Network Programming

Associated Program Network Programming

Award Type Associate in Arts (A.A.) Degree

Award Type Associate in Arts (A.A.) Degree

Associated Program Systems Programming

Associated Program Systems Programming

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Systems Programming Award Type Associate in Arts (A.A.) Degree	Associated Program Systems Programming Award Type Associate in Arts (A.A.) Degree
		Associated Program Systems Programming Award Type Associate in Arts (A.A.) Degree	Associated Program Systems Programming Award Type Associate in Arts (A.A.) Degree
		Associated Program UNIX/LINUX Operating System Award Type Certificate of Achievement (COA)	Associated Program UNIX/LINUX Operating System Award Type Certificate of Achievement (COA)
		Associated Program UNIX/LINUX Operating System (In Development) Award Type Certificate of Achievement (COA)	Associated Program UNIX/LINUX Operating System (In Development) Award Type Certificate of Achievement (COA)

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In- Class (Contact) per Term	48	48

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144

Changed	Field	Current Version	Proposed Version
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	Total Laboratory Hours per Term	18	18
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	Total Contact Hours per Term	-	0
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	Total Credit Units	4.5	4.5
--	-------------------------------	-----	-----

	Minimum Credit Units	4.5	4.5
--	---------------------------------	-----	-----

	Maximum Credit Units	4.5	4.5
--	---------------------------------	-----	-----

SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications

Changed Field**Current Version****Proposed Version****Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Collaborative learning and small group exercises
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises

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Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Collaborative learning and small group exercises
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises

Assignments

1. Reading textbook and lecture notes
2. 6-10 homework assignments to be done on the Unix/Linux system, covering the Lab Topics specified in the Lab Outline section.

1. Reading textbook and lecture notes
2. 6-10 homework assignments to be done on the Unix/Linux system, covering the Lab Topics specified in the Lab Outline section.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation** Methods of
Evaluation

**Methods
of
Evaluation** Methods of
Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Successful completion of homework assignments, which are evaluated for completeness and correctness
2. In-class problems, group collaborative problems, exam questions and/or assignments used to demonstrate the ability to effectively and efficiently use the appropriate Unix/Linux utilities to solve problems.
3. At least one written midterm examination requiring the appropriate use of Unix/Linux utilities to solve problems. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities.
4. A comprehensive final examination

**Methods
of
Evaluation**

1. Homework assignments are evaluated for completeness and for correct use of Unix/Linux utilities in Bash scripts.
2. In-class problems, group collaborative problems, and quizzes are used to evaluate the effective and efficient use of appropriate Unix/Linux utilities in Bash scripts.
3. At least one written midterm examination requiring the appropriate use of Unix/Linux utilities and Bash scripting to solve problems. The exam is evaluated for correct and efficient use of Unix/Linux utilities in Bash scripts.
4. A comprehensive final examination requiring the

Changed Field**Current Version****Proposed Version**

requiring the skills to use appropriate Unix/Linux utilities to solve problems. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities.

appropriate use of Unix/Linux utilities and Bash scripting to solve problems. The exam is evaluated for correct and efficient use of Unix/Linux utilities in Bash scripts.

**Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- None

Essential College Facilities:

- Access to a computer running the UNIX/LINUX operating system

Essential Student Materials:

- None

Essential College Facilities:

- Access to a server running the Unix/Linux operating system

Changed Field**Current Version****Proposed Version****Examples of Primary Texts and References**

Title	How Linux Works
Author	Ward, Brian
Publisher	No Starch Express
Date/Edition	April 2021
ISBN	9781718500402

Title	A Practical Guide to Linux Commands, Editors, and Shell Programming
Author	Sobell, Mark and Helmke, Matthew
Publisher	Pearson
Date/Edition	November 2017
ISBN	9780134774626

Title	The Ultimate Linux Shell Scripting Guide
Author	Donald Tevault
Publisher	No Starch Express
Date/Edition	October 2024, 1st Edition
ISBN	978-1835463574

Title	A Practical Guide to Linux Commands, Editors, and Shell Programming
Author	Sobell, Mark and Helmke, Matthew
Publisher	Pearson
Date/Edition	November 2017
ISBN	9780134774626

Suggested Reading List

No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Apply the grep utility in different search applications• Apply the find utility for file search• Apply the sed utility for text processing• Apply the awk utility in text processing and calculating applications• Use the make utility to automate builds in software projects• Apply utilities for file compression and archiving• Create version control in a project• Automate tasks with basic shell scripts• Install and perform basic maintenance of a Linux distribution	<ul style="list-style-type: none">• Apply the grep utility in text search• Apply the find utility for file search• Apply the sed utility for text processing• Apply the awk utility in text processing and calculation• Apply utilities for file compression and archiving• Apply interactive bash shell features• Create and debug bash scripts

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation.

Expected SLO Performance 0.0

CSLOs Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation.

Expected SLO Performance 0.0

CSLOs Use Unix/Linux utilities for text processing and file maintenance.

Expected SLO Performance 0.0

CSLOs Write Bash scripts that including loops, conditionals, functions, process management, and signal handling.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Apply the grep utility in different search applications <ol style="list-style-type: none"> 1. Grep operation (inherent loop) 2. Grep family (egrep, fgrep, and egrep) 3. Regular expression atoms and operators supported 4. Use of options with grep family 5. Pattern matching with grep family 6. Application examples 2. Apply the find utility for file search <ol style="list-style-type: none"> 1. Recursive search concepts 2. Start directory and control of search depth 3. Search criteria 4. Logical and, or of criteria 5. Use of exec and xargs with search results 6. Application examples 3. Apply the sed utility for text processing <ol style="list-style-type: none"> 1. Sed as a filter 2. Sed script and instruction format 3. Operation of sed (nest inherent loops) 4. Role of pattern space and hold space 5. Script execution step by step 6. Addresses and address types 7. Commands in sed 8. Simulation of other filters using sed 9. Applications 4. Apply the awk utility in text processing and calculating applications <ol style="list-style-type: none"> 1. Awk as a programming language 2. Execution of an awk command 	<ol style="list-style-type: none"> 1. Apply the grep utility in text search <ol style="list-style-type: none"> 1. Grep operation (inherent loop) 2. Regular expression 3. Use of options 4. Pattern matching 5. Application examples 2. Apply the find utility for file search <ol style="list-style-type: none"> 1. Recursive search concepts 2. Start directory and control of search depth 3. Search criteria 4. Logical and, or of criteria 5. Use of exec and xargs with search results 6. Application examples 3. Apply the sed utility for text processing <ol style="list-style-type: none"> 1. Sed as a filter 2. Sed script and instruction format 3. Operation of sed (nest inherent loops) 4. Script execution step by step 5. Addresses and address types 6. Commands in sed 7. Simulation of other filters using sed 8. Applications 4. Apply the awk utility in text processing and calculation <ol style="list-style-type: none"> 1. Awk as a programming language 2. Execution of an awk command 3. Operation of awk (inherent nested loops and selection) 4. Fields and records 5. Buffers and variables 6. Awk script 7. Patterns and actions

Changed Field**Current Version****Proposed Version**

3. Operation of awk (inherent nested loops and selection)	8. Pattern types
4. Fields and records	9. Actions and statements: expression statement, output statement, decision, loops, control, function call
5. Buffers and variables	10. Simulating other filters using awk.
6. Awk script	11. Applications
7. Patterns and actions	5. Apply utilities for file compression and archiving
8. Pattern types	1. Explanation and algorithm of file compression
9. Actions and statements: expression statement, output statement, decision, loops, control, function call	2. Compress and decompress files
10. Simulating other filters using awk.	3. Create archive files for backup and storage
11. Applications	6. Apply interactive bash shell features
5. Use the make utility to automate builds in software projects	1. Variables and values
1. Code Building Background	2. Input, output
1. Building an executable from multiple source file	3. Variable evaluation and substitution
2. File dependency is a software application	4. Exit status of a command
3. The role of make in a software project	5. Expressions: arithmetic, relational, file-test, logical
2. The makefile	6. Test command
1. makefile instructions	7. Decision: two way and multi-way
2. Target file and source files	8. Loops: event and list controlled
3. Dependencies in a makefile instruction	9. Other control structures
4. Built in recursion in the makefile	10. Functions
5. Macros	11. Processes
6. Phony targets	12. Signals and handling signals (traps)
7. Common Suffixes	13. Environment variables
3. Use of make outside of software development	14. Customizing shell
6. Apply utilities for file compression and archiving	7. Create and debug bash scripts
1. Explanation and algorithm of file compression	1. Script concept
2. Compress and decompress files	2. Arguments and parameters
	3. Special parameters
	4. Changing parameters
	5. Scripting techniques

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> 3. Create archive files for backup and storage 7. Create version control in a project <ul style="list-style-type: none"> 1. Explore the role of version control of files in a project 2. Use git for version control <ul style="list-style-type: none"> 1. Initialize and configure a git directory 2. Add, delete, modify files in the repository 3. Create branches 4. Accessing remote files and repositories 8. Automate tasks with basic shell scripts <ul style="list-style-type: none"> 1. Compare shell scripts to programs 2. Use of shell scripts 3. Writing shell scripts 4. Running shell scripts 9. Install and perform basic maintenance of a Linux distribution <ul style="list-style-type: none"> 1. Installation and boot Linux as a native OS 2. Installation and boot Linux as a virtual OS 3. Installation and boot Linux from an external drive 4. Package managers 5. Install and uninstall packages 6. sudo privileges 	<ul style="list-style-type: none"> 6. User interaction 7. Script examples and application 8. Debugging techniques
	<p>Lab Component in this Course</p>	<p>Yes</p>	<p>Yes</p>

Changed	Field	Current Version	Proposed Version
!	Lab Outline	<ol style="list-style-type: none"> 1. Review utilities to manipulate files and directories, look up system and user status, and filter input data 2. Write and describe regular expressions that match given requirements 3. Use the grep family of utilities with regular expressions 4. Use the sed utility on the command line, including address fields and sed commands 5. Use the sed utility with a sed script file 6. Use awk on the command line, with basic awk commands and regular expression 7. Write awk scripts, complete with regular expressions, awk operators and action commands, and programming constructs such as selection and looping 8. Write awk scripts to work with arrays and system commands 9. Write makefiles to build software executables 10. Use file compression utilities to compress and decompress files 11. Use archiving utilities to compress and archive files 12. Use version control to manage files in a project with multiple branches 13. Write and run basic bash scripts to automate tasks 14. Install, boot, and maintain a Linux distribution 	<ol style="list-style-type: none"> 1. Use the grep utility with regular expressions. 2. Use the find utility to search for file with different criteria. 3. Use the sed utility on the command line and with a sed script. 4. Use awk on the command line and with awk scripts that contain programming constructs. 5. Use file compression and archiving utilities. 6. Write, test, and debug bash scripts using different data types, expressions, loops, and conditionals. 7. Write, test, and debug bash scripts with functions, command line arguments, and different exit status. 8. Write, test, and debug bash scripts that handle signals and interrupts.

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	Description update Course justification update	No Value

Changed	Questions	Current Version	Proposed Version
	Units and Hours	No Value	No Value
!	Specifications	Updated textbooks and references to reflect current publications	No Value
!	Outline	Updated course objective(s) Updated content within course objective(s)	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CIS D018A	CIS D018A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	CIS D014A or CIS D022A or CIS D036A or CIS D0040.	CIS D014A or CIS D022A or CIS D036A or CIS D040.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
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	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
--	--	----------	----------

	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
--	---	----------	----------

	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
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B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives
in a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Blank area for the D-Matrix Form.

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems
of two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem-
solving
methods.**

No Value

No Value

**Objective 2:
Explore the
function
concept
algebraically,
numerically,
verbally and
graphically.**

No Value

No Value

**Objective 3:
Explore the
graphical and
numerical
characteristics
of linear
relationships
and describe
their meaning
in the context
of a problem.**

No Value

No Value

**Objective 4:
Develop linear
function
models to
solve
problems.**

No Value

No Value

**Objective 5:
Use systems
of two linear
equations to
solve real-
world
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 8:
Use inequalities to solve real world problems.**

No Value

No Value

**Objective 9:
Explore arithmetic sequences and series.**

No Value

No Value

**Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1:
Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 2:
Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 3:
Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 4:
Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 5:
Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
--	---	----------	----------

	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

**Stage 5: SLO
Coordinator**

No
Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No
Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Stage 8: Dean of Online Learning	No Value	<p>Date Name - Role OR Part - Field Tab</p> <p>Basic Information - Gabriela Proposal Nocito Details –</p> <p>5/14/25 on behalf Attachments: Required, of COOL Hybrid Course Delivery Request</p> <p>Type of Edit Edit</p> <p>-Please mention DSPS services available to students in question #12.</p> <p>Initiator - Indicate "Y" When Completed</p>
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 018B	CIS 018B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/12/2024	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/12/2024	No Value
	Curriculum Office Notes	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	CISD018B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2030 12:00:00 AM
	External Review Approval Date	Sep 1, 2025 12:00:00 AM
	Course Control Number	CCC000359074

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 3: Division Curriculum Representative
CO	DL Approval Date (MM/DD/YYYY)

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Alicia De Toro
	Course ID (CB01A and CB01B)	E SD063.	E SD063.

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000604089	CCC000604089
	Course Title (CB02)	Global Environmental Policy	Global Environmental Policy
	Short Course Title	GLOBAL ENVIRONMENTAL POLICY	GLOBAL ENVIRONMENTAL POLICY
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	An overview of global environmental policies relating to the global commons, sustainable development theory and other environmental themes. A discussion of historic and current policies such as conventions and agreements on climate change, land degradation, resource management, hazardous waste, chemicals and environmental impact assessments.	An This course provides an overview of global environmental policies relating-related to the global commons, sustainable development theory-theory, and other environmental themes. A discussion of historic- It includes past and current policies such as conventions and agreements on climate change, land degradation, resource management, hazardous waste, chemicals- and environmental impact assessments- assessments.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 2	No value	<ul style="list-style-type: none"> Ecology
!	Discipline 3	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course CSU transferable. It is on the Environmental Resource Management and Pollution Prevention A.A. degree. This course provides students with the tools necessary to understand and analyze global collaborations for environmental sustainability.	This course CSU transferable. It is on the Environmental Resource Management and Pollution Prevention A.A. degree. This course provides students with the tools necessary to understand and analyze global collaborations for environmental sustainability.

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency			

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

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Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Environmental Resource Management and Pollution Prevention	Associated Program Environmental Resource Management and Pollution Prevention
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Environmental Resource Management and Pollution Prevention (In Development)	Associated Program Environmental Resource Management and Pollution Prevention (In Development)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	12	12
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

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Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects 	<p>Methods of Instruction</p> <p>Methods of Instru</p> <hr/> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploratic Internet sites Homework and extended projects Guest speakers Collaborative lear and small group exercises
	Assignments	<ol style="list-style-type: none"> 1. Required reading assignments from the text 2. Assess and evaluate other pertinent readings 3. Written assignments and activities on course material 4. Written report on an assigned topic 	<ol style="list-style-type: none"> 1. Required reading, writing, & other activities 2. Discussion assignments 3. Written project on an assigned topic

! **Methods of Evaluation**

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Completion of reading assignments including an assessment process to evaluate student comprehension of concepts and principles. 2. Completion of writing assignments including an assessment process to evaluate student comprehension of concepts and principles. 3. A final team or individual project and/or assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout the course.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Completion reading, writing and other activities to evaluate for student comprehension of concepts principles. 2. Discussion assignment evaluated for research, content comprehension college level writing, and critical think skills. 3. A final team individual project and assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout course with reference in MLA format free from grammatical and syntactical errors.

! **Essential Student Materials/Essential College Facilities**

Essential Student Materials:	<ul style="list-style-type: none"> • None.
Essential College Facilities:	<ul style="list-style-type: none"> • None.

Essential Student Materials:	<ul style="list-style-type: none"> • None
Essential College Facilities:	<ul style="list-style-type: none"> • None

! **Examples of Primary Texts and References**

Title	No value
Author	OpenStax College. (2015). Sustainability: A Comprehensive Foundation: OpenStax CNX. Retrieved from https://cnx.org/contents/F0Hv_Zza@43.5:HdWd2hN5@2
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Sustainability: A Comprehensive Foundation
Author	Tom Theis and Jonathan Tomkii
Publisher	OpenStax CNX
Date/Edition	2022
ISBN	No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<p>Reading List IPCC Climate Change 2014: Synthesis Report, Summary for Policymakers. http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf Screen reader support enabled.</p> <p>May include, but are not limited to No value</p>	No value
		<p>Reading List Frontiers 2017: Emerging Issues of Environmental Concern. 2017. https://wedocs.unep.org/bitstream/handle/20.500.11822/22255/Frontiers_2017_EN.pdf?sequence=1&isAllowed=y</p> <p>May include, but are not limited to No value</p>	
		<p>Reading List UNEP Foresight Report: 21 Issues for the 21st Century. 2012, www.unep.org/publications/ebooks/foresightreport/</p> <p>May include, but are not limited to No value</p>	
		<p>Reading List "The Emissions Gap Report. 2012. www.unep.org/publications/ebooks/emissionsgap2012/"</p> <p>May include, but are not limited to No value</p>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Examine global environmental policies including global commons, sustainable development theory, and other environmental themes. Assess implementation and ratification of global environmental agreements. Identify and understand the value of implementation of the central themes of global policies taking into consideration environmental, social, and economic impacts. Identify the various stakeholders involved in global policy agreements including the United Nations, world leaders, nonprofits, governmental agencies and the public. Assess global environmental policy in action. 	<ul style="list-style-type: none"> Examine global environmental policies including global commons, sustainable development theory, and other environmental themes. Assess implementation and ratification of global environmental agreements. Identify and understand the value of implementation of the central themes of global policies taking into consideration environmental, social, and economic impacts. Identify the various stakeholders involved in global policy agreements including the United Nations, world leaders, nonprofits, governmental agencies and the public. Assess global environmental policy in action.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Analyze environmental policy at a global level.

Expected SLO Performance 0.0

CSLOs Analyze and communicate global environmental policy implementation with integration of the importance of stakeholders and environmental, social, and economic impacts.

Expected SLO Performance 0.0

CSLOs Analyze and communicate global environmental policy implementation with integration of the importance of stakeholders and environmental, social, and economic impacts.

Expected SLO Performance 0.0

CSLOs Analyze environmental policy at a global level.

Expected SLO Performance 0.0

Course Outline



Course Content

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Examine global environmental policies including global commons, sustainable development theory, and other environmental themes. <ol style="list-style-type: none"> 1. Assess and explore Agenda 21, Montreal Protocol, UN Convention on Climate Change, Convention on Environmental Impact Assessment, Sustainable Development Goals, and other global policies. 2. Review implementation processes by United Nations, world leaders, nonprofits, governmental agencies and the public. 3. Overview of the global trends that lead to adoption of these global strategies of environmental protection, social equity and sustainability. 4. Assess the history of sustainable development theory. 2. Assess implementation and ratification of global environmental agreements. <ol style="list-style-type: none"> 1. Compare and contrast the global events leading to the implementation of Agenda 21 including the 1972 Stockholm Conference on the Human Environment, the 1983 United Nations World Commission (known as the Brundtland Commission), the Rio Summit of 1992 and other United Nations events. 2. Examine the 5 Rio Documents (including two international agreements, two statements of principles and a major action agenda on worldwide sustainability development) resulting from the Rio Summit of 1992 including Agenda 21, The Rio Declaration on Environment and Development, A Statement of Principles, United Nations Framework Convention on Climate Change (UNFCCC), and The Convention of Biological Diversity 3. Assess the Kyoto Protocol ratified in 2007 and any additional policy changes since. 4. Assess the outcomes of environmental global policies through the lens of human equity. 3. Identify and understand the value of implementation of the central themes of global policies taking into consideration environmental, social, and economic impacts. <ol style="list-style-type: none"> 1. Review policy implementation guidelines including the role of education, youth, public and governments. 2. Examine global policies and how their implementation benefits humans and their settlements, the environment and future generations. 4. Identify the various stakeholders involved in global policy agreements including the United Nations, world leaders, nonprofits, governmental agencies and the public. <ol style="list-style-type: none"> 1. Review the role of the United Nation Environmental Program. 2. Examine the role of world leaders, nonprofits, agencies and the public. 3. Assess the critical role of education in implementation. 4. Examine the public support and knowledge of Agenda 21 and strategies to use technology and other infrastructure for mass education. 5. Assess global environmental policy in action. <ol style="list-style-type: none"> 1. Assembling sustainability teams within an organization. 2. Adopting policies and administrative guidelines in support of environmental policies. | <ol style="list-style-type: none"> 1. Examine global environmental policies including global commons, sustainable development theory, and other environmental themes. <ol style="list-style-type: none"> 1. Assess and explore Agenda 21, Montreal Protocol, UN Convention on Climate Change, Convention on Environmental Impact Assessment, Sustainable Development Goals, and other global policies. 2. Review implementation processes by United Nations, world leaders, nonprofits, governmental agencies and the public. 3. Overview of the global trends that lead to adoption of these global strategies of environmental protection, social equity and sustainability. 4. Analyze the history of sustainable development theory. 2. Assess implementation and ratification of global environmental agreements. <ol style="list-style-type: none"> 1. Compare and contrast the global events leading to the implementation of Agenda 21 including the 1972 Stockholm Conference on the Human Environment, the 1983 United Nations World Commission (known as the Brundtland Commission), the Rio Summit of 1992 and other United Nations events. 2. Examine the 5 Rio Documents (including two international agreements, two statements of principles and a major action agenda on worldwide sustainability development) resulting from the Rio Summit of 1992 including Agenda 21, The Rio Declaration on Environment and Development, A Statement of Principles, United Nations Framework Convention on Climate Change (UNFCCC), and The Convention of Biological Diversity 3. Assess the Kyoto Protocol ratified in 2007 and any additional policy changes since. 4. Analyze the outcomes of environmental global policies through the lens of human equity. 3. Identify and understand the value of implementation of the central themes of global policies taking into consideration environmental, social, and economic impacts. <ol style="list-style-type: none"> 1. Review policy implementation guidelines including the role of education, youth, public and governments. 2. Examine global policies and how their implementation benefits humans and their settlements, the environment and future generations. 4. Identify the various stakeholders involved in global policy agreements including the United Nations, world leaders, nonprofits, governmental agencies and the public. <ol style="list-style-type: none"> 1. Review the role of the United Nation Environmental Program. 2. Examine the role of world leaders, nonprofits, agencies and the public. 3. Assess the critical role of education in implementation. 4. Examine the public support and knowledge of Agenda 21 and strategies to use technology and other infrastructure for mass education. 5. Disprove climate denial groups' anti-climate change rhetoric. 5. Assess global environmental policy in action. <ol style="list-style-type: none"> 1. Assembling sustainability teams within an organization. |
|---|---|

Changed	Field	Current Version	Proposed Version
		3. Identify strategies to set organizational targets on adoption and implementation. 4. Establish educational outreach programs within an organization including individual responsibility. 5. Establish educational outreach programs within an organization including individual responsibility.	2. Adopting policies and administrative guidelines in support of environmental policies. 3. Identify strategies to set organizational targets on adoption and implementation. 4. Establish educational outreach programs within an organization including individual responsibility.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	D 5. Disprove climate denial groups' anti-climate change rhetoric.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	A 4. Analyze the history of sustainable development theory.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	B 4. Analyze the outcomes of environmental global policies through the lens of human equity.
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	C. Identify and understand the value of implementation of the central themes of global policies taking into consideration environmental, social, and economic impacts.
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Discussion assignments evaluated for research, content comprehension, college level writing, and critical thinking skills.
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	B 4. Analyze the outcomes of environmental global policies through the lens of human equity.
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Written project on an assigned topic

Changed	Questions	Current Version	Proposed Version
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Written assignments and activities on course material
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	A final team or individual project and/or assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout the course with reference in MLA format and free from grammatical and syntactical errors.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version			
	Stage 2: Department Chair	No Value	No Value			
	Stage 3: Division Curriculum Representative	No Value	DateTab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
			3/12	Basic Course Info	Course description required	Please use only complete sentences Please use individual fields provided for author, title, date, etc.
	Stage 4: Division Dean	No Value	No Value			
	Stage 5: SLO Coordinator	No Value	No Value			
	Stage 7: Content Review Matrix Liaison	No Value	No Value			
	Stage 8: Dean of Online Learning	No Value	No Value			
	Stage 9: Articulation Officer	No Value	No Value			
	Stage 10: De Anza General Education	No Value	No Value			
	Stage 13: Curriculum Committee	No Value	No Value			

CO						
Changed	Questions	Current Version	Proposed Version			
	Sort ID (00 < 10; 0 < 100)	E S 063	E S 063			
	Course Status	Non-substantial	Non-substantial			
	Course Characteristics	NA	NA			
	Cross-Listed/Related Course Information	NA	NA			
	Cross-Listed/Related Course ID's	No Value	No Value			
	DL Approval Date (MM/DD/YYYY)	10/02/2018	No Value			
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value			
	Curriculum Office Notes	<ul style="list-style-type: none"> Confirmed removal of Hybrid delivery 10/2/18.-mkct Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> Confirmed removal of Hybrid delivery 10/2/18.-mkct Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw 			

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	E SD063.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000604089

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College
Change Report
 05/28/2025

Summary of Changes

Section	Changed field
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General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Ravjeet Singh	• Ravjeet Singh
	Course ID (CB01A and CB01B)	ECOND001.	ECOND001. <u>ECONC2002</u>
	Course Control Number	CCC000194073	CCC000194073
	Course Title (CB02)	Principles of Macroeconomics	Principles of Macroeconomics
	Short Course Title	PRIN MACROECONOMICS	PRIN MACROECONOMICS
	TOP Code (CB03)	2204.00	2204.00 Economics
	CIP Code	Economics, General.	45.0601 Economics, General.
	Department	ECON - Economics	ECON - Economics
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is an introductory course in macroeconomics that focuses on aggregate economic analysis. Topics covered will include market systems, aggregate measures of economic activity, including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy, international trade, and economic growth.	This is an <u>Part 1:</u> An introductory course in macroeconomics that focuses on aggregate using models of the domestic and international economy to understand national income, unemployment, inflation, economic analysis-growth, inequality, the financial system, and monetary, fiscal, and other economic policies. <u>Part 2:</u> Topics covered will include market systems, aggregate measures of economic activity, including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy, international trade, and economic growth.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> Economics 	<ul style="list-style-type: none"> Economics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	<ul style="list-style-type: none"> FHDA FSA - ECONOMICS 	<ul style="list-style-type: none"> FHDA FSA - ECONOMICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly <u>ECON D001.</u>)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement at De Anza and Cal-GETC. This course belongs on the A.A. degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues, including the workings of the US economy and other countries, and to address how current policy initiatives affect their macroeconomic performance.	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement at De Anza and Cal-GETC. This course belongs on the A.A. <u>A.A.T</u> degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues, including the workings of the US economy and other countries, and to address how current policy initiatives affect their macroeconomic performance.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	Principles of Macroeconomics (Econ 1) provides students with a foundational understanding of the broader economic forces that affect the general economy. This course explains how the choices of individual economic agents lead to aggregate results and trends that influence national economies. The course will develop critical thinking, analytical skills, and a solid economic intuition among students, preparing them to comprehend and engage with the complexities of the macroeconomic world. This includes the ability to interpret economic data, apply assumptions of different economic schools of thought to fiscal and monetary policy, and understand how institutions (the economic, political, and legal systems) determine a country's standard of living.	Principles of Macroeconomics (Econ 1) provides students with a foundational understanding of the broader economic forces that affect the general economy. This course explains how the choices of individual economic agents lead to aggregate results and trends that influence national economies. The course will develop critical thinking, analytical skills, and a solid economic intuition among students, preparing them to comprehend and engage with the complexities of the macroeconomic world. This includes the ability to interpret economic data, apply assumptions of different economic schools of thought to fiscal and monetary policy, and understand how institutions (the economic, political, and legal systems) determine a country's standard of living.

CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	ECON F001A	ECON F001A <u>C2002</u>
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	Does the course have a Foothill equivalent?	Yes	Yes
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More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	No value
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>
	If yes, identify the lower-division UC course and campus.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	<ul style="list-style-type: none"> ECON - Approved. 	Area(s) <ul style="list-style-type: none"> ECON - Approved.
	-	C-ID ECON 202	- C-ID ECON 202
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	<ul style="list-style-type: none"> CA4X - Approved. 	Area(s) <ul style="list-style-type: none"> CA4X - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	<ul style="list-style-type: none"> 2G4X - Approved. 	Area(s) <ul style="list-style-type: none"> 2G4X - Approved.
	-	No value	- No value

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quiz Encourage collaborative learning via small group exercises. Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. Collaborative and small group exercises will be done in the classroom.</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quiz Encourage collaborative learning via small group exercises. Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. Collaborative and small group exercises will be done in the classroom.</p>
	Assignments	<ol style="list-style-type: none">1. Assign readings from textbook and supplementary readings to enhance understanding of the material.2. Assign papers, or reports on topics related to material as well as essay exams.3. Use Optional outside Internet materials and /or assignments.	<ol style="list-style-type: none">1. Assign readings from textbook and supplementary readings to enhance understanding of the material.2. Assign papers, or reports on topics related to material as well as essay exams.3. Use Optional outside Internet materials and /or assignments.

Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving.
 2. Assign and grade short essay quizzes based on correct responses.
 3. Assign and grade discussion forums based on the depth of the analysis, critical appraisal of the assigned readings for the discussion forums.
 4. Grade Papers//Short Answer questions on Exams based on correct responses.
 5. Assign Homework Problem Sets and check for completion.
 6. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.

Methods of Evaluation

Methods of Evaluation Part 1:
 Assessments for this course will include both formative and summative assignments that may include some or all of the following:
 Exams and Quizzes containing one or more:

- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:

- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- Current event analysis
- Discussion boards
- Essay questions on exams
- Term papers

Part 2:

1. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving.
2. Assign and grade short essay quizzes based on correct responses.
3. Assign and grade discussion forums based on the depth of the analysis, critical appraisal of the assigned readings for the discussion forums.

Changed Field

Current Version

Proposed Version

4. Grade Papers//Short Answer questions on Exams based on correct responses.
5. Assign Homework Problem Sets and check for completion.
6. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.
7. Assign group projects to encourage collaborative learning.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Essential Student Materials:

- None

Essential College Facilities:

- None

Changed Field

Current Version

Proposed Version

Examples of Primary Texts and References

Title	Macroeconomics
Author	Colander, D.
Publisher	Mcgraw-hill
Date/Edition	2019/11th
ISBN	978-1260507058

Title	Economics
Author	Hubbard, R.G., & O'Brien, A.P.
Publisher	Pearson
Date/Edition	2024/9th
ISBN	9780138206369

Title	Principles of Macroeconomics
Author	Mankiw, N.G.
Publisher	Cengage
Date/Edition	2024/10th
ISBN	9780357723043

Title	Macroeconomics
Author	McConnell, C.R. Brue, S.L., & Flynn, S.M.
Publisher	McGraw-Hill
Date/Edition	2024/23rd
ISBN	9781265306991

Title	Principles of Macroeconomics
Author	John B. Taylor and Akila Weerapana
Publisher	Flatworld
Date/Edition	2023/10th

Title	These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Economics
Author	Arnold, R., Arnold, D., & Arnold, D.
Publisher	Mason, OH: Cengage Learning
Date/Edition	2023
ISBN	No value

Title	Economics
Author	Colander, D
Publisher	McGraw-Hill Irwin
Date/Edition	2019
ISBN	No value

Title	Principles of Economics
Author	Coppock, L. & Mateer
Publisher	Norton
Date/Edition	2023

Changed Field**Current Version****Proposed Version**

ISBN	978-1-4533-4131-5
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ISBN	No value
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Title	The Economy 2.0
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Author	The CORE Econ Team
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Publisher	Core Econ
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Date/Edition	2023
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ISBN	No value
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Title	Modern Principles of Economics
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Author	Cowen, T., & Tabarrok, A
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Publisher	Worth
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Date/Edition	2021/5th
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ISBN	9781319383039
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Title	Principles of Economics
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Author	Frank, R. H., & Bernanke, B. S
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Publisher	McGraw-Hill Irwin
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Date/Edition	2024/9th
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ISBN	9781266833434
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Title	Principles of Economics
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Author	Greenlaw, S., Shapiro, D., & MacDonald, D.
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Publisher	OpenStax
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Date/Edition	2023
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ISBN	9781938168239
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Title	Economics
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Author	Hubbard, R. G., & O'Brien, A. P
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Publisher	Boston, Pearson
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Date/Edition	2024/7th
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Changed Field**Current Version****Proposed Version**

ISBN	No value
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Title	Economics
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Author	Krugman, P. & Wells, R.
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Publisher	New York: Worth
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Date/Edition	2024/7th
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ISBN	No value
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Title	Principles of Economics
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Author	Mankiw, N.G.
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Publisher	Mason, OH: Cengage Learning.
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Date/Edition	2024/10th
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ISBN	No value
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Title	Economics: Principles, problems and policies
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Author	McConnell, C. R., Brue, S. L., & Flynn, S. M
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Publisher	New York: McGraw-Hill Irwin
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Date/Edition	2024/23rd
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ISBN	No value
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Title	Economics
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Author	Parkin, M.
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Publisher	New York: Pearson
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Date/Edition	2023
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ISBN	No value
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Title	Principles of Economics
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Author	Rittenberg, L., & Tregarthen, T.
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Publisher	Flat World Knowledge
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Date/Edition	2021
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Changed Field

Current Version

Proposed Version

ISBN No value

Title Macroeconomic Principles and Problems: A Pluralist Introduction

Author Schneider, G.

Publisher New York: Routledge.

Date/Edition 2023

ISBN No value

Title Principles of Economics

Author Stevenson, B. & Wolfers, J.

Publisher New York: Worth

Date/Edition 2023

ISBN No value

Title Economics for today

Author Tucker, I. B.

Publisher Mason, OH: Cengage Learning

Date/Edition 2023

ISBN No value

Suggested Reading List

No value

No value

Learning Outcomes

Changed Field	Current Version	Proposed Version
Course Objectives	<ul style="list-style-type: none"> • Recognize economic decision making within the context of social science. • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. • Identify, analyze and evaluate international economic policies and programs. 	<ul style="list-style-type: none"> • Part 1: <ul style="list-style-type: none"> • 1. Interpret and analyze domestic and international macroeconomic data. • 2. Apply macroeconomic models to explain economic issues and outcomes. • 3. Analyze the effects of macroeconomic policies. • Part 2: <ul style="list-style-type: none"> • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. Identify, analyze and evaluate international economic policies and programs.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Demonstrate how choices are made in the real world given limited resources.

Expected SLO Performance 0.0

CSLOs Demonstrate how choices are made in the real world given limited resources.

Expected SLO Performance 0.0

CSLOs Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.

Expected SLO Performance 0.0

CSLOs Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.

Expected SLO Performance 0.0

CSLOs Critique existing economic theories about Business Cycles in light of historical and current economic perspectives.

Expected SLO Performance 0.0

CSLOs Critique existing economic theories about Business Cycles in light of historical and current economic perspectives.

Expected SLO Performance 0.0

CSLOs Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.

Expected SLO Performance 0.0

CSLOs Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.

Expected SLO Performance 0.0

Course Outline

Changed Field	Current Version	Proposed Version
Course Content	<ol style="list-style-type: none"> 1. Recognize economic decision making within the context of social science. <ol style="list-style-type: none"> 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics) 2. Summarize and evaluate different views about economic methodology. 3. Formulate and examine the role of models in economic theorizing 4. How markets operate. 5. The basic resource categories 6. The global problem of scarcity and the basic economic questions each of the world's societies must answer 7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve 8. The distinction between potential and actual output 2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. <ol style="list-style-type: none"> 1. GDP, GNP and productivity accounting. 2. CPI, PPI, GDP deflator. 3. National equilibrium, recessions and inflationary cycles. 4. Changes in Aggregate Demand, Expenditures and Growth 5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation. 6. Evaluate the Keynesian and Classical perspective of active national policy. 3. Analyze Economic Growth Analysis and the Financial System. <ol style="list-style-type: none"> 1. Economic Growth Analysis. 2. Role of Saving and Investment in economic Growth. 3. Interest Rates 4. Calculating price indexes, real and nominal income and income distribution. 4. Recognize and define National Income accounts as a macroeconomic 	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Fundamentals of economic thinking <ol style="list-style-type: none"> 1. Scarcity / opportunity costs 2. Factors of production 3. Production possibilities 4. Specialization and gains from trade 5. Economic models and research methodology 2. How markets operate <ol style="list-style-type: none"> 1. Definition of a market 2. Supply and demand model 3. Measuring the economy <ol style="list-style-type: none"> 1. National output and productivity 2. Economic growth 3. Price level (inflation) 4. Business cycle 5. Unemployment 6. Inequality and Poverty 4. Aggregate Demand / Aggregate Supply model 5. Financial system <ol style="list-style-type: none"> 1. Saving, investment, and interest rates 2. Money creation and banking 3. Role and function of central banks 4. Monetary policy 6. The role of the government in the macro economy <ol style="list-style-type: none"> 1. Government budget 2. Fiscal policy 3. Social policy 7. International economics <ol style="list-style-type: none"> 1. Balance of payments 2. Exchange rates 3. International trade <p>Part 2:</p> <ol style="list-style-type: none"> 1. Recognize economic decision making within the context of social science. <ol style="list-style-type: none"> 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics) 2. Summarize and evaluate different views about economic methodology. 3. Formulate and examine the role of models in economic theorizing 4. How markets operate. 5. The basic resource categories 6. The global problem of scarcity and the basic economic questions each of the world's societies must answer

Changed Field	Current Version	Proposed Version
	<p>phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation.</p> <ol style="list-style-type: none"> 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices. <p>5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods.</p> <ol style="list-style-type: none"> 1. Identify and integrate independent variables for money demand 2. Define different measures of money and construct the money supply diagram 3. Analyzing monetary policy, the role of the Federal Reserve and the general price level. <ol style="list-style-type: none"> 1. Explaining the causal relation between excess money growth and inflation 2. Describing and evaluating the classical quantity theory. 3. Interpreting and evaluating the modern quantity theory. 4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system <ol style="list-style-type: none"> 1. Analyze the expansion and contraction of deposits and money 2. Identify and compare different central bank tools for managing the money supply <p>6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the</p>	<ol style="list-style-type: none"> 7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve 8. The distinction between potential and actual output <p>2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.</p> <ol style="list-style-type: none"> 1. GDP, GNP and productivity accounting. 2. CPI, PPI, GDP deflator. 3. National equilibrium, recessions and inflationary cycles. 4. Changes in Aggregate Demand, Expenditures and Growth 5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation. 6. Evaluate the Keynesian and Classical perspective of active national policy. <p>3. Analyze Economic Growth Analysis and the Financial System.</p> <ol style="list-style-type: none"> 1. Economic Growth Analysis. 2. Role of Saving and Investment in economic Growth. 3. Interest Rates 4. Calculating price indexes, real and nominal income and income distribution. <p>4. Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation.</p> <ol style="list-style-type: none"> 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices.

Changed Field	Current Version	Proposed Version
	<p>recent revisions of rational expectations, supply-side and general equilibrium theories.</p> <ol style="list-style-type: none"> 1. Analyze, explain and evaluate macro theory 2. Explain and analyze different elements of classical macro theory such as Say's law. <ol style="list-style-type: none"> 1. Construct the classical model of the real goods market 2. Evaluate the predictive record of classical macro 3. Explain, interpret and evaluate Keynesian macro theory. <ol style="list-style-type: none"> 1. Identify and analyze equilibrium in the real goods market 2. Explain and apply multipliers 3. Appraise the predictive and explanatory power of Keynesian macro theory 4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model. <ol style="list-style-type: none"> 1. Construct AD curve 2. Construct AS curve with positive slope 3. Identify and analyze equilibrium 5. Define, analyze and evaluate monetary and fiscal policy. <ol style="list-style-type: none"> 1. Define monetary and fiscal policy 2. Analyze monetary policy in the Keynesian paradigm 3. Distinguish fiscal policy from automatic stabilizers 4. Evaluate the effectiveness of fiscal policy 5. Analysis of Deficit and Debt: Advantages and Disadvantages 7. Identify, analyze and evaluate international economic policies and programs. <ol style="list-style-type: none"> 1. Distinguish comparative and absolute advantage 2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as 	<ol style="list-style-type: none"> 5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. <ol style="list-style-type: none"> 1. Identify and integrate independent variables for money demand 2. Define different measures of money and construct the money supply diagram 3. Analyzing monetary policy, the role of the Federal Reserve and the general price level. <ol style="list-style-type: none"> 1. Explaining the causal relation between excess money growth and inflation 2. Describing and evaluating the classical quantity theory. 3. Interpreting and evaluating the modern quantity theory. 4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system <ol style="list-style-type: none"> 1. Analyze the expansion and contraction of deposits and money 2. Identify and compare different central bank tools for managing the money supply 6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. <ol style="list-style-type: none"> 1. Analyze, explain and evaluate macro theory 2. Explain and analyze different elements of classical macro theory such as Say's law. <ol style="list-style-type: none"> 1. Construct the classical model of the real goods market 2. Evaluate the predictive record of classical macro 3. Explain, interpret and evaluate Keynesian macro theory.

Changed Field	Current Version	Proposed Version
	<p>Mexico, Thailand, Russia and the United States</p> <p>3. Examine the benefits flowing from international trade</p> <p>4. Identify the main trade restrictions (tariffs, etc.) and their rationale</p>	<p>1. Identify and analyze equilibrium in the real goods market</p> <p>2. Explain and apply multipliers</p> <p>3. Appraise the predictive and explanatory power of Keynesian macro theory</p> <p>4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model.</p> <p>1. Construct AD curve</p> <p>2. Construct AS curve with positive slope</p> <p>3. Identify and analyze equilibrium</p> <p>5. Define, analyze and evaluate monetary and fiscal policy.</p> <p>1. Define monetary and fiscal policy</p> <p>2. Analyze monetary policy in the Keynesian paradigm</p> <p>3. Distinguish fiscal policy from automatic stabilizers</p> <p>4. Evaluate the effectiveness of fiscal policy</p> <p>5. Analysis of Deficit and Debt: Advantages and Disadvantages</p> <p>7. Identify, analyze and evaluate international economic policies and programs.</p> <p>1. Distinguish comparative and absolute advantage</p> <p>2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as Mexico, Thailand, Russia and the United States</p> <p>3. Examine the benefits flowing from international trade</p> <p>4. Identify the main trade restrictions (tariffs, etc.) and their rationale</p>
Lab Component in this Course	No	No
Lab Outline	No value	No value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
!	Specifications	Updated methods of instruction to reflect how course content is taught Updated textbooks and references to reflect current publications	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	OUTLINE: E-G, ASSIGNMENTS: A,B. METHODS OF EVALUATIONS:B & D Evaluate Macroeconomic policy from News, Speeches, Articles. Presentation by students in some classes and online forums and discussions in others.	OUTLINE: E-G, ASSIGNMENTS: A,B. METHODS OF EVALUATIONS:B & D Evaluate Macroeconomic policy from News, Speeches, Articles. Presentation by students in some classes and forum discussions in others.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	OUTLINE: B&D, ASSIGNMENTS: A, METHODS OF EVALUATIONS: A Use Current events and data to evaluate macroeconomic cycles and trends in short papers and/or online discussion forums.	OUTLINE: B&D, ASSIGNMENTS: A, METHODS OF EVALUATIONS: A Use Current events and data to evaluate macroeconomic cycles and trends in short papers and discussion forums.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	OUTLINE: E&F, ASSIGNMENTS: B&C, METHODS OF EVALUATIONS:C Analyze different viewpoints and dimensions of various macroeconomic issues including Unemployment, deficit, debt etc. and present with the relevant work cited section.	OUTLINE: E&F, ASSIGNMENTS: B&C, METHODS OF EVALUATIONS:C Analyze different viewpoints and dimensions of various macroeconomic issues including Unemployment, deficit, debt etc. and present with the relevant work cited section.

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	METHODS OF EVALUATIONS: D Interpret and analyze the real world scenarios related to macroeconomic problems in short answer questions.	METHODS OF EVALUATIONS: D Interpret and analyze the real world scenarios related to macroeconomic problems in short answer questions.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	ASSIGNMENTS: A&B METHODS OF EVALUATIONS:D Discuss alternative policies' strengths and weaknesses in Short answer, graphical analysis, calculation questions and online forum discussions from news articles in others.	ASSIGNMENTS: A&B METHODS OF EVALUATIONS:D Discuss alternative policies' strengths and weaknesses in Short answer, graphical analysis, calculation questions and forum discussions from news articles in others.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Blank area for the C-Matrix Form.

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A or
EWRT D01AH or
ESL D005. If this
is the requisite
for the course,
complete the
objective(s)
below. If this
requisite is being
removed, provide
an explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction and
non-fiction texts
from many
cultural and
social
perspectives in a
variety of genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed paper
of 500 words or
more that
engages with,
responds to, or is
inspired by
written or visual
texts.**

No Value

No Value

**Objective 3:
Produce written
work using a
cyclical process
of multiples
drafts and
revisions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	OUTLINE: A-G METHODS OF EVALUATIONS: A, D The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problems and then using the policy solutions to fix the economic problems.	OUTLINE: A-G METHODS OF EVALUATIONS: A, D The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problems and then using the policy solutions to fix the economic problems.

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	OUTLINE: VB1,2 METHODS OF EVALUATIONS: A, D Calculate and analyze Consumer Price Index, Unemployment rate, Gross Domestic Product, growth rates	OUTLINE: VB1,2 METHODS OF EVALUATIONS: A, D Calculate and analyze Consumer Price Index, Unemployment rate, Gross Domestic Product, growth rates
	Objective 3: Explore functions.	METHODS OF EVALUATIONS: A, D Analyze Economic Growth (Solow's Model), Calculate changes in Money supply and Inflation Model	METHODS OF EVALUATIONS: A, D Analyze Economic Growth (Solow's Model), Calculate changes in Money supply and Inflation Model
	Objective 4: Develop linear function models.	METHODS OF EVALUATIONS: A, D Analyze the different components of Aggregate Demand- Aggregate Supply model	METHODS OF EVALUATIONS: A, D Analyze the different components of Aggregate Demand- Aggregate Supply model
	Objective 5: Use systems of two linear equations to solve real world problems.	METHODS OF EVALUATIONS: A, D Analyze the relationship between Inflation and Interest rate changes.	METHODS OF EVALUATIONS: A, D Analyze the relationship between Inflation and Interest rate changes.
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	METHODS OF EVALUATIONS: A. Calculate Spending and Tax Multiplier in the context of government fiscal policy	METHODS OF EVALUATIONS: A. Calculate Spending and Tax Multiplier in the context of government fiscal policy

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	METHODS OF EVALUATIONS: A. Study compound Interest expressions to calculate the growth rates for different countries.	METHODS OF EVALUATIONS: A. Study compound Interest expressions to calculate the growth rates for different countries.

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	METHODS OF EVALUATIONS: A Demonstrate skills in analyzing and estimating GDP, Unemployment Rate, Labor force Participation Rate and Consumer Price Index.	METHODS OF EVALUATIONS: A Demonstrate skills in analyzing and estimating GDP, Unemployment Rate, Labor force Participation Rate and Consumer Price Index.
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	METHODS OF EVALUATIONS: A Analyze, graph and interpret the comparative Advantage (basis of Trade) and Production Possibility Frontier.	METHODS OF EVALUATIONS: A Analyze, graph and interpret the comparative Advantage (basis of Trade) and Production Possibility Frontier.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	METHODS OF EVALUATIONS: A Develop and use the Aggregate Demand and Aggregate Supply model for analyzing Business Cycles.	METHODS OF EVALUATIONS: A Develop and use the Aggregate Demand and Aggregate Supply model for analyzing Business Cycles.
	Objective 4: Develop linear function models to solve problems.	METHODS OF EVALUATIONS: A Analyze Economic growth using Production function.	METHODS OF EVALUATIONS: A Analyze Economic growth using Production function.
	Objective 5: Use systems of two linear equations to solve real-world problems.	METHODS OF EVALUATIONS: A Interpret and use spending multiplier in the context of fiscal policy.	METHODS OF EVALUATIONS: A Interpret and use spending multiplier in the context of fiscal policy.
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	METHODS OF EVALUATIONS: A & D Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like Catch Up effect for countries etc.	METHODS OF EVALUATIONS: A & D Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like Catch Up effect for countries etc.

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
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	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
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	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<p>If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form.</p> <p>Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Course Outline: V, B: Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.	Course Outline B: Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom.</p>	<p>Methods of Evaluation: A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. G. Assign group projects to encourage collaborative learning.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>	<p>Assignments: A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. Methods of Evaluation A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>V. (F.) Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories.</p>	<p>Course Outline F: Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories.</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>V. (F..G.) F. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. G. Identify, analyze and evaluate international economic policies and programs.</p>	<p>Course Outline F: Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. Course Outline G: Identify, analyze and evaluate international economic policies and programs.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. VIII. (C. and F.) C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>	<p>Methods of Evaluation: A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving. B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	<p>No Value</p>	<p>No Value</p>

Changed	Questions	Current Version	Proposed Version
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Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.

No Value

No Value

Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
	Stage 3: Division Curriculum Representative	No Value	Date	TabPart - Field	Type of Edit	Initiator - Edit	Indicate "Y" When Completed
			3/25/2025	RG Course Description	Needs to be a complete sentence. Please add "This course or The course," to satisfy the revision	Done	Y
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				
	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			4/9/25	A	Matrix Objectives 1,2,5	Required remove reference to online forums	incomplete Done Y
	Stage 8: Dean of Online Learning	No Value	No Value				

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
!	Stage 9: Articulation Officer	No Value							
			05/07/2025	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	This section was not completed (course is both UC-transferable and a lower-division major requirement) Courses that are UC-transferable must have a course	Y, Mi says: Not TBD	
			05/07/2025	Basic Course Information	Proposal Details	Required if "yes" to UC-transferable	description of a comparable UC course uploaded in "Attachments" (could use UCLA ECON 2, or UC Davis ECN 001B) Courses that are listed as lower-division major courses at a UC or CSU must have a copy of an ASSIST printout, advising sheet, or program description course uploaded in "Attachments" to show that the course is lower-division (can use UC Berkeley or UC Davis	Y, Mi says: Not TBD	
			05/07/2025	Basic Course Information	Proposal Details	Required if "yes" to lower-division major course	an ASSIST printout, advising sheet, or program description course uploaded in "Attachments" to show that the course is lower-division (can use UC Berkeley or UC Davis	Y, Mi says: Not TBD	

Changed	Questions	Current Version	Proposed Version
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		05/07/2025	Req/Adv	Prerequisites	Required	<p>Must be identical to the template "Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra." I know what you have means the same thing, but it has to be verbatim.</p> <p>Y, Changes made as per the Articulation Officer suggestion.</p>
		05/07/2025	Specifications	Methods of Evaluation	Required	<p>Must be identical to the state template; "Essays Other Assessments" is one line on ours, but Assessments is a separate section on the template</p> <p>Y, It is already identical to State version. Its just copy and paste. Essays are on a separate line. Other assessments is on a separate line.</p>
		05/07/2025	Specifications	Representative Texts	Required	<p>Must be identical to the state template. Needs the paragraph at the top of part one of the Representative Texts section (can include as a title of a textbook)</p> <p>Y, All changes requested by the Articulation Officer and demonstrated by Mi Chang done in the State format have been made.</p>

Changed Questions Current Version Proposed Version

Y. Yes, it is as per the state requirements for the learning objectives as mandated by the State. We of this course, have some additional objectives which do not have the requested sentence.

05/08/2025 Learning Outcomes Course Objectives Required

Just sending this back so you can see the formatting changes that were made by the curriculum office. Thank you, Mi!

05/13/2025



Stage 10: De Anza General Education

No Value

Date Tab Part - Field Type of Edit

Initiator - Indicate "Y" When Completed or Initiator's Response

5/23/2025 De Anza Criteria GE 2,4,5,6 Form Required

Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited, such as **Methods of Evaluation A:.....**

Y, De Anza GE requirements are already in the requested format. I have made some minor changes as suggested for different criteria.

5/24/2025 De Anza Criteria GE 2 Form Required

Not to cite from Methods of Instruction. Need to cite the specific section from the **Outline, Assignments, or Methods of Evaluation areas.** Be sure to reference the specific section and provide a brief summary of the information cited. **Please remove the "Methods of Instruction" from Criteria 2 and incorporate that information into other relevant sections instead. It looks like the changes weren't saved after your revision.**

Y, Cited from the Methods of Evaluating Objectives, removed the reference to Methods of Instruction as recommended. Y, Did it one more time. Also added that as a comment under GE tab as a proof. Saved it also.

Changed	Questions	Current Version	Proposed Version
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	Stage 13: Curriculum Committee	No Value	No Value
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CO

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	ECON 001	ECON 001
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	NA	NA
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	11/12/2024	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	11/12/2024	No Value
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Curriculum Office Notes	<ul style="list-style-type: none"> C-ID requirements also appr. 5/8/18 (effect. F19)-mkct (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> C-ID requirements also appr. 5/8/18 (effect. F19)-mkct (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc
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Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	ECOND001.
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Changed	Field	Current Version
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	Nov 12, 2024 12:00:00 AM
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	Time to Next Review	Sep 1, 2030 12:00:00 AM
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	External Review Approval Date	Sep 1, 2025 12:00:00 AM
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	Course Control Number	CCC000194073
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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Summary of Changes

Section	Changed field
General Information	Course ID (CB01A and CB01B)
General Information	Effective Term
General Information	Course Description
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Summary of Revisions	Specifications
Req/Adv	Prerequisite(s):
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
Comments	Stage 10: De Anza General Education
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Formerly Statement	Formerly Statement
Course Justification	Course Justification
Foothill Equivalency	Foothill Course ID
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Ravjeet Singh	• Ravjeet Singh
	Course ID (CB01A and CB01B)	ECOND001H	ECOND001H <u>ECONC2002H</u>
	Course Control Number	CCC000558476	CCC000558476
	Course Title (CB02)	Principles of Macroeconomics - HONORS	Principles of Macroeconomics - HONORS
	Short Course Title	PRIN MACROECONOMICS-HONORS	PRIN MACROECONOMICS-HONORS
	TOP Code (CB03)	2204.00	2204.00 Economics
	CIP Code	Economics, General.	45.0601 Economics, General.
	Department	ECON - Economics	ECON - Economics

Changed	Field	Current Version	Proposed Version
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	This is an introductory course in macroeconomics that focuses on aggregate economic analysis. Topics covered will include market systems, aggregate measures of economic activity, including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy, international trade, and economic growth. This course is the honors version, and as a result, it includes more advanced assignments and assessments.	<u>Part 1:</u> This is an introductory course which uses the models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies. <u>This is an honors course.</u> <u>Part 2:</u> This is an introductory course in macroeconomics that focuses on aggregate economic analysis. Topics covered will include market systems, aggregate measures of economic activity, including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy, international trade, and economic growth. This course is the honors version, and as a result, it includes more advanced assignments and assessments.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> Economics 	<ul style="list-style-type: none"> Economics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	<ul style="list-style-type: none"> FHDA FSA - ECONOMICS 	<ul style="list-style-type: none"> FHDA FSA - ECONOMICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly <u>ECON D001H.</u>)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement for De Anza and Cal-GETC. This course belongs on the A.A. degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues, including the workings of the US economy and other countries, and to address how current policy initiatives affect their macroeconomic performance. This course is the honors version and as a result includes more advanced assignments and assessments.</p>	<p>This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement for De Anza and Cal-GETC. This course belongs on the A.A. <u>A.A.T</u> degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues, including the workings of the US economy and other countries, and to address how current policy initiatives affect their macroeconomic performance. This course is the honors version and as a result includes more advanced assignments and assessments.</p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This is an Honors cohort for Principles of Macroeconomics class. Principles of Macroeconomics (Econ 1) provides students with a foundational understanding of the broader economic forces that affect the general economy. This course explains how the choices of individual economic agents lead to aggregate results and trends that influence national economies. The course will develop critical thinking, analytical skills, and a solid economic intuition among students, preparing them to comprehend and engage with the complexities of the macroeconomic world. This includes the ability to interpret economic data, apply assumptions of different economic schools of thought to fiscal and monetary policy, and understand how institutions (the economic, political, and legal systems) determine a country's standard of living.	This is an Honors cohort for Principles of Macroeconomics class. Principles of Macroeconomics (Econ 1) provides students with a foundational understanding of the broader economic forces that affect the general economy. This course explains how the choices of individual economic agents lead to aggregate results and trends that influence national economies. The course will develop critical thinking, analytical skills, and a solid economic intuition among students, preparing them to comprehend and engage with the complexities of the macroeconomic world. This includes the ability to interpret economic data, apply assumptions of different economic schools of thought to fiscal and monetary policy, and understand how institutions (the economic, political, and legal systems) determine a country's standard of living.

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	ECON F001A	ECON F001A <u>C2002H</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Changed Field

Current Version

Proposed Version

Associated Program	Global Studies	Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Global Studies	Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Global Studies for Transfer	Associated Program	Global Studies for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Global Studies for Transfer	Associated Program	Global Studies for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	IGETC	Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Law, Public Policy, and Society for Transfer	Associated Program	Law, Public Policy, and Society for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Changed Field

Current Version

Proposed Version

<p>Associated Program Law, Public Policy, and Society for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Law, Public Policy, and Society for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Management</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Management</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Management</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Management</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Political Science for Transfer</p>	<p>Associated Program Political Science for Transfer</p>

Changed Field

Current Version

Proposed Version

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Political Science for Transfer

Associated Program Political Science for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05) Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25) Y

Y

Transfer Status Approved

Approved

GE Information

System/Institution C-ID

Area(s) • ECON - Approved.

- C-ID ECON 202

System/Institution C-ID

Area(s) • ECON - Approved.

- C-ID ECON 202

System/Institution Cal-GETC

Area(s) • CA4X - Approved.

- No value

System/Institution Cal-GETC

Area(s) • CA4X - Approved.

- No value

System/Institution De Anza GE

Area(s) • 2G4X - Approved.

- No value

System/Institution De Anza GE

Area(s) • 2G4X - Approved.

- No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
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	Lecture Hours - Out of Class	8	8
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	Laboratory Hours - In Class	0	0
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	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
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	NA Hours - Out of Class	0	0
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Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Hours per unit divisor	36	36
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	Total Student Learning Hours	144	144
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	Lecture Hours - Course In-Class (Contact) per Term	48	48
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	Lecture Hours - Course Out-of-Class per Term	96	96
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	Laboratory Hours - Course In-Class (Contact) per Term	0	0
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	Laboratory Hours - Course Out-of-Class per Term	0	0
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	NA Hours - Course In-Class (Contact) per Term	0	0
--	---	---	---

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Methods of Instruction

Methods of Instruction Methods of Instruction

Methods of Instruction Use Lecture and visual aids
 Provide In-class exploration of Internet sites
 Provide exam review in class and hold Quiz
 Encourage collaborative learning via small group exercises.
 Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas.
 Collaborative and small group exercises will be done in the classroom.

Methods of Instruction Methods of Instruction

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 Collaborative and small group exercises will be done in the classroom.

Assignments

1. Assign readings from textbook and supplementary readings to enhance understanding of the material.
2. Assign papers, or reports on topics related to material as well as essay exams.
3. Use Optional outside Internet materials and /or assignments.
4. Assign written research project (one research paper of 10-15 pages OR two shorter research papers of 7-10 pages each) and/or oral presentation of the research topic.
5. Ensure completion of additional sets of problems that require a deeper understanding of the course material and that cover additional chapters of the textbook.

1. Assign readings from textbook and supplementary readings to enhance understanding of the material.
2. Assign papers, or reports on topics related to material as well as essay exams.
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5. Ensure completion of additional sets of problems that require a deeper understanding of the course material and that cover additional chapters of the textbook.



Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving.
 2. Assign and grade short essay quizzes based on correct responses.
 3. Assign and grade discussion forums based on the depth of the analysis, critical appraisal of the assigned readings for the discussion forums.
 4. Grade Papers//Short Answer questions on Exams based on correct responses.
 5. Assign Homework Problem Sets and check for completion.
 6. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.
 7. Evaluate the Honors research papers for the depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected.

Methods of Evaluation

Methods of Evaluation Part 1:
 Assessments for this course will include both formative and summative assignments that may include some or all of the following:
 Exams and Quizzes containing one or more:

- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:

- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- Current event analysis
- Discussion boards
- Essay questions on exams
- Term papers

Part 2:

1. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving.
2. Assign and grade short essay quizzes based on correct responses.
3. Assign and grade discussion forums based on the depth of the analysis, critical appraisal of the assigned readings for the discussion forums.

Changed Field**Current Version****Proposed Version**

4. Grade Papers//Short Answer questions on Exams based on correct responses.
5. Assign Homework Problem Sets and check for completion.
6. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.
7. Assign group projects to encourage collaborative learning.
8. Evaluate the Honors research papers for the depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	Macroeconomics
Author	Colander, D.
Publisher	Mcgraw-hill
Date/Edition	2019/11th
ISBN	978-1260507058

Title	Economics
Author	Hubbard, R.G., & O'Brien
Publisher	Pearson
Date/Edition	2024/9th
ISBN	9780138206369

Title	Principles of Macroeconomics
Author	Mankiw, N.G.
Publisher	Cengage
Date/Edition	2024/10th
ISBN	9780357723043

Title	Macroeconomics
Author	McConnell, C.R. Brue, S.L., & Flynn, S.M.
Publisher	McGraw-Hill
Date/Edition	2024/23rd
ISBN	9781265306991

Title	Principles of Macroeconomics
Author	John B. Taylor and Akila Weerapana
Publisher	Flatworld
Date/Edition	2023/10th
ISBN	978-1-4533-4131-5

Title	These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Economics
Author	Arnold, R., Arnold, D., & Arnold, D.
Publisher	Mason, OH: Cengage Learning
Date/Edition	2023
ISBN	No value

Title	Economics
Author	Colander, D
Publisher	McGraw-Hill Irwin
Date/Edition	2019
ISBN	No value

Title	Principles of Economics
Author	Coppock, L. & Mateer
Publisher	Norton
Date/Edition	2023

Changed Field**Current Version****Proposed Version**

ISBN	No value
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Title	The Economy 2.0
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Author	The CORE Econ Team
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Publisher	Core Econ
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Date/Edition	2023
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ISBN	No value
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Title	Modern Principles of Economics
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Author	Cowen, T., & Tabarrok, A
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Publisher	Worth
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Date/Edition	2021/5th
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ISBN	9781319383039
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Title	Principles of Economics
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Author	Frank, R. H., & Bernanke, B. S
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Publisher	Cengage Learning
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Date/Edition	2023/14th
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ISBN	9780357720370
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Title	Principles of Economics
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Author	Greenlaw, S., Shapiro, D., & MacDonald, D.
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Publisher	OpenStax
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Date/Edition	2023
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ISBN	9781938168239
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Title	Economics
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Author	Hubbard, R. G., & O'Brien, A. P
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Publisher	Boston, Pearson
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Date/Edition	2024/7th
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Changed Field

Current Version

Proposed Version

ISBN No value

Title Economics

Author Krugman, P. & Wells, R

Publisher Macmillan

Date/Edition 2024/7th

ISBN 9781319480943

Title Principles of Economics

Author Mankiw, N.G.

Publisher Mason, OH: Cengage Learning.

Date/Edition 2024/10th

ISBN No value

Title Economics: Principles, problems and policies

Author McConnell, C. R., Brue, S. L., & Flynn, S. M

Publisher New York: McGraw-Hill Irwin

Date/Edition 2024/23rd

ISBN No value

Title Economics

Author Parkin, M.

Publisher New York: Pearson

Date/Edition 2023

ISBN No value

Title Principles of Economics

Author Rittenberg, L., & Tregarthen, T.

Publisher Flat World Knowledge

Date/Edition 2021

Changed Field**Current Version****Proposed Version**

ISBN	No value
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Title	Macroeconomic Principles and Problems: A Pluralist Introduction
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Author	Schneider, G.
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Publisher	New York: Routledge.
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Date/Edition	2023
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ISBN	No value
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Title	Principles of Economics
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Author	Stevenson, B. & Wolfers, J.
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Publisher	New York: Worth
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Date/Edition	2023
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ISBN	No value
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Title	Economics for today
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Author	Tucker, I. B.
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Publisher	Mason, OH: Cengage Learning
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Date/Edition	2023
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ISBN	No value
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Suggested Reading List

No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Recognize economic decision making within the context of social science. • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. • Identify, analyze and evaluate international economic policies and programs. • Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor. 	<ul style="list-style-type: none"> • Part 1: • 1. Interpret and analyze domestic and international macroeconomic data. • 2. Apply macroeconomic models to explain economic issues and outcomes. • 3. Analyze the effects of macroeconomic policies. • Part 2: • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Recognize economic decision making within the context of social science. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. • Identify, analyze and evaluate international economic policies and programs. • Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Demonstrate how choices are made in the real world given limited resources.

Expected SLO Performance 0.0

CSLOs Demonstrate how choices are made in the real world given limited resources.

Expected SLO Performance 0.0

CSLOs Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.

Expected SLO Performance 0.0

CSLOs Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.

Expected SLO Performance 0.0

CSLOs Critique existing economic theories about Business Cycles in light of historical and current economic perspectives.

Expected SLO Performance 0.0

CSLOs Critique existing economic theories about Business Cycles in light of historical and current economic perspectives.

Expected SLO Performance 0.0

CSLOs Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.

Expected SLO Performance 0.0

CSLOs Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Recognize economic decision making within the context of social science. <ol style="list-style-type: none"> 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics) 2. Summarize and evaluate different views about economic methodology. 3. Formulate and examine the role of models in economic theorizing 4. How markets operate. 5. The basic resource categories 6. The global problem of scarcity and the basic economic questions each of the world's societies must answer 7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve 8. The distinction between potential and actual output 2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. <ol style="list-style-type: none"> 1. GDP, GNP and productivity accounting. 2. CPI, PPI, GDP deflator. 3. National equilibrium, recessions and inflationary cycles. 4. Changes in Aggregate Demand, Expenditures and Growth 5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation. 6. Evaluate the Keynesian and Classical perspective of active national policy. 3. Analyze Economic Growth Analysis and the Financial System. <ol style="list-style-type: none"> 1. Economic Growth Analysis. 2. Role of Saving and Investment in economic Growth. 3. Interest Rates 4. Calculating price indexes, real and nominal income and income distribution. 4. Recognize and define National Income accounts as a macroeconomic 	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Fundamentals of economic thinking <ol style="list-style-type: none"> 1. Scarcity / opportunity costs 2. Factors of production 3. Production possibilities 4. Specialization and gains from trade 5. Economic models and research methodology 2. How markets operate <ol style="list-style-type: none"> 1. Definition of a market 2. Supply and demand model 3. Measuring the economy <ol style="list-style-type: none"> 1. National output and productivity 2. Economic growth 3. Price level (inflation) 4. Business cycle 5. Unemployment 6. Inequality and Poverty 4. Aggregate Demand / Aggregate Supply model 5. Financial system <ol style="list-style-type: none"> 1. Saving, investment, and interest rates 2. Money creation and banking 3. Role and function of central banks 4. Monetary policy 6. The role of the government in the macro economy <ol style="list-style-type: none"> 1. Government budget 2. Fiscal policy 3. Social policy 7. International economics <ol style="list-style-type: none"> 1. Balance of payments 2. Exchange rates 3. International trade <p>Part 2:</p> <ol style="list-style-type: none"> 1. Recognize economic decision making within the context of social science. <ol style="list-style-type: none"> 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics) 2. Summarize and evaluate different views about economic methodology. 3. Formulate and examine the role of models in economic theorizing 4. How markets operate. 5. The basic resource categories 6. The global problem of scarcity and the basic economic questions each of the world's societies must answer

Changed Field	Current Version	Proposed Version
	<p>phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation.</p> <ol style="list-style-type: none"> 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices. <p>5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods.</p> <ol style="list-style-type: none"> 1. Identify and integrate independent variables for money demand 2. Define different measures of money and construct the money supply diagram 3. Analyzing monetary policy, the role of the Federal Reserve and the general price level. <ol style="list-style-type: none"> 1. Explaining the causal relation between excess money growth and inflation 2. Describing and evaluating the classical quantity theory. 3. Interpreting and evaluating the modern quantity theory. 4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system <ol style="list-style-type: none"> 1. Analyze the expansion and contraction of deposits and money 2. Identify and compare different central bank tools for managing the money supply <p>6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the</p>	<ol style="list-style-type: none"> 7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve 8. The distinction between potential and actual output <p>2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.</p> <ol style="list-style-type: none"> 1. GDP, GNP and productivity accounting. 2. CPI, PPI, GDP deflator. 3. National equilibrium, recessions and inflationary cycles. 4. Changes in Aggregate Demand, Expenditures and Growth 5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation. 6. Evaluate the Keynesian and Classical perspective of active national policy. <p>3. Analyze Economic Growth Analysis and the Financial System.</p> <ol style="list-style-type: none"> 1. Economic Growth Analysis. 2. Role of Saving and Investment in economic Growth. 3. Interest Rates 4. Calculating price indexes, real and nominal income and income distribution. <p>4. Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation.</p> <ol style="list-style-type: none"> 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices.

Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <p>recent revisions of rational expectations, supply-side and general equilibrium theories.</p> <ol style="list-style-type: none">1. Analyze, explain and evaluate macro theory2. Explain and analyze different elements of classical macro theory such as Say's law.<ol style="list-style-type: none">1. Construct the classical model of the real goods market2. Evaluate the predictive record of classical macro3. Explain, interpret and evaluate Keynesian macro theory.<ol style="list-style-type: none">1. Identify and analyze equilibrium in the real goods market2. Explain and apply multipliers3. Appraise the predictive and explanatory power of Keynesian macro theory4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model.<ol style="list-style-type: none">1. Construct AD curve2. Construct AS curve with positive slope3. Identify and analyze equilibrium5. Define, analyze and evaluate monetary and fiscal policy.<ol style="list-style-type: none">1. Define monetary and fiscal policy2. Analyze monetary policy in the Keynesian paradigm3. Distinguish fiscal policy from automatic stabilizers4. Evaluate the effectiveness of fiscal policy5. Analysis of Deficit and Debt: Advantages and Disadvantages7. Identify, analyze and evaluate international economic policies and programs.<ol style="list-style-type: none">1. Distinguish comparative and absolute advantage2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as | <ol style="list-style-type: none">5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods.<ol style="list-style-type: none">1. Identify and integrate independent variables for money demand2. Define different measures of money and construct the money supply diagram3. Analyzing monetary policy, the role of the Federal Reserve and the general price level.<ol style="list-style-type: none">1. Explaining the causal relation between excess money growth and inflation2. Describing and evaluating the classical quantity theory.3. Interpreting and evaluating the modern quantity theory.4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system<ol style="list-style-type: none">1. Analyze the expansion and contraction of deposits and money2. Identify and compare different central bank tools for managing the money supply6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories.<ol style="list-style-type: none">1. Analyze, explain and evaluate macro theory2. Explain and analyze different elements of classical macro theory such as Say's law.<ol style="list-style-type: none">1. Construct the classical model of the real goods market2. Evaluate the predictive record of classical macro3. Explain, interpret and evaluate Keynesian macro theory. |

Changed Field**Current Version****Proposed Version**

- Mexico, Thailand, Russia and the United States
3. Examine the benefits flowing from international trade
 4. Identify the main trade restrictions (tariffs, etc.) and their rationale
8. Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor.
1. Income Inequality
 2. Poverty
 3. Discrimination
 4. Finance
 5. International Trade

1. Identify and analyze equilibrium in the real goods market
2. Explain and apply multipliers
3. Appraise the predictive and explanatory power of Keynesian macro theory
4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model.
 1. Construct AD curve
 2. Construct AS curve with positive slope
 3. Identify and analyze equilibrium
5. Define, analyze and evaluate monetary and fiscal policy.
 1. Define monetary and fiscal policy
 2. Analyze monetary policy in the Keynesian paradigm
 3. Distinguish fiscal policy from automatic stabilizers
 4. Evaluate the effectiveness of fiscal policy
 5. Analysis of Deficit and Debt: Advantages and Disadvantages
7. Identify, analyze and evaluate international economic policies and programs.
 1. Distinguish comparative and absolute advantage
 2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as Mexico, Thailand, Russia and the United States
 3. Examine the benefits flowing from international trade
 4. Identify the main trade restrictions (tariffs, etc.) and their rationale
8. Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor.
 1. Income Inequality
 2. Poverty
 3. Discrimination
 4. Finance
 5. International Trade

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
!	Specifications	Updated textbooks and references to reflect current publications	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	OUTLINE: E-G, ASSIGNMENTS: A,B. METHODS OF EVALUATIONS: B & D, Evaluate Macroeconomic policy from News, Speeches, Articles. Presentation by students in some classes and online forums and discussions in others.	OUTLINE: E-G, ASSIGNMENTS: A,B. METHODS OF EVALUATIONS: B & D, Evaluate Macroeconomic policy from News, Speeches, Articles. Presentation by students in some classes and discussions in others.

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	OUTLINE: B&D, ASSIGNMENTS: A, METHODS OF EVALUATIONS: A Use Current events and data to evaluate macroeconomic cycles and trends in short papers and/or online discussion forums.	OUTLINE: B&D, ASSIGNMENTS: A, METHODS OF EVALUATIONS: A Use Current events and data to evaluate macroeconomic cycles and trends in short papers and discussion forums.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	OUTLINE: E&F, ASSIGNMENTS: B&C, METHODS OF EVALUATIONS:C Analyze different viewpoints and dimensions of various macroeconomic issues including Unemployment, deficit, debt etc. and present with the relevant work cited section.	OUTLINE: E&F, ASSIGNMENTS: B&C, METHODS OF EVALUATIONS:C Analyze different viewpoints and dimensions of various macroeconomic issues including Unemployment, deficit, debt etc. and present with the relevant work cited section.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	METHODS OF EVALUATIONS: D Interpret and analyze the real world scenarios related to macroeconomic problems in short answer questions.	METHODS OF EVALUATIONS: D Interpret and analyze the real world scenarios related to macroeconomic problems in short answer questions.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	OUTLINE: ASSIGNMENTS: A&B METHODS OF EVALUATIONS:D Discuss alternative policies' strengths and weaknesses in Short answer, graphical analysis, calculation questions and online forum discussions from news articles in others.	OUTLINE: ASSIGNMENTS: A&B METHODS OF EVALUATIONS:D Discuss alternative policies' strengths and weaknesses in Short answer, graphical analysis, calculation questions and forum discussions from news articles in others.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
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	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 3:
Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

No Value

**Objective 4:
Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	OUTLINE: A-G METHODS OF EVALUATIONS: A, D The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problems and then using the policy solutions to fix the economic problems.	OUTLINE: A-G METHODS OF EVALUATIONS: A, D The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problems and then using the policy solutions to fix the economic problems.
	Objective 2: Investigate the use of mathematics in real world.	OUTLINE: VB1,2 METHODS OF EVALUATIONS: A, D Calculate and analyze Consumer Price Index, Unemployment rate, Gross Domestic Product, growth rates.	OUTLINE: VB1,2 METHODS OF EVALUATIONS: A, D Calculate and analyze Consumer Price Index, Unemployment rate, Gross Domestic Product, growth rates.
	Objective 3: Explore functions.	METHODS OF EVALUATIONS: A, D Analyze Economic Growth (Solow's Model), Calculate changes in Money supply and Inflation Model	METHODS OF EVALUATIONS: A, D Analyze Economic Growth (Solow's Model), Calculate changes in Money supply and Inflation Model
	Objective 4: Develop linear function models.	METHODS OF EVALUATIONS: A, D Analyze the different components of Aggregate Demand- Aggregate Supply model.	METHODS OF EVALUATIONS: A, D Analyze the different components of Aggregate Demand- Aggregate Supply model.
	Objective 5: Use systems of two linear equations to solve real world problems.	METHODS OF EVALUATIONS: A, D Analyze the relationship between Inflation and Interest rate changes.	METHODS OF EVALUATIONS: A, D Analyze the relationship between Inflation and Interest rate changes.
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	METHODS OF EVALUATIONS:A Calculate Spending and Tax Multiplier in the context of government fiscal policy	METHODS OF EVALUATIONS:A Calculate Spending and Tax Multiplier in the context of government fiscal policy
	Objective 11: Develop skills to work with radical expressions.	METHODS OF EVALUATIONS:A Study compound Interest expressions to calculate the growth rates for different countries.	METHODS OF EVALUATIONS:A Study compound Interest expressions to calculate the growth rates for different countries.

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	METHODS OF EVALUATIONS: A Demonstrate skills in analyzing and estimating GDP, Unemployment Rate, Labor force Participation Rate and Consumer Price Index.	METHODS OF EVALUATIONS: A Demonstrate skills in analyzing and estimating GDP, Unemployment Rate, Labor force Participation Rate and Consumer Price Index.

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	METHODS OF EVALUATIONS: A Analyze, graph and interpret the comparative Advantage (basis of Trade) and Production Possibility Frontier.	METHODS OF EVALUATIONS: A Analyze, graph and interpret the comparative Advantage (basis of Trade) and Production Possibility Frontier.
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	METHODS OF EVALUATIONS: A Develop and use the Aggregate Demand and Aggregate Supply model for analyzing Business Cycles.	METHODS OF EVALUATIONS: A Develop and use the Aggregate Demand and Aggregate Supply model for analyzing Business Cycles.
	Objective 4: Develop linear function models to solve problems.	METHODS OF EVALUATIONS: A Analyze Economic growth using Production function.	METHODS OF EVALUATIONS: A Analyze Economic growth using Production function.
	Objective 5: Use systems of two linear equations to solve real-world problems.	METHODS OF EVALUATIONS: A Interpret and use spending multiplier in the context of fiscal policy.	METHODS OF EVALUATIONS: A Interpret and use spending multiplier in the context of fiscal policy.
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	METHODS OF EVALUATIONS: A & D Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like Catch Up effect for countries etc.	METHODS OF EVALUATIONS: A & D Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like Catch Up effect for countries etc.

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
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	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
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	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
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	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
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	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	<p>Honors Cohort: Students enrolled in Honors cohort will be writing 2 research papers and are expected to commit to a minimum of 15 hours of additional, rigorous study beyond the requirements of this course. Student's assignment is to explore research questions that relate to the course material within Macroeconomics but that are not covered in depth in the course and discuss their topic in form of a research paper. Students will explore their topics using multiple resources (journals, newspapers, textbooks, charts, graphs, tables, documentaries, etc.) For their research essay topics, Honors students are often encouraged to explore macroeconomic problems (e.g. Trade imbalances, hyperinflation, economic growth, resource curse etc.) in other parts of the world including but not limited to Latin America, Asia and Africa.</p>	<p>Honors Cohort: Students enrolled in Honors cohort will be writing 2 research papers and are expected to commit to a minimum of 15 hours of additional, rigorous study beyond the requirements of this course. Student's assignment is to explore research questions that relate to the course material within Macroeconomics but that are not covered in depth in the course and discuss their topic in form of a research paper. Students will explore their topics using multiple resources (journals, newspapers, textbooks, charts, graphs, tables, documentaries, etc.) For their research essay topics, Honors students are often encouraged to explore macroeconomic problems (e.g. Trade imbalances, hyperinflation, economic growth, resource curse etc.) in other parts of the world including but not limited to Latin America, Asia and Africa.</p>
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value
	<p>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</p>	No Value	No Value
	<p>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Course Outline: V, B: Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.	Course Outline B: Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	VII. Methods of Instruction: Use Lecture and visual aids. Provide In-class exploration of Internet sites. Provide exam review in class and hold Quizzes. Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom.	Methods of Evaluation A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. G. Assign group projects to encourage collaborative learning.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>	<p>Assignments: A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. Methods of Evaluation: A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>V. (F.) Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories.</p>	<p>Course Outline F: Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>V. (F..G.) F. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. G. Identify, analyze and evaluate international economic policies and programs.</p>	<p>Course Outline F: Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. Course Outline G: Identify, analyze and evaluate international economic policies and programs.</p>
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>VII. Methods of Instruction Use Lecture and visual aids. Provide In-class exploration of Internet sites. Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. VIII. (C. and F.) C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>	<p>Methods of Evaluation A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. VIII. (C. and F.) C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	<p>No Value</p>	<p>No Value</p>

Changed	Questions	Current Version	Proposed Version
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Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.

No Value

No Value

Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version					
	Stage 2: Department Chair	No Value	No Value					
	Stage 3: Division Curriculum Representative	No Value	Date 3/25/2025	Tab RG	Part - Field Course Description	Type of Edit Needs to be a complete sentence	Edit Done	Initiator - Indicate "Y" When Completed Y
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	Date 4/9/25	Tab A	Part - Field Matrix Objectives 1,2,5	Type of Edit Required	Edit remove reference to online forums Done	Initiator - Indicate "Y" When Completed or Initiator's Response incomplete 4/15 -zj Y
	Stage 8: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
!	Stage 9: Articulation Officer	No Value							
			05/07/2025	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	This section was not completed (course is both UC-transferable and a lower-division major requirement) Courses that are UC-transferable must have a course	Y, Mi says: Not TBD	
			05/07/2025	Basic Course Information	Proposal Details	Required if "yes" to UC-transferable	description of a comparable UC course uploaded in "Attachments" (could use UCLA ECON 2, or UC Davis ECN 001B) Courses that are listed as lower-division major courses at a UC or CSU must have a copy of an ASSIST printout,	Y, Mi says: Not TBD	
			05/07/2025	Basic Course Information	Proposal Details	Required if "yes" to lower-division major course	advising sheet, or program description course uploaded in "Attachments" to show that the course is lower-division (can use UC Berkeley or UC Davis	Y, Mi says: Not TBD	

Changed	Questions	Current Version	Proposed Version
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		05/07/2025	Req/Adv	Prerequisites	Required	<p>Must be identical to the template "Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra." I know what you have means the same thing, but it has to be verbatim.</p>	<p>Y, Changes made as per the Articulation Officer suggestion.</p>
		05/07/2025	Specifications	Methods of Evaluation	Required	<p>Must be identical to the state template; "Essays Other Assessments" is one line on ours, but Other Assessments is a separate section on the template</p>	<p>Y, It is already identical to State version. Its just copy and paste. Essays are on a separate line. Other assessments is on a separate line.</p>
		05/07/2025	Specifications	Representative Texts	Required	<p>Must be identical to the state template. Needs the paragraph at the top of part one of the Representativedone in the Texts section (can include a title of a textbook)</p>	<p>Y, All changes requested by the Articulation Officer and demonstrated by Mi Chang State format have been made.</p>

Changed	Questions	Current Version	Proposed Version						
			05/08/2025	Learning Outcomes	Course Objectives	Required	Must be identical to the state template. "At the conclusion of this course, the student should be able to" is not at the front of each objective.	Y. Yes, it is as per the state requirements for the learning objectives as mandated by the State. We have some additional objectives which do not have the requested sentence.	
			05/08/2025	Outline	Course Outline	Required	Must be identical- needs the letter c in front of the last bullet point	Y, already done.	
	Stage 10: De Anza General Education	No Value							Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
			5/23/2025	De Anza GE Form	Criteria 2,4,5,6	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited. Such as Methods of Evaluation A:..... Please remove the "Methods of Instruction" from Criteria 6 and incorporate that information into other relevant sections instead. It looks like the changes weren't saved after your revision.	Y, De Anza GE requirements are already in the requested format. I have made some minor changes as suggested for different criteria.	
			5/24/2025	De Anza GE Form	Criteria 6	Required		Y, done as per request. Checked it multiple times that the changes have been saved.	
	Stage 13: Curriculum Committee	No Value	No Value						

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ECON 001H	ECON 001H
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/12/2024	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/12/2024	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> C-ID requirements also appr. 5/8/18 (effect. F19)-mkct (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). - mc 	<ul style="list-style-type: none"> C-ID requirements also appr. 5/8/18 (effect. F19)-mkct (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). - mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ECOND001H
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2030 12:00:00 AM

Changed	Field	Current Version
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	External Review Approval Date	Sep 1, 2025 12:00:00 AM
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	Course Control Number	CCC000558476
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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De Anza College
Change Report
 05/29/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Course Title (CB02)
General Information	Department
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Req/Adv	Prerequisite(s):
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section**Changed field**

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 8: Dean of Online Learning

Comments

Stage 9: Articulation Officer

CO

Hybrid Approval Date (MM/DD/YYYY)

Formerly Statement

Formerly Statement

Foothill Equivalency

Foothill Course ID

Foothill Equivalency

Does the course have a Foothill equivalent?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	<ul style="list-style-type: none"> • Karen Chow • Caparas, Francesca • Quinn, Roseanne • Singh, Sukhjit • Endow, Katelyn
!	Course ID (CB01A and CB01B)	EWRTD001C	EWRTD001C ENGLC1002
	Course Control Number	CCC000317934	CCC000317934
!	Course Title (CB02)	Literature and Composition	Literature and Composition <u>Introduction to Literature</u>
	Short Course Title	LITERATURE & COMPOSITION	LITERATURE & COMPOSITION

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
!	Department	EWRT - English Writing	EWRT-ENGL - English Writing English
!	Effective Term	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	This course applies the analytical, critical, and synthesis skills developed in EWRT D001A/D01AH and EWRT D001B/D01BH, and/or EWRT D002./D002H to the ways meaning can be made in diverse cultural, social, and historical contexts in prose, poetry, and drama by reading and analyzing texts and critical interpretations and by composing critical responses, analyses, and arguments.	This course applies the analytical, critical, and synthesis skills developed in EWRT D001A/D01AH and EWRT D001B/D01BH, and/or EWRT D002./D002H Part 1: In this course, students are introduced to the ways meaning can be made in works by diverse cultural, social, and historical contexts in prose, poetry, authors, and drama by major literary genres, developing close reading and analyzing texts and critical interpretations analytical writing skills. Students also develop appreciation for, and by composing critical responses, analyses, understanding of the cultural, historical, and arguments aesthetic qualities of literature.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
!	Formerly Statement	No value	(Formerly ENGL D001C/EWRT D001C.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and CAL-GETC. This course also belongs on the De Anza English AA Degree. This course is UC and CSU transferable. Additionally, this course allows students to engage in more advanced analysis and critique of literary/imaginative texts including examining such texts from a variety of cultural, social, and historical contexts to develop a growing awareness of what defines literature.	This course meets a general education requirement for De Anza and CAL-GETC. This course also belongs on the De Anza English AA Degree. This course is UC and CSU transferable. Additionally, this course allows students to engage in more advanced analysis and critique of literary/imaginative texts including examining such texts from a variety of cultural, social, and historical contexts to develop a growing awareness of what defines literature.

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course			

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	<u>ENGL C1002</u>
	Does the course have a Foothill equivalent?	No	No <u>Yes</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)

Associated Program	Liberal Arts (Arts and Letters Emphasis)

Changed Field**Current Version****Proposed Version**

Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts (A.A.) Degree
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Transferability & Gen. Ed. Options**Changed Field****Current Version****Proposed Version**

Transfer Status (CB05)	Transferable to both UC and CSU
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Transferable to both UC and CSU

Course General Education Status (CB25)	A
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A

Transfer Status	Approved
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Approved

GE Information

System/Institution	C-ID
Area(s)	• ENGL - Approved.
-	C-ID ENGL 120

System/Institution	C-ID
Area(s)	• ENGL - Approved.
-	C-ID ENGL 120

System/Institution	Cal-GETC
Area(s)	• CA3B - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	• CA3B - Approved.
-	No value

System/Institution	De Anza GE - Supplemental
Area(s)	• 2G4E - Approved.
-	No value

System/Institution	De Anza GE - Supplemental
Area(s)	• 2G4E - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile**Changed Field****Current Version****Proposed Version**

Lecture Hours - In Class	5
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5

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays Collaborative learning and small group exercises Collaborative projects</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays Collaborative learning and small group exercises Collaborative projects</p>

Assignments

1. Reading from a range of challenging literary texts (fiction, poetry, drama, literary non-fiction) from diverse social, cultural, and historical contexts that provoke critical consideration of important human values, including the power of the individual voice, the importance of community, and the richness of appreciating diversity and difference.
 1. At least one book-length work by a single author
 2. Emphasis on a range of literary and imaginative texts
2. Writing that integrates personal experience with critical consideration of course materials (a minimum of 6000 formally evaluated words in individual assignments or portfolio)
 1. Informal writing such as journals and logs, reading responses and writing exercises, such as producing quatrains or sonnets
 2. A sequence of formal essays showing students increasing command over subject, purpose, audience, tone, and style, including one longer work of at least 1500 words grounded in extensive searches outside of the course readings. The longer work might be web-based and/or part of a class publication. Total of 4 papers, at least 4000 words.

1. Reading from a range of challenging literary texts (fiction, poetry, drama, literary non-fiction) from diverse social, cultural, and historical contexts that provoke critical consideration of important human values, including the power of the individual voice, the importance of community, and the richness of appreciating diversity and difference.
 1. At least one book-length work by a single author
 2. Emphasis on a range of literary and imaginative texts
2. Writing that integrates personal experience with critical consideration of course materials (a minimum of 6000 formally evaluated words in individual assignments or portfolio)
 1. Informal writing such as journals and logs, reading responses and writing exercises, such as producing quatrains or sonnets
 2. A sequence of formal essays showing students increasing command over subject, purpose, audience, tone, and style, including one longer work of at least 1500 words grounded in extensive searches outside of the course readings. The longer work might be web-based and/or part of a class publication. Total of 4 papers, at least 4000 words.

! **Methods of Evaluation**

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Exams or quizzes to evaluate comprehension and mastery of key terms and concepts and an awareness of literature's diverse social, cultural, and historical contexts. 2. Participation in class discussions and small group exercises to demonstrate comprehension and critical consideration of literature and the human experience. 3. Writing assignments to evaluate ability to analyze critically and synthesize course materials and personal experience related to the study of literature. 4. Final projects or exam to evaluate ability to critically analyze the way(s) literature considers important human values, including the power of the individual voice, the importance of community, and the richness of appreciating diversity and difference.

Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <p>Part 1: Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty. Formal writing, including essays. Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions). Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing. Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios</p> <p>Part 2: <ol style="list-style-type: none"> 1. Participation in class discussions and/or small group exercises 2. Writing assignments, final projects, and/or exams that evaluate ability to analyze critically and synthesize course materials and personal experience related to the study of literature. </p>
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! **Essential Student Materials/Essential College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Homer, "The Odyssey." New York: Penguin Classics, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Kennedy, X. J. and Dana Gioia. "Backpack Literature." 5th Ed. New York: Pearson, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Meyer, Michael. "The Compact Bedford Introduction to Literature: Reading, Thinking and Writing." 12th Ed. New York: Bedford/St Martins, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Roberts, Edgar. "Literature: An Introduction to Reading and Writing." Compact 6th Ed. New York: Pearson, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Shakespeare, William. "Hamlet." New York: Simon and Schuster, 2003.
Publisher	No value

Title	No value
Author	Part 1
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Representative Literature Textbooks (most recent edition):
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Norton Introduction to Literature
Author	Mays, Kelly
Publisher	W.W. Norton.
Date/Edition	15th, 2024
ISBN	No value

Changed Field**Current Version****Proposed Version**

Date/Edition	No value
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ISBN	No value
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Title	The Bedford Introduction to Literature: Reading, Writing, Thinking
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Author	Meyer, Michael
---------------	----------------

Publisher	Bedford/St. Martins
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Date/Edition	No value
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ISBN	No value
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Title	An Introduction to Literature
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Author	Barnet, Sylvan, et al.
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Publisher	Longman
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Date/Edition	No value
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ISBN	No value
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Title	Literature, Approaches to Fiction, Poetry, and Drama
--------------	--

Author	DiYanni, Robert
---------------	-----------------

Publisher	McGraw-Hill
------------------	-------------

Date/Edition	No value
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ISBN	No value
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Title	No value
--------------	----------

Author	Full-length novels or other separately published works.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Title	No value
--------------	----------

Author	Representative Writing Handbooks and/or Other Support Materials:
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Title	Writing About Literature: A Portable Guide
Author	Gardner, Janet E.
Publisher	Boston: Bedford/St. Martins (also available with MLA insert)
Date/Edition	6th, 2025
ISBN	No value

Title	A Handbook to Literature
Author	Harmon, William, and C. Hugh Holman
Publisher	Prentice Hall
Date/Edition	No value
ISBN	No value

Title	No value
Author	Textbooks older than 7 years must be clearly labeled as classic or legacy.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Texts used by individual institutions and even individual sections will vary.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Part 2
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed Field

Current Version

Proposed Version

Title	A Memoir
Author	Kobabe, Maia
Publisher	Lion Forge Comics
Date/Edition	2019
ISBN	No value

Title	The Emperor of Gladness
Author	Vuong, Ocean
Publisher	Penguin
Date/Edition	2025
ISBN	No value

Title	A Raisin in the Sun
Author	Hansberry, Lorraine
Publisher	Vintage
Date/Edition	2004
ISBN	No value

Title	There, There
Author	Orange, Tommy
Publisher	Alfred A. Knoff
Date/Edition	2018
ISBN	No value



Suggested Reading List

Reading List Beckett, Samuel. "Waiting for Godot." New York: Grove, 2011.

May include, but are not limited to No value

Reading List Chabon, Michael. "The Amazing Adventures of Kavalier and Clay." New York: Random House, 2012.

May include, but are not limited to No value

Reading List Cline, Ernest. "Ready Player One." New York: Broadway, 2012.

May include, but are not limited to No value

Reading List Diaz, Junot. "Drown." New York: Riverhead Books, 1996.

May include, but are not limited to No value

Reading List Dove, Rita. "The Penguin Anthology of Twentieth Century American Poetry." New York: Penguin, 2013.

May include, but are not limited to No value

Reading List

Changed Field

Current Version

Proposed Version

<p>Reading List</p>	<p>Fitzgerald, F. Scott, "The Great Gatsby". New York: Scribner, 2004.</p>	<p>May include, but are not limited to</p>	<p>Beckett, Samuel. "Waiting for Godot." New York: Grove, 2011. Chabon, Michael. "The Amazing Adventures of Kavalier and Clay." New York: Random House, 2012. Cline, Ernest. "Ready Player One." New York: Broadway, 2012. Diaz, Junot. "Drown." New York: Riverhead Books, 1996. Dove, Rita. "The Penguin Anthology of Twentieth Century American Poetry." New York: Penguin, 2013. Fitzgerald, F. Scott, "The Great Gatsby". New York: Scribner, 2004. Hansberry, Lorraine. "A Raisin in the Sun." New York: Vintage, 2004. Hosseini, Khaled. "The Kite Runner." New York: Riverhead Books, 2013. Hwang, David Henry. "M. "Butterfly." New York: Dramatists Play Service, Inc., 1998. Lahiri, Jhumpa. "Unaccustomed Earth." New York: Vintage Contemporaries, 2009. Li, Yiyun. "The Vagrants." New York: Random House, 2010. Martel, Yann. "Life of Pi." New York: Mariner, 2003. McCarthy, Cormac. "The Road." New York: Vintage, 2007. Milosz, Czeslaw. "A Book of Luminous Things: An International Anthology of Poetry." New York: Mariner, 1998. Moore, Lorrie, "Birds of America." New York: Vintage, 2010. Morrison, Toni. "The Bluest Eye". New York: Vintage, 2007. Neruda, Pablo. "The Essential Neruda: Collected Poems." Mark Eisner, editor. San Francisco: City Lights, 2004. Oliver, Mary. "A Poetry Handbook." New York: Mariner, 1994. Roy, Arundhati. "The God of Small Things." New York: Random House, 2008. Shakespeare, William. "A Midsummer Night's Dream." New York: Washington Square Press, 1993. Smith, Zadie. "White Teeth." New York: Vintage International, 2001. Sophocles. "The Three Theban Plays." Trans. Robert Fagles. New York: Penguin, 1984.</p>
<p>May include, but are not limited to</p>	<p>No value</p>		
<p>Reading List</p>	<p>Hansberry, Lorraine. "A Raisin in the Sun." New York: Vintage, 2004.</p>		
<p>May include, but are not limited to</p>	<p>No value</p>		
<p>Reading List</p>	<p>Hosseini, Khaled. "The Kite Runner." New York: Riverhead Books, 2013.</p>		
<p>May include, but are not limited to</p>	<p>No value</p>		
<p>Reading List</p>	<p>Hwang, David Henry. "M. "Butterfly." New York: Dramatists Play Service, Inc., 1998.</p>		
<p>May include, but are not limited to</p>	<p>No value</p>		
<p>Reading List</p>	<p>Lahiri, Jhumpa. "Unaccustomed Earth." New York: Vintage Contemporaries, 2009.</p>		
<p>May include, but are not limited to</p>	<p>No value</p>		
<p>Reading List</p>	<p>Li, Yiyun. "The Vagrants." New York: Random House, 2010.</p>		

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Vargas Llosa, Mario. "Aunt Julia and the Scriptwriter." New York: Farrar, Straus and Giroux, 1982.

Reading List Martel, Yann. "Life of Pi." New York: Mariner, 2003.

May include, but are not limited to No value

Reading List McCarthy, Cormac. "The Road." New York: Vintage, 2007.

May include, but are not limited to No value

Reading List Milosz, Czeslaw. "A Book of Luminous Things: An International Anthology of Poetry." New York: Mariner, 1998.

May include, but are not limited to No value

Reading List Moore, Lorrie, "Birds of America." New York: Vintage, 2010.

May include, but are not limited to No value

Reading List Morrison, Toni. "The Bluest Eye". New York: Vintage, 2007.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Neruda, Pablo. "The Essential Neruda: Collected Poems." Mark Eisner, editor. San Francisco: City Lights, 2004.

May include, but are not limited to No value

Reading List Oliver, Mary. "A Poetry Handbook." New York: Mariner, 1994.

May include, but are not limited to No value

Reading List Roy, Arundhati. "The God of Small Things." New York: Random House, 2008.

May include, but are not limited to No value

Reading List Shakespeare, William. "A Midsummer Night's Dream." New York: Washington Square Press, 1993.

May include, but are not limited to No value

Reading List Smith, Zadie. "White Teeth." New York: Vintage International, 2001.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Sophocles. "The Three Theban Plays." Trans. Robert Fagles. New York: Penguin, 1984.

May include, but are not limited to No value

Reading List Vargas Llosa, Mario. "Aunt Julia and the Scriptwriter." New York: Farrar, Straus and Giroux, 1982.

May include, but are not limited to No value

Learning Outcomes

Changed Field

Current Version

Proposed Version



Course Objectives

- Analyze literary texts from a variety of cultural, social and historical contexts to develop a growing awareness of what defines literature
- Examine and respond to a variety of literary texts in clear, analytical and original writing

- Part 1
- Interpret and analyze a variety of diverse texts.
- Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
- Define common literary terms and apply them to the analysis of specific texts.
- Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis
- Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.
- Part 2
- Analyze literary texts from a variety of cultural, social and historical contexts to develop a growing awareness of what defines literature
- Examine and respond to a variety of literary texts in clear, analytical and original writing

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs	Identify the multiple levels of meaning of literary texts in journals, discussion, and essays.
Expected SLO Performance	0.0

CSLOs	Identify the multiple levels of meaning of literary texts in journals, discussion, and essays.
Expected SLO Performance	0.0

CSLOs	Analyze the cultural and historical background of literary texts.
Expected SLO Performance	0.0

CSLOs	Analyze the cultural and historical background of literary texts.
Expected SLO Performance	0.0

CSLOs	Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings.
Expected SLO Performance	0.0

CSLOs	Write effectively organized, academic (analytical, argumentative) essays based on literary texts.
Expected SLO Performance	0.0

CSLOs	Write effectively organized, academic (analytical, argumentative) essays based on literary texts.
Expected SLO Performance	0.0

CSLOs	Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings.
Expected SLO Performance	0.0

Course Outline



Course Content

1. Analyze literary texts from a variety of cultural, social and historical contexts to develop a growing awareness of what defines literature
 1. Recognize literary elements such as plot, conflict, crisis, character development, resolution, setting, point of view, imagery, symbol, diction, tone, and theme
 2. Distinguish the genres of fiction, poetry and drama as well as more experimental forms
 1. Distinguish features that define genres
 2. Identify elements shared among genres
 3. Compare and evaluate the role of tradition and innovation in literary subjects and genres
 3. Explore common textual strategies and appraise alternate textual interpretations
 1. Observe recurring patterns in literary texts
 2. Question diverse responses and readings from critics and classmates
 3. Distinguish narrator from author, irony from sarcasm and parody, symbol from metaphor, and ambiguity from paradox.
 4. Examine contextual and textual features that make an author's style distinctive
 4. Examine cultural variables such as age, gender, ethnicity, class, and religion as features of authors, texts and readers, explaining how such intersections create meanings
 5. Construct a set of critical criteria that allows a reader to recognize such literary values as identification, resistance, transformation, affirmation in the context of human values related to life, death, conflict, joy and sadness.
2. Examine and respond to a variety of literary texts in clear, analytical and original writing
 1. Recognize the interrelatedness of reading and writing
 1. Read texts as both inspiration and modeling for writing
 2. Practice the recursive processes of reading to writing to rereading to rewriting to reconsidering to revising
 2. Employ common critical terminology such as stock character, foil,

Part 1:

1. A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.
2. Literary terminology, devices, and critical approaches.
3. Active and critical reading strategies.
4. Writing and thinking critically about literature, including literary analysis.
5. Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Part 2:

1. Analyze literary texts from a variety of cultural, social and historical contexts to develop a growing awareness of what defines literature
 1. Recognize literary elements such as plot, conflict, crisis, character development, resolution, setting, point of view, imagery, symbol, diction, tone, and theme
 2. Distinguish the genres of fiction, poetry and drama as well as more experimental forms
 1. Distinguish features that define genres
 2. Identify elements shared among genres
 3. Compare and evaluate the role of tradition and innovation in literary subjects and genres
2. Examine and respond to a variety of literary texts in clear, analytical and original writing
 1. Formulate and support a distinctive thesis
 2. Demonstrate analysis and argument, using quotation, paraphrase and summary appropriately
 3. Use outside sources, including libraries, electronic databases, and websites to develop contextual and biographical material related to course reading

Changed Field**Current Version****Proposed Version**

- metaphor, dramatic irony,
protagonist/antagonist
3. Formulate and support a distinctive thesis
 1. Use reading responses and logs as invention tools for developing and clarifying ideas
 2. Use outside sources, including libraries, electronic databases, and websites to develop contextual and biographical material related to course reading
 3. Demonstrate a balanced command of analysis and argument, using quotation, paraphrase and summary appropriately
 4. Develop consciously a personal style and voice in writing
 1. Develop topics reflective of student's interests and values
 2. Seek out fresh approaches in both topic and form, including experiments in language choices
 5. Engage in exercises that use classroom diversity and outside materials to encourage multiple readings and culturally diverse responses in assigned writing.

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form**Changed****Questions****Current Version****Proposed Version**

**For changes to the units and hours tab;
1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ENGL C1001, ENGL C1001H, EWRT D001B or EWRT D01BH	Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Course Outline: Part 1: 1. A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation: Part 2: 2. Writing assignments, final projects, and/or exams that evaluate ability to analyze critically and synthesize course materials and personal experience related to the study of literature.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Course Outline: Part 2: B. Examine and respond to a variety of literary texts in clear, analytical and original writing 1. Formulate and support a distinctive thesis 2. Demonstrate analysis and argument, using quotation, paraphrase and summary appropriately 3. Use outside sources, including libraries, electronic databases, and websites to develop contextual and biographical material related to course reading

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: B: 2. A sequence of formal essays showing students increasing command over subject, purpose, audience, tone, and style, including one longer work of at least 1500 words grounded in extensive searches outside of the course readings. The longer work might be web-based and/or part of a class publication. Total of 4 papers, at least 4000 words.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: A. Reading from a range of challenging literary texts (fiction, poetry, drama, literary non-fiction) from diverse social, cultural, and historical contexts that provoke critical consideration of important human values, including the power of the individual voice, the importance of community, and the richness of appreciating diversity and difference.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Blank area for the C-Matrix Form.

Changed Questions Current Version Proposed Version

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed Questions Current Version Proposed Version

**Objective 9:
Explore arithmetic
sequences and
series.**

No Value

No Value

**Objective 10:
Investigate,
throughout the
course as
applicable, how
mathematics has
developed as a
human activity
around the world.**

No Value

No Value

F-Matrix Form

Changed Questions Current Version Proposed Version

**Pre-algebra or
equivalent (or
higher), or
appropriate
placement beyond
pre-algebra. If this
is the requisite for
the course,
complete the
objective(s) below.
If this requisite is
being removed,
provide an
explanation as to
why.**

No Value

No Value

**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem solving
methods.**

No Value

No Value

**Objective 2: Solve
problems involving
arithmetic
operations,
including fractions,
percents and
decimals.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: A: Reading from a range of challenging literary texts (fiction, poetry, drama, literary non-fiction) from diverse social, cultural, and historical contexts that provoke critical consideration of important human values, including the power of the individual voice, the importance of community, and the richness of appreciating diversity and difference.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation: Part 2: A. Participation in class discussions and/or small group exercises B. Writing assignments, final projects, and/or exams that evaluate ability to analyze critically and synthesize course materials and personal experience related to the study of literature.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: B. Writing that integrates personal experience with critical consideration of course materials (a minimum of 6000 formally evaluated words in individual assignments or portfolio) 1. Informal writing such as journals and logs, reading responses and writing exercises, such as producing quatrains or sonnets 2. A sequence of formal essays showing students increasing command over subject, purpose, audience, tone, and style, including one longer work of at least 1500 words grounded in extensive searches outside of the course readings. The longer work might be web-based and/or part of a class publication. Total of 4 papers, at least 4000 words.

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: Part 1: 1. A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.</p>
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: Part 2: A. Analyze literary texts from a variety of cultural, social and historical contexts to develop a growing awareness of what defines literature</p>
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: Part 2: B. Examine and respond to a variety of literary texts in clear, analytical and original writing 1. Formulate and support a distinctive thesis 2. Demonstrate analysis and argument, using quotation, paraphrase and summary appropriately 3. Use outside sources, including libraries, electronic databases, and websites to develop contextual and biographical material related to course reading</p>

Comments

Changed	Questions	Current Version	Proposed Version
	<p>Stage 2: Department Chair</p>	No Value	No Value



Stage 3:
Division
Curriculum
Representative

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/13	Basic Course Information	Course ID	Required	Change EWRT to ENGL	
5/13	Basic Course Information	Course Description	Required	<p>Formatting: 1) Click at the beginning of the word "developing" on the second line and press the backspace key. This will move "developing" next to "literary genres."</p> <p>2) Click at the beginning of the word "critical" and press the backspace key. This will move "critical understanding" next to the previous word "and."</p>	
5/13	Basic Course Information	Attachments - Online Delivery Request Form	Required	<p>Please change the Online percentage to 51-100%</p> <p>Then, update the Online percentage in Section 6 to 51% to match.</p> <p>(Online classes at De Anza are any course where 51% or more of the class is completed virtually, so the Online percentage should not be lower than 51%.)</p>	
5/13	Specifications	Methods of Evaluation - Part 1	Required	<p>Formatting: Part 1 1) Click at the beginning of the word "at" (the discretion...) and press the backspace key.</p> <p>3) Click at the beginning of the word "writing" (, and response to questions) and press the backspace key.</p> <p>4) Click at the beginning of the word "and" (other forms of writing) and press the backspace key.</p> <p>5) Click at the beginning of the word "portfolios" and press the backspace key.</p>	
5/13	Specifications	Methods of Evaluation - Part 1	Recommended	Part 1: Consider formatting as bullet points or numbered list to make Part 1 easier to read	

Changed Questions Current Version Proposed Version

5/13	Specifications	Methods of Evaluation - Parts 1 & 2	Recommended	<p>Consider taking out the wording "(Identical and Required" and "List Additional Methods of Evaluation (Optional)" from the Part 1 and Part 2 headers.</p>	
5/13	Specifications	Examples of Primary Texts and References	Required	<p>Please copy and paste directly from the template.</p> <p>I recommend using one "textbook entry" box for each section of text from the template.</p> <p>For example: Box 1 Author: Part 1</p> <p>Box 2 Author: <i>Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.</i></p> <p>Box 3 Author: Representative Literature Textbooks (most recent edition):</p> <p>Box 4 Author: Mays, Kelly Title: <i>The Norton Introduction to Literature</i> Publisher: W.W. Norton Date/Edition: 15th, 2024 . . .</p> <p>Box ____ Author: Part 2</p> <p>Box ____ Your own department's ample books</p>	

Changed Questions Current Version Proposed Version

5/13	Learning Outcomes	Course Objectives	Required	<p>Please add your two Part 2 Course Objectives from the Course Outline below the required Part 1 Course Objectives</p> <p>Optional: You can add a Part 1 and Part 2 header to help separate the mandatory CCN and local Course Objectives.</p>
5/13	Course Outline	Part 1 & Part 2	Recommended	<p>Consider taking out the wording "Required Topics (Identical)" and "Optional Expanded or Additional Topics (optional)" from the Part 1 and Part 2 headers.</p>
5/13	Course Outline	Part 2, section B1	Required	<p>In Part 2 section B, the 1. needs a 2.</p> <p>Option 1: Add something for 2.</p> <ol style="list-style-type: none"> 2. Examine and respond to... <ol style="list-style-type: none"> 1. Formulate and support... <ol style="list-style-type: none"> 1. Demonstrate analysis... 2. Use outside sources... 3. add something or delete the c. 2. Add something here - a 1. needs a 2. <p>Option 2: Make 1a and 1b into 2 and 3</p> <ol style="list-style-type: none"> 2. Examine and respond to... <ol style="list-style-type: none"> 1. Formulate and support... 2. Demonstrate analysis... (formerly B 1a) 3. Use outside sources... (formerly B 1b) <p>Option 3: Other?</p>

Changed Questions **Current Version** **Proposed Version**

					<p>Please complete the A-Matrix form for the prerequisite: ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100</p> <p>Please link the relevant A-Matrix Objectives to skills/activities/assignments that are listed in the Outline, Assignments, or Methods of Evaluation areas. For example:</p> <ul style="list-style-type: none"> • Outline B. 1. - brief summary of area referenced • Assignments A. 1. - brief summary of area referenced • Methods of Evaluation C. - brief summary of area referenced <p>Please clarify if each alphabetical reference is to the course Outline, Assignments, or Methods of Evaluation</p> <p>Example: Outline Part 1, 3. Active and critical...</p>
	5/13	A-Matrixes	Objectives 1 - 5 (as applicable)	Required	
	5/13	De Anza GE Form	Criteria 1 - 5	Required	<p>Please fill out each Criteria with reference to only the course Outline, Assignments or Methods of Evaluation areas (cite, copy and paste the area referenced)</p>

Stage 4: Division Dean No Value No Value

Stage 5: SLO Coordinator No Value No Value

Stage 7: Content Review Matrix Liaison No Value No Value

Changed Questions Current Version Proposed Version

 Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
		5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 51% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages if needed.	Y (KE)

 Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
		05/27/25	Specifications	Suggested Reading List	Required	All literature courses must have a suggested reading list. The suggested reading list for this course is currently blank. See ELIT 11 for formatting.	Y (KC)

Stage 10: De Anza General Education	No Value	No Value
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Stage 13: Curriculum Committee	No Value	No Value
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CO

Changed Questions	Current Version	Proposed Version
Sort ID (00 < 10; 0 < 100)	EWRT 001C	EWRT 001C
Course Status	Non-substantial	Non-substantial
Course Characteristics	NA	NA
Cross-Listed/Related Course Information	NA	NA
Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/26/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	EWRTD001C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000317934

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College
Change Report
 05/29/2025

Summary of Changes

Section

Changed field

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> • Mi Chang 	<ul style="list-style-type: none"> • Karen Chow • Pesano, Julie • Giardino, Alex • Lisha, Sarah • Endow, Katelyn
	Course ID (CB01A and CB01B)	EWRTD001B	EWRTD001B <u>ENGLC1003</u>
	Course Control Number	CCC000227546	CCC000227546
	Course Title (CB02)	Reading, Writing and Research	Reading, Writing, Critical Thinking, and Research <u>Writing through Literature</u>
	Short Course Title	READNG, WRTNG & RESRCH	READNG, WRTNG & RESRCH
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	EWRT - English Writing	EWRT- ENGL - English Writing <u>English</u>
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>This course will emphasize the development of analytical, integrative skills in reading and writing. Students will explore academic (interpretive, analytical, argumentative) writing based largely on reading of literary/imaginative texts linked by a common theme or issue. The course includes outside research leading to analysis, comparison, and synthesis in documented research paper.</p>	<p>This course will emphasize the development of Part 1: <u>In this course, students receive instruction in analytical, integrative skills in reading critical, and argumentative writing. Students will explore academic (interpretive, analytical, argumentative) writing based largely on develop critical thinking, close reading and literary analysis skills, research strategies, information literacy, and knowledge of literary/imaginative texts linked by accurate documentation through the study of diverse literary works from a common theme or issue. The course includes outside research leading to analysis, comparison, and synthesis in documented research paper. variety of literary genres, developing an appreciation for literature.</u></p>

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly <u>ENGLD001B/EWRT D001B.</u>)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and also belongs on the De Anza AA Degrees. This course helps students to develop more advanced critical thinking skills including the close analysis of verbal and nonverbal texts as well as organizational patterns. The course also provides students the opportunity to evaluate argumentation and its logical elements including performing independent research leading to analysis, comparison, and synthesis.</p>	<p>This course meets a general education requirement for De Anza <u>Ana</u> and <u>Cal-GETC.</u> and also belongs on the De Anza <u>English</u> AA Degrees <u>Degree</u>. This course is <u>UC and CSU transferable.</u> This course helps students to develop more advanced critical thinking skills including the close analysis of verbal and nonverbal texts as well as organizational patterns. The course also provides students the opportunity to evaluate argumentation and its logical elements including performing independent research leading to analysis, comparison, and synthesis.</p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	<u>ENGL C1003</u>
!	Does the course have a Foothill equivalent?	No	No <u>Yes</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	No value
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
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	Course General Education Status (CB25)	A	A
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	Transfer Status	Approved	Approved
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GE Information

System/Institution	C-ID
Area(s)	• ENGL - Approved.
-	C-ID ENGL 110

System/Institution	C-ID
Area(s)	• ENGL - Approved.
-	C-ID ENGL 110

System/Institution	De Anza GE - Supplemental
Area(s)	• 2G4E - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	• CA1B - Pending.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

System/Institution	De Anza GE - Supplemental
Area(s)	• 2G4E - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Methods of Instruction

Methods of Instruction

- Methods of Instruction**
- Lecture and visual aids
 - Discussion of assigned reading
 - In-class exploration of Internet sites
 - Homework and extended projects
 - Guest speakers
 - Collaborative learning and small group exercises
 - Collaborative projects

Methods of Instruction

Methods of Instruction

- Methods of Instruction**
- Lecture and visual aids
 - Discussion of assigned reading
 - In-class exploration of Internet sites
 - Homework and extended projects
 - Guest speakers
 - Collaborative learning and small group exercises
 - Collaborative projects

Assignments

1. Reading

- 1. Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
- 2. At least one book-length work by a single author
- 3. Emphasis on literary/imaginative texts
- 4. A guide to rhetoric, literary terms, and usage, as desired

2. Writing (including at least 8000 words of formally evaluated writing)

- 1. Informal writing such as journal entries, responses to reading, and writing exercises
- 2. sequence of analytical, literature based essays of varying purposes.
- 3. A major research paper of at least 2000 words.

3. Class discussions that develop conclusions, theories, and hypotheses in response to assigned readings.

- 1. Oral presentations
- 2. Debates
- 3. Collaborative projects

4. Final exam (may be a presentation,debate, paper, exam, etc)

1. Reading

- 1. Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
- 2. At least one book-length work by a single author
- 3. Emphasis on literary/imaginative texts
- 4. A guide to rhetoric, literary terms, and usage, as desired

2. Writing (including at least 5000 words of formally evaluated writing)

- 1. Informal writing such as journal entries, responses to reading, and writing exercises
- 2. sequence of analytical, literature based essays of varying purposes.
- 3. A major research paper of at least 1500 words.

3. Class discussions that develop conclusions, theories, and hypotheses in response to assigned readings.

- 1. Oral presentations
- 2. Debates
- 3. Collaborative projects

4. Final exam (may be a presentation,debate, paper, exam, etc)

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Essays, as listed in assignments above, carefully evaluated according to clarity/correctness, organization/coherence, literary terms and concepts, and development/depth.
2. Quizzes (e.g., to monitor reading) and other exams to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.
3. Class participation, including activities such as oral presentations, small-group activities and projects, and class discussions and debates to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.
4. A major research paper to assess abilities in research, citation, analysis, and synthesis of different points of views in a chosen research topic.
5. Final exam

Methods of Evaluation

Methods of Evaluation

**Methods
of
Evaluation**

Part 1:
Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include primarily written assignments and a minimum of 5,000 words of revised formal writing. Formal writing (including essays) that receives instructor feedback and that goes through a revision process. Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions). Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.

Part 2:

1. Essays, as listed in assignments above, carefully evaluated according to clarity/correctness, organization/coherence, literary terms and concepts, and development/depth.
2. Quizzes (e.g., to monitor reading) and other exams to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.
3. Class participation, including activities such as oral presentations, small-group activities and projects, and class discussions and debates to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.
4. A major research paper to assess abilities in research, citation, analysis, and synthesis of different points of views in a chosen research topic.
5. Final exam.

Changed Field

Current Version

Proposed Version

**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None
-

Examples of Primary Texts and References

Title	No value
Author	Gardner, Janet and Diaz, Joanne. Reading and Writing About Literature A Portable Guide. Bedford/St. Martin's. 4th Edition. 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gardner, Janet and Lawn, Beverly. Literature: A Portable Anthology. 4th Edition. Bedford/St. Martin's. 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hacker, Diana and Fisher, Barbara. "Research and Documentation in the Digital Age." 7th Edition. Boston: Bedford/St. Martin's, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lunsford, Andrea. "Easy Writer." New York: Bedford/St. Martin's, 2018. 7th edition.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Sample Textbooks, Manuals, or Other Support Materials (most recent edition):
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	- Texts containing culturally diverse college-level fiction, poetry, drama texts.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed Field**Current Version****Proposed Version**

Title	No value
Author	- A college-level handbook on writing about literature and documentation.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	- A writing handbook must be included.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	List of possible textbooks, not comprehensive or exclusive:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Representative Literature Textbooks:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Making Arguments about Literature
Author	Schilb, John, and John Clifford
Publisher	Boston: Bedford/St. Martin's
Date/Edition	4th edition, 2024
ISBN	No value

Changed Field

Current Version

Proposed Version

Title	Reading Literature and Writing Argument
Author	James, Missy, and Alan P. Merickel
Publisher	New York: Longman
Date/Edition	7th edition, 2021
ISBN	No value

Title	Strategies for Reading and Arguing About Literature
Author	Morgan, Meg, et al.
Publisher	Longman
Date/Edition	No value
ISBN	No value

Title	The Bedford Introduction to Literature: Reading, Writing, Thinking
Author	Meyer, Michael
Publisher	Boston: Bedford/St. Martin's
Date/Edition	No value
ISBN	No value

Title	An Introduction to Literature
Author	Barnet, Sylvan, et al.
Publisher	New York: Longman
Date/Edition	No value
ISBN	No value

Title	No value
Author	Representative Writing Handbook:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Writing About Literature: A Portable Guide
Author	Gardner, Janet E.
Publisher	Boston: Bedford/St. Martins (also available with MLA insert)
Date/Edition	6th, 2025
ISBN	No value

Title	The Little Seagull Handbook
Author	Bullock, Richard, et al.
Publisher	W.W. Norton & Company
Date/Edition	5th edition, 2024
ISBN	No value

Title	A Handbook to Literature
Author	Harmon, William, and C. Hugh Holman
Publisher	Upper Saddle River, NJ: Prentice Hall
Date/Edition	No value
ISBN	No value

Title	No value
Author	Texts used by individual institutions and even individual sections will vary.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Textbooks older than 7 years must be clearly labeled as classic or legacy.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed Field**Current Version****Proposed Version**

Title	No value
Author	Where possible, it is recommended that OER options be noted.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Part 2:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Literature: The Human Experience
Author	Abcarian, Richard, Klotz, Marvin, and Cohen, Samuel
Publisher	Bedford/St. Martin's
Date/Edition	Thirteenth edition, 2018
ISBN	No value

Changed Field

Current Version

Proposed Version

Suggested Reading List

Reading List Adiga, Aravind. "The White Tiger". New York: Free Press, 2008.

May include, but are not limited to No value

Reading List Adiga, Aravind. "The White Tiger". New York: Free Press, 2008.

May include, but are not limited to No value

Reading List Akhtar, Ayad. Disgraced. New York: Back Bay Books, 2013.

May include, but are not limited to No value

Reading List Akhtar, Ayad. Disgraced. New York: Back Bay Books, 2013.

May include, but are not limited to No value

Reading List Beukes, Lauren. "Moxyland (Angry Robot)." New York: Angry Robot, 2013.

May include, but are not limited to No value

Reading List Beukes, Lauren. "Moxyland (Angry Robot)." New York: Angry Robot, 2013.

May include, but are not limited to No value

Reading List Denny, Dave. Fool in the Attic. Aldrich Press. 2013. Print.

May include, but are not limited to No value

Reading List Denny, Dave. Fool in the Attic. Aldrich Press. 2013. Print.

May include, but are not limited to No value

Reading List Englander, Nathan. What We Talk About When We Talk About Anne Frank. New York:Vintage, 2013.

May include, but are not limited to No value

Reading List Englander, Nathan. What We Talk About When We Talk About Anne Frank. New York:Vintage, 2013.

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List Heivoll, Gaute. Before I Burn: A Novel . New York: Graywolf Press, 2014.

May include, but are not limited to No value

Reading List Heivoll, Gaute. Before I Burn: A Novel . New York: Graywolf Press, 2014.

May include, but are not limited to No value

Reading List Hong, Cathy Park. "Engine Empire." New York: W.W. Norton 2012.

May include, but are not limited to No value

Reading List Hong, Cathy Park. "Engine Empire." New York: W.W. Norton 2012.

May include, but are not limited to No value

Reading List Hudes, Quiara Alegría. Water by the Spoonful. New York: Theatre Communications Group, 2012.

May include, but are not limited to No value

Reading List Hudes, Quiara Alegría. Water by the Spoonful. New York: Theatre Communications Group, 2012.

May include, but are not limited to No value

Reading List Johnson, Adam. The Orphan Master's Son. New York: Random House Trade Paperbacks, 2012.

May include, but are not limited to No value

Reading List Johnson, Adam. The Orphan Master's Son. New York: Random House Trade Paperbacks, 2012.

May include, but are not limited to No value

Reading List Johnson, Denis. Train Dreams: A Novella. New York: Picador, 2012.

May include, but are not limited to No value

Reading List Johnson, Denis. Train Dreams: A Novella. New York: Picador, 2012.

May include, but are not limited to No value

Reading List Lahiri, Jhupa. "The Lowland". New York: Pantheon, 2013.

Reading List Lahiri, Jhupa. "The Lowland". New York: Pantheon, 2013.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

May include, but are not limited to No value

Reading List Lee, Chang-Rae. On Such a Full Sea: A Novel. New York: Riverhead Hardcover, 2014.

Reading List Lee, Chang-Rae. On Such a Full Sea: A Novel. New York: Riverhead Hardcover, 2014.

May include, but are not limited to No value

May include, but are not limited to No value

Reading List Mueenuddin, Daniyal. In Other Rooms, Other Wonders. New York: W. W. Norton & Company, 2009.

Reading List Mueenuddin, Daniyal. In Other Rooms, Other Wonders. New York: W. W. Norton & Company, 2009.

May include, but are not limited to No value

May include, but are not limited to No value

Reading List Nottage, Lynn. Ruined. New York: Dramatists Play Service, Inc., 2010.

Reading List Nottage, Lynn. Ruined. New York: Dramatists Play Service, Inc., 2010.

May include, but are not limited to No value

May include, but are not limited to No value

Reading List Smith, Zadie. "NW". New York: Penguin Books, 2013.

Reading List Smith, Zadie. "NW". New York: Penguin Books, 2013.

May include, but are not limited to No value

May include, but are not limited to No value

Learning Outcomes

Course Objectives

- Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media
 - Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue
 - Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on a central theme or issue
- Part 1:
 - Critically read, analyze, compare, and evaluate diverse complex literary texts.
 - Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
 - Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and literary analysis, supporting them with a variety of appropriate textual evidence and examples.
 - Identify a text's premise(s) and/or assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
 - Analyze and employ logical and structural methods such as inductive and deductive reasoning, causation, and supporting claims with reasons, evidence, and responding to diverse perspectives and values.
 - Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
 - Draft and revise writing for style, diction, and tone showing awareness of audience and social context, and the purpose of the specific writing task; engage in a revision process so that language use does not impede clarity or disrupt meaning.
 - Identify key elements of major genres (including poetry, drama, fiction) in order to analyze and interpret texts.
 - Define common literary terms and apply these to analysis of specific texts.
 - Part 2:
 - Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media.
 - Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue.
 - Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue.

Expected SLO Performance 0.0

CSLOs Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue.

Expected SLO Performance 0.0

CSLOs Demonstrate analytical, organizational, verbal, and research skills in writing.

Expected SLO Performance 0.0

CSLOs Demonstrate analytical, organizational, verbal, and research skills in writing.

Expected SLO Performance 0.0

CSLOs Evaluate multiple sources and integrate them in an analytical research paper.

Expected SLO Performance 0.0

CSLOs Evaluate multiple sources and integrate them in an analytical research paper.

Expected SLO Performance 0.0

Course Outline

Course Content

1. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media
 1. Persuasion (point of view, tone, emotional appeals)
 1. Capacity for evaluation
 2. Capacity for writing and analyzing judgments
 2. Distinction between fact and opinion, primary and secondary sources, perception and inference, knowledge and belief
 1. Awareness of rebuttal strategies
 2. Awareness of counterargument strategies
 3. Awareness of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
 4. Analysis of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
2. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue
 1. Demonstrate an understanding of the key elements of literary and non-literary genres, using appropriate literary terminology to interpret, analyze, evaluate, and compare literary/imaginative themes and devices in texts such as:
 1. Poetry, dramatic writing, and fiction (novel and short story)
 2. Personal memoir and historical documents
 3. Related art forms such as film and digital media
 2. Apply knowledge of cultural/historical context to interpretation and analysis of literary/imaginative texts
 1. Examination of cultural codes, beliefs, and practices
 2. Examination of cultural groups and identities, including ethnic

Part 1:

1. Writing and active reading skills for logical reasoning and argumentation.
2. A minimum of 3 literary genres, including poetry, drama, and fiction (novel and/or short story) from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds.
3. Critical approaches to literature and effective use of literary terms and devices.
4. Explication, interpretation, and literary analysis.
5. Writing critically about literature.
6. Minimum 5,000 words of revised formal writing.

Part 2:

1. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media
 1. Propositions (claims), support (evidence, expert opinions, motivational appeals), and assumptions
 1. Analysis of argument
 2. Awareness of judgments
 2. Persuasion (point of view, tone, emotional appeals)
 1. Awareness of rebuttal strategies
 2. Awareness of counterargument strategies.
 3. Distinction between fact and opinion, primary and secondary sources, perception and inference, knowledge and belief
 1. Examination of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
 2. Analysis of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
2. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue

- groups, social classes, and sexual/gender identities
3. Recognize, compare, and evaluate alternative points of view, and critical approaches, including those found in library, internet, and (optionally) field-based research
 1. Additional literary/imaginative texts
 2. Critical commentaries
 3. Cultural, historical information and perspectives
 4. Scientific information and perspectives
 3. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on a central theme or issue
 1. Apply the process model of composition to writing and rewriting
 1. Idea generation
 2. Planning
 3. Drafting
 4. Revising
 5. Editing
 2. Integrate logical and organizational models in written essays and critical responses
 1. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
 2. Employ an organizational model that includes an introduction, focused body paragraphs and conclusion
 3. Employ a logical sequence with attention to transitions, word usage, and connections between sentences
 3. Formulate written analyses of literary/imaginative texts on the basis of multiple perspectives and sources of evidence
 1. Internal textual evidence
 2. Cultural/historical context
 3. Relevant analytical (social, scientific) texts
 4. Personal experience
 4. Integrate multiple sources and points of view (from library-, internet-, and field-based research) in documented, analytical research paper
 1. Compare additional literary/imaginative texts
 2. Apply critical commentaries and cultural and/or scientific perspectives

1. Demonstrate an understanding of the key elements of literary and non-literary genres, using appropriate literary terminology to interpret, analyze, evaluate, and compare literary/imaginative themes and devices in texts such as:
 1. Poetry, dramatic writing, and fiction (novel and short story)
 2. Personal memoir
 3. Related art forms such as film
2. Apply knowledge of cultural/historical context to interpretation and analysis of literary/imaginative texts
 1. Examination of cultural codes, beliefs, and practices
 2. Examination of cultural groups and identities, including ethnic groups, social classes, and sexual/gender identities
3. Recognize, compare, and evaluate alternative points of view, and critical approaches, including those found in library, internet, and (optionally) field-based research
 1. Additional literary/imaginative texts
 2. Critical commentaries
 3. Cultural, global, historical information, and perspectives
 4. Scientific information and perspectives
3. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue
 1. Apply the process model of composition to writing and rewriting
 1. Gathering
 2. Planning
 3. Drafting
 4. Revising
 5. Editing
 2. Creation and integration of logical and organizational models of written text with linear sequence of words and sentences
 1. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
 2. Employ an organizational model that includes an introduction, focused body paragraphs and conclusion
 3. Employ a logical sequence with attention to transitions, word usage, and connections between sentences

Changed Field

Current Version

Proposed Version

- 3. Formulate written, analyses of literary/imaginative texts on the basis of multiple perspectives and sources of evidence
 - 1. Internal textual evidence
 - 2. Global/Cultural/historical context
 - 3. Relevant analytical (social, scientific) texts
 - 4. Personal experience
- 4. Integrate multiple sources and points of view (from library-, internet-, and field-based research) in documented, analytical research paper
 - 1. Compare additional literary/imaginative texts
 - 2. Apply critical commentaries and cultural and/or scientific perspectives
- 5. Create and propose ideas for new areas of exploration with a text.
 - 1. Identify existing theories, discourse, and logical fallacies within a text.
 - 2. Examine and analyze such theories and discourse.
 - 3. Formulate and develop new theories or combinations of theories that demonstrate intellectual risk-taking.

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

Changed

Questions

Current Version

Proposed Version

**For changes to the units and hours tab;
 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ENGL C1000 or ENGL C1000H or ESL D005.	Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline Part 2. A. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Outline Part 2. B. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Outline Part 2. C. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue.

Changed	Questions	Current Version	Proposed Version
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation Part 2. A. Essays, as listed in assignments above, carefully evaluated according to clarity/correctness, organization/coherence, literary terms and concepts, and development/depth.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation Part 2. D. A major research paper to assess abilities in research, citation, analysis, and synthesis of different points of views in a chosen research topic.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Blank area for the C-Matrix Form.

Changed Questions **Current Version** **Proposed Version**

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed Questions Current Version Proposed Version

**Objective 9:
Explore arithmetic
sequences and
series.**

No Value

No Value

**Objective 10:
Investigate,
throughout the
course as
applicable, how
mathematics has
developed as a
human activity
around the world.**

No Value

No Value

F-Matrix Form

Changed Questions Current Version Proposed Version

**Pre-algebra or
equivalent (or
higher), or
appropriate
placement beyond
pre-algebra. If this
is the requisite for
the course,
complete the
objective(s) below.
If this requisite is
being removed,
provide an
explanation as to
why.**

No Value

No Value

**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem solving
methods.**

No Value

No Value

**Objective 2: Solve
problems involving
arithmetic
operations,
including fractions,
percents and
decimals.**

No Value

No Value

Changed Questions Current Version Proposed Version

Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

No Value



Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

Not open to students with credit in the Honors Program related course.

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: Part 2. A. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Written communication Assignments: B. Writing (including at least 5000 words of formally evaluated writing) Oral Communication & Collaborative exercises: Assignments: C. Class discussions that develop conclusions, theories, and hypotheses in response to assigned readings. Oral presentations Debates Collaborative projects
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: Part 2. A. 3. Distinction between fact and opinion, primary and secondary sources, perception and inference, knowledge and belief a. Examination of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon) b. Analysis of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Assignments: A. Reading Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline Part 2. C. 3. Formulate written, analyses of literary/imaginative texts on the basis of multiple perspectives and sources of evidence a. Internal textual evidence b. Global/Cultural/historical context c. Relevant analytical (social, scientific) texts d. Personal experience
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluation: Part 1 4. Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios. Part 2 C. Class participation, including activities such as oral presentations, small-group activities and projects, and class discussions and debates to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.

Comments

Changed	Questions	Current Version	Proposed Version
	<p>Stage 2: Department Chair</p>	No Value	No Value

Changed Questions **Current** **Proposed Version**



**Stage 3:
Division
Curriculum
Representative**

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/13	Basic Course Information	Course Description	Required	<p>Formatting:</p> <p>1) Click at the beginning of the word "Students" (develop critical...) in the second sentence and press the backspace key. This will move the second sentence next to the first sentence on the same row.</p> <p>2) Click at the beginning of the word "information" and press the backspace key. This will move "information literacy" next to the previous phrase "research strategies."</p> <p>3) Click at the beginning of the word "literary" and press the backspace key. This will move "literary works" next to the previous word "diverse."</p>	Y
5/13	Basic Course Information	Mode of Delivery	Required	Please also check " Online " since there is an Online Course Delivery Request form attached.	Y
5/13	Basic Course Information	Attachments - Hybrid Delivery Request Form	Required	<p>Please change the Face-to-face percentage to less than 100% (Recommended: 50 - 90%)</p> <p>(100% Face-to-face would not be a hybrid course.)</p>	Y
5/13	Specifications	Methods of Evaluation - Parts 1 & 2	Recommended	<p>Consider having just "Part 1" and "Part 2" as headers and deleting the other information.</p> <p><small>Methods of Evaluation: (Identical and Required)</small></p> <p><small>Part 1: (Identical and Required):</small></p> <p><small>Part 2 List Additional Methods of Evaluation (Optional):</small></p>	Y

Changed Questions	Current Version	Proposed Version
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	5/13	Specifications
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		Examples of Primary Texts and References
--	--	--

		Required
--	--	-----------------

			Please copy and paste directly from the template.
--	--	--	---

			I recommend using one "textbook entry" box for each section of text from the template.
--	--	--	--

			For example:
--	--	--	--------------

			Box 1
--	--	--	-------

			Author: Part 1
--	--	--	-----------------------

			Box 2
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			Author: <i>Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.</i>
--	--	--	--

			Box 3
--	--	--	-------

			Author: Sample Textbooks, Manuals, or Other Support Materials (most recent edition):
--	--	--	---

			Box 4
--	--	--	-------

			Author: - Texts containing culturally diverse college-level fiction, poetry, drama texts.
--	--	--	--

			Box 5
--	--	--	-------

			Author: - A college-level handbook on writing about literature and documentation.
--	--	--	--

			Box 6
--	--	--	-------

			Author: - A writing handbook must be included.
--	--	--	---

			Box 7
--	--	--	-------

			Author: List of possible textbooks, not comprehensive or exclusive:
--	--	--	--

			Box 8
--	--	--	-------

			Author: Representative Literature Textbooks:
--	--	--	---

			Box 9
--	--	--	-------

			Author: Schilb, John, and John Clifford
--	--	--	--

			Title: <i>Making Arguments about Literature</i>
--	--	--	--

			Publisher: Boston: Bedford/St. Martin's
--	--	--	--

			Y
--	--	--	---

Changed Questions Current Version Proposed Version

Changed Questions	Current Version	Proposed Version				
					<p>Date/Edition: 4th edition, 2024.</p> <p>.</p> <p>.</p> <p>.</p> <p>Box ____</p> <p>Author: Part 2</p> <p>Box ____</p> <p>Your own department's sample books</p>	
5/13	Learning Outcomes	Course Objectives	Required	<p>This part should come from the CCN template Course Objectives/Outcomes (page 5). Please switch this section with what you have in the Outline tab for Part 1.</p> <p>Part 1</p> <p>1. Critically read, analyze...</p> <p>2. Reflect critically...</p> <p>3. Compose thesis-driven...</p> <p>.</p> <p>9. Define common...</p> <p>Optional: You can add a Part 1 and Part 2 header to help separate the mandatory CCN and local Course Objectives.</p>	Y	
5/13	Learning Outcomes	Course Objectives	Required	<p>Please add your three Part 2 Course Objectives from the Course Outline below the required Part 1 Course Objectives.</p> <p>Part 2</p> <p>Evaluate argumentation...</p> <p>Develop analytical, integrative skills...</p> <p>Develop analytical, logical...</p>	Y	
5/13	Course Outline	Part 1	Required	<p>This part should come from the CNN template Course Content (page 4). Please switch this section with what you have for the Course Objectives in the Learning Outcomes tab.</p> <p>Part 1:</p> <p>1. Writing and active reading...</p> <p>2. A minimum of...</p> <p>.</p> <p>.</p> <p>6. Minimum 5,000 words...</p>	Y	

Changed Questions	Current Version	Proposed Version				
	5/13	Course Outline	Part 2	Required	<p>Formatting: For the indented sections, please match the format below. Click on a line, right click, and select "Numbered List Properties."</p> <p>1. Upper Alpha (A, B, C...) 1. Decimal (1, 2, 3...) --- these are all OK 1. Lower Alpha (a, b, c...)</p> <p>Example: 1. Evaluate argumentation... 1. Propositions... 1. Analysis... 2. Awareness... 2. Persuasion...</p>	Y
	5/13	Req/Adv	Prerequisites	Required	<p>Copy and paste the language from the CCN template (page 3):</p> <p>Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.</p>	Y
	5/13	A-Matrix Form	Objectives 1 - 5 (as applicable)	Required	<p>Please complete the A-Matrix form for the prerequisite: ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100</p> <p>Please link the relevant A-Matrix Objectives to skills/activities/assignments that are listed in the Outline, Assignments, or Methods of Evaluation areas. For example:</p> <ul style="list-style-type: none"> • Outline B. 1. - brief summary of area referenced • Assignments A. 1. - brief summary of area referenced • Methods of Evaluation C. - brief summary of area referenced <p>Please clarify if each alphabetical reference is to the course Outline, Assignments, or Methods of Evaluation</p> <p>Example: Outline Part 2, B. Develop analytical...</p>	Y

Changed Questions **Current Version** **Proposed Version**

			5/13	H-Matrix Form	Objective 6	Required	For the Limitation on Enrollment "Not open to students with credit in the Honors Program related course," please fill out the H-Matrix, Objective 6. Copy/paste the limitation and give a brief reason.	Y
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Stage 4: Division Dean	No Value	No Value						
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Stage 5: SLO Coordinator	No Value	No Value						
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Stage 7: Content Review Matrix Liaison	No Value	No Value						
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Stage 8: Dean of Online Learning	No Value		Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	-Please mention that the online content will be ADA-compliant on #12.	Y

Stage 9: Articulation Officer	No Value	No Value						
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Stage 10: De Anza General Education	No Value	No Value						
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Stage 13: Curriculum Committee	No Value	No Value						
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CO

Changed Questions	Current Version	Proposed Version
Sort ID (00 < 10; 0 < 100)	EWRT 001B	EWRT 001B
Course Status	Non-substantial	Non-substantial
Course Characteristics	NA	NA
Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	EWRTD001B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000227546

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College
Change Report
 05/29/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Course Title (CB02)
General Information	Department
General Information	Effective Term
General Information	Short Course Title
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Req/Adv	Prerequisite(s):
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section**Changed field**

H-Matrix Form

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

H-Matrix Form

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 8: Dean of Online Learning

CO

Hybrid Approval Date (MM/DD/YYYY)

Formerly Statement

Formerly Statement

Course Justification

Course Justification

Foothill Equivalency

Foothill Course ID

Foothill Equivalency

Does the course have a Foothill equivalent?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Karen Chow Pesano, Julie Lisha, Sarah Giardino, Alex Quigley, Jill Endow, Katelyn
!	Course ID (CB01A and CB01B)	EWRTD01BH	EWRTD01BH <u>ENGLC1003H</u>
	Course Control Number	CCC000558480	CCC000558480
!	Course Title (CB02)	Reading, Writing and Research - HONORS	Reading, Writing and Research <u>Critical Thinking, and Research Writing through Literature</u> - HONORS <u>Honors</u>
!	Short Course Title	READNG, WRTNG & RESRCH-HONORS	READNG, WRTNG & RESRCH-HONORS
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
!	Department	EWRT - English Writing	EWRT- <u>ENGL</u> - English Writing <u>English</u>
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>This course will emphasize the development of analytical, integrative skills in reading and writing. Students will explore academic (interpretive, analytical, argumentative) writing based largely on reading of literary/imaginative texts linked by a common theme or issue. The course includes outside research leading to analysis, comparison, and synthesis in documented research paper. Because this is an honors program course, students will be expected to complete extra assignments to gain deeper insight in critical thinking and literature.</p>	<p>This course will emphasize the development of analytical, integrative skills in reading and writing. Students will explore academic (interpretive, analytical, argumentative) writing based largely on reading of literary/imaginative texts linked by a common theme or issue. The course includes outside research leading to analysis, comparison, and synthesis in documented research paper. Because <u>Part 1:</u> <u>In this is an honors program course, students will be expected to complete extra assignments to gain deeper insight receive instruction in analytical, critical, and argumentative writing.&nbsp;Students develop critical thinking- thinking, close reading and literary analysis skills, research strategies,&nbsp;information literacy, and knowledge of accurate documentation through the study of diverse&nbsp;literary works from a variety of literary genres, developing an appreciation for literature. This is an&nbsp;honors course.</u></p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly ENGL D01BH/EWRT D01BH.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and also belongs on the De Anza AA Degrees. It is UC and CSU transferable. This course helps students to develop more advanced critical thinking skills including the close analysis of verbal and nonverbal texts as well as organizational patterns. Also, the course provides students the opportunity to evaluate argumentation and its logical elements including performing independent research leading to analysis, comparison, and synthesis. This course is the honors version of EWRT D001B and as a result includes more advanced assignments and assessments.</p>	<p>This course meets a general education requirement for De Anza- Ana and Cal-GETC, and also belongs on the De Anza English AA Degrees- It Degree. This course is UC and CSU transferable. This course helps students to develop more advanced critical thinking skills including the close analysis of verbal and nonverbal texts as well as organizational patterns. Also, the The course <u>also</u> provides students the opportunity to evaluate argumentation and its logical elements including performing independent research leading to analysis, comparison, and synthesis. This course is the an honors version of EWRT D001B- <u>course</u> and as a result includes more advanced assignments and assessments.</p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	<u>ENGL C1003H</u>
	Does the course have a Foothill equivalent?	No	No <u>Yes</u>

More Options

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English
Award Type	Associate in Arts (A.A.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	English for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Journalism
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Journalism
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Journalism
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Journalism
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)

Associated Program	Liberal Arts (Arts and Letters Emphasis)

Changed Field**Current Version****Proposed Version****Award Type** Associate in Arts (A.A.) Degree**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Psychology for Transfer**Associated Program** Psychology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Psychology for Transfer**Associated Program** Psychology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Public Relations**Associated Program** Public Relations**Award Type** Certificate of Achievement-Advanced (COA-A)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Public Relations**Associated Program** Public Relations**Award Type** Certificate of Achievement-Advanced (COA-A)**Award Type** Certificate of Achievement-Advanced (COA-A)**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version****Transfer Status (CB05)** Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

A

A

Transfer Status Approved

Approved

Changed Field

Current Version

Proposed Version



GE Information

System/Institution	C-ID
Area(s)	• ENGL - Approved.
-	C-ID ENGL 110

System/Institution	C-ID
Area(s)	• ENGL - Approved.
-	C-ID ENGL 110

System/Institution	De Anza GE - Supplemental
Area(s)	• 2G4E - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	• CA1B - Pending.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

System/Institution	De Anza GE - Supplemental
Area(s)	• 2G4E - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed Field

Current Version

Proposed Version

Lecture Hours - In Class	5	5
Lecture Hours - Out of Class	10	10
Laboratory Hours - In Class	0	0
Laboratory Hours - Out of Class	0	0
NA Hours - In Class	0	0
NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			

! **Methods of Instruction**

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects

! **Assignments**

1. Reading
 1. Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
 2. At least one book-length work by a single author
 3. Emphasis on literary/imaginative texts
 4. A guide to rhetoric, literary terms, and usage, as desired
2. Writing (including at least 8000 words of formally evaluated writing)
 1. Informal writing such as journal entries, responses to reading, and writing exercises
 2. a sequence of analytical, literature based essays of varying purposes.
 3. A major research paper of at least 2000 words.
3. Class discussions that develop conclusions, theories, and hypotheses in response to assigned readings.
 1. Oral presentations
 2. Debates
 3. Collaborative projects
4. Final exam (may be a presentation,debate, paper, exam, etc)
5. An independent honors project in a written or multi-media format.

1. Reading
 1. Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
 2. At least one book-length work by a single author
 3. Emphasis on literary/imaginative texts
 4. A guide to rhetoric, literary terms, and usage, as desired
2. Writing (including at least 5000 words of formally evaluated writing)
 1. Informal writing such as journal entries, responses to reading, and writing exercises
 2. a sequence of analytical, literature based essays of varying purposes.
 3. A major research paper of at least 1500 words.
3. Class discussions that develop conclusions, theories, and hypotheses in response to assigned readings.
 1. Oral presentations
 2. Debates
 3. Collaborative projects
4. Final exam (may be a presentation,debate, paper, exam, etc)
5. An independent honors project in a written or multi-media format.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Essays, as listed in assignments above, carefully evaluated according to clarity/correctness, organization/coherence, literary terms and concepts, and development/depth. 2. Quizzes (e.g., to monitor reading) and other exams to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts. 3. Class participation, including activities such as oral presentations, small-group activities and projects, and class discussions and debates to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts. 4. A major research paper to assess abilities in research, citation, analysis, and synthesis of different points of views in a chosen research topic. 5. Final exam 6. Independent honors project to assess abilities in analysis and synthesis of different points of views in a chosen topic.q1

Methods of Evaluation

Methods of Evaluation

Part 1:

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include primarily written assignments and a minimum of 5,000 words of revised formal writing. Formal writing (including essays) that receives instructor feedback and that goes through a revision process. Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions). Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.

Part 2:

1. Essays, as listed in assignments above, carefully evaluated according to clarity/correctness, organization/coherence, literary terms and concepts, and development/depth.
2. Quizzes (e.g., to monitor reading) and other exams to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.
3. Class participation, including activities such as oral presentations, small-group activities and projects, and class discussions and debates to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.
4. A major research paper to assess abilities in research, citation, analysis, and synthesis of different points of views in a chosen research topic.
5. Final exam.

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6. Independent honors project to assess abilities in analysis and synthesis of different points of views in a chosen topic.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Gardner, Janet and Diaz, Joanne. Reading and Writing About Literature A Portable Guide. Bedford/St. Martin's. 4th Edition. 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gardner, Janet and Lawn, Beverly. Literature: A Portable Anthology. 4th Edition. Bedford/St. Martin's. 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hacker, Diana and Fisher, Barbara. "Research and Documentation in the Digital Age." 7th Edition. Boston: Bedford/St. Martin's, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lunsford, Andrea. "Easy Writer." New York: Bedford/St. Martin's, 2018. 7th edition.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Sample Textbooks, Manuals, or Other Support Materials (most recent edition):
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	- Texts containing culturally diverse college-level fiction, poetry, drama texts.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	- A college-level handbook on writing about literature and documentation.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	- A writing handbook must be included.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	List of possible textbooks, not comprehensive or exclusive:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Representative Literature Textbooks:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Making Arguments about Literature
Author	Schilb, John, and John Clifford
Publisher	Boston: Bedford/St. Martin's
Date/Edition	4th edition, 2024
ISBN	No value

Title	Reading Literature and Writing Argument
Author	James, Missy, and Alan P. Merickel
Publisher	New York: Longman
Date/Edition	7th edition. 2021
ISBN	No value

Title	Strategies for Reading and Arguing About Literature
Author	Morgan, Meg, et al.
Publisher	Longman
Date/Edition	No value
ISBN	No value

Title	The Bedford Introduction to Literature: Reading, Writing, Thinking
Author	Meyer, Michael
Publisher	Boston: Bedford/St. Martin's
Date/Edition	No value
ISBN	No value

Title	An Introduction to Literature
Author	Barnet, Sylvan, et al.
Publisher	New York: Longman
Date/Edition	No value
ISBN	No value

Title	No value
Author	Representative Writing Handbook:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Writing About Literature: A Portable Guide
Author	Gardner, Janet E.
Publisher	Boston: Bedford/St. Martins (also available with MLA insert)
Date/Edition	6th, 2025
ISBN	No value

Title	The Little Seagull Handbook
Author	Bullock, Richard, et al.
Publisher	W.W. Norton & Company
Date/Edition	5th edition, 2024
ISBN	No value

Title	A Handbook to Literature
Author	Harmon, William, and C. Hugh Holman
Publisher	Upper Saddle River, NJ: Prentice Hall
Date/Edition	No value
ISBN	No value

Title	No value
Author	Texts used by individual institutions and even individual sections will vary.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Textbooks older than 7 years must be clearly labeled as classic or legacy.
Publisher	No value
Date/Edition	No value
ISBN	No value

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Title	No value
Author	Where possible, it is recommended that OER options be noted.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Part 2:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Literature: The Human Experience
Author	Abcarian, Richard, Klotz, Marvin, and Cohen, Samuel
Publisher	Bedford/St. Martin's
Date/Edition	Thirteenth edition
ISBN	No value



Suggested Reading List

Reading List Adiga, Aravind. "The White Tiger". New York: Free Press, 2008.

May include, but are not limited to No value

Reading List Akhtar, Ayad. Disgraced. New York: Back Bay Books, 2013.

May include, but are not limited to No value

Reading List Beukes, Lauren. "Moxyland (Angry Robot)." New York: Angry Robot, 2013.

May include, but are not limited to No value

Reading List Denny, Dave. Fool in the Attic. Aldrich Press. 2013. Print.

May include, but are not limited to No value

Reading List Englander, Nathan. What We Talk About When We Talk About Anne Frank. New York: Vintage, 2013.

May include, but are not limited to No value

Reading List List

May include, but are not limited to Adiga, Aravind. "The White Tiger". New York: Free Press, 2008.
 Akhtar, Ayad. Disgraced. New York: Back Bay Books, 2013.
 Beukes, Lauren. "Moxyland (Angry Robot)." New York: Angry Robot, 2013.
 Denny, Dave. Fool in the Attic. Aldrich Press. 2013. Print.
 Englander, Nathan. What We Talk About When We Talk About Anne Frank. New York: Vintage, 2013.
 Heivoll, Gaute. Before I Burn: A Novel. New York: Graywolf Press, 2014.
 Hong, Cathy Park. "Engine Empire." New York: W.W. Norton 2012.
 Hudes, Quiara Alegría. Water by the Spoonful. New York: Theatre Communications Group, 2012.
 Johnson, Adam. The Orphan Master's Son. New York: Random House Trade Paperbacks, 2012.
 Johnson, Denis. Train Dreams: A Novella. New York: Picador, 2012.
 Lahiri, Jhupa. "The Lowland". New York: Pantheon, 2013.
 Lee, Chang-Rae. On Such a Full Sea: A Novel. New York: Riverhead Hardcover, 2014.
 Mueenuddin, Daniyal. In Other Rooms, Other Wonders. New York: W. W. Norton & Company, 2009.
 Nottage, Lynn. Ruined. New York: Dramatists Play Service, Inc., 2010.
 Smith, Zadie. "NW". New York: Penguin Books, 2013.

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Proposed Version

Reading List Heivoll, Gaute. Before I Burn: A Novel . New York: Graywolf Press, 2014.

May include, but are not limited to No value

Reading List Hong, Cathy Park. "Engine Empire." New York: W.W. Norton 2012.

May include, but are not limited to No value

Reading List Hudes, Quiara Alegria. Water by the Spoonful. New York: Theatre Communications Group, 2012.

May include, but are not limited to No value

Reading List Johnson, Adam. The Orphan Master's Son. New York: Random House Trade Paperbacks, 2012.

May include, but are not limited to No value

Reading List Johnson, Denis. Train Dreams: A Novella. New York: Picador, 2012.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Lahiri, Jhupa. "The Lowland". New York: Pantheon, 2013.

May include, but are not limited to No value

Reading List Lee, Chang-Rae. On Such a Full Sea: A Novel. New York: Riverhead Hardcover, 2014.

May include, but are not limited to No value

Reading List Mueenuddin, Daniyal. In Other Rooms, Other Wonders. New York: W. W. Norton & Company, 2009.

May include, but are not limited to No value

Reading List Nottage, Lynn. Ruined. New York: Dramatists Play Service, Inc., 2010.

May include, but are not limited to No value

Reading List Smith, Zadie. "NW". New York: Penguin Books, 2013.

May include, but are not limited to No value

Learning Outcomes



Course Objectives

- Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media
- Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue
- Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue
- Formulate new ways of thinking about literature or literary analysis
- Produce an independent honors project that challenges and critiques codes and theories.

- Part 1:
- Critically read, analyze, compare, and evaluate diverse complex literary texts.
- Reflect critically on one’s own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
- Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and literary analysis, supporting them with a variety of appropriate textual evidence and examples
- Identify a text’s premise(s) and/or assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
- Analyze and employ logical and structural methods such as inductive and deductive reasoning, causation, and supporting claims with reasons, evidence, and responding to diverse perspectives and values.
- Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
- Draft and revise writing for style, diction, and tone showing awareness of audience and social context, and the purpose of the specific writing task; engage in a revision process so that language use does not impede clarity or disrupt meaning.
- Identify key elements of major genres (including poetry, drama, fiction) in order to analyze and interpret texts.
- Define common literary terms and apply these to analysis of specific texts.
- Part 2:
- Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media.
- Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue.
- Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue.
- Produce an independent honors project that challenges and critiques codes and theories.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs	Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue.
Expected SLO Performance	0.0

CSLOs	Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue.
Expected SLO Performance	0.0

CSLOs	Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue.
Expected SLO Performance	0.0

CSLOs	Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue.
Expected SLO Performance	0.0

CSLOs	Evaluate multiple points of view and integrate them in analytical research paper.
Expected SLO Performance	0.0

CSLOs	Demonstrate analytical, organizational, verbal, and research skills in writing.
Expected SLO Performance	0.0

CSLOs	Evaluate multiple points of view and integrate them in analytical research paper.
Expected SLO Performance	0.0

Course Outline

Empty area for Course Outline content.



Course Content

1. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media
 1. Propositions (claims), support (evidence, expert opinions, motivational appeals), and assumptions
 1. Analysis of argument
 2. Awareness of judgments
 2. Persuasion (point of view, tone, emotional appeals)
 1. Awareness of rebuttal strategies
 2. Awareness of counterargument strategies.
 3. Distinction between fact and opinion, primary and secondary sources, perception and inference, knowledge and belief
 1. Examination of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
 2. Analysis of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
2. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue
 1. Demonstrate an understanding of the key elements of literary and non-literary genres, using appropriate literary terminology to interpret, analyze, evaluate, and compare literary/imaginative themes and devices in texts such as:
 1. Poetry, dramatic writing, and fiction (novel and short story)
 2. Personal memoir
 3. Related art forms such as film
 2. Apply knowledge of cultural/historical context to interpretation and analysis of literary/imaginative texts
 1. Examination of cultural codes, beliefs, and practices

Part 1:

1. Writing and active reading skills for logical reasoning and argumentation.
2. A minimum of 3 literary genres, including poetry, drama, and fiction (novel and/or short story) from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds.
3. Critical approaches to literature and effective use of literary terms and devices.
4. Explication, interpretation, and literary analysis.
5. Writing critically about literature.
6. Minimum 5,000 words of revised formal writing.

Part 2:

1. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media
 1. Propositions (claims), support (evidence, expert opinions, motivational appeals), and assumptions
 1. Analysis of argument
 2. Awareness of judgments
 2. Persuasion (point of view, tone, emotional appeals)
 1. Awareness of rebuttal strategies
 2. Awareness of counterargument strategies.
 3. Distinction between fact and opinion, primary and secondary sources, perception and inference, knowledge and belief
 1. Examination of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
 2. Analysis of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
2. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue

2. Examination of cultural groups and identities, including ethnic groups, social classes, and sexual/gender identities
3. Recognize, compare, and evaluate alternative points of view, and critical approaches, including those found in library, internet, and (optionally) field-based research
 1. Additional literary/imaginative texts
 2. Critical commentaries
 3. Cultural, historical information and perspectives
 4. Scientific information and perspectives
3. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue
 1. Apply the process model of composition to writing and rewriting
 1. Gathering
 2. Planning
 3. Drafting
 4. Revising
 5. Editing
 2. Creation and integration of logical and organizational models of written text with linear sequence of words and sentences
 1. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
 2. Employ an organizational model that includes an introduction, focused body paragraphs and conclusion
 3. Employ a logical sequence with attention to transitions, word usage, and connections between sentences
 3. Formulate written, analyses of literary/imaginative texts on the basis of multiple perspectives and sources of evidence
 1. Internal textual evidence
 2. Cultural/historical context
 3. Relevant analytical (social, scientific) texts
 4. Personal experience
 4. Integrate multiple sources and points of view (from library-, internet-, and field-based research) in documented, analytical research paper
 1. Compare additional literary/imaginative texts
 2. Apply critical commentaries and cultural and/or scientific

1. Demonstrate an understanding of the key elements of literary and non-literary genres, using appropriate literary terminology to interpret, analyze, evaluate, and compare literary/imaginative themes and devices in texts such as:
 1. Poetry, dramatic writing, and fiction (novel and short story)
 2. Personal memoir
 3. Related art forms such as film
2. Apply knowledge of cultural/historical context to interpretation and analysis of literary/imaginative texts
 1. Examination of cultural codes, beliefs, and practices
 2. Examination of cultural groups and identities, including ethnic groups, social classes, and sexual/gender identities
3. Recognize, compare, and evaluate alternative points of view, and critical approaches, including those found in library, internet, and (optionally) field-based research
 1. Additional literary/imaginative texts
 2. Critical commentaries
 3. Cultural, global, historical information, and perspectives
 4. Scientific information and perspectives
3. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue
 1. Apply the process model of composition to writing and rewriting
 1. Gathering
 2. Planning
 3. Drafting
 4. Revising
 5. Editing
 2. Creation and integration of logical and organizational models of written text with linear sequence of words and sentences
 1. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
 2. Employ an organizational model that includes an introduction, focused body paragraphs and conclusion
 3. Employ a logical sequence with attention to transitions, word usage, and connections between sentences

Changed Field**Current Version****Proposed Version**

- | | |
|---|--|
| <p>perspectives</p> <ol style="list-style-type: none"> 5. Create and propose ideas for new areas of exploration with a text. <ol style="list-style-type: none"> 1. Identify existing theories, discourse, and logical fallacies within a text. 2. Examine and analyze such theories and discourse. 3. Formulate and develop new theories or combinations of theories that demonstrate intellectual risk-taking. 4. Formulate new ways of thinking about literature or literary analysis <ol style="list-style-type: none"> 1. Test the existence of cultural codes, critical theories, and logical fallacies through literary analysis or field work such as direct interaction with communities mentioned in imaginative texts. 2. Propose alternative models, paradigms, and methods for interpreting texts. 3. Predict and assess the ability for such alternative analysis to affect change in the reading of a text. 5. Produce an independent honors project that challenges and critiques codes and theories. <ol style="list-style-type: none"> 1. Illustrate critical theories that have been addressed in the course 2. Challenge and critique cultural codes and theories by creating alternative representation of primary artistic texts | <ol style="list-style-type: none"> 3. Formulate written, analyses of literary/imaginative texts on the basis of multiple perspectives and sources of evidence <ol style="list-style-type: none"> 1. Internal textual evidence 2. Global/Cultural/historical context 3. Relevant analytical (social, scientific) texts 4. Personal experience 4. Integrate multiple sources and points of view (from library-, internet-, and field-based research) in documented, analytical research paper <ol style="list-style-type: none"> 1. Compare additional literary/imaginative texts 2. Apply critical commentaries and cultural and/or scientific perspectives 5. Create and propose ideas for new areas of exploration with a text. <ol style="list-style-type: none"> 1. Identify existing theories, discourse, and logical fallacies within a text. 2. Examine and analyze such theories and discourse. 3. Formulate and develop new theories or combinations of theories that demonstrate intellectual risk-taking. 4. Produce an independent honors project that challenges and critiques codes and theories. <ol style="list-style-type: none"> 1. Illustrate critical theories that have been addressed in the course 2. Challenge and critique cultural codes and theories by creating alternative representation of primary artistic texts |
|---|--|

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

Changed	Questions	Current Version	Proposed Version
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**For changes to the units and hours tab;
1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

No Value

1. Is the unit(s) change required for articulation?

No Value

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Prerequisite(s):	ENGL C1000 or ENGL C1000H or ESL D005.	Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline Part 2. A. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Outline Part 2. B. Develop analytical, integrative skills in the reading of literary texts linked by a common theme or issue
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Outline Part 2. C. Develop analytical, logical, organizational, verbal, and documentation skills in writing focused on central theme or issue
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation Part 2. A. Essays, as listed in assignments above, carefully evaluated according to clarity/correctness, organization/coherence, literary terms and concepts, and development/depth.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation Part 2. D. A major research paper to assess abilities in research, citation, analysis, and synthesis of different points of views in a chosen research topic.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value

Changed Questions Current Version Proposed Version

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed Questions Current Version Proposed Version

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed Questions Current Version Proposed Version

**Objective 9:
Explore arithmetic
sequences and
series.**

No Value

No Value

**Objective 10:
Investigate,
throughout the
course as
applicable, how
mathematics has
developed as a
human activity
around the world.**

No Value

No Value

F-Matrix Form

Changed Questions Current Version Proposed Version

**Pre-algebra or
equivalent (or
higher), or
appropriate
placement beyond
pre-algebra. If this
is the requisite for
the course,
complete the
objective(s) below.
If this requisite is
being removed,
provide an
explanation as to
why.**

No Value

No Value

**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem solving
methods.**

No Value

No Value

**Objective 2: Solve
problems involving
arithmetic
operations,
including fractions,
percents and
decimals.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed

Questions

Current Version

Proposed Version

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Admission into this course requires consent of the Honors Program Coordinator.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

No Value



Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

Not open to students with credit in the non-Honors Program related course.

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: Part 2. A. Evaluate argumentation and its logical elements in imaginative fiction, memoir, historical documents, and film/digital media.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Written communication Assignments: B. Writing (including at least 5000 words of formally evaluated writing) Oral Communication & Collaborative exercises: Assignments: C. Class discussions that develop conclusions, theories, and hypotheses in response to assigned readings. Oral presentations Debates Collaborative projects
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: Part 2. A. 3. Distinction between fact and opinion, primary and secondary sources, perception and inference, knowledge and belief a. Examination of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon) b. Analysis of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Assignments: A. Reading Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline Part 2. C. 3. Formulate written, analyses of literary/imaginative texts on the basis of multiple perspectives and sources of evidence a. Internal textual evidence b. Global/Cultural/historical context c. Relevant analytical (social, scientific) texts d. Personal experience
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluation: Part 1 4. Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios. Part 2 C. Class participation, including activities such as oral presentations, small-group activities and projects, and class discussions and debates to evaluate ability to analyze critically, discuss and respond effectively to discourse and diverse rhetorical texts.

Comments

Changed	Questions	Current Version	Proposed Version
	<p>Stage 2: Department Chair</p>	No Value	No Value



**Stage 3:
Division
Curriculum
Representative**

No
Value

Many of the edits are identical to ENGLC 1003. The underlined edits are unique to the honors section.

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/13	Basic Course Information	Course Description	Required	<p>Formatting:</p> <p>1) Click at the beginning of the word "Students" (develop critical...) in the second sentence and press the backspace key. This will move the second sentence next to the first sentence on the same row.</p> <p>2) Click at the beginning of the word "information" and press the backspace key. This will move "information literacy" next to the previous phrase "research strategies."</p> <p>3) Click at the beginning of the word "literary" and press the backspace key. This will move "literary works" next to the previous word "diverse."</p> <p>4) <u>Click at the beginning of the word "honors" and press the backspace key.</u> This will move "honors course" next to the previous word "an."</p>	Y
5/13	Basic Course Information	Mode of Delivery	Required	Please also check " Online " since there is an Online Course Delivery Request form attached.	Y
5/13	Basic Course Information	Attachments - Hybrid Delivery Request Form	Required	Please change the Face-to-face percentage to less than 100% (Recommended: 50 - 90%) (100% Face-to-face would not be a hybrid course.)	Y
5/13	Basic Course Information	Course Justification	Required	Please remove <u>course ID and/or course title - EWRT D001B.</u>	Y
5/13	Specifications	Methods of Evaluation - Parts 1 & 2	Recommended	<p>Consider having just "Part 1" and "Part 2" as headers and deleting the other information.</p> <p><small>Methods of Evaluation: (Identical and Required)</small></p> <p><small>Part 1 (Identical and Required):</small></p> <p><small>Part 2 List Additional Methods of Evaluation (Optional):</small></p>	Y

Changed Questions Current Version Proposed Version

5/13	Specifications	Examples of Primary Texts and References	Required	<p>Please copy and paste directly from the template.</p> <p>I recommend using one "textbook entry" box for each section of text from the template.</p> <p>For example: Box 1 Author: Part 1</p> <p>Box 2 Author: <i>Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.</i></p> <p>Box 3 Author: Sample Textbooks, Manuals, or Other Support Materials (most recent edition):</p> <p>Box 4 Author: - Texts containing culturally diverse college-level fiction, poetry, drama texts.</p> <p>Box 5 Author: - A college-level handbook on writing about literature and documentation.</p> <p>Box 6 Author: - A writing handbook must be included.</p> <p>Box 7 Author: List of possible textbooks, not comprehensive or exclusive:</p> <p>Box 8 Author: Representative Literature Textbooks:</p> <p>Box 9 Author: Schilb, John, and John Clifford Title: <i>Making Arguments about Literature</i> Publisher: Boston:</p>	Y
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Changed Questions Current Version Proposed Version

				<p>Bedford/St. Martin's Date/Edition: 4th edition, 2024.</p> <p>Box ____ Author: Part 2</p> <p>Box ____ Your own department's sample books</p>	
5/13	Learning Outcomes	Course Objectives	Required	<p>This part should come from the CCN template Course Objectives/Outcomes (page 5). Please switch this section with what you have in the Outline tab for Part 1.</p> <p>Part 1 1. Critically read, analyze... 2. Reflect critically... 3. Compose thesis-driven... . 9. Define common...</p> <p>Optional: You can add a Part 1 and Part 2 header to help separate the mandatory CCN and local Course Objectives.</p>	Y
5/13	Learning Outcomes	Course Objectives	Required	<p>Please add your <u>four</u> Part 2 Course Objectives from the Course Outline below the required Part 1 Course Objectives.</p> <p>Part 2 Evaluate argumentation... Develop analytical, integrative skills... Develop analytical, logical... <u>Produce an...</u></p>	Y
5/13	Learning Outcomes	CSLOs	Required	<p><u>Make sure CSLO #2 matches with ENGL C1003. Decide which one you want, and make sure both workflows match.</u></p> <p>ENGL C1003: Demonstrate analytical, organizational, verbal, and research skills in writing. ENGL C1003H: Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue.</p>	Y

Changed Questions Current Version Proposed Version

5/13	Course Outline	Part 1	Required	<p>This part should come from the CNN template Course Content (page 4). Please switch this section with what you have for the Course Objectives in the Learning Outcomes tab.</p> <p>Part 1: 1. Writing and active reading... 2. A minimum of... . . 6. Minimum 5,000 words...</p>	Y
5/13	Req/Adv	Prerequisites	Required	<p>Copy and paste the language from the CCN template (page 3):</p> <p>Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.</p>	Y
5/13	A-Matrix Form	Objectives 1 - 5 (as applicable)	Required	<p><u>Please update the A-Matrix form since the Outline items changed into Course Objectives which can't be used for the A-Matrix.</u></p> <p>Please link the relevant A-Matrix Objectives to skills/activities/assignments that are listed in the Outline, Assignments, or Methods of Evaluation areas. For example:</p> <ul style="list-style-type: none"> • Outline B. 1. - brief summary of area referenced • Assignments A. 1. - brief summary of area referenced • Methods of Evaluation C. - brief summary of area referenced <p>Please clarify if each alphabetical reference is to the course Outline, Assignments, or Methods of Evaluation</p> <p>Example: Outline Part 2, B. Develop analytical...</p>	Y
5/13	H-Matrix Form	Objective 2	Required	<p><u>Please copy/paste the following into Objective 2:</u></p> <p>Admission into this course requires consent of the Honors Program Coordinator.</p>	Y

Changed Questions **Current Version** **Proposed Version**

	5/13	H-Matrix Form	Objective 6	Required	For the Limitation on Enrollment "Not open to students with credit in the non-Honors Program related course," please fill out the H-Matrix, Objective 6.	Y
					Copy/paste the limitation and give a brief reason.	
	5/13	De Anza GE Form	Criteria 1, 3, 5	Required	Please update the parts of the De Anza GE Form form that cite places in the Outline since the Outline items changed into Course Objectives.	Y

Stage 4: Division Dean No Value No Value

Stage 5: SLO Coordinator No Value No Value

Stage 7: Content Review Matrix Liaison No Value No Value



Stage 8: Dean of Online Learning

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Online Course Delivery Request	Required	-Please mention that the online content will be ADA-compliant on question #12.	Y
5/21/25	Gabriela Nocito on behalf of COOL Members	Specifications - Suggested Reading List	Requires	Suggested readings will need to follow the curriculum guide, It should be one entry with the entire reading list, and no dates need to be included.	Y (KE)

Stage 9: Articulation Officer No Value No Value

Stage 10: De Anza General Education No Value No Value

Stage 13: Curriculum Committee No Value No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	EWRT 001BH	EWRT 001BH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	EWRTD01BH
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000558480

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
--	--	--

ENGRD045. : Properties of Materials

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Saied Rafati Yarahmadi, Fatemeh Deming, Chris
Attachments:	<p>LowerDivision_ENGR_45_2026F.pdf</p> <p>ReqAdv_G_ENGR_45_2026F_1.pdf</p> <p>ReqAdv_G_ENGR_45_2026F_2.pdf</p> <p>ReqAdv_G_ENGR_45_2026F_3.pdf</p> <p>UCTransferable_ENGR_45_2026F.pdf</p>
Course ID (CB01A and CB01B) :	ENGRD045.
Short Course Title:	No value
Course Title (CB02) :	Properties of Materials
Department:	ENGR - Engineering
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course is an introduction to engineering materials, including pure metals, binary alloys, steels, semiconductor, plastics and polymers with introduction into the mechanics of materials including basic material failure mechanism.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Engineering
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - ENGINEERING

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is CSU and UC transferable and belongs on the Liberal Arts AA degree. This course introduces students to property of materials with focus in engineering applications.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

Yes

Foothill Faculty Consultation Name

Properties of Materials

Foothill Course ID

ENGR 045

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UC Berkeley MAT SCI 45, MATSCI 45L

Will the course fulfill a UC/CSU lower-division major requirement?

Yes

If yes, identify the UC/CSU campus, course and major.

San Jost State University MATE 25. This is required in Bachelor Mechanical Engineering, Material Engineering, Interdisciplinary Engineering

Units and Hours

Summary

Minimum Credit Units	5
Maximum Credit Units	5
Total Course In-Class (Contact) Hours	84
Total Course Out-of-Class Hours	96
Total Student Learning Hours	180

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	48
Laboratory	36
NA	0
Total	84

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz
Homework
Discussion and problem solving preformed in class
Computer simulation and physical demonstration to illuminate various aspects of material
Use Tools for testing the properties and applications of different engineering materials
Lab reports

Assignments

- A. Reading in the required textbook
- B. Assigned practice problems
- C. Lab assignments

1. Pre-Lab Exercise: The pre-lab assignment for each scheduled laboratory experiment must be completed before the start of the experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor. Pre-lab exercises may include background research on material properties, theoretical predictions, or safety considerations relevant to the experiment.
2. Report: Data obtained during laboratory exercises must be recorded in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to analyze material properties, such as mechanical strength, hardness, conductivity, or thermal behavior, must be completed in the manual or notebook as determined by the instructor. Detailed lab reports incorporating results, calculations, discussions, and engineering applications of the experiment will be required
3. Final lab project report based on instructor project proposal

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
- B. Examinations will be used to evaluate the ability of students to
 1. Solve assigned problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess students progress in achieving various learning outcomes.
- C. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
- D. Report sheets and/or reports will be evaluated for successful completion laboratory experiments as well as accuracy data analysis and interpretation. Students will work both individually and collaboratively toward the completion of the laboratory experiments.
- E. A comprehensive final examination in any chosen format(multiple choice questions or free response) will be based on course material covered during the entire quarter and will be evaluated for accuracy of response.
- F. Final project will be evaluated based on accuracy .

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- A Laboratory equipped with a sufficient of computers and lab equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
James F. Shackelford	Introduction to Materials Science for Engineers 9th	Prentice Hall	2021/9th	978-0135650127

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Analyze the physical and chemical structures of various materials.

Differentiate between the properties and applications of pure metals.

Evaluate phase diagrams and the behavior of two-phase alloys.

Explain the characteristics and functions of semiconductor materials.

Apply principles of mechanics to understand material behavior under various forces.

Evaluate the properties and uses of biomaterials in engineering application.

CSLOs

Evaluate the appropriateness of material(s) to meet engineering design criteria based on the materials properties and performance.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Analyze the physical and chemical structures of various materials.
 1. atomic structure of matter
 2. chemical bonding
- B. Differentiate between the properties and applications of pure metals.
 1. properties of pure metals
 2. solidification, working and annealing
- C. Evaluate phase diagrams and the behavior of two-phase alloys.
 1. Aluminum alloys
 2. Bismuth and Tin
 3. Iron-Carbon Alloys
- D. Explain the characteristics and functions of semiconductor materials.
 1. Silicon
 2. Gallium Arsenide
- E. Apply principles of mechanics to understand material behavior under various forces.
 1. Fracture
 2. Elastic vs inelastic behavior of materials
 3. Creep
- F. Evaluate the properties and uses of biomaterials in engineering application.

Lab Outline

- A. Discover the different properties and types of polymers.
- B. Identify the different electronic optical and magnetic properties of solids.
- C. Describe and measure the electrical properties of metal.
- D. Work with integrated circuits to discover their properties.
- E. Observe crystal structure with and without defects.
- F. Observe the performance of a tension test and glass fracture.
- G. Describe the Bi/Sn phase diagram and its microstructure.
- H. Explain the tempering of steel.
- I. Observe Key Photolithography steps(expose, develop ,etch).

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 5
- Lec Hrs: 4
- Lec Load: 0.089
- Lab Hrs: 3
- Lab Load: 0.067
- Total Load: 0.156
- Seat Ct: 35
- (mkct 5/12/25)

Req/Adv**Prerequisite(s):**

CHEM D001B, MATH D001C and PHYS D004A

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
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3/11/25	Req/Adv	Corequisite(s)	Required	According to Title V we may only have prerequisites outside of our department if they are required by UC or CSU. In speaking with Christa Steiner (our articulation officer) she cannot find any 4 year courses that require electricity and magnetism as either a prerequisite or corequisite for this course. As such it seems you should have a PHYS 4A prerequisite rather than a PHYS 4B prerequisite with concurrent option. This also means submitting a new Matrix G for PHYS 4A. If you have any further questions please reach out to me and Christa.	Y
4/7/25	Req/Adv	Prerequisite(s) Corequisite(s)	Required	Prerequisite(s) should read as CHEM 1B and MATH 1C and PHYS 4A Corequisite(s) should be blank	Y

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
05/05/2025	Learning Objectives	Course Objectives	Required	The learning objectives are currently just a list of topics, with no outcomes listed. Learning outcomes should start with a verb from Bloom's Taxonomy.	
05/05/2025	Outline	Course Outline	Required	Outline should list updated learning objectives, so as the learning objectives are redone, so should the outline	
05/05/2025	Basic Course Information	Proposal Details	Required	Upload a copy of the course description from UC Berkeley for MAT SCI 45 and MAT SCI 45L	
05/05/2025	Basic Course Information	Proposal Details	Required	Upload a copy of the ASSIST printout or catalog page/advising sheet, showing the course is a lower-division major course at a UC or CSU	

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

Course Outline of Record Report

05/22/2025

ESLD271. : Advanced Listening and Speaking

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Katelyn Endow Yee, Linda
Attachments:	Hybrid_ESL_271_2026F.pdf Online_ESL_271_2026F.pdf ReqAdv_G_ESL_271_2026F_1.pdf
Course ID (CB01A and CB01B) :	ESLD271.
Short Course Title:	No value
Course Title (CB02) :	Advanced Listening and Speaking
Department:	ESL - Eng. as a Second Lang.
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course emphasizes advanced listening comprehension and proficiency in speaking in the contexts of interpersonal, small group, and public communication. Emphasis will be on both spontaneous and rehearsed speech. Students will develop and apply pronunciation, note-taking, and research skills.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> ESL
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - ESL

Formerly Statement

Formerly Statement

No Value

Course Justification**Course Justification**

This course provides the required skills in listening and speaking at the advanced level to prepare students for transfer level classes. This is a stand-alone, basic skills course.

Stand-Alone Statement**Stand-Alone Statement**

This is a basic skills, stand-alone course because it is neither degree-applicable nor transferable to a university. The purpose of the course is to meet the needs of students whose native language is not English and who take the ESL Placement Assessment but do not qualify for transfer-level ESL or English. By providing advanced-level listening and speaking skills, this course can help students strengthen their English skills and be successful in transfer level courses.

Course Philosophy**Course Philosophy**

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

No value

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	3
Maximum Credit Units	3
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	3	6
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	0
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Homework and extended projects
Lecture and visual aids
Presentations, small group discussions, debates
Quiz and examination review performed in class

Assignments

A. Listening

1. Listen to advanced academic listening passages
 - a. Short recorded listening passages every week, such as lectures, podcasts, news reports, presentations, discussions, conversations, and speeches
 - b. A minimum of two long lectures (1-2 hours in length). They must be authentic and academic.
 - c. Listen to and analyze at least one debate
2. Take notes, answer questions, summarize main ideas, and respond in speaking and writing

B. Speaking

1. In-class discussions
 - a. Respond to the listening passages by analyzing and evaluating the information and the speaker's point of view, reasoning, and persuasiveness.
 - b. Responses can be made in pairs, in small groups, or to the whole class.
2. Formal Presentations
 - a. A minimum of one research project, one debate, and one formal presentation. All of them must be presented in class.
 - b. All in-class presentations combined should not exceed three weeks.
3. Spontaneous speech
 - a. Spontaneously respond to various prompts in a fluent and logical manner.
 - b. These assignments must be given individually.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Completion of in-class and homework assignments on listening comprehension, critical thinking, vocabulary, and other listening skills
- B. One research project, one debate, and one formal presentation to evaluate proficiency in using standard American English in an intelligible, relevant, and logical manner.
- C. Quizzes to evaluate proficiency in using vocabulary, comprehension, and listening skills.
- D. One midterm that evaluates listening comprehension and spontaneous speech. The listening comprehension segment

can be done as a class, while the spontaneous assessment can be given individually as a quiz form in Canvas, both of which can be done in the Language Arts Computer Lab.

- E. One final exam that evaluates listening comprehension and spontaneous speech. The listening comprehension segment can be done in class, while the spontaneous assessment can be given as a quiz form in Canvas, both of which can be done in the Language Arts Computer Lab.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Shields, Colleen et al.	LCC ESL College Transition Listening/Speaking (Level F)	Lane Community College	2019	https://sites.google.com/lanecc.edu/oer-listening-speaking-f/
Frazier, Laurie and Shalle Leeming	Lecture Ready 3	Oxford University Press	2nd ed., 2013	978-0194417297

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate listening comprehension by answering questions, summarizing, making connections, and responding with critical thoughts.

Develop advanced note-taking skills on passages including lectures, discussions, presentations, debates, and interviews.

Demonstrate advanced spoken American English in a variety of academic contexts.

Demonstrate advanced American English grammar, sentence structure, and vocabulary with allowance for a few gross errors.

Demonstrate advanced level of English fluency by producing clear and fluid pronunciation at adequate rate of speech.

CSLOs

Demonstrate listening comprehension of advanced listening materials, including extended academic lectures, formal presentations, news reports, and podcasts

Expected SLO Performance: 0.0

Produce comprehensible advanced spoken English, both spontaneous and rehearsed, on academic topics in one-on-one, group and public speaking situations.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate listening comprehension of literal and inferred meaning by answering questions, summarizing, making connections, and responding with critical thoughts.
 1. Literal meaning includes main ideas, key points, and supporting details.
 2. Inferred meaning includes context clues, speaker's tone and purpose.
 3. Comprehension of advanced vocabulary
 4. Make connections by giving a spontaneous oral response
 5. Respond with critical thoughts by analyzing, synthesizing, judging, examining reflectively, evaluating
- B. Develop advanced note-taking skills on passages including lectures, discussions, presentations, debates, and interviews.
 1. Understand and use strategies such as the Cornell Method, outlining, using abbreviations and symbols.
 2. Identify key words and definitions.
 3. Identify main ideas and supporting details.
 4. Identify examples and illustrations.
 5. Use notes to answer questions, engage in discussions, and take assessments
- C. Demonstrate advanced spoken American English in a variety of academic contexts.
 1. Research projects, debates, small group discussions, formal presentations based on academic themes including but not limited to psychology, sociology, business, anthropology, economics, art, and politics
 2. Performing discourse functions such as focused explanation, solving problems, persuading, expressing opinions, asking for clarification, presenting reports, agreeing/disagreeing, arguing, summarizing, paraphrasing
- D. Demonstrate advanced American English grammar, sentence structure, and vocabulary with allowance for a few gross errors.
 1. Correct grammar, including verb tense, verb forms, subject-verb agreement, word forms
 2. Variety of simple, compound, and complex sentences
 3. Advanced academic vocabulary
- E. Demonstrate advanced level of English fluency by producing clear and fluid pronunciation at adequate rate of speech.
 1. Demonstrate ability to position the mouth, lip, and tongue and produce various segmental and suprasegmental utterances for clear speech.
 - a. Linking
 - b. Clear articulation and enunciation
 - c. No or little pausing, stuttering/stumbling
 - d. Speed/tempo/pace
 2. Be understood by listeners with limited need for clarification

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 3
- Lec Hrs: 3
- Lec Load: .067
- Seat Ct: 25
- (mkct 5/19/25)

Req/Adv**Prerequisite(s):**

ESL D261. or ESL D461., or a placement by the English as a Second Language Guided Self-Placement Assessment.

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Restricted to students whose native language is not English.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

This is a basic skills, advanced level English as a Second Language Course. It falls below the prerequisites/advisories listed on the A-F Matrix. Students do not need ESL 265 or ESL 465 prior to taking this class because it focuses on listening and speaking, not reading and writing.

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

This restriction ensures that the course serves its intended purpose of supporting non-native English speakers in developing language skills necessary for academic success, without overlapping with transferable courses designed for native speakers.

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/8/25	G Matrix Form		Answer a question	Answer the first question. See comments at the bottom of the tab.	Y

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
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Gabriela Nocito on behalf of COOL Members
5/13/25 Details – Attachments: Hybrid Course Delivery Request

Required

-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%)
-Please adjust explanation on question 6 of the form to match correct percentages.

Y (KE)

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

Course Outline of Record Report

05/22/2025

ESLD471. : Advanced Listening and Speaking

General Information

Faculty Initiator:	<ul style="list-style-type: none">• Katelyn Endow• Yee, Linda
Attachments:	Hybrid_ESL_471_2026F.pdf ReqAdv_G_ESL_471_2026F_1.pdf Online_ESL_471_2026F.pdf
Course ID (CB01A and CB01B) :	ESLD471.
Short Course Title:	No value
Course Title (CB02) :	Advanced Listening and Speaking
Department:	ESL - Eng. as a Second Lang.
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course emphasizes advanced listening comprehension and proficiency in speaking in the contexts of interpersonal, small group, and public communication. Emphasis will be on both spontaneous and rehearsed speech. Students will develop and apply pronunciation, note-taking, and research skills.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• ESL
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">• FHDA FSA - ESL

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course provides the required skills in listening and speaking at the advanced level to prepare students for transfer-level classes. This is a noncredit, basic skills course and is part of the English as a Second Language Oral Communication Certificate of Competency.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

English as a Second Language Oral
Communication (In Development)

Certificate of Competency

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	

NA Hours	0	0	Lecture	36
			Laboratory	0
			NA	0
			Total	36
Course Out-of-Class Hours				
			Lecture	72
			Laboratory	0
			NA	0
			Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value
SKIP			
No Value			

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Collaborative projects Discussion and problem-solving performed in class Discussion of assigned reading Homework and extended projects Lecture and visual aids Presentations, small group discussions, debates Quiz and examination review performed in class
Assignments	
A. Listening	
1. Listen to advanced academic listening passages	
a. Short recorded listening passages every week, such as lectures, podcasts, news reports, presentations, discussions, conversations, and speeches	
b. A minimum of two long lectures (1-2 hours in length). They must be authentic and academic.	
c. Listen to and analyze at least one debate	
2. Take notes, answer questions, summarize main ideas, and respond in speaking and writing	
B. Speaking	
1. In-class discussions	
a. Respond to the listening passages by analyzing and evaluating the information and the speaker's point of view, reasoning, and persuasiveness.	
b. Responses can be made in pairs, in small groups, or to the whole class.	
2. Formal Presentations	
a. A minimum of one research project, one debate, and one formal presentation. All of them must be presented in class.	
b. All in-class presentations combined should not exceed three weeks.	
3. Spontaneous speech	

- a. Spontaneously respond to various prompts in a fluent and logical manner.
- b. These assignments must be given individually.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Completion of in-class and homework assignments on listening comprehension, critical thinking, vocabulary, and other listening skills
- B. One research project, one debate, and one formal presentation to evaluate proficiency in using standard American English in an intelligible, relevant, and logical manner.
- C. Quizzes to evaluate proficiency in using vocabulary, comprehension, and listening skills.
- D. One midterm that evaluates listening comprehension and spontaneous speech. The listening comprehension segment can be done as a class, while the spontaneous assessment can be given individually as a quiz form in Canvas, both of which can be done in the Language Arts Computer Lab.
- E. One final exam that evaluates listening comprehension and spontaneous speech. The listening comprehension segment can be done in class, while the spontaneous assessment can be given as a quiz form in Canvas, both of which can be done in the Language Arts Computer Lab.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Shields, Colleen et al.	LCC ESL College Transition Listening/Speaking (Level F)	Lane Community College	2019	https://sites.google.com/lanecc.edu/oer-listening-speaking-f/
Frazier, Laurie and Shalle Leeming	Lecture Ready 3	Oxford University Press	2nd ed. 2013	978-0194417297

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate listening comprehension by answering questions, summarizing, making connections, and responding with critical thoughts.

Develop advanced note-taking skills on passages including lectures, discussions, presentations, debates, and interviews.

Demonstrate advanced spoken American English in a variety of academic contexts.

Demonstrate advanced American English grammar, sentence structure, and vocabulary with allowance for a few gross errors.

Demonstrate advanced level of English fluency by producing clear and fluid pronunciation at adequate rate of speech.

CSLOs

Demonstrate listening comprehension of advanced listening materials, including extended academic lectures, formal presentations, news reports, and podcasts

Expected SLO Performance: 0.0

Produce comprehensible advanced spoken English, both spontaneous and rehearsed, on academic topics in one-on-one, group and public speaking situations.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate listening comprehension of literal and inferred meaning by answering questions, summarizing, making connections, and responding with critical thoughts.
 1. Literal meaning includes main ideas, key points, and supporting details.
 2. Inferred meaning includes context clues, speaker's tone and purpose.
 3. Comprehension of advanced vocabulary
 4. Make connections by giving a spontaneous oral response
 5. Respond with critical thoughts by analyzing, synthesizing, judging, examining reflectively, evaluating
- B. Develop advanced note-taking skills on passages including lectures, discussions, presentations, debates, and interviews.
 1. Understand and use strategies such as the Cornell Method, outlining, using abbreviations and symbols.
 2. Identify key words and definitions.
 3. Identify main ideas and supporting details.
 4. Identify examples and illustrations.
 5. Use notes to answer questions, engage in discussions, and take assessments
- C. Demonstrate advanced spoken American English in a variety of academic contexts.
 1. Research projects, debates, small group discussions, formal presentations based on academic themes including but not limited to psychology, sociology, business, anthropology, economics, art, and politics
 2. Performing discourse functions such as focused explanation, solving problems, persuading, expressing opinions, asking for clarification, presenting reports, agreeing/disagreeing, arguing, summarizing, paraphrasing
- D. Demonstrate advanced American English grammar, sentence structure, and vocabulary with allowance for a few gross errors.
 1. Correct grammar, including verb tense, verb forms, subject-verb agreement, word forms
 2. Variety of simple, compound, and complex sentences
 3. Advanced academic vocabulary
- E. Demonstrate advanced level of English fluency by producing clear and fluid pronunciation at adequate rate of speech.
 1. Demonstrate ability to position the mouth, lip, and tongue and produce various segmental and suprasegmental utterances for clear speech.
 - a. Linking
 - b. Clear articulation and enunciation
 - c. No or little pausing, stuttering/stumbling
 - d. Speed/tempo/pace
 2. Be understood by listeners with limited need for clarification

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established,

negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 3
- Lec Load: 0
- Seat Ct: 0
- (mkct 5/22/25)

Req/Adv**Prerequisite(s):**

ESL D261. or ESL D461., or a placement by the English as a Second Language Guided Self-Placement Assessment.

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Restricted to students whose native language is not English.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, basic skills course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

This is a basic skills, advanced level English as a Second Language Course. It falls below the prerequisites/advisorics listed on the A-F Matrix. Students do not need ESL 265 or ESL 465 prior to taking this class because it focuses on listening and speaking, not reading and writing.

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

This restriction ensures that the course serves its intended purpose of supporting non-native English speakers in developing language skills necessary for academic success, without overlapping with transferable courses designed for native speakers.

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/8/25	Specifications	Examples of Primary Text	Add one more example of primary text	Add "Lecture Ready 3"; see comments at the bottom of the tab	Y

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/17	Units and Hours	Total Student Learning Hours		Should be 108 instead of 36. (36 in-class + 72 out-of-class)	Y - Per Mi Chang, because it's non-credit, out of class hours do not count.

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/20/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 51% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages if needed.	Y (KE)

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

F/TVD008. : Principles of Television Storytelling**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> • Joshua Losben • Grozeva, Milena
Attachments:	<p>LowerDivision_FTV_8_2026F.pdf</p> <p>UCTransferable_FTV_8_2026F.pdf</p> <p>Hybrid_FTV_8_2026F.pdf</p> <p>ReqAdv_G_FTV_8_2026F_1.pdf</p>
Course ID (CB01A and CB01B) :	F/TVD008.
Short Course Title:	No value
Course Title (CB02) :	Principles of Television Storytelling
Department:	F/TV - Film and TV Prod.
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This course will offer students an overview of how to develop and analyze a television series. We will study classic and contemporary TV episodes while discussing their historic and cultural significance. In addition to weekly screenings and episodic breakdowns, students will be expected to read a variety of development tools including pilot scripts, pitch decks, and series bibles. Students will gain an understanding of universal storytelling principles as applied to foundational elements of television studies.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Mass Communication
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - FILM/TV

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is intended to transfer to CSU and UC system. Principles of Television Storytelling will be a requirement for the Film/TV: Screenwriting AA degree. This course will offer students tools to study and create their own screenplays while gaining an understanding of culturally significant television series.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UCSC - FILM 20B

Will the course fulfill a UC/CSU lower-division major requirement?

Yes

If yes, identify the UC/CSU campus, course and major.

San Jose State University - TA 011 Script Analysis

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	48
Laboratory	0
NA	0
Total	48

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Film screenings and facilitated group discussions Discussion of assigned reading
In-class essays
Discussion and problem solving performed in class Homework and extended projects
Collaborative learning and small group exercises

Assignments

- A. Assigned reading
 - 1. Required textbook
 - 2. Film periodicals, journals, and scholarly articles on Internet sites
 - 3. Screenplays

B. Writing

1. Script and film analysis, including written portions of the midterm and final exam, requiring students to identify storytelling principles and to
2. demonstrate achievement of course objectives
3. Analytical paper requiring students to synthesize and apply key elements of storytelling and class material to a television pilot
 - a. Small group discussions regarding content
 - b. Peer editing

C. Viewing scenes and episodes

1. Required screenings
2. Supplemental screenings

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Quizzes and 2-hour final exam to evaluate the student's comprehension of storytelling principles
- B. Instructor evaluation of the quality of student participation in discussions and collaborative work demonstrating the student's ability to analyze required screenings in respect to their respective screenplays
- C. Demonstration of the student's ability to analyze television scripts and synthesize principles covered in class

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Lecture room with film projection equipment in the control booth, DVD/Blu-ray deck, document camera, computer with internet access, and video projection system, as well as the use of Kanopy and Swank digital libraries.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Douglas, Pamela	Writing the TV Drama Series: How to Succeed as a Professional Writer in TV	Michael Wiese Productions	2018	978-1615932931
Miller, Kam	The Hero Succeeds: The Character-Driven Guide to Writing Your TV Pilot	High & Low Media	2016	978-0997188011
Myers, Scott	The Protagonist's Journey: An Introduction to Character-Driven Screenwriting and Storytelling	Palgrave Macmillan	March 2022	3030796817

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine the nature of the screenplay and its role in television development.

Evaluate how television series have evolved historically in craft, form, and business from the earliest days of television to today

Analyze the elements of storytelling as applied to setting up a strong television series

CSLOs

Define the writer's role in writing and producing original television series

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine the role of the writer in television development
 1. Creative and vocational practice of scriptwriting
 - a. Overview of television writers rooms and emerging industry trends
 - b. Comparison of television writing to film writing
 2. Practical role of the screenplay in the production process
 3. Conceptual nature of the screenplay as document of composition or design
- B. Evaluate how television series have evolved historically in craft, form, and business from the earliest days of television to today
 1. Historical overview of early television through Peak TV and beyond
 2. Comparative script analysis of classic and modern television episodes
 3. Contemporary screenplays in the global marketplace
 - a. Acquisition and adaptation of international series for American audiences
 - b. Distribution of international series, through streaming platforms to worldwide viewers
- C. Analyze the elements of storytelling as applied to setting up a strong television series
 1. Overview of Television Formats (episodic, serialized, limited series)
 - a. Television Drama
 1. Procedurals or Episodic/Case of the Week - Sample screenings may include Law & Order, House, Poker Face, 911, CSI
 2. The Character-Driven Series - Sample screenings may include The Sopranos, The Wire, Scandal, Lost, Succession, Marvelous Mrs. Maisel, Breaking Bad, Friday Night Lights, Mad Men, Game of Thrones
 3. The Modern Anthology Series – Sample screenings may include Fargo, White Lotus, American Horror Story, Chernobyl, The Twilight Zone, Black Mirror
 - b. Television Comedy
 1. Multi-Cam Series – Sample screenings may include Cheers, I Love Lucy, Friends, Seinfeld, Will & Grace
 2. Single Camera Series – Sample screenings may include Curb Your Enthusiasm, Arrested Development, 30 Rock, Girls
 3. Additional Topics
 - a. Serialization – Sample screenings may include Eastbound and Down and Only Murders in the Building
 - b. Great Pilots and Series Finales
 - c. Evolution of Family – Sample screenings may include All in the Family, Modern Family, Blackish
 - d. Workplace Comedy – Sample screenings may include Cheers, Veep, the Office, Abbott Elementary
 - e. Animated Comedy – Sample screenings may include The Simpsons, Bob's Burgers, South Park, Rick & Morty

- c. Outliers
 - 1. Sketch Comedy – Sample screenings may include Saturday Night Live, I Think You Should Leave, Mr. Show, The State
 - 2. Musical Series – Sample screenings may include Crazy Ex-Girlfriend, Zoey's Extraordinary Playlist
- 2. Original Series Conception and Development
 - a. Major plot points, story beats, and their effect on the narrative
 - 1. The Dramatic Beat
 - 2. Balancing A, B, C storylines
 - 3. Four-Act Structure
 - 4. Character-driven Structure
 - 5. Teasers
 - b. Writing the Pilot
 - 1. Building the World
 - 2. Creating three-dimensional characters
 - 3. Finding the story "engine"
 - 4. Establishing tone
 - 5. Identifying central relationships
 - c. Breaking Stories
 - 1. Generating ideas
 - 2. The Outline
 - 3. First Draft
 - 4. Second Draft and Beyond
 - 5. Character Arcs
 - d. Study of Pitch Documents and additional development materials –examples may include Lost, Stranger Things and Freaks and Geeks

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4
- Lec Hrs: 4
- Load: 0.100
- Seat Ct: 50
- (mkct 5/13/25)

Req/Adv

Prerequisite(s):

F/TV D006A (may be taken concurrently)

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

1. Examine the role of the writer in television development 1. Creative and vocational practice of scriptwriting 1. Overview of television writers rooms and emerging industry trends 2. Comparison of television writing to film writing 2. Practical role of the screenplay in the production process 3. Conceptual nature of the screenplay as document of composition or design 2. Evaluate how television series have evolved historically in craft, form, and business from the earliest days of television to today 1. Historical overview of early television through Peak TV and beyond 2. Comparative script analysis of classic and modern television episodes 3. Contemporary screenplays in the global marketplace 1. Acquisition and adaptation of international series for American audiences 2. Distribution of international series, through streaming platforms to worldwide viewers 3. Analyze the elements of storytelling as applied to setting up a strong television series 1. Overview of Television Formats (episodic, serialized, limited series)

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

2. Writing 1. Script and film analysis, including written portions of the midterm and final exam, requiring students to identify storytelling principles and to demonstrate achievement of course objectives 2. Analytical paper requiring students to synthesize and apply key elements of storytelling and class material to a television pilot 1. Small group discussions regarding content 2. Peer editing

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

2. Writing 1. Script and film analysis, including written portions of the midterm and final exam, requiring students to identify storytelling principles and to demonstrate achievement of course objectives 2. Analytical paper requiring students to synthesize and apply key elements of storytelling and class material to a television pilot 1. Small group discussions regarding content 2. Peer editing

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

2. Evaluate how television series have evolved historically in craft, form, and business from the earliest days of television to today 1. Historical overview of early television through Peak TV and beyond 2. Comparative script analysis of classic and modern television episodes 3. Contemporary screenplays in the global marketplace

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

2. Evaluate how television series have evolved historically in craft, form, and business from the earliest days of television to today 1. Historical overview of early television through Peak TV and beyond 2. Comparative script analysis of classic and modern television episodes 3. Contemporary screenplays in the global marketplace

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

2. Original Series Conception and Development 1. Major plot points, story beats, and their effect on the narrative 1. The Dramatic Beat 2. Balancing A, B, C storylines 3. Four-Act Structure 4. Character-driven Structure 5. Teasers 2. Writing the Pilot 1. Building the World 2. Creating three-dimensional characters 3. Finding the story "engine" 4. Establishing tone 5. Identifying central relationships 3. Breaking Stories 1. Generating ideas 2. The Outline 3. First Draft 4. Second Draft and Beyond 5. Character Arcs 4. Study of Pitch Documents and additional development materials –examples may include Lost, Stranger Things and Freaks and Geeks

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3-17	Specifications Primary Text	Recommended	dates with in the last four years.	y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
05/07/2025	Basic Course Information	Proposal Details	Required	For UC Transferable courses, you need to upload a copy of the course description for a comparable UC course to this area (we know that there aren't courses specific to television, but you would need another script analysis course)	Y
05/07/2025	Basic Course Information	Proposal Details	Required	For courses fulfilling lower-division major requirements, you need to upload a copy of the ASSIST page, advising sheet, or program description from the UC or CSU showing that the course is a lower-division requirement for the major.	Y
05/12/2025	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	Need to enter the lower-division course you uploaded in the basic course information where it asks "If yes, identify the lower-division UC course and campus."	

05/12/2025 Question

Is this course supposed to be Cal-GETC applicable? No one has met with me yet. It's not listed in eLumen, but there is a note

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

GEOD006. : Introduction to Geographic Information System

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Sohini Dutt
Attachments:	<p>Program_Leadership_GEO_6_2026F.pdf</p> <p>Program_LiberalArtsScience_GEO_6_2026F.pdf</p> <p>Program_LiberalArtsArts_GEO_6_2026F.pdf</p> <p>UC_GEO_6_2026F.pdf</p> <p>Hybrid_GEO_6_2026F.pdf</p> <p>Online_GEO_6_2026F.pdf</p>
Course ID (CB01A and CB01B) :	GEOD006.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Geographic Information System
Department:	GEO - Geography
Effective Term:	Fall 2026
TOP Code (CB03) :	(2206.00) Geography
CIP Code:	(45.0701) Geography.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This introductory course provides a foundation in the principles and applications of Geographic Information Systems (GIS). Students will learn how to acquire, manage, analyze, and visualize spatial data. Through hands-on exercises using industry-standard GIS software, students will develop practical skills in spatial data analysis, map creation, and problem-solving using a geographic perspective. This course will explore the fundamental concepts of spatial data models, geodatabases, spatial analysis techniques, and cartographic design, with applications across various disciplines.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

- Discipline 1:**
 - Geography
- Discipline 2:** No value
- Discipline 3:** No value
- FSA:**
 - FHDA FSA - GEOGRAPHY

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

The course is UC and CSU transferable and belongs on the A.A. degree in Liberal Arts. Geographic Information Systems (GIS) are essential in today's data-driven world, and this introductory course provides foundational skills to analyze spatial data, crucial for various fields like environmental science, urban planning, and business. Students will learn to use industry-standard GIS software, enabling them to visualize, analyze, and interpret spatial information, thereby enhancing their problem-solving abilities and career prospects in a landscape that increasingly relies on data driven decisions.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

This Introduction to GIS course embraces a hands-on, problem-centered philosophy, empowering students to become proficient in spatial thinking and analysis. We believe in fostering a learning environment where students actively engage with real-world geospatial data, learn to apply GIS tools to solve practical problems, and develop critical thinking skills to interpret and communicate spatial information effectively. By bridging theory with practical application, we aim to cultivate adaptable learners who can leverage GIS to address challenges across diverse disciplines and contribute meaningfully to a data-driven society.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Leadership and Social Change (In Development)

Certificate of Achievement (COA)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UCLA GEOG 7 UC Merced GEOG 002 Cal State East Bay GEOG 225 UC Berkeley ESPM 72 001 UC San Diego USP 4

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 4

Maximum Credit Units 4

Total Course In-Class (Contact) Hours 72

Total Course Out-of-Class Hours 72

Total Student Learning Hours 144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	3	6
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks) 12

Hours per unit divisor 36

Course In-Class (Contact) Hours

Lecture 36

Laboratory 36

NA 0

Total 72

Course Out-of-Class Hours

Lecture 72

Laboratory 0

NA 0

Total 72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Field observation and field trips
Guest speakers
Homework and extended projects
In-class essays
In-class exploration of internet sites
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
Lecture and visual aids
Quiz and examination review performed in class

Assignments

- A. Read Text : Students will learn core GIS definitions, such as understanding "spatial data" as location-based information, by reading textbook chapters. For example, they'll learn the difference between vector and raster data through visual examples and textual descriptions. They will identify data sources, like GPS and remote sensing, and understand their characteristics, such as knowing GPS provides point data and satellite imagery provides raster data.
- B. Written and oral assignments involving problem solving, map/diagram based questions, internet-based exercises and essay questions. Exercises are based on readings (from the textbook, journals and the internet) and class discussions involving application of concepts studied in class. Some examples of exercises would be key definitions of topics related to GIS, identification of data sources, raster and vector data and practical applications and limitations of GIS
- C. Practical Application and Communication : Students will manipulate spatial data by changing symbology in GIS software, such as coloring county boundaries, and perform spatial analysis, like creating buffer zones around schools, through hands-on assignments. They will communicate findings by presenting map-based analyses to the class, and participate in discussions evaluating ethical considerations of GIS data usage.
- D. Research: Students will solve real-world problems, such as determining optimal fire station locations, by designing and implementing GIS workflows and presenting their findings in detailed reports. They will conduct research by discovering and implementing new data sources for their projects, and evaluate data accuracy and reliability.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written Quizzes and Exams : Assess understanding of key GIS concepts and definitions through multiple-choice, short-answer, and essay questions. Example: A quiz asking students to define coordinate systems, explain the difference between vector and raster data, and identify common data sources.
- B. Hands-on Lab Assignments and Project Demonstrations : Evaluate students' ability to manipulate spatial data, perform analyses, and create maps through practical lab assignments and project presentations. Example: Grading a lab assignment where students create a buffer analysis around schools, or evaluating a student's presentation of a map visualizing park accessibility.
- C. Oral Presentations and Class Discussions : Assess students' ability to communicate GIS concepts and analysis results effectively through oral presentations and participation in class discussions. Example: Grading a student's presentation on their analysis of flood zones or evaluating their contributions to a discussion on ethical GIS data usage.

D. Research Project Reports and Analysis : Evaluate students' ability to apply GIS to solve real-world problems through research project reports that demonstrate critical thinking, data analysis, and problem-solving skills. Example: Grading a student's report on their analysis of optimal fire station locations, including methodology, data sources, and conclusions.

E. Peer Reviews and Self-Assessments : Encourage students to critically evaluate their own work and the work of their peers, fostering self-reflection and collaborative learning. Example: Students provide feedback on each other's map designs or research project proposals, and complete self-assessments reflecting on their learning progress.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- ArcGIS Software by Environmental Systems Research Institute

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Michael Shin, Jonathan Campbell, and Sierra Burkhart	Essentials of Geographic Information Systems	FlatWorld	2022 / 3rd Edition	978-1-4533-3763-9
Bradley A. Shellito	Discovering GIS and ArcGIS Pro	W H Freeman	2021 / 3rd Edition	9781319230753
Michael Law and Amy Collins	Getting to Know ArcGIS Pro 3.2	ESRI Press	2024 / 5th Edition	978-1589487772
Wilpen L. Gorr and Kristen S. Kurland	GIS Tutorial for ArcGIS Pro 3.4	ESRI Press	2025 / 6th Edition	978-1589488151
Falguni Mukherjee	Introduction to Geographic Information Systems (Exploring Geography)	Rowman & Littlefield Publishers	2025 / 1st Edition	978-1538152003

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

A. Define core Geographic Information Systems (GIS) concepts and explain the importance of different data sources.

B. Identify and describe various data formats used in GIS and explain the principles of map projections and coordinate systems.

C. Apply cartographic principles to design effective maps for visualizing spatial data.

D. Perform basic data management tasks, including editing and storing spatial and attribute data within geodatabases.

E. Query GIS data based on both spatial location and attribute information.

F. Utilize fundamental spatial analysis tools to analyze spatial patterns and perform geocoding.

G. Apply GIS methodologies to solve real-world problems and discuss the limitations and ethical considerations of GIS technology.

CSLOs

Identify various GIS data sources, describe different data formats, and explain map projections and coordinate systems.

Expected SLO Performance: 0.0

Apply cartographic principles to design effective maps for data display and create online maps.

Expected SLO Performance: 0.0

Perform data management tasks to edit and store spatial and attribute data in geodatabases and query data based on spatial and attribute criteria.

Expected SLO Performance: 0.0

Utilize spatial data analysis tools to analyze patterns, perform geocoding, and demonstrate practical problem-solving.

Expected SLO Performance: 0.0

Apply GIS methodologies to solve real-world problems and evaluate the technology's limitations and ethical implications.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define core GIS concepts and explain the importance of different data sources.
1. Definition and components of GIS (Hardware, Software, Data, People, Methods)
 2. Spatial vs. Attribute Data
 3. Layers and Thematic Mapping
 4. Importance of Spatial Thinking
 5. Acquiring and working with geospatial data
 6. Identify sources of GIS data, including analog and digital sources
 7. GIS Data Sources (Online, Government, Commercial, Primary Collection, GNSS)

8. Evaluating the suitability of different data sources (Accuracy, Precision, Scale, Resolution, Currency, Completeness)
- B. Identify and describe various data formats used in GIS and explain the principles of map projections and coordinate systems.
 1. Vector and Raster Data Models
 2. Common GIS Data Formats
 3. The Earth and Geographic Coordinates
 4. Map Projections (concept of map projection and types)
 5. Projected Coordinate Systems and Datum
 6. Using metadata to correctly apply spatial reference information
 7. Introduction to Chosen GIS Software (proprietary and open source) and navigating the software interface
 8. Adding and displaying spatial data
 9. Using metadata to interpret attribute data
- C. Apply cartographic principles to design effective maps for visualizing spatial data.
 1. Principles of Cartographic Design
 2. Essential Map Elements (Title, Legend, Scale Bar, North Arrow, Data Source)
 3. Data Symbology for Vector and Raster Data
 4. Basic Color Theory in Mapping
 5. Map Layout and Composition
- D. Perform basic data management tasks, including editing and storing spatial and attribute data within geodatabases.
 1. Introduction to Geodatabases
 2. Creating and Managing Geodatabases
 3. Understanding and Managing Attribute Tables
 4. Basic Spatial and Attribute Data Editing
 5. Importing and Exporting GIS Data
- E. Query GIS data based on both spatial location and attribute information.
 1. Querying Attribute Data
 2. Basic SQL for Queries
 3. Spatial Queries
 4. Combining Spatial and Attribute Queries
- F. Utilize fundamental spatial analysis tools to analyze spatial patterns and perform geocoding.
 1. Introduction to Spatial Analysis
 2. Overlay Analysis (Intersection, Union, Difference, Identity, Clip)
 3. Proximity Analysis (Buffering)
 4. Introduction to Raster Analysis
 5. Basic Geocoding Process
- G. Apply GIS methodologies to solve real-world problems and discuss the limitations and ethical considerations of GIS technology.
 1. Applying GIS to Real-World Scenarios
 2. Limitations of GIS Data
 3. Ethical Considerations in GIS
 4. Societal and Environmental Impacts of GIS

Lab Outline

- A. Getting Started with Geographic Information System Software and Exploring Spatial Data
 1. Introduction to the Geographic Information System software environment
 2. Navigating the user interface
 3. Adding vector data
 4. Adding raster data
 5. Exploring the Table of Contents and understanding layer order
 6. Basic map navigation
- B. Understanding Attribute Data and Thematic Mapping
 1. Opening and exploring attribute tables
 2. Understanding different data types
 3. Using metadata to interpret attribute data
 4. Introduction to basic symbology
 5. Creating thematic maps
- C. Working with Coordinate Systems and Map Projections
 1. Examining the coordinate systems of different datasets
 2. Identifying latitude and longitude
 3. Exploring different types of map projections
 4. Understanding the concept of datum
 5. Using the Geographic Information System software to identify spatial reference information
- D. Essential Cartographic Principles and Map Design
 1. Adding essential map elements

2. Applying basic color theory principles
 3. Designing effective legends
 4. Creating a basic map layout
- E. Introduction to Geodatabases and Data Management
1. Exploring the structure of a file geodatabase
 2. Creating a new file geodatabase
 3. Importing existing spatial data
 4. Understanding the components of a feature class and attribute table
- F. Basic Spatial and Attribute Data Editing
1. Introduction to the editing environment in the Geographic Information System software
 2. Basic spatial editing
 3. Basic attribute editing
- G. Querying Geographic Information System Data
1. Performing attribute queries
 2. Introduction to basic SQL syntax
 3. Performing spatial queries
 4. Combining attribute and spatial queries
- H. Introduction to Spatial Analysis: Overlay and Proximity
1. Performing overlay analysis
 2. Applying proximity analysis
- I. Introduction to Raster Analysis and Basic Geocoding
1. Exploring raster data
 2. Performing basic raster analysis operations
 3. Introduction to the geocoding process
 4. Performing basic geocoding
- J. Plan , evaluate and execute a Geographic Information System Project and present the findings in a suitable thematic map
1. Identifying suitable datasets and acquiring data
 2. Working with datasets
 3. Applying appropriate Geographic Information System tools and techniques
 4. Analyzing data and drawing conclusions
 5. Presenting the results

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4
- Lec Hrs: 3
- Lec Load: .067
- Lab Hrs: 3
- Lab Load: .048
- Total Load: .115
- Seat Ct: 40
- (mkct 4/17/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.
- Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Course Objectives A-D: A. Define core Geographic Information Systems (GIS) concepts and explain the importance of different data sources. B. Identify and describe various data formats used in GIS and explain the principles of map projections and coordinate systems. C. Apply cartographic principles to design effective maps for visualizing spatial data. D. Perform basic data management tasks, including editing and storing spatial and attribute data within geodatabases. Assignment A : Read Text : Students will learn core GIS definitions, such as understanding "spatial data" as location-based information, by reading textbook chapters. For example, they'll learn the difference between vector and raster data through visual examples and textual descriptions. They will identify data sources, like GPS and remote sensing, and understand their characteristics, such as knowing GPS provides point data and satellite imagery provides raster data.

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Assignment B: Written and oral assignments involving problem solving, map/diagram based questions, internet-based exercises and essay questions. Exercises are based on readings (from the textbook, journals and the internet) and class discussions involving application of concepts studied in class. Some examples of exercises would be key definitions of topics related to GIS, identification of data sources, raster and vector data and practical applications and limitations of GIS. Assignment D: Research: Students will solve real-world problems, such as determining optimal fire station locations, by designing and implementing GIS workflows and presenting their findings in detailed reports. They will conduct research by discovering and implementing new data sources for their projects, and evaluate data accuracy and reliability.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Course Outline B : Identify and describe various data formats used in GIS and explain the principles of map projections and coordinate systems. 4. Map Projections (concept of map projection and types)

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

Course Objectives 4-7 : 4. Perform basic data management tasks, including editing and storing spatial and attribute data within geodatabases. 5. Query GIS data based on both spatial location and attribute information. 6. Utilize fundamental spatial analysis tools to analyze spatial patterns and perform geocoding. 7. Apply GIS methodologies to solve real-world problems and discuss the limitations and ethical considerations of GIS technology.

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

HTECD364A : Clinical Laboratory Procedures I

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_364A_2026F.pdf Online_HTEC_364A_2026F.pdf Hybrid_HTEC_364A_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD364A
Short Course Title:	CLINICAL LAB PROCEDURES I
Course Title (CB02) :	Clinical Laboratory Procedures I
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This is an introductory course to the clinical laboratory, which will teach students the principles of infection control, bloodborne pathogen standards, safety standards, laboratory requisition, specimen requirements, patient preparation, patient identification, specimen identification, venipuncture, and skin puncture equipment.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone noncredite CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course initiates the understanding of the clinical laboratory's infection control and specimen requirements.

Stand-Alone Statement

Stand-Alone Statement

This is a stand-alone course because it's a noncredit course and doesn't belong on a credit certificate. The purpose of this course is demonstrate the practice of proper application of OSHA standards during specimen collection.. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	24
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	2	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	12
Laboratory	24
NA	0
Total	36

Course Out-of-Class Hours

Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz review performed in class
Collaborative learning and small group discussions
Homework and Extended projects
Laboratory quizzes that evaluate the weekly laboratory exercises
Laboratory experience which involves students in formal exercises

Assignments

A. Required readings of the clinical laboratory assignments from the text

- B. Complete worksheets that include observations, results and critical analysis
- C. Perform laboratory procedures as outlined in the student guide

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- B. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in lecture-lab
- C. Written Assignments that use the critical analysis and discussion of case studies present in lecture and lab or assigned readings
- D. Complete lab activity handouts from the study guide-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations.
- E. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Laboratory classroom with microscopes and centrifuges

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Bonewit-West, Kathy	"Clinical Procedures for Medical Assistants"	Elsevier Inc.	2018, 10th Ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define common terms used in the clinical laboratory

List and explain the five purposes of laboratory testing

Describe federal regulations enacted to improve the quality of laboratory testing

Identify the Purpose and Function of the purpose of a laboratory printed request form

Explain the purpose of advance patient preparation for collection of a laboratory specimen.

Identify and explain the appropriate guidelines for specimen collection

Compare and contrast the handling, storing, testing of specimens

Describe appropriate laboratory safety guidelines for a medical office or outside laboratory.

List and explain the stages in the course of an infectious disease

Distinguish among the three classifications of bacteria based on shape.

Explain the safety guidelines when handling a pathogenic specimen

Identify infectious diseases caused by gram-positive and gram-negative bacteria

Select examples of how infectious diseases in the community can be prevented and controlled

Describe the structures forming the urinary system and state the function of each.

Classify the terms used to describe symptoms of urinary system disorders.

Explain the various methods of collecting urine specimens

Demonstrate and explain the tests that are included in the physical and chemical examination of urine

Identify and explain the methods of urine pregnancy testing

Apply learned skills to patient education situations

Recognize alternative clinical laboratory perspectives to the delivery of health care to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Demonstrate the practice of proper application of OSHA standards during specimen collection.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define common terms used in the clinical laboratory
 - 1. Explain basic clinical laboratory terms
 - 2. Define terms used in microbiology
 - 3. Distinguish between the urinalysis
- B. List and explain the five purposes of laboratory testing
 - 1. Identify diagnoses of pathogenic conditions
 - 2. Evaluate the patient's progress and to regulate treatment
 - 3. Recognize each patient's baseline or normal level
 - 4. Distinguish the prevention or reduction of the severity of the disease
 - 5. Explain the laboratory test requirements by state law
- C. Describe federal regulations enacted to improve the quality of laboratory testing
 - 1. Explain the Clinical Laboratory Improvement Amendments (CLIA 1988)
 - 2. Compare and contrast the low-complexity, moderate-complexity and high-complexity testing
 - 3. List the requirements for moderate and high-complexity testing
 - a. Patient test management
 - b. Quality control
 - c. Quality assurance
 - d. Proficiency testing
 - e. Personnel requirements
- D. Identify the Purpose and Function of the purpose of a laboratory printed request form
 - 1. Directs the laboratory which test to perform
 - 2. Provides the laboratory with essential information for accurate testing, reporting of results and billing information
- E. Explain the purpose of advance patient preparation for collection of a laboratory specimen.
 - 1. Food consumption
 - 2. Medication
 - 3. Activity level
 - 4. Time of day
- F. Identify and explain the appropriate guidelines for specimen collection
 - 1. Review and follow the OSHA Bloodborne Pathogens Standards
 - 2. Review the requirements for collection of the specimen
 - 3. Assemble the laboratory equipment and supplies
 - 4. Identify the patient and explain the procedure
 - 5. Explain the identification process of various lab specimens
 - 6. Handle, store, and transportation the specimen properly
- G. Compare and contrast the handling, storing, testing of specimens
 - 1. Differentiate between the handling and storing of the various types of specimens such as blood, urine, microbiologic specimen, and stool
 - 2. Distinguish between the manual and automated methods of testing
 - 3. Define and explain quality control as it pertains to the clinical laboratory
- H. Describe appropriate laboratory safety guidelines for a medical office or outside laboratory.

1. List examples of medical waste and how to handle, discard, and label.
2. Explain how chemical reagents should be handled
3. Describe how laboratory specimens should be handled safely
 - a. Review OSHA and Bloodborne Pathogens Standards
 - b. Various Handwashing methods
 - c. Avoid hand-to-mouth
 - d. No pipeting into mouth
 - e. Clean up spills STAT
 - f. Use and disposal safety needles
 - g. Cover any break in skin
 - h. Tightly cap specimens
 - i. Handle all equipment properly
- I. List and explain the stages in the course of an infectious disease
 1. Describe the invasion and multiplication of pathogenic microorganisms in the body
 2. Compare the interval of time between the invasion and the appearance of the first symptoms
 3. Describe the prodromal period characterized by the first symptoms
 4. Define the acute period when the disease is at its peak
 5. Describe the decline period when the symptoms begin to subside
 6. Review the convalescent period when the patient regains their strength
- J. Distinguish among the three classifications of bacteria based on shape.
 1. Cocci
 2. Bacilli
 3. Spirilla
- K. Explain the safety guidelines when handling a pathogenic specimen
 1. Demonstrate how the specimen should be preserved
 2. Explain transporting a specimen via courier service
- L. Identify infectious diseases caused by gram-positive and gram-negative bacteria
 1. Identify and describe infectious diseases caused by streptococcal sore throat, scarlet fever, rheumatic fever, diphtheria, other gram-negative bacteria.
 2. Identify and describe infectious diseases caused by whooping cough, gonorrhea, meningitis, cholera, typhoid fever, and others.
- M. Select examples of how infectious diseases in the community can be prevented and controlled
 1. Demonstrate proper medical asepsis technique
 2. Describe proper nutrition for patients
 3. Demonstrate patient education in the use of practices that reduce the transmission of pathogens
 4. Interpret the leadership role of the health care provider in reducing infectious diseases in the community
- N. Describe the structures forming the urinary system and state the function of each.
 1. Describe the location and function of the kidneys, ureters, bladder and urethra
 2. Describe the composition and percentage of the various components of urine
 3. Explain the amount of urine excreted by the normal patient
 4. Identify drugs and conditions that would not allow the kidneys to concentrate urine
- O. Classify the terms used to describe symptoms of urinary system disorders.
 1. Anuria
 2. Diuresis
 3. Dysuria
 4. Enuresis
 5. Frequency
 6. Hematuria
 7. Nocturia
- P. Explain the various methods of collecting urine specimens
 1. Describe collecting a random urine specimen
 2. Explain the procedure and purpose of collecting the first morning specimen
 3. Instruct the patient in collecting a clean-catch midstream urine specimen
- Q. Demonstrate and explain the tests that are included in the physical and chemical examination of urine
 1. Identify and describe the physical examination tests of urine color, clarity, odor, measurement of specific gravity using reagent strip, refractometer, or urinometer methods.
 2. Compare and contrast the chemical examination tests of urine
 - a. pH (acid or alkalinity), glucose, protein, ketones, bilirubin, urobilinogen, blood, others
 - b. Reagent strips
- R. Identify and explain the methods of urine pregnancy testing
 1. Demonstrate and explain the two methods of testing urine for pregnancy
 - a. Immunoassay enzyme tests
 - b. Agglutination tests
 2. Instruct a patient in the specific guidelines for collecting a urine specimen used in pregnancy testing
 3. Explain the method of collection for the serum pregnancy test

- S. Apply learned skills to patient education situations
1. Demonstrate ability to teach patients regarding preparation for specimen collection
 2. Demonstrate ability to teach patients regarding collection of urine specimens
 3. Recognize impacts of cultural diversity
- T. Recognize alternative clinical laboratory perspectives to the delivery of health care to gender, persons of different cultural backgrounds and those persons with disabilities.
1. Identify different cultural backgrounds.
 2. Describe various techniques for working with co-workers and patients with disabilities
 3. Compare the laboratory procedures that apply to patients of different genders

Lab Outline

- A. Urine Testing
- B. Lab requisitions
- C. Pregnancy Testing

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 1
- Lec Load: 0
- Lab Hrs: 2
- Lab Load: 0
- Total Load: 0

- Seat Ct: 0
- (mkct 5/21/25)

Req/Adv**Prerequisite(s):**

HTEC D360A

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Proposal details	required	attach online and hybrid delivery forms	Y
		Justification	required	effective term should be F26	Y
		Course justification	required	please remove transferability	Y
3/12		Stand-alone statement	required	non-credit is not transferable, is it? please remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/26/2025	Learning Outcomes	CSLO	Required	Every course must have at least one SLO.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/7/2025	Learning Outcomes	CSLOs	Required	CSLO should be same in credit and noncredit versions	Y

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/6/25	Req/Adv	Prerequisite(s)	Required	Clarify whether the prerequisite should be HTEC 60A (as on the Req/Adv tab), HTEC 360A (as on the matrix), or HTEC 60A OR HTEC 360A	Y

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year review edited to match credit course -mc

HTECD373. : Medical Law and Ethics

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_D373_2026F.pdf Online_HTEC_373_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD373.
Short Course Title:	MEDICAL LAW AND ETHICS
Course Title (CB02) :	Medical Law and Ethics
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course discusses topics such as medical ethics, medical practice acts, the legal relationship of patient and physician, legal responsibilities of the health technology team member, professional liability, physician's civic duties, and arbitration.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course is a Stand-Alone course. This course informs students about medical practice management, the legal responsibilities of the health care worker, and professional liability.

Stand-Alone Statement

Stand-Alone Statement

This is a stand-alone course because it's a noncredit course and doesn't belong on a credit certificate. The purpose of this course is illustrate medical ethics, medical practice act, legal relationship of patient and physician and legal responsibilities of the health technology team member, professional liability, physicians civic duties and arbitration.. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	36
Laboratory	0
NA	0
Total	36

Course Out-of-Class Hours

Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz review performed in class
Collaborative learning and small group discussions
Homework and extended projects

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
2. Complete worksheets that include observations, results and critical analysis

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written Assignments-Critical analysis and discussion of case studies present in lecture or assigned readings
- B. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- C. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in lecture
- D. Comprehensive Examinations - Written tests requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Judson, Karen, Carlene Harrison, Sharon Hicks	"Law and Ethics for the Health Professions"	McGraw-Hill	2021, 9th Ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Explain why we need to study Law and Ethics

Compare aspects of Law and Ethics

Define the qualities of successful health care practitioners

Analyze the development theories and choices

Outline the seven principles of Health Care Ethics

State the difference between licensure, certification, registration and accreditation

Explain how physicians get licensed and the Medical Practice Acts

Define the medical practice management systems and types of managed care

Identify the basis of and primary sources of law

Compare types of contracts and physician's and patient's rights and responsibilities

State the difference between standard of care and duty of care

Explain the tort of negligence

Discuss the elements of a lawsuit and alternative dispute resolution

Compare the different defenses to liability suits

Describe the importance of confidentiality and informed consent in medical records

Discuss the physician's public duties and responsibilities

Outline workplace legalities

Compare and contrast the beginning of life and death and dying as it relates to law and ethics

Analyze the health care trends and forecasts as it impacts our lives

CSLOs

Illustrate medical ethics including medical practice act, legal relationship of patient and physician, legal responsibilities of the health technology team member, professional liability, physician's civic duties and arbitration.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Explain why we need to study Law and Ethics
 - 1. Court cases illustrate risk of litigation
 - 2. Misdemeanor
 - 3. Felony
- B. Compare aspects of Law and Ethics
 - 1. Law
 - 2. Ethics
 - 3. Codes of Ethics and Ethics guidelines
 - 4. Bioethics
 - 5. The role of Ethics Committees
 - 6. Etiquette
- C. Define the qualities of successful health care practitioners
 - 1. Courtesy
 - 2. Compassion
 - 3. Common sense
 - 4. People Skills
 - 5. Critical Thinking skills
 - 6. Technical Skills
 - 7. Determining if a decision is ethical
- D. Analyze the development theories and choices
 - 1. Teleological or consequence-oriented theory
 - 2. Deontological or duty-oriented theory
 - 3. Virtue ethics
- E. Outline the seven principles of Health Care Ethics
 - 1. Autonomy or self-determination
 - 2. Beneficence
 - 3. Nonmaleficence
 - 4. Confidentiality
 - 5. Justice
 - 6. Role fidelity
 - 7. Veracity
- F. State the difference between licensure, certification, registration and accreditation
 - 1. Reciprocity
 - 2. Non-Licensed Personnel, " Scope of Practice"
- G. Explain how physicians get licensed and the Medical Practice Acts
 - 1. Physician's education
 - 2. Physician's responsibilities
- H. Define the medical practice management systems and types of managed care
 - 1. Sole proprietorship
 - 2. Partnership
 - 3. Professional Corporation
 - 4. Group Practice
- I. Identify the basis of and primary sources of law
 - 1. Federal government
 - 2. State government
 - 3. Criminal law
 - 4. Civil law
- J. Compare types of contracts and physician's and patient's rights and responsibilities

1. Physicians
 2. Patients
- K. State the difference between standard of care and duty of care
1. Physicians
 2. Guidelines for physicians and other health care practitioners
- L. Explain the tort of negligence
1. Malfeasance
 2. Misfeasance
 3. Nonfeasance
 4. Res ipsa loquitur
- M. Discuss the elements of a lawsuit and alternative dispute resolution
1. Phases of a lawsuit
 2. Witness testimony
 3. Courtroom conduct
 4. Arbitration
 5. Mediation
- N. Compare the different defenses to liability suits
1. Denial
 2. Affirmative defense
 3. Technical defense
- O. Describe the importance of confidentiality and informed consent in medical records
1. Chart entries
 2. Photographs, videotaping, and patient imaging
 3. Corrections
 4. Release of information
 5. Retention and storage
 6. Consent
- P. Discuss the physician's public duties and responsibilities
1. Vital statistics
 2. Public health statues
 3. Records for births and deaths
 4. Reportable diseases and injuries
 5. Controlled substances
- Q. Outline workplace legalities
1. Hiring and firing
 2. Discrimination
 3. Federal Labor and employment laws
 4. CLIA
 5. Worker's compensation and unemployment insurance
- R. Compare and contrast the beginning of life and death and dying as it relates to law and ethics
1. Human Genome project
 2. Genetic diseases
 3. Genetic discrimination
 4. Cloning
 5. Human stem cell research
 6. Gene therapy
 7. Infertility
 8. Surrogacy
 9. Adoption
 10. Autopsies
 11. Hospice care
 12. Living will
 13. Health care proxy
 14. DNR order
- S. Analyze the health care trends and forecasts as it impacts our lives
1. cost
 2. Access
 3. Quality

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 3
- Lec Load: 0
- Seat Ct: 0
- (mkct 5/21/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D360A

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Proposal details	required	Effective term is F26	Y
			required	Attach online delivery form	Y
		Course justification Stand-alone statement	required	Remove transferability	Y
			required	Remove statement	Y
3/17	Basic course info	Course justification		non-credit course is not transferable, is it?	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/26/2025	Learning Outcomes	CSLO	Required	Every course must have at least one SLO.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/7/2025	Learning Outcomes	CSLOs	Required	CSLO should be same in credit and noncredit versions	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/14/2025	Learning Outcomes	CSLO	Required	Needs to be a full sentence. Suggestion: "Illustrate medical ethics including medical practice act, legal relationship of patient and physician, legal responsibilities of the health technology team member, professional liability, physician's civic duties and arbitration." After this is approved, SLO Coordinator will reach out to Curriculum Office to update CSLO for HTECHTEC D373 to be identical since I believe this course is also being updated.	Y

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/6/25	Req/Adv	Advisory(ies) - Other	Required	please add HTEC 60A, HTEC 360A, or HTEC 60A OR HTEC 360A in order to match the course you are mirroring	incomplete 5/13
5/6/25	Basic Course Information	Attachments	Required	Complete and upload Matrix G for the above advisory	Matrix G uploaded
5/13/25	Req/Adv	Advisory(ies) - Other	Required	Please add HTEC 360A to match the matrix G you have uploaded	Y

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year review date changed to match credit course -mc

MATHD004. : Computational Statistics**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> • Fatemeh Yarahmadi • Nguyen, Vinh
Attachments:	UCTransferable_MATH_4_2026F.pdf ReqAdv_G_MATH_4_2026F_1.pdf ReqAdv_G_MATH_4_2026F_2.pdf Online_MATH_4_2026F.pdf Hybrid_MATH_4_2026F.pdf
Course ID (CB01A and CB01B) :	MATHD004.
Short Course Title:	No value
Course Title (CB02) :	Computational Statistics
Department:	MATH - Mathematics
Effective Term:	Fall 2026
TOP Code (CB03) :	(1701.00) Mathematics, General
CIP Code:	(27.0601) Applied Statistics, General.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This course offers a modern, application-oriented approach to statistics, emphasizing computational tools and real-world data analysis. Designed for students who have completed an introductory statistics course, this course focuses on implementing statistical techniques using statistical software. Students will engage in hands-on analysis of datasets from diverse fields including psychology, public health, economics, education, and the natural sciences. Topics include data visualization, sampling methods, probability models, simulation, estimation, hypothesis testing, analysis of variance, regression, and classification. Throughout the course, students will explore the assumptions and limitations of statistical methods, emphasizing reproducibility, data ethics, and research design. The primary goal is to empower students to independently analyze data and interpret results in practical contexts.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:

- Mathematics

Discipline 2: No value

Discipline 3: No value

FSA:

- FHDA FSA - MATHEMATICS

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification

This course is UC and CSU transferable. This course belongs on the Certificate in Statistics to meet the growing demand for data literacy across disciplines. It supports students from non-technical backgrounds in understanding statistical results using statistical software tools, without requiring programming skills.

Stand-Alone Statement

Stand-Alone Statement
No Value

Course Philosophy

Course Philosophy

This course emphasizes access and equity by lowering barriers to statistical literacy and integrating real-world data analysis experiences using intuitive software.

CTE Course

Is this a CTE (Career Technical Education) course?
No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Statistics (In Development)

Certificate of Achievement (COA)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UCDavis: STA 032 — Gateway to Statistical Data Science

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 5

Maximum Credit Units 5

Total Course In-Class (Contact) Hours 60

Total Course Out-of-Class Hours 120

Total Student Learning Hours 180

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	5	10
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	60
Laboratory	0
NA	0
Total	60

Course Out-of-Class Hours

Lecture	120
Laboratory	0
NA	0
Total	120

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Use statistical software

Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects using statistical softwares
 Activities which involve students in formal exercises of data collection and analysis
 Problem solving and exploration activities using applications software
 Problem solving and exploration activities using courseware

Assignments

- A. Readings from textbooks, technical blogs, and research articles
- B. Statistical programming exercises using case-based datasets
- C. Analysis reports using reproducible formats (e.g., Jupyter, Rmd)
- D. Group projects with written and visual deliverables
- E. Final cumulative portfolio that includes analysis, documentation, and reflection
- F. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Weekly labs and code-based homework assessed for accuracy and clarity
- B. Midterm and final exams evaluating understanding and application of statistical methods
- C. Peer-reviewed group projects scored on analytic depth, reproducibility, and communication
- D. Participation in discussions, feedback sessions, and peer critiques
- E. Final project presentation and written report that demonstrates synthesis of course content

Essential Student Materials/Essential College Facilities

Essential Student Materials

- Access to statistical software (R, Python, SPSS, or equivalent)
- Reliable computing environment (e.g., JupyterLab, RStudio, or equivalent)
- Cloud-based file sharing platform (e.g., GitHub or Google Drive)

Essential College Facilities

- Access to a computer lab with statistical software installed (if offered in-person or hybrid)

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Freedman, D., Pisani, R. and Purves, R	Statistics	W.W. Norton & Company.	2007/ 4th	
Jeffrey D. Camm, James J. Cochran, Michael J. Fry, Jeffrey W. Ohlmann, David R.	Statistics for Business and Economics	Cengage	2024/ 15th	

Anderson, Dennis J. Sweeney,
Thomas A. Williams

Roxy Peck, Chris Olsen

Introduction to Statistics and
Data Analysis

Cengage

2025/7th

Gerald Keller

Statistics for Management and
Economics

Cengage

2023/12th

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Understand statistical concepts and vocabulary.

Understand the statistical methods covered during the term, including when they are used, how they are used, and why they are used in addition to the logic/theory behind each method and what each method is able to accomplish.

Determine what statistical method should be used in a certain situation, use that method, and then correctly interpret the results.

Perform certain statistical calculations and/or graphing of data, including real data sets, by hand and/or using statistical software.

Understand how statistical methods fit into the big picture of research including why they are needed, how they are used, and what they are able to accomplish.

Understand the limitations of statistical inference in general and in specific situations.

Understand the factors that can affect the validity of the results of a statistical procedure and be able to determine whether the results of a statistical procedure are valid in a certain type of situation.

CSLOs

Use statistical software to analyze real-world datasets

Expected SLO Performance: 0.0

Construct and interpret reproducible statistical reports

Expected SLO Performance: 0.0

Apply statistical models to draw conclusions and assess uncertainty

Expected SLO Performance: 0.0

Communicate statistical findings effectively using code, graphics, and written summaries

Expected SLO Performance: 0.0

Evaluate ethical and methodological considerations in the use of data

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Understand statistical concepts and vocabulary
 - 1. Definitions: population, sample, parameter, statistic, variable
 - 2. Data types: categorical vs. numerical
 - 3. Levels of measurement: nominal, ordinal, interval, ratio
 - 4. Common terms used in descriptive and inferential statistics
- B. Understand the statistical methods covered during the term, including when they are used, how they are used, and why they are used in addition to the logic/theory behind each method and what each method is able to accomplish
 - 1. Descriptive statistics
 - a. Central tendency: mean, median, mode
 - b. Dispersion: range, variance, standard deviation
 - c. Data visualization: bar charts, histograms, box plots
 - d. Software-generated descriptive summaries
 - 2. Probability
 - a. Basic rules of probability
 - b. Introduction to key probability distributions (e.g., binomial, normal, Poisson)
 - c. Software-generated probability outputs and interpretation
 - d. Understanding Bayes' Theorem
 - i. Application in real-world scenarios (e.g., diagnostics, decision-making)
 - ii. Interpreting software outputs for Bayesian problems
 - 3. Inferential statistics
 - a. Sampling methods and sampling distributions
 - b. Confidence intervals for means and proportions
 - c. Hypothesis testing: p-values, significance levels
 - d. Interpreting hypothesis test results in software
- C. Determine what statistical method should be used in a certain situation, use that method to solve statistical questions, and then correctly interpret the results
 - 1. Correlation and regression
 - a. Correlation: direction and strength of relationships
 - b. Simple linear regression: slope, intercept, residuals
 - c. Interpreting regression analysis output
 - 2. Categorical data analysis
 - a. Frequency tables, contingency tables
 - b. Chi-square test for independence
 - c. Case studies using software
 - 3. ANOVA (Analysis of Variance)
 - a. Concepts of one-way and two-way ANOVA
 - b. Reading ANOVA output
 - c. Post-hoc comparisons and their interpretation
 - 4. Nonparametric Methods
 - a. Overview of nonparametric tests: Mann-Whitney, Kruskal-Wallis, etc.
 - b. When to use nonparametric approaches
 - c. Interpreting test results from software
 - 5. Simulation Techniques
 - a. Introduction to simulation (e.g., Monte Carlo, bootstrapping)
 - b. Software-based simulation experiments
 - c. Interpretation of simulated statistical results
 - 6. Time-Series Analysis and Forecasting
 - a. Time-Series Components
 - b. Smoothing Techniques
 - c. Trend and Seasonal Effects
 - d. Introduction to Forecasting

- e. Forecasting Models
- 7. Solve word problems involving real-world applications of statistics
- D. Perform certain statistical calculations and/or graphing of data, including real data sets, by hand and/or using statistical software.
 - 1. Compute descriptive statistics by hand and using software
 - 2. Graph data: histograms, bar charts, boxplots, scatterplots
 - 3. Probability and distribution calculations
 - 4. Create summary tables and visualizations
 - 5. Compute confidence intervals and test statistics by hand and using software.
 - 6. Use statistical software for real data sets
 - a. Introduction to software (e.g., R, Excel, SPSS)
 - b. Importing and managing data
 - c. Analyzing large or messy datasets
 - d. Using software tools to clean, summarize, and graph data
 - e. Performing statistical tests and generating plots
 - f. Drawing and communicating evidence-based conclusions
- E. Understand how statistical methods fit into the big picture of research including why they are needed, how they are used, and what they are able to accomplish
 - 1. Role of statistics in the scientific method
 - 2. Experimental design and data collection
 - 3. Statistical inference as a research tool
 - 4. Connect statistical output to research questions
- F. Understand the limitations of statistical inference in general and in specific situations
 - 1. Concept of statistical vs. practical significance
 - 2. Limitations due to sample size, assumptions, and model choice
 - 3. Misinterpretation of p-values and confidence intervals
 - 4. Common misuse of statistical methods
- G. Understand the factors that can affect the validity of the results of a statistical procedure and be able to determine whether the results of a statistical procedure are valid in a certain type of situation
 - 1. Sources of bias and confounding variables
 - 2. Outliers and influential points
 - 3. Violations of assumptions (normality, independence, etc.)
 - 4. Evaluation of the appropriateness of methods and results

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 5
- Lec Hrs: 5
- Lec Load: .111
- Seat Ct: 40
- (mkct 5/22/25)

Req/Adv

Prerequisite(s):

Completion of an introductory statistics course (such as STAT C1000 or STAT C1000H or equivalent).

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

CIS D022A

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/7/2025	Basic Course Information	Course Philosophy	compete sentence	Please use complete sentence	Y
5/7/2025	Outline	Course Outline	learning objectives	Course outline must match learning objectives	Y
5/7/2025	Specifications	Method of Evaluation	bullet points	please remove bullet points	Y
5/15/25	Specifications	Method of Evaluation	required	please at letters to each of the methods	Y
5/15/25	specifications	Student materials/college facilities	required	separate student materials from college facilities. Also remove mention of internet access since that is assumed to be present, but the other items are okay	Y

5/15/25	basic course information	proposal details	required	include a matrix G for CIS22A and another matrix G for intro stats	Y
Stage 4: Division Dean					
No Value					
Stage 5: SLO Coordinator					
No Value					
Stage 7: Content Review Matrix Liaison					
No Value					
Stage 8: Dean of Online Learning					
No Value					
Stage 9: Articulation Officer					
No Value					
Stage 10: De Anza General Education					
No Value					
Stage 13: Curriculum Committee					
No Value					

CO					
Sort ID (00 < 10; 0 < 100)					
No Value					
Course Status					
No Value					
Course Characteristics					
No Value					
Cross-Listed/Related Course Information					
No Value					
Cross-Listed/Related Course ID's					
No Value					

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

MATHD201B : Calculus II Support**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Fatemeh Yarahmadi• Jimenez, John• Nguyen, Vinh
Attachments:	Hybrid_MATH_201B_2026F.pdf Online_MATH_201B_2026F.pdf ReqAdv_G_MATH_201B_2026F_1.pdf
Course ID (CB01A and CB01B) :	MATHD201B
Short Course Title:	No value
Course Title (CB02) :	Calculus II Support
Department:	MATH - Mathematics
Effective Term:	Fall 2026
TOP Code (CB03) :	(1701.00) Mathematics, General
CIP Code:	(27.0101) Mathematics, General.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course offers a review of the core prerequisite skills, competencies, and concepts needed in studying the fundamentals of integral calculus. It is intended for students majoring in business, science, technology, engineering, and mathematics who are concurrently enrolled in calculus.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Mathematics
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">• FHDA FSA - MATHEMATICS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course designed to be AB 1705 compliant by providing just-in-time instruction for students who are studying calculus.

Stand-Alone Statement

Stand-Alone Statement

This course does not fit into a certificate/degree program or GE because it is an independent course designed to be AB 1705 compliant. The purpose of this course is to provide just-in-time instruction for students who are studying calculus. The audience for this course will be primarily students majoring in business, science, technology, engineering, and mathematics who are concurrently enrolled in calculus.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

No value

Repeatability Statement

No value

Course Support Status (CB26)

Course is a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

De Anza GE - Supplemental	Area(s)	Status	Approval Date	End Date	-
2SUM	DA Support Course Math-CB26	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2.5
Maximum Credit Units	2.5
Total Course In-Class (Contact) Hours	30
Total Course Out-of-Class Hours	60
Total Student Learning Hours	90

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

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	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	30
Laboratory	0
NA	0
Total	30

Course Out-of-Class Hours

Lecture	60
Laboratory	0
NA	0
Total	60

Units and Hours - Weekly Specialty Hours

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

Units and Hours: Profile Name**Summary**

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	0
Total Course Out-of-Class Hours	0
Total Student Learning Hours	0

Faculty Load 0

Detail

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Time Commitment Notes for Students

No Value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: Profile Name - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Homework and extended projects
 Collaborative learning and small group exercises
 Collaborative projects
 Quiz and examination review performed in class
 Guest speakers

Assignments

- A. Required readings from text.
- B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data.
- C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real world scenario.
- D. Collaborative activities requiring conversation in small groups.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
- B. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
- C. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
- D. Final exam or project.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Graphing calculator and/or computer software

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
James Stewart/Daniel K. Clegg/ Saleem Watson	Early Transcendentals	Cengage	2021/ 9th Edition	9780357687901
Gilbert Strang	Calculus, Volume 1	OPENSTAX/ OER	Jun 25, 2020	ISBN-13: 978-1-947172-13-5

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Develop effective skills for modeling and solving real world applications

Develop skills needed to graph rational/polynomial functions and inequalities, trigonometric functions, inverse trig functions, exponential and logarithmic functions

Develop skills needed to simplify rational/polynomial functions and inequalities, trigonometric functions, inverse trig functions, exponential and logarithmic functions, and trigonometric identity

Develop skills needed to decompose rational expressions into partial fractions and complete the square

Develop skills needed to work with anti-derivatives and improper integrals

Develop skills to solve separable differential equations

CSLOs

Demonstrate sound mathematical techniques by applying proper mathematical notation in solving problems involving the modeling of real-world scenarios, equations, and inequalities, encompassing rational, polynomial, trigonometric, exponential, and logarithmic functions, with an emphasis on graphing, simplifying, and analyzing functions, decomposing rational expressions, solving separable differential equations, and utilizing anti-derivatives in problem-solving contexts.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Develop effective skills for modeling and solving real world applications
 1. Devise a strategy or plan
 2. Apply precise mathematical notation to convey the thought process behind the work
 - a. Organize algebraic and arithmetic work in a logical and neat manner
 - b. Organize information, using tools such as graphs, charts, tables and diagrams
 - c. Explain each step and thought process
 3. Identify and define known and unknown quantities
 4. Apply mathematical tools to formulate a solution
 5. Communicate the solution clearly
 - a. State the solution
 - b. Interpret the results in the context of the problem
- B. Develop skills needed to graph rational/ polynomial functions and inequalities, trigonometric functions, inverse trig functions, exponential and logarithmic functions
 1. Graph rational and polynomial functions and inequalities
 2. Graph trigonometric functions

3. Graph inverse trig functions
4. Graph exponential and logarithmic functions
- C. Develop skills needed to simplify rational/polynomial functions and inequalities, trigonometric functions, inverse trig functions, exponential and logarithmic functions, and trigonometric identity
 1. Simplify functions
 2. Simplify trigonometric expressions
 3. Rationalize numerator/denominator of expressions to compute integrals
 4. Identify and analyze asymptotes and holes in graphs
 5. Explore piecewise functions and absolute value functions
- D. Develop skills needed to decompose rational expressions into partial fractions and complete the square
 1. Long and synthetic division
 2. Common denominator and combining rational expressions
 3. Completing the square for quadratic expressions
- E. Develop skills needed to work with anti-derivatives and improper integrals
 1. Differential notations and their properties
 2. Chain Rule
 3. Limits involving infinity
 4. Basic derivative rules (power, product, quotient)
 5. Summation notations and their properties
- F. Develop skills to solve separable differential equations
 1. Simplify equations including exponential and logarithmic expressions
 2. Simplify equations including absolute value expressions

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 2.5

- Lec Hrs: 2.5
- Load: .056
- Seat Ct: 40
- (mkct 4/24/25)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

MATH D001B or MATH D01BH

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline A. Develop effective skills for modeling and solving real world applications B. Develop skills needed to graph rational/polynomial functions and inequalities, trigonometric functions, inverse trig functions, exponential and logarithmic functions C. Develop skills needed to simplify rational/polynomial functions and inequalities, trigonometric functions, inverse trig functions, exponential and logarithmic functions, and trigonometric identity D. Develop skills needed to decompose rational expressions into partial fractions and complete the square E. Develop skills needed to work with anti-derivatives and improper integrals F. Develop skills to solve separable differential equations

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation. Assignments Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data. Assignments Collaborative activities requiring conversation in small groups.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignments B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data. C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real world scenario.

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignments C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real world scenario.

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignments B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data. C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real world scenario.

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/16/25	De Anza GE Form	Criteria 2	Required	Need to has three separate pieces in Criteria 2: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Y
4/15/25	De Anza GE Form	Criteria 4	Required	Need to include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Y

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Change Report
05/23/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
F-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

Section	Changed field
F-Matrix Form	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.
F-Matrix Form	Objective 4: Solve problems involving operations with signed numbers.
F-Matrix Form	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.
F-Matrix Form	Objective 7: Explore rates and ratios and use proportions to solve problems.
F-Matrix Form	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 9: Articulation Officer
CO	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Alicia Mullens
	Course ID (CB01A and CB01B)	METD010L	METD010L
	Course Control Number	CCC000311336	CCC000311336
!	Course Title (CB02)	Meteorology Laboratory	Meteorology <u>Weather</u> Laboratory
	Short Course Title	METEOROLOGY LAB	METEOROLOGY LAB
	TOP Code (CB03)	1999.00	1999.00 Other Physical Sciences
	CIP Code	Physical Sciences, Other	40.9999 Physical Sciences, Other
	Department	MET - Meteorology	MET - Meteorology
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>Introductory weather lab in which students work with observational data, graphics products, charts and instruments used by synoptic meteorologists to forecast weather. Lab sessions will include current weather products downloaded from the American Meteorological Society's "Online Weather Studies" homepage which has been specifically designed for this course and from De Anza College's automated rooftop weather station. Students will practice the analysis and decision-making skills employed by meteorologists to diagnose air patterns, understand air motions and predict future atmospheric conditions.</p>	<p>Introductory <u>This course is an introductory</u> weather lab in which students work with observational data, graphics products, charts and instruments used by synoptic meteorologists to forecast weather. Lab sessions will include current weather products downloaded from the American Meteorological Society's "<u>Online Weather Studies</u>" homepage <u>homepage</u>, which has been specifically designed for this course <u>course</u>, and from De Anza College's <u>College's</u> automated rooftop weather station. Students will practice the analysis and decision-making skills employed by meteorologists to diagnose air patterns, understand air motions and predict future atmospheric conditions <u>conditions</u>.</p>
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
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Mode of Delivery

• Hybrid

• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
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Discipline 1

No value

• Earth Science

Discipline 2

No value

No value

Discipline 3

No value

No value



FSA

No value

• FHDA FSA - METEOROLOGY

Formerly Statement

Changed	Field	Current Version	Proposed Version
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Formerly Statement

No value

Course Justification

Changed	Field	Current Version	Proposed Version
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Course Justification

This course is an introductory level laboratory focusing on the field of atmospheric science. It is fully transferable to any CSU and UC systems. This course meets a general education requirement for De Anza and Cal-GETC. The laboratory conforms to the standards established by the American Meteorological Society Education Department.

This course is an introductory level laboratory focusing on the field of atmospheric science. It is fully transferable to any CSU and UC systems. This course meets a general education requirement for De Anza and Cal-GETC. The laboratory conforms to the standards established by the American Meteorological Society Education Department. Department. This course is applicable to De Anza's Liberal Arts (Science, Math and Engineering Emphasis) Associates of Arts degree.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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	Course Support Status (CB26)	Course is not a support course	Course is not a support course
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	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
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	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
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	Repeatability Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
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	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
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	If yes, identify the UC/CSU campus, course and major.	No value	
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	Will the course be UC transferable?	Yes	Yes
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Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Cal-GETC (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Cal-GETC (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version****Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

GE Information

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA5C - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA5C - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G5X - Approved.
-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G5X - Approved.
-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Total Lecture Hours per Term	-	0
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	Total Laboratory Hours per Term	36	36
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	Total Contact Hours per Term	-	0
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	Total Credit Units	1	1
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	Minimum Credit Units	1	1
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	Maximum Credit Units	1	1
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SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications

Changed Field**Current Version****Proposed Version****Methods of Instruction****Methods of Instruction**

Methods of Instruction Collaborative learning and small group exercises
 Discussion of assigned reading
 Quiz and examination review performed in class
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly
 laboratory exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Collaborative learning and small group exercises
 Discussion of assigned reading
 Quiz and examination review performed in class
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly
 laboratory exercises

**Assignments**

1. Collaborative Laboratory Manual Exercises and Activities.
2. Lab Quizzes based on reading assignments, concepts and methods used in Laboratory Manual Exercises.
3. Required readings from the American Meteorological Society's "Weather Studies Lab Manual".
4. Supplemental Laboratory Demonstrations
5. Written comprehensive Final Examination.

1. Collaborative Laboratory Manual Exercises and Activities.
2. Lab Quizzes based on reading assignments, concepts and methods used in Laboratory Manual Exercises.
3. Required readings from the course's lab manual and supplements.
4. Supplemental Laboratory Demonstrations
5. Written comprehensive Final Examination.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Completion and accuracy of responses on laboratory assignments and weekly quizzes.
2. Demonstrated understanding via written examination of assigned readings and discussion of the historical development of Meteorology, including the contributions of scientists to the field. Student responses will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.
3. Demonstrated understanding via examination, discussion and evaluation of laboratory manual exercise results and supplementary laboratory demonstrations. Student responses will be evaluated based on completeness and accuracy by comparison to grading rubrics.
4. Written comprehensive Final Examination based on key findings from Laboratory Manual

**Methods
of
Evaluation**

1. Completion and accuracy of responses on laboratory assignments and weekly quizzes.
2. Demonstrated understanding via written examination of assigned readings and discussion of the historical development of Meteorology, including the contributions of scientists to the field. Student responses will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.
3. Demonstrated understanding via examination, discussion and evaluation of laboratory manual exercise results and supplementary laboratory demonstrations. Student responses will be evaluated based on completeness and accuracy by comparison to grading rubrics.
4. Written comprehensive Final Examination based on key findings from Laboratory Manual

Changed Field**Current Version****Proposed Version**

	Exercises, Presented Concepts and Assigned Reading. Student responses will be evaluated based on completeness and accuracy by comparison to grading rubrics.	Exercises, Presented Concepts and Assigned Reading. Student responses will be evaluated based on completeness and accuracy by comparison to grading rubrics.
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**Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- None.

Essential College Facilities:

- Computer classroom with internet access to DeAnza College's Automated Weather Source weather sensing system for each student

Essential Student Materials:

- None

Essential College Facilities:

- Computer classroom with internet access to DeAnza College's Automated Weather Source weather sensing system for each student

**Examples of Primary Texts and References**

Title	No value
Author	"Weather Studies Investigations Manual", American Meteorological Society Education Division, Boston, Massachusetts 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Weather Studies Investigations Manual
Author	American Meteorological Society
Publisher	American Meteorological Society Education Division, Boston, Massachusetts
Date/Edition	2024
ISBN	978-1-960459-05-3

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Carbone, Greg, "Exercises for Weather and Climate", 9th ed., Pearson, 2016, Upper Saddle River, NJ.

May include, but are not limited to No value

Reading List Sorbjan, Zbigniew, "Hands-On Meteorology", 1st ed., 1996, American Meteorology Society, Boston, MA.

May include, but are not limited to No value

Reading List Nese, John and Greci, Lee "World of Weather Laboratory Exercises", Pennsylvania State University's College of Earth and Mineral Sciences, 2013.

May include, but are not limited to No value

Learning Outcomes



Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Describe the relationship of air circulation between patterns of high (anticyclonic) and low (cyclonic) air pressure. • Decode the symbols appearing on a surface weather map and be able to describe weather conditions at various locations on the maps. • Identify fronts appearing on a weather map and the weather differences likely to be occurring on either side of the front. • Describe the vertical temperature profile of the atmosphere in the troposphere and lower stratosphere and be able to compare this profile with the U.S. Standard Atmosphere. • Distinguish among the various types of weather satellite imagery, describe the information that each can provide and interpret probable atmospheric conditions from weather satellite imagery. • Describe the variation of solar radiation received at equatorial, mid-latitude and polar locations over the period of a year and estimate and compare the amounts of sunlight received at these locations over the course of a year. • Draw isotherms to show patterns of air temperature on a weather map; locate regions where cold and warm advection are likely to be occurring and relate temperature advection patterns to circulation around air pressure systems. • Define heating-degree-days, cooling-degree-days and Wind Chill. • Interpret the information provided by a Doppler Radar image including intensity and horizontal motion of precipitation. • Relate local air pressure changes and weather conditions to the presence of different air masses before and after the passage of a front and estimate the speed of movement of a well-defined front. • Explain what air pressure is, how variations in air temperature cause differences in air pressure and | <ul style="list-style-type: none"> • Decode the symbols appearing on a surface weather map and be able to describe weather conditions at various locations on the maps. • Describe the vertical temperature profile of the atmosphere in the troposphere and lower stratosphere and be able to compare this profile with the U.S. Standard Atmosphere. • Distinguish among the various types of weather satellite and doppler radar imagery, describe the information that each can provide and interpret probable atmospheric conditions from weather satellite imagery. • Describe the variation of solar radiation received at equatorial, mid-latitude and polar locations over the period of a year and estimate and compare the amounts of sunlight received at these locations over the course of a year. • Analyze isotherms to show patterns of air temperature on a weather map; locate regions where cold and warm advection are likely to be occurring; and apply temperature data to human comfort metrics (such as heating and colling degree days). • Describe how relative humidity changes as air temperature changes, what role condensation nuclei play in cloud formation and how clouds form in the atmosphere: • Analyze air pressure and the role that differences in air pressure lead to wind; describe the horizontal forces that act on air parcels, show the directions toward which these forces act and relate these horizontal forces to the winds reported on a weather map. • Describe the topography of upper air constant pressure surfaces based on height contours, including highs, lows ridges and troughs; describe the general relationship between height contours and the temperature of the underlying atmosphere; and describe the relationship between |
|--|--|

Changed Field**Current Version****Proposed Version**

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- | | |
|--|--|
| <p>describe how density contrasts between warm and cold air cause horizontal variations in air pressure at different altitudes in the atmosphere.</p> <ul style="list-style-type: none">• Describe how relative humidity changes as air temperature changes, what role condensation nuclei play in cloud formation and how clouds form in the atmosphere:• Explain how to use a Stüve Diagram to follow atmospheric temperatures and pressures; determine the temperature of air that rises or sinks in the atmosphere and describe how water vapor saturation can affect atmospheric temperatures.• Describe the horizontal forces that act on air parcels, show the directions toward which these forces act and relate these horizontal forces to the winds reported on a weather map.• Describe the topography of upper air constant pressure surfaces based on height contours, including highs, lows ridges and troughs; describe the general relationship between height contours and the temperature of the underlying atmosphere; and describe the relationship between height contours and wind direction on upper-air weather maps.• Describe the appearance of thunderstorms on visible satellite imagery and the general weather conditions favorable for the formation of thunderstorms.• Explain the relationship between maximum wind speeds and the central air pressure in a hurricane or typhoon; categorize the damage potential of a hurricane or typhoon based on wind speed and explain how hurricane or typhoon wind speed is affected by landfall• Explore the development and evolution of Meteorology as a science, and the contributions of scientists from various historical and ethnic backgrounds to the field of Meteorology. | <p>height contours and wind direction on upper-air weather maps.</p> <ul style="list-style-type: none">• Relate local air pressure changes and weather conditions to the presence of different air masses before and after the passage of a front and estimate the speed of movement of a well-defined front.• Describe the appearance of thunderstorms on visible satellite imagery and the general weather conditions favorable for the formation of thunderstorms.• Explain the relationship between maximum wind speeds and the central air pressure in a hurricane or typhoon; categorize the damage potential of a hurricane or typhoon based on wind speed and explain how hurricane or typhoon wind speed is affected by landfall• Explore the development and evolution of Meteorology as a science, and the contributions of scientists from various historical and ethnic backgrounds to the field of Meteorology. |
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Changed Field**Current Version****Proposed Version****CSLOs****CSLOs**

Assess and evaluate the analysis and decision-making skills employed by meteorologists to diagnose air patterns, understand air motions and predict future atmospheric conditions.

Expected SLO Performance 0.0

CSLOs

Assess and evaluate the analysis and decision-making skills employed by meteorologists to diagnose air patterns, understand air motions and predict future atmospheric conditions.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Describe the relationship of air circulation between patterns of high (anticyclonic) and low (cyclonic) air pressure. <ol style="list-style-type: none"> 1. Apply the "hand-twist" model of wind direction to the circulation of air in a high (anticyclonic) and low (cyclonic) air pressure system. 2. Draw lines of equal air pressure (isobars) to show the pattern of surface air pressure across the United States. 3. Locate regions of high and lows air pressure on a synoptic surface map. 2. Decode the symbols appearing on a surface weather map and be able to describe weather conditions at various locations on the maps. <ol style="list-style-type: none"> 1. Interpret symbols appearing on a surface weather map including those for current weather, wind direction and wind speed. 2. Decode air pressure reported on Station Models on a surface weather map. 3. Decode amount of cloud coverage and cloud type reported on Station Model on surface weather map. 3. Identify fronts appearing on a weather map and the weather differences likely to be occurring on either side of the front. <ol style="list-style-type: none"> 1. Identify four types of frontal boundaries appearing on a surface weather map. 2. Describe the type of weather that would be experienced before, during and after a cold frontal passage and a warm frontal passage. 3. Describe the wind patterns associated with a cold, warm, stationary and occluded front. 4. Describe the vertical temperature profile of the atmosphere in the troposphere and lower stratosphere | <ol style="list-style-type: none"> 1. Decode the symbols appearing on a surface weather map and be able to describe weather conditions at various locations on the maps. <ol style="list-style-type: none"> 1. Interpret symbols appearing on a surface weather map including those for current weather, wind direction and wind speed. <ol style="list-style-type: none"> 1. Decode air pressure reported on Station Models on a surface weather map. 2. Decode amount of cloud coverage and cloud type reported on Station Model on surface weather map. 2. Identify fronts appearing on a weather map and the weather differences likely to be occurring on either side of the front. <ol style="list-style-type: none"> 1. Identify four types of frontal boundaries appearing on a surface weather map. 2. Describe the type of weather that would be experienced before, during and after a cold frontal passage and a warm frontal passage. 3. Describe the wind patterns associated with a cold, warm, stationary and occluded front. 2. Describe the vertical temperature profile of the atmosphere in the troposphere and lower stratosphere and be able to compare this profile with the U.S. Standard Atmosphere. <ol style="list-style-type: none"> 1. Plot a Stuve Diagram showing the vertical temperature profile of the atmosphere using current radiosonde data. 2. Compare a current plotted Stuve Diagram with the U.S. Standard Atmosphere. |
|---|---|

Changed Field**Current Version****Proposed Version**

-
- and be able to compare this profile with the U.S. Standard Atmosphere.
1. Plot a Stuve Diagram showing the vertical temperature profile of the atmosphere using current radiosonde data.
 2. Compare a current plotted Stuve Diagram with the U.S. Standard Atmosphere.
 3. Interpret and Stuve Diagram with regards to atmospheric stability, relative moisture and location of cloud layers.
5. Distinguish among the various types of weather satellite imagery, describe the information that each can provide and interpret probable atmospheric conditions from weather satellite imagery.
1. Describe the orbital characteristics of GOES and Polar satellites.
 2. Describe the three types of weather satellite images (visible, infrared and water vapor.)
 3. Contrast the types of weather information provided by visible, infrared and water vapor satellite images.
 4. Interpret probable atmospheric conditions from weather satellite images.
6. Describe the variation of solar radiation received at equatorial, mid-latitude and polar locations over the period of a year and estimate and compare the amounts of sunlight received at these locations over the course of a year.
1. Contrast the differences in solar radiation received at the equator, the mid-latitudes and poles and identify the reasons for the differences.
 2. Estimate the amount of sunlight received at equatorial, mid-latitude and polar locations at the beginning of the four seasons of the year.
3. Interpret and Stuve Diagram with regards to atmospheric stability, relative moisture and location of cloud
 4. Determine the temperature of air that rises or sinks in the atmosphere and describe how water vapor saturation can affect atmospheric temperatures.
 1. Chart on a Stuve Diagram the temperature and dewpoint temperature change as unsaturated air rises in the troposphere.
 2. Chart on a Stuve Diagram the temperature and dewpoint temperature change as saturated air rises in the troposphere
 3. Describe how water vapor saturation can affect atmospheric temperatures.
3. Distinguish among the various types of weather satellite and doppler radar imagery, describe the information that each can provide and interpret probable atmospheric conditions from weather satellite imagery.
1. Describe the three types of weather satellite images (visible, infrared and water vapor.), and contrast the types of weather information provided by each of them.
 2. Interpret the information provided by a Doppler Radar image including intensity and horizontal motion of precipitation.
4. Describe the variation of solar radiation received at equatorial, mid-latitude and polar locations over the period of a year and estimate and compare the amounts of sunlight received at these locations over the course of a year.

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <ul style="list-style-type: none"> 3. Construct an annual radiation curve for three different latitude locations. | <ul style="list-style-type: none"> 1. Contrast the differences in solar radiation received at the equator, the mid-latitudes and poles and identify the reasons for the differences. |
| | <ul style="list-style-type: none"> 7. Draw isotherms to show patterns of air temperature on a weather map; locate regions where cold and warm advection are likely to be occurring and relate temperature advection patterns to circulation around air pressure systems. <ul style="list-style-type: none"> 1. Perform an isothermal analysis to reveal temperature patterns on a surface weather map. 2. Define warm air advection, cold air advection and neutral advection. 3. Locate regions of warm and cold air advection on a surface weather map. 4. Relate warm and cold advection to the circulation of air around an extratropical low pressure system and high pressure system. | <ul style="list-style-type: none"> 2. Estimate the amount of sunlight received at equatorial, mid-latitude and polar locations at the beginning of the four seasons of the year. 3. Construct an annual radiation curve for three different latitude locations. |
| | <ul style="list-style-type: none"> 8. Define heating-degree-days, cooling-degree-days and Wind Chill. <ul style="list-style-type: none"> 1. Calculate the number of heating-degree-days and cooling-degree-days accumulated on a given day. 2. Demonstrate the use of heating-degree and cooling-degree data and various locations. 3. Describe the distribution of heating and cooling degree days across the United States and other countries of the world. 4. Determine wind chill temperature based on actual air temperature and wind observations. | <ul style="list-style-type: none"> 5. Analyze isotherms to show patterns of air temperature on a weather map; locate regions where cold and warm advection are likely to be occurring; and apply temperature data to human comfort metrics (such as heating and colling degree days). <ul style="list-style-type: none"> 1. Perform an isothermal analysis to reveal temperature patterns on a surface weather map. 2. Define warm air advection, cold air advection and neutral advection. 3. Locate regions of warm and cold air advection on a surface weather map. 4. Define heating-degree-days, cooling-degree-days and Wind Chill. <ul style="list-style-type: none"> 1. Calculate the number of heating-degree-days and cooling-degree-days accumulated on a given day. 2. Describe the distribution of heating and cooling degree days across the United States and other countries of the world. |
| | <ul style="list-style-type: none"> 9. Interpret the information provided by a Doppler Radar image including intensity and horizontal motion of precipitation. <ul style="list-style-type: none"> 1. Describe the aspects of actual wind that are detected by Doppler Radar. | <ul style="list-style-type: none"> 6. Describe how relative humidity changes as air temperature changes, what role condensation |

Changed Field**Current Version****Proposed Version**

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| <ol style="list-style-type: none">2. Determine the speed of winds toward or away from a Dopplet Radar site.3. Construct a chart depicting the direction and velocity of wind as detected by Doppler Radar.10. Relate local air pressure changes and weather conditions to the presence of different air masses before and after the passage of a front and estimate the speed of movement of a well-defined front.<ol style="list-style-type: none">1. Identify and describe the characteristics of the five major air masses that affect the United States.2. Specify the locations of mT (maritime tropical) and cP (continental polar) air masses with respect to a cold front, warm front and stationary front.3. Describe the locations of air masses with respect to an extratropical cyclone.11. Explain what air pressure is, how variations in air temperature cause differences in air pressure and describe how density contrasts between warm and cold air cause horizontal variations in air pressure at different altitudes in the atmosphere.<ol style="list-style-type: none">1. Describe how air temperature changes as air pressure changes.2. Describe how temperature and water vapor affect the density of air.3. Describe how changes in atmospheric pressure can lead to cloud development and precipitation.4. Describe how a Stuve Diagram can be used to follow changes in air pressure and temperature.5. Determine the temperature of air that rises or sinks in the atmosphere. | <p>nuclei play in cloud formation and how clouds form in the atmosphere:</p> <ol style="list-style-type: none">1. Use a liter bottle to trace changes in air temperature as pressure changes.2. Using a liter bottle trace the processes of condensation and evaporation as changes in air pressure and temperature occur.3. Evaluate how relative humidity changes as air temperature changes over a given period of time. 7. Define air pressure and the role that differences in air pressure lead to wind; describe the horizontal forces that act on air parcels, show the directions toward which these forces act and relate these horizontal forces to the winds reported on a weather map.<ol style="list-style-type: none">1. Identify the horizontal and vertical forces that act on air parcels.2. Show the directions toward which horizontal forces acting on air parcels act.3. Define pressure gradient, coriolis and friction forces.4. Relate these horizontal forces to the winds reported on a surface synoptic weather map.5. Describe the relationship of air circulation between patterns of high (anticyclonic) and low (cyclonic) air pressure.<ol style="list-style-type: none">1. Apply the "hand-twist" model of wind direction to the circulation of air in a high (anticyclonic) and low (cyclonic) air pressure system.2. Draw lines of equal pressure (isobars) to show the pattern of surface air pressure across the United States. |
|---|---|

12. Describe how relative humidity changes as air temperature changes, what role condensation nuclei play in cloud formation and how clouds form in the atmosphere:

1. Use a liter bottle to trace changes in air temperature as pressure changes.
2. Using a liter bottle trace the processes of condensation and evaporation as changes in air pressure and temperature occur.
3. Evaluate how relative humidity changes as air temperature changes over a given period of time.

13. Explain how to use a Stuve Diagram to follow atmospheric temperatures and pressures; determine the temperature of air that rises or sinks in the atmosphere and describe how water vapor saturation can affect atmospheric temperatures.

1. Chart on a Stuve Diagram the temperature and dewpoint temperature change as unsaturated air rises in the troposphere.
2. Chart on a Stuve Diagram the temperature and dewpoint temperature change as saturated air rises in the troposphere
3. Describe how a Stuve Diagram is used to follow atmospheric temperature and pressure changes.
4. Describe how water vapor saturation can affect atmospheric temperatures.

14. Describe the horizontal forces that act on air parcels, show the directions toward which these forces act and relate these horizontal forces to the winds reported on a weather map.

1. Identify the horizontal and vertical forces that act on air parcels.
2. Show the directions toward which horizontal forces acting

3. Locate regions of high and lows air pressure on a synoptic surface map.

8. Describe the topography of upper air constant pressure surfaces based on height contours, including highs, lows ridges and troughs; describe the general relationship between height contours and the temperature of the underlying atmosphere; and describe the relationship between height contours and wind direction on upper-air weather maps.

1. Plot and interpret an upper air station radiosonde observation.
2. On a 500 mb upper air chart locate identify the long waves pattern and locate ridges and troughs.
3. Relate the relationship between the long waves upper air pattern and wind direction.
4. Relate the relationship between 500 mb height and the surface air temperature.

9. Relate local air pressure and weather condition changes to the presence of different air masses before and after the passage of a front and estimate the speed of movement of a well-defined front.

1. Identify and describe the characteristics of the five major air masses that affect the United States.
2. Specify the locations of mT (maritime tropical) and cP (continental polar) air masses with respect to a cold front, warm front and stationary front.
3. Describe the locations of air masses with respect to an extratropical cyclone.

10. Describe the appearance of thunderstorms on visible satellite imagery and the general weather conditions favorable for the formation of thunderstorms.

Changed Field**Current Version****Proposed Version**

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- on air parcels act.
3. Define pressure gradient, coriolis and friction forces.
 4. Relate these horizontal forces to the winds reported on a surface synoptic weather map.
15. Describe the topography of upper air constant pressure surfaces based on height contours, including highs, lows ridges and troughs; describe the general relationship between height contours and the temperature of the underlying atmosphere; and describe the relationship between height contours and wind direction on upper-air weather maps.
1. Plot and interpret an upper air station radiosonde observation.
 2. On a 500 mb upper air chart locate identify the long waves pattern and locate ridges and troughs.
 3. Relate the relationship between the long waves upper air pattern and wind direction.
 4. Relate the relationship between 500 mb height and the surface air temperature.
16. Describe the appearance of thunderstorms on visible satellite imagery and the general weather conditions favorable for the formation of thunderstorms.
1. Using a Stuve Diagram identify the atmospheric conditions as supportive or non-supportive of thunderstorm development.
 2. Using as Doppler Radar images identify areas of thunderstorm occurrence and analyze rainfall rates.
17. Explain the relationship between maximum wind speeds and the central air pressure in a hurricane or typhoon; categorize the damage potential of a hurricane or typhoon based on wind speed and explain
1. Using a Stuve Diagram identify the atmospheric conditions as supportive or non-supportive of thunderstorm development.
 2. Using as Doppler Radar images identify areas of thunderstorm occurrence and analyze rainfall rates.
11. Explain the relationship between maximum wind speeds and the central air pressure in a hurricane or typhoon; categorize the damage potential of a hurricane or typhoon based on wind speed and explain how hurricane or typhoon wind speed is affected by landfall
1. Relate the pressure gradient force to the strength of a hurricane or typhoon.
 2. Identify the following stages of tropical cyclone development: disturbance, depression, storm and hurricane/typhoon.
 3. Identify the atmospheric conditions necessary for tropical cyclone development.
 4. Using an upper air synoptic chart analyze the probable path of a tropical cyclone.
 5. Describe characteristics of a tropical cyclone related to its strength as related to the Saffir-Simpson Scale.
 6. Examine the naming of Tropical Cyclones, and how they vary regionally.
12. Explore the development and evolution of Meteorology as a science, and the contributions of scientists from various historical and ethnic backgrounds to the field of Meteorology.
1. Contributions to the field of Meteorology from scientists of a variety of cultural and historical backgrounds, including, but not limited to:
 1. Greek Philosophers, Such as Aristotle
 2. Renaissance era scientists, including

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how hurricane or typhoon wind speed is affected by landfall	Galileo Galilei, Evangelista Torricelli, and Anders Celsius.
1. Relate the pressure gradient force to the strength of a hurricane or typhoon.	3. Contributions from Modern Meteorologists from diverse backgrounds, including Warren Washington, Roger Wakimoto, Marshall Shepherd and Joanne Simpson.
2. Identify the following stages of tropical cyclone development: disturbance, depression, storm and hurricane/typhoon.	4. Contributions of Queer and Transgender scientists to the fields of atmospheric sciences.
3. Identify the atmospheric conditions necessary for tropical cyclone development.	2. Development of weather instrumentation and concepts, including but not limited to:
4. Using an upper air synoptic chart analyze the probable path of a tropical cyclone.	1. The development of modern temperature scales.
5. Describe characteristics of a tropical cyclone related to its strength as related to the Saffir-Simpson Scale.	2. The development of weather instruments such as the mercury barometer.
6. Examine the naming of Tropical Cyclones, and how they vary regionally.	3. The development of modern technology including supercomputers, satellite and Dopplar radar
18. Explore the development and evolution of Meteorology as a science, and the contributions of scientists from various historical and ethnic backgrounds to the field of Meteorology.	4. Comparison of weather analysis in the pre-satellite era to modern day.
1. Contributions to the field of Meteorology from scientists of a variety of cultural and historical backgrounds, including, but not limited to:	
1. Greek Philosophers, Such as Aristotle	
2. Renaissance era scientists, including Galileo Galilei, Evangelista Torricelli, and Anders Celsius.	
3. Contributions from Modern Meteorologists from diverse backgrounds, including Warren Washington, Roger Wakimoto, Marshall Shepherd and Joanne Simpson.	
2. Development of weather instrumentation and concepts, including but not limited to:	

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. The development of modern temperature scales. 2. The development of weather instruments such as the mercury barometer. 3. The development of modern technology including supercomputers, satellite and Dopplar radar 4. Comparison of weather analysis in the pre-satellite era to modern day. 	
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	MET D010. (may be taken concurrently)	MET D010. (may be taken concurrently)
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	<p>Assignments, items B and C - Reading comprehension and analysis of college-level lab manuals and resources are a necessary component of the course.</p>
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Methods of Evaluation C - Questions on written exams that include comparing and contrasting two atmospheric science concepts (such as weather vs. climate)</p>
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
!	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	<p>Assignments A and Methods of Evaluation C - Students present findings from laboratory exercises in lab reports presented to classmates and the instructor.</p>

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Methods of Evaluation D - Written "lab reports" on data collected from field activities will go through multiple rounds of feedback and revision, with both peer and instructor feedback provided.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Methods of Evaluation B,.C and, D - Students will provide written explanations of data either provided to them on written exams, or collected in field activities.

C-Matrix Form

Blank area for the C-Matrix Form.

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</p>	No Value	Outline B.4 - Calculating how air temperature changes with height, and the role that the saturation (or unsaturation) of that air affects the rate of cooling.
!	<p>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</p>	No Value	Outline E.4.1 - Calculation of heating and cooling degree days requires calculations of averages.
	<p>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 4: Solve problems involving operations with signed numbers.	No Value	Outline E.4.1 - Conversions of temperatures to heating degree days often includes temperatures below 0 (Fahrenheit and Celsius)
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
!	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	Outline B.4 - Estimations of air and dew point temperature of air parcels as they rise in the atmosphere
!	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	Outline B.4 - Adiabatic rates of cooling are utilized in determining air temperature changes with height.
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value



Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Outline D.3 - Construction of radiation curves given monthly average solar radiation data

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value
	<p>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</p>	No Value	No Value
	<p>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</p>	No Value	No Value
	<p>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</p>	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline L - Explore the development and evolution of Meteorology as a science, and the contributions of scientists from various historical and ethnic backgrounds to the field of Meteorology.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignments - A. Collaborative Laboratory Manual Exercises and Activities. B. Lab Quizzes based on reading assignments, concepts and methods used in Laboratory Manual Exercises. Methods of Evaluation: B Demonstrated understanding via written examination of assigned readings and discussion of the historical development of Meteorology, including the contributions of scientists to the field. Student responses will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline F.3 - Evaluate how relative humidity changes as air temperature changes over a given period of time</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline L.1.d - Contributions of Queer and Transgender scientists to the fields of atmospheric sciences
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline L - Explore the development and evolution of Meteorology as a science, and the contributions of scientists from various historical and ethnic backgrounds to the field of Meteorology.
!	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline E - Analyze isotherms to show patterns of air temperature on a weather map; locate regions where cold and warm advection are likely to be occurring; and apply temperature data to human comfort metrics (such as heating and cooling degree days).

Comments

Changed	Questions	Current Version	Proposed Version						
	Stage 2: Department Chair	No Value	No Value						
!	Stage 3: Division Curriculum Representative	No Value		Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
				3/19/25	Basic Course Info	General Information	Required	Please use complete sentences for the course description	
				3/19/25	Basic Course Info	Proposal Details	Required	Please attach DE forms for hybrid and online delivery Include a degree path this class is on	
				3/19/25	Basic Course Info	Course Justification	Required	or if it is not, include that it is a stand alone course	
				3/19/25	Specifications	Primary Texts	Required	Please move all entries to the correct fields	
				3/19/25	Learning Objectives	Course Objectives	Required	The objectives on the course objective tabs need to be the same and in the same order as the description on the capital letters of the outline	
				4/27/25	Specifications	Suggested Reading list	required	The policy is to remove all suggested readings and keep those at the department level. Please remove all from the suggested reading list	
	Stage 4: Division Dean	No Value	No Value						

Changed	Questions	Current Version	Proposed Version
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	Stage 5: SLO Coordinator	No Value	No Value
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	Stage 7: Content Review Matrix Liaison	No Value	No Value
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	Stage 8: Dean of Online Learning	No Value	No Value
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Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response	
			Date	Tab	Part - Field	Type of Edit	Edit		
!	Stage 9: Articulation Officer	No Value							
			05/21/25	Learning Outcomes + Outline	Course Objectives + Course Outline	Acknowledgement	When this level of change is implemented, I just need you to be aware that I have to resubmit the course to the state as though it's a new course. This leaves it vulnerable to lose UC-transferability and general education approval. I'm not necessarily worried about this course,, because in my view it still meets the criteria but if you are going to make sweeping changes in the future, please contact me. Please acknowledge with a "y" in the next column that you understand that this course will need to be resubmitted	Y	

Changed	Questions	Current Version	Proposed Version
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	Stage 10: De Anza General Education	No Value	No Value
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	Stage 13: Curriculum Committee	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	MET 010L	MET 010L
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	NA	NA
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	No Value	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	05/22/2018	No Value
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Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc
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Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	METD010L
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000311336
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
--	------------------------------------	--

De Anza College
Change Report
05/13/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section**Changed field**

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 8: Dean of Online Learning

Comments

Stage 9: Articulation Officer

Comments

Stage 10: De Anza General Education

Course Justification

Course Justification

Foothill Equivalency

Foothill Faculty Consultation Name

Foothill Equivalency

Foothill Course ID

Foothill Equivalency

Does the course have a Foothill equivalent?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none">Shameka Walker	<ul style="list-style-type: none">Rich Booher
	Course ID (CB01A and CB01B)	PHILD002.	PHILD002.
	Course Control Number	CCC000084491	CCC000084491
	Course Title (CB02)	Social and Political Philosophy	Social and Political Philosophy
	Short Course Title	SOCIAL AND POLITICAL PHILOSOPH	SOCIAL AND POLITICAL PHILOSOPH
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Examines fundamental issues and methods in social and political philosophy. Emphasis is placed upon historical development as well as contemporary issues and cultural contexts. Issues include political authority, rights, equality, freedom, agency, responsibility, justice, and social identity.	Examines- <u>This course examines</u> fundamental issues and methods in social and political philosophy. Emphasis is placed upon historical development as well as contemporary issues and cultural contexts. Issues <u>covered</u> include political authority, rights, equality, freedom, agency, responsibility, justice, and social identity.
	Course Type (CB27)	<ul style="list-style-type: none">Lower Division	<ul style="list-style-type: none">Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none">OnlineHybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none">Philosophy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none">FHDA FSA - PHILOSOPHY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza, and Cal-GETC. This course is UC and CSU transferable. The course fosters competence in regards to a student's identifying and analyzing issues and texts in social and political philosophy.	<u>This course is UC and CSU transferable.</u> This course meets a general education requirement for De Anza, and Cal-GETC. This course- It is UC and CSU transferable.- included in the De Anza AA-T in Philosophy. The course fosters competence in regards to a student's identifying and analyzing issues and texts in social and political philosophy.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	Brian Tapia
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	Foothill Course ID	No value	PHIL 2: Introduction to Social and Political Philosophy.
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	Does the course have a Foothill equivalent?	No	No Yes
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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	Course Support Status (CB26)	Course is not a support course	Course is not a support course
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	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
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Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program**

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development) Award Type Associate in Arts (A.A.) Degree
		Associated Program Philosophy for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Philosophy for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Philosophy for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Philosophy for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	Cal-GETC	System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA3B - Approved. 	Area(s)	<ul style="list-style-type: none"> CA3B - Approved.
-	No value	-	No value
System/Institution	De Anza GE	System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G3X - Approved. 	Area(s)	<ul style="list-style-type: none"> 2G3X - Approved.
-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48

Changed	Field	Current Version	Proposed Version
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	Total - Course Out-of-Class Hours	96	96
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	Total Credit Units - Minimum Credit Units	4	4
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	Total Credit Units - Maximum Credit Units	4	4
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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Changed	Field	Current Version	Proposed Version
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Total Lecture Hours per Term	144	144
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	Total Laboratory Hours per Term	-	0
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	Total Contact Hours per Term	-	0
--	------------------------------	---	---

	Total Credit Units	4	4
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	Minimum Credit Units	4	4
--	----------------------	---	---

	Maximum Credit Units	4	4
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SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class essays
 Homework and extended projects
 Collaborative learning and small group exercises
 Other: Film / documentary / other media sources, such as Youtube

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class essays
 Homework and extended projects
 Collaborative learning and small group exercises
 Other: Film / documentary / other media sources, such as Youtube

Assignments

1. Required reading assignments from texts
2. Written and / or oral argumentative project on a particular issue or figure in social and political philosophy
3. Group discussions emphasizing the comparison and contrast of different positions on philosophical issues.
4. Written exams on concepts and figures in social and political philosophy

1. Required reading assignments from texts
2. Written and / or oral argumentative project on a particular issue or figure in social and political philosophy
3. Group discussions emphasizing the comparison and contrast of different positions on philosophical issues.
4. Written exams on concepts and figures in social and political philosophy

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

Methods **Methods of**
of **Evaluation**
Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. At least two exams, including multiple-choice and/or essay components, in which students will be evaluated on their ability to correctly identify significant philosophical concepts, distinguish between major theories, and identify the contributions of specific figures in the history of social/political philosophy.
2. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, and to apply philosophical methods in the development and defense of their own views.

**Methods
of
Evaluation**

1. At least two exams, including multiple-choice and/or essay components, in which students will be evaluated on their ability to correctly identify significant philosophical concepts, distinguish between major theories, and identify the contributions of specific figures in the history of social/political philosophy.
2. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, and to apply philosophical methods in the development and defense of their own views.

Changed Field

Current Version

Proposed Version

3. Essays and/or oral presentations on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position

4. Final exam including multiple-choice and/or essay components that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

3. Essays on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position

4. Final exam including multiple-choice and/or essay components that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Wolff, Jonathan. An Introduction to Political Philosophy, 3rd ed. (Oxford: Oxford University Press, 2016.)
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cahn, Steven (ed). Political Philosophy: The Essential Texts, 3rd ed. (Oxford: Blackwell Publishing Company, 2014)
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Plato. "Republic." Hackett, Indianapolis, IN, 2005.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	An Introduction to Political Philosophy
Author	Jonathan Wolff
Publisher	Oxford University Press
Date/Edition	2016/3rd
ISBN	No value

Title	Republic
Author	Plato, trans. C.D.C. Reeve
Publisher	Hackett
Date/Edition	2004
ISBN	No value

Title	Laws
Author	Plato, trans. C.D.C. Reeve
Publisher	Hackett
Date/Edition	2022
ISBN	No value

Title	Political Thought
Author	Ibn Khaldun, trans. Anna Bailey Galietti
Publisher	Cambridge University Press
Date/Edition	2025

Changed Field

Current Version

Proposed Version

ISBN No value

Title The Discourses
and Other Early
Political Writings

Author Jean-Jacques
Rousseau, trans.
Victor Gourevitch

Publisher Cambridge
University Press

Date/Edition 2nd/2020

ISBN No value



Suggested Reading List

No value

Reading List Rawls, John. "A Theory of Justice". Belknap Press, 2005..

May include, but are not limited to No value

Reading List Nozick, R. "Anarchy, State, and Utopia", Basic Books Inc., New York, 1974.

May include, but are not limited to No value

Reading List Butler, Judith. "The Judith Butler Reader", Blackwell Publishers, Oxford, UK, 2004.

May include, but are not limited to No value

Reading List Black Elk, "Black Elk Speaks", University of Nebraska Press, Lincoln, NE 2000.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Hallen, Barry, Kwame Anthony Appiah, Gyekye, Wiredu, Oruka. Gbadegesin, Segun "African Philosophy: Traditional Yoruba Philosophy and Contemporary African Realities". Peter Lang Publishers, New York 1991.

May include, but are not limited to No value

Reading List Hobbes, "Leviathan", Oxford University Press, Oxford, 1996.

May include, but are not limited to No value

Reading List hooks, bell, "Class Matters", Routledge Press, New York, 2000.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Hume, "Treatise of Human Nature", Penguin Books, London, 1986.

May include, but are not limited to No value

Reading List Mill, J. S. "On Liberty", Penguin Books, London, 1985.

May include, but are not limited to No value

Reading List King Jr., Martin Luther, "The Martin Luther King, Jr. Companion: Quotations from the Speeches, Essays and Books of Martin Luther King, Jr.", St. Martin's Press, New York, 1998.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Lao Tzu, "Tao Te Ching", Dover Press, New York, 1995.

May include, but are not limited to No value

Reading List Rousseau, "Of the Social Contract", Penguin Books, London, 1968.

May include, but are not limited to No value

Reading List Marx & Engels. "The Marx-Engels Reader", W.W. Norton & Company, New York, 1978.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Identify, examine, and evaluate the discipline and methods of philosophy with an emphasis upon themes and problems in social and political philosophy, as well as key figures associated with Western and Eastern traditions. • Identify, examine, and analyze moral, epistemic, and metaphysical claims underlying various social and political concepts. • Examine, compare, and contrast various claims, theories, and methodologies found in Eastern and Western social and political philosophy. 	<ul style="list-style-type: none"> • Identify, examine, and evaluate the discipline and methods of philosophy with an emphasis upon themes and problems in social and political philosophy, as well as key figures associated with Western and Eastern traditions. • Identify, examine, and analyze moral, epistemic, and metaphysical claims underlying various social and political concepts. • Examine, compare, and contrast various claims, theories, and methodologies found in Eastern and Western social and political philosophy.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Identify and analyze philosophical problems pertaining to social and political philosophy.

Expected SLO Performance 0.0

CSLOs Identify and analyze philosophical problems pertaining to social and political philosophy.

Expected SLO Performance 0.0

CSLOs Analyze and assess solutions to these problems from a variety of philosophical traditions.

Expected SLO Performance 0.0

CSLOs Analyze and assess solutions to these problems from a variety of philosophical traditions.

Expected SLO Performance 0.0

CSLOs Articulate and defend original positions on issues in social and political philosophy.

Expected SLO Performance 0.0

CSLOs Articulate and defend original positions on issues in social and political philosophy.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<p>1. Identify, examine, and evaluate the discipline and methods of philosophy with an emphasis upon themes and problems in social and political philosophy, as well as key figures associated with Western and Eastern traditions.</p> <ol style="list-style-type: none"> 1. Identify and appraise methods appropriate to the study of social and political philosophy. <ol style="list-style-type: none"> 1. Arguments 2. Charitable interpretations of texts/positions 2. Analyze and evaluate the historical background relevant to social and political theories 3. Examine how multicultural and historical contexts frame theories, key terms, and discussions within political philosophy. 4. Evaluate different socioeconomic factors that have impacted philosophical categories of thinking in regards to social and political philosophy, particularly notions of freedom, justice, and fairness. <p>2. Identify, examine, and analyze moral, epistemic, and metaphysical claims underlying various social and political concepts.</p> <ol style="list-style-type: none"> 1. Explicate standard moral and metaethical theories as they apply to theories of justice and/or right and wrong. <ol style="list-style-type: none"> 1. Relativism as it applies to cultural/social differences 	<p>1. Identify, examine, and evaluate the discipline and methods of philosophy with an emphasis upon themes and problems in social and political philosophy, as well as key figures associated with Western and Eastern traditions.</p> <ol style="list-style-type: none"> 1. Identify and appraise methods appropriate to the study of social and political philosophy. <ol style="list-style-type: none"> 1. Arguments 2. Charitable interpretations of texts/positions 2. Analyze and evaluate the historical background relevant to social and political theories 3. Examine how multicultural and historical contexts frame theories, key terms, and discussions within political philosophy. 4. Evaluate different socioeconomic factors that have impacted philosophical categories of thinking in regards to social and political philosophy, particularly notions of freedom, justice, and fairness. <p>2. Identify, examine, and analyze moral, epistemic, and metaphysical claims underlying various social and political concepts.</p> <ol style="list-style-type: none"> 1. Explicate standard moral and metaethical theories as they apply to theories of justice and/or right and wrong. <ol style="list-style-type: none"> 1. Relativism as it applies to cultural/social differences

- | Changed Field | Current Version | Proposed Version |
|---------------|--|--|
| | <ul style="list-style-type: none"> 2. Utilitarianism as it applies to the justification of political authority | <ul style="list-style-type: none"> 2. Utilitarianism as it applies to the justification of political authority |
| | <ul style="list-style-type: none"> 2. Analysis of epistemic justification as it pertains to justification in the social/political domain. | <ul style="list-style-type: none"> 2. Analysis of epistemic justification as it pertains to justification in the social/political domain. |
| | <ul style="list-style-type: none"> 3. Analyze and interpret the ontological status, problems, and features of justice, fairness, good, bad, right, and wrong. | <ul style="list-style-type: none"> 3. Analyze and interpret the ontological status, problems, and features of justice, fairness, good, bad, right, and wrong. |
| | <ul style="list-style-type: none"> 3. Examine, compare, and contrast various claims, theories, and methodologies found in Eastern and Western social and political philosophy. <ul style="list-style-type: none"> 1. Appraise, assess, and relate various theories involving the nature of justice and fairness. 2. Analyze and interpret various social and political thinking on freedom and human agency 3. Summarize differing conceptions of human nature, both Eastern and Western. Explicate how such theories have shaped social and political theory, as well as theories about human development. 4. Assess standard argumentative positions on other central themes and concepts in political and social theory <ul style="list-style-type: none"> 1. The justification of political authority 2. The function of governmental rule 3. The just distribution of resources 4. Just laws and criminal punishment | <ul style="list-style-type: none"> 3. Examine, compare, and contrast various claims, theories, and methodologies found in Eastern and Western social and political philosophy. <ul style="list-style-type: none"> 1. Appraise, assess, and relate various theories involving the nature of justice and fairness. 2. Analyze and interpret various social and political thinking on freedom and human agency 3. Summarize differing conceptions of human nature, both Eastern and Western. Explicate how such theories have shaped social and political theory, as well as theories about human development. 4. Assess standard argumentative positions on other central themes and concepts in political and social theory <ul style="list-style-type: none"> 1. The justification of political authority 2. The function of governmental rule 3. The just distribution of resources 4. Just laws and criminal punishment |

Changed	Field	Current Version	Proposed Version
		5. Democracy and its alternatives 6. Issues in contemporary social policy	5. Democracy and its alternatives 6. Issues in contemporary social policy
		5. Identify and appraise philosophical contributions from thinkers of diverse cultural, ethnic and gender perspectives.	5. Identify and appraise philosophical contributions from thinkers of diverse cultural, ethnic and gender perspectives.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form			
Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments A. Required reading assignments from texts
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation C. Essays on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation C. Essays on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation C. Essays on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation C. Essays on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Blank area for the C-Matrix Form.

Changed**Questions****Current Version****Proposed Version**

**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 3:
Produce
written work
using a
cyclical
process of
multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5:
Edit
compositions
to correct
errors in the
major
conventions of
Standard
Written
English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Develop linear
function
models.

No Value

No Value

Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.

No Value

No Value

Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.

No Value

No Value

Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.

No Value

No Value

Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.

No Value

No Value

Objective 9:
Develop
quadratic
function
models to
solve
problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
--	---	----------	----------

	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
--	---	----------	----------

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
--	--	----------	----------

	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

F-Matrix Form

Changed**Questions****Current Version****Proposed Version**

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed**Questions****Current Version****Proposed Version**

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Course Outline A. Identify, examine, and evaluate the discipline and methods of philosophy with an emphasis upon themes and problems in social and political philosophy, as well as key figures associated with Western and Eastern traditions.</p>
	<p>! Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Methods of Evaluation B. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, and to apply philosophical methods in the development and defense of their own views. Assignment B. Written and / or oral argumentative project on a particular issue or figure in social and political philosophy.</p>

Changed**Questions****Current Version****Proposed Version**

**Criteria 3:
Stimulate
critical thinking.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

Methods of Evaluation C. Essays on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position



**Criteria 4:
Include diverse
perspectives
and
contributions in
the discipline
such as:
gender, culture,
values, and/or
societal
perspectives.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

Course Outline A. Identify, examine, and evaluate the discipline and methods of philosophy with an emphasis upon themes and problems in social and political philosophy, as well as key figures associated with Western and Eastern traditions.



**Criteria 5:
Provide global
and historical
context. (ONLY
using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

Course Outline A. Identify, examine, and evaluate the discipline and methods of philosophy with an emphasis upon themes and problems in social and political philosophy, as well as key figures associated with Western and Eastern traditions.

Changed	Questions	Current Version	Proposed Version
!	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation B. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, and to apply philosophical methods in the development and defense of their own views.

Comments

Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
!	Stage 3: Division Curriculum Representative	No Value	Date	TabPart - Field	Type of Edit	Initiator - Indicate "Y" When Completed	Edit
			3/25/2025	RG	Course Description	Needs to be a complete sentence. Please add "This or The," course to satisfy the revision	Y
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/11/25	Gabriela Nocito	Basic Information - Modality	Required	Please indicate the course modalities. Two forms are attached correctly but course modality is not indicated.	Y
!	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			04/30/2025	Specifications	Primary Texts	Required	All transferable courses must have at least one primary text published within seven years of the effective date of the course. This would be 2019 or later for courses effective Fall 2026.	Y

Changed	Questions	Current Version	Proposed Version						
!	Stage 10: De Anza General Education	No Value		Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
				5/5/25	De Anza GE Form	Criteria 2	Required	Please add something specific about written communication. Assignment B or Method of evaluation C would work great	Y
	Stage 13: Curriculum Committee	No Value	No Value						

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	PHIL 002	PHIL 002
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	PHILD002.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000084491

Articulation

Changed	Field	Current Version

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
04/10/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

Section**Changed field**

Comments

Stage 3: Division Curriculum Representative

Course Justification

Course Justification

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Lisa Teng
	Course ID (CB01A and CB01B)	PHTGD005.	PHTGD005.
	Course Control Number	CCC000524606	CCC000524606
	Course Title (CB02)	Intermediate Digital Photography	Intermediate Digital Photography
	Short Course Title	INTERMED DIGITAL PHTG	INTERMED DIGITAL PHTG
	TOP Code (CB03)	1012.00	1012.00 Applied Photography
	CIP Code	Photographic and Film/Video Technology/Technician and Assistant	10.0201 Photographic and Film/Video Technology/Technician and Assistant
	Department	PHTG - Photography	PHTG - Photography
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Further study of digital photography and digital imaging processes. Gain greater control over the quality of your digital images through shooting RAW, organization and development through Lightroom, and/or image editing with Photoshop. Create a work flow for producing high quality prints. Discuss and analyze current trends in photography.	Further <u>This course provides further</u> study of digital photography and digital imaging processes. Gain <u>Students will learn to gain</u> greater control over the quality of your digital images through shooting RAW, organization <u>RAW and organization</u> and development through Lightroom, and/or image editing with Photoshop . <u>Create Lightroom Classic. They will also learn to create a work flow- workflow</u> for producing high quality prints . Discuss high quality prints while discussing and analyze <u>analyzing</u> current trends in photography . <u>photography</u> .
	Course Type (CB27)	<ul style="list-style-type: none"> • Lower Division 	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	No value	<ul style="list-style-type: none"> • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Photography
	Discipline 2	No value	<ul style="list-style-type: none"> • - AND - • Photographic Technology/ Commercial Photography
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - PHOTOGRAPHY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is designed to meet the requirements for an AA Degree in Professional Photography. The course is the intermediate level of study in digital photography. The course is CSU and UC transferable and part of our CTE program.	This course is designed to meet the requirements for an AA Degree in Professional Photography. The course is the intermediate level of study in digital photography. The course is CSU and UC transferable and part of our CTE program. transferable and part of our CTE program. <u>transferable.</u>

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	Yes	Yes
--	---	-----	-----

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
--	---	----	----

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
--	--	---	---

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
--	---------------------------------------	----	----

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Digital Photography Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Digital Photography Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
--	--	----------	--

	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
--	---	----	----

	If yes, identify the UC/CSU campus, course and major.	No value	
--	--	----------	--

	Will the course be UC transferable?	Yes	Yes
--	--	-----	-----

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Photographic Arts (Film and Digital)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Photographic Arts (Film and Digital)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Photographic Arts (Film and Digital) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Photographic Arts (Film and Digital) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Professional Photography (Film and Digital)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Professional Photography (Film and Digital)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Professional Photography (Film and Digital)**Award Type** Certificate of Achievement (COA)**Associated Program** Professional Photography (Film and Digital)**Award Type** Certificate of Achievement (COA)

Changed	Field	Current Version	Proposed Version
		Associated Program Professional Photography (Film and Digital) (In Development)	Associated Program Professional Photography (Film and Digital) (In Development)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	3	3

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	36	36

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3

Changed	Field	Current Version	Proposed Version
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	Minimum Credit Units	3	3
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	Maximum Credit Units	3	3
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SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications

Changed	Field	Current Version	Proposed Version
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	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects field trips Guest speakers Other: Lab activity and evaluation</p>	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field trips Guest speakers Other: Lab activity and evaluation</p>
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Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none">1. Reading from assigned chapters of textbook.2. Weekly exercises that demonstrate an understanding and application of class concepts.3. Photographic exercises that demonstrate an understanding and application of class concepts and culminates in the completion of 6-8 finished, cohesive, digital images.	<ol style="list-style-type: none">1. Reading from assigned chapters of the textbook.2. Weekly exercises that demonstrate an understanding and application of class concepts.3. Quarter-length commitment statement and artist presentation related to the project students commit to.4. Photographic exercises that demonstrate an understanding and application of class concepts and culminate in the completion of 6-8 finished cohesive digital images.5. An artist statement is used to explain the inspiration and concept behind the work.

Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Completion of class exercises by applying class concepts covered from reading or lecture.
2. Submission of print assignments demonstrating skills and techniques covered in class.
3. One, one-hour, mid-quarter examination (multiple choice, true and false, short answer) requiring students to apply core concepts and demonstrate a working knowledge of lecture and lab course material.
4. Final exam: oral and visual presentation of final print assignment requiring students to explain concepts appropriate to their work and demonstrate

**Methods
of
Evaluation**

1. Completion of class exercises by applying class concepts covered from reading or lecture.
2. Submission of print assignments demonstrating skills and techniques covered in class.
3. One, one-hour, mid-quarter examination (multiple choice, true and false, short answer) requiring students to apply core concepts and demonstrate a working knowledge of lecture and lab course material.
4. Final project: oral and visual presentation of final print assignment requiring students to explain concepts appropriate to their work and demonstrate

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Proposed Version

successful control of process and techniques learned in class.

successful control of process and techniques learned in class.
5. An artist statement to explain students' concepts, inspirations, and influences in written form.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Digital camera with camera RAW file capability and storage media

Essential College Facilities:

- Computer lab with Adobe Lightroom and Photoshop

Essential Student Materials:

- Digital camera with camera RAW file capability and storage media

Essential College Facilities:

- Computer lab with Adobe Lightroom and Photoshop

Changed Field**Current Version****Proposed Version****Examples of
Primary Texts and
References**

Title	No value
Author	Faris-Belt, Angela, "The Elements of Photography" Focal Press/Elsevier, 2nd Edition, Waltham, MA, 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Elements of Photography: Understanding and Creating Sophisticated Images
Author	Angela Faris Belt
Publisher	Routledge
Date/Edition	September 9, 2011/2nd Edition
ISBN	978-0240815152

Title	Light and Lens Photography in the Digital Age
Author	Robert Hirsch
Publisher	Routledge
Date/Edition	May 15, 2018/3rd Edition
ISBN	978-1138944398

Title	Photography A Critical Introduction
Author	Liz Wells
Publisher	Routledge
Date/Edition	January 30, 2025/6th Edition
ISBN	9780367222758

Changed **Field**

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List Hirsch, Robert, "Light and Lens Photography in the Digital Age" Focal Press/Elsevier, Waltham, MA 2012

May include, but are not limited to No value

Reading List Other suitable texts, articles, or Internet sites at the instructor's discretion.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Define camera RAW format and the RAW conversion process. • Define the grammar of photography. • Create and conceptualize a cohesive series of images using the grammar of photography. • Organize, process, and output imagery using either Lightroom or Photoshop or a combination of both. • Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world. • Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities. • Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression. 	<ul style="list-style-type: none"> • Define camera RAW format and the RAW conversion process. • Define the grammar of photography. • Create and conceptualize a cohesive series of images using the grammar of photography. • Organize, process, and output imagery using either Lightroom Classic or Photoshop or a combination of both. • Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world. • Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities. • Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Apply digital camera skills to create images.

Expected SLO Performance 0.0

CSLOs Apply digital camera skills to create images.

Expected SLO Performance 0.0

CSLOs Demonstrate a working knowledge of the digital darkroom integrating Adobe Lightroom and/or Photoshop.

Expected SLO Performance 0.0

CSLOs Demonstrate working knowledge of the digital darkroom by integrating Adobe Lightroom Claasic.

Expected SLO Performance 0.0

Course Outline

Empty area for the Course Outline.

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Define camera RAW format and the RAW conversion process. <ol style="list-style-type: none"> 1. RAW sensor data 2. Proprietary RAW formats such as: .NEF, .TIF, .CRW, .CR2 3. The digital negative (.dng format) 4. RAW processing considerations <ol style="list-style-type: none"> 1. Color spaces: ProPhoto, sRGB, Adobe1998 2. Bit depth: 8 bit vs. 16 bit 3. Histogram: linear capture and the range of tonal values in an image 2. Define the grammar of photography. <ol style="list-style-type: none"> 1. Concept: derived meaning 2. Content: identified subject 3. Composition: aesthetic including formal arrangement, technique and overall quality 3. Create and conceptualize a cohesive series of images using the grammar of photography. <ol style="list-style-type: none"> 1. Use of appropriate digital camera RAW settings 2. Identify influences from viewing imagery online, in newspapers, books, advertising, galleries, museums, or other visual media 3. Discuss personal work in relationship to historical and/or current practices in the medium 4. Organize, process, and output imagery using either Lightroom or Photoshop or a combination of both. 	<ol style="list-style-type: none"> 1. Define camera RAW format and the RAW conversion process. <ol style="list-style-type: none"> 1. RAW sensor data 2. Proprietary RAW formats such as: .NEF, .TIF, .CRW, .CR2 3. The digital negative (.dng format) 4. RAW processing considerations <ol style="list-style-type: none"> 1. Color spaces: sRGB, and Adobe1998 2. Bit depth: 8 bit vs. 16 bit 3. Histogram: linear capture and the range of tonal values in an image 2. Define the grammar of photography. <ol style="list-style-type: none"> 1. Concept: derived meaning 2. Content: identified subject 3. Composition: aesthetic including formal arrangement, technique, and overall quality 3. Create and conceptualize a cohesive series of images using the grammar of photography. <ol style="list-style-type: none"> 1. Use of appropriate digital camera RAW settings 2. Identify influences from viewing imagery online, in newspapers, books, advertising, galleries, museums, or other visual media 3. Discuss personal work in relation to historical and/or current practices in the medium 4. Organize, process, and output imagery using either Lightroom Classic or Photoshop or a combination of both.

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Dry darkroom practices <ol style="list-style-type: none"> 1. Organization of imagery: Catalog, Quick Collections, Folders Panel, Collections Panel 2. Keywording 3. Metadata 2. Development in Lightroom or Adobe Camera RAW <ol style="list-style-type: none"> 1. Parametric (nondestructive) editing 2. Viewing methods: loupe, before/after, flags, rankings, labels 3. Basic development including: white balance, temperature, tint, exposure slides, highlights, recovery, fill light, shadows, brightness, contrast, vibrance, saturation, tonal curve, HSL, grayscale, sharpening, noise, cropping 3. Editing and image manipulation in Photoshop and/or Lightroom <ol style="list-style-type: none"> 1. Retouching 2. Color or B&W tonal adjustments 3. Image composites in Photoshop 4. Image cropping 4. Preparation for large format printing. <ol style="list-style-type: none"> 1. Image permanence 2. Print sharpening 3. Color profiles 	<ol style="list-style-type: none"> 1. Dry darkroom practices <ol style="list-style-type: none"> 1. Organization of imagery: Catalog, Quick Collections, Folders Panel, Collections Panel 2. Keywording 3. Metadata 2. Development in Lightroom Classic <ol style="list-style-type: none"> 1. Parametric (nondestructive) editing 2. Viewing methods: loupe, before/after, flags, rankings, labels 3. Basic development including white balance, temperature, tint, exposure slides, highlights, shadows, whites, blacks, brightness, contrast, vibrance, saturation, tonal curve, HSL, grayscale, sharpening, noise, cropping 4. Utilizing masking tools including brush, linear gradient, radial gradient, and range to make localized adjustments 3. Editing and image manipulation in Lightroom Classic and/or Photoshop <ol style="list-style-type: none"> 1. Retouching 2. Color or B&W tonal adjustments 3. Image cropping, 4. Preparation for large format printing. <ol style="list-style-type: none"> 1. Image permanence

Changed Field**Current Version****Proposed Version**

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- | | |
|--|---|
| 4. Output formats and resolution | 2. Print sharpening |
| 5. Advanced techniques | 3. Color profiles |
| 1. Multiple exposures | 4. Output formats and resolution |
| 2. Color effects such as: cross processing | 5. Advanced techniques |
| 3. Panoramas | 1. Multiple exposures |
| 4. Diptychs, triptychs and sequencing layouts | 2. Color effects such as cross-processing |
| 5. Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world. | 3. Panoramas |
| 1. Worldwide developments in the medium throughout its history such as: the invention of photography, camera and materials, technology, photography and the other arts, fine art, documentary, and commercial work | 4. Diptychs, triptychs, and sequencing layouts |
| 2. Image evaluation in camera, on screen, in print, and in other media | 5. Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world. |
| 6. Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities. | 1. Worldwide developments in the medium throughout its history such as the invention of photography, the camera and materials, technology, photography and the other arts, fine art, documentary, and commercial work |
| 1. Presentation of work created by diverse image-makers with equally diverse concerns (ethnic/cultural, political, gender, etc.) | 2. Image evaluation in-camera, on-screen, in print, and in other media such as SmugMug |
| 2. Consideration of what makes a successful image | 6. Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities. |
| 1. Conceptualization | 1. Presentation of work created by diverse image-makers with equally diverse concerns (ethnic/cultural, political, gender, etc.) |
| 2. Skill and execution | 2. Consideration of what makes a successful image |
| 3. Message communicated | 1. Conceptualization |
| 3. Description, evaluation and interpretation of imagery as understood | 2. Skill and execution |
| | 3. Message communicated |

Changed	Field	Current Version	Proposed Version
		<p>individually and/or collectively</p> <ol style="list-style-type: none"> 1. Subject identified 2. Process and composition 3. Influences and ideas <p>7. Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression.</p> <ol style="list-style-type: none"> 1. Presentation of individual imagery 2. Description and evaluation of techniques learned 3. Examination of and sensitivity towards diverse photographic expressions <ol style="list-style-type: none"> 1. Valuing varied viewpoints 2. Active listening 3. Thoughtful questioning 4. Develop individual thoughts and ideas regarding one's creative output <ol style="list-style-type: none"> 1. Origin of idea 2. Process 3. Level of success 	<p>3. Description, evaluation, and interpretation of imagery as understood individually and/or collectively</p> <ol style="list-style-type: none"> 1. Subject identified 2. Process and composition 3. Influences and ideas <p>7. Critique classmate's work to understand the visual and communicative value of the medium and articulate individual responses and expressions.</p> <ol style="list-style-type: none"> 1. Presentation of individual imagery 2. Description and evaluation of techniques learned 3. Examination of and sensitivity toward diverse photographic expressions <ol style="list-style-type: none"> 1. Valuing varied viewpoints 2. Active listening 3. Thoughtful questioning 4. Develop individual thoughts and ideas regarding one's creative output <ol style="list-style-type: none"> 1. Origin of idea 2. Process 3. Level of success
	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol style="list-style-type: none"> 1. Digital camera 2. Digital darkroom: Lightroom and Photoshop 3. Scanning 4. Large format printing 	<ol style="list-style-type: none"> 1. Digital camera 2. Digital darkroom: Lightroom Classic 3. Large format printing

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

PHTG D004.

PHTG D004.

Corequisite(s):

No Value

No Value

Advisory(ies):

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	General Course Statement(s) - Other:	No Value	No Value
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A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
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	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
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	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
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	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
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B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	<p>A. Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities. 1. Presentation of work created by diverse image-makers with equally diverse concerns (ethnic/cultural, political, gender, etc.) 2. Consideration of what makes a successful image a. Conceptualization b. Skill and execution c. Message communicated 3. Description, evaluation and interpretation of imagery as understood individually and/or collectively a. Subject identified b. Process and composition c. Influences and ideas (Outline A. 1-3) B. Weekly exercises that demonstrate an understanding and application of class concepts. (Assignment A) C. Quarter-length commitment statement and artist presentation related to the project students commit to. (Assignment B) D. Completion of class exercises by applying class concepts covered from reading or lecture. (Method of Evaluation A) E. An artist statement to explain students' concepts, inspirations, and influences in written form. (Method of Evaluation E)</p>
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 8:
Use inequalities to solve real world problems.**

No Value

No Value

**Objective 9:
Explore arithmetic sequences and series.**

No Value

No Value

**Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

**Objective 10:
Solve linear
equations in
one variable
numerically
and
algebraically.**

No Value

No Value

**Objective 11:
Graph linear
relationships
on a Cartesian
coordinate by
plotting
ordered pairs.**

No Value

No Value

**Objective 12:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1:
Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 2:
Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 3: Division Curriculum Representative	No Value	DateTab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3-7	Basic	G matrix needs to be filled out and attached for prerequisite / Required advisory and Needs hybrid form filled out and attached.		
			3-7	Basic	CTE Course	Mark as CTE	Required
			Date3Tab		Part Type - of FieldEdit	Edit	Initiator - Indicate "Y" When Completed
			3-7	Specifications	list book within the last four years	Suggested	
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				
	Stage 7: Content Review Matrix Liaison	No Value	No Value				
	Stage 8: Dean of Online Learning	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	PHTG 005	PHTG 005
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	PHTGD005.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000524606

Articulation

Changed	Field	Current Version
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Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
 04/10/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies) - Other:
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

Section**Changed field**

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 7: Content Review Matrix Liaison

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Lisa Teng
	Course ID (CB01A and CB01B)	PHTGD305.	PHTGD305.
	Course Control Number	CCC000624695	CCC000624695
	Course Title (CB02)	Intermediate Digital Photography	Intermediate Digital Photography
	Short Course Title	INTERMED DIGITAL PHTG	INTERMED DIGITAL PHTG
	TOP Code (CB03)	1012.00	1012.00 Applied Photography
	CIP Code	Photographic and Film/Video Technology/Technician and Assistant	10.0201 Photographic and Film/Video Technology/Technician and Assistant
	Department	PHTG - Photography	PHTG - Photography
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	This course provides further study of digital photography and digital imaging processes. Students will learn to gain greater control over the quality of digital images through shooting RAW, organization and development through Lightroom, and image editing with Photoshop. They will learn to create a workflow for producing high-quality prints while discussing and analyzing current trends in photography.	This course provides further study of digital photography and digital imaging processes. Students will learn to gain greater control over the quality of digital images through shooting RAW, RAW <u>and</u> organization and development through Lightroom, and image editing with Photoshop. <u>Lightroom Classic.</u> They will <u>also</u> learn to create a workflow for producing high-quality prints while discussing and analyzing current trends in photography.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Photography
!	Discipline 2	No value	<ul style="list-style-type: none"> - AND - Photographic Technology/ Commercial Photography
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHOTOGRAPHY

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced, CTE course and belongs on the Photographic Retouching and Digital Post-Production Certificate of Completion. It is also a recommendation from industry advisory committees to help better prepare students to create and conceptualize a cohesive series of images using the grammar of photography. Also, students obtain the ability to compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world.	This is a noncredit enhanced, CTE course and belongs on the Photographic Retouching and Digital Post-Production Certificate of Completion. It is also a recommendation from industry advisory committees to help better prepare students to create and conceptualize a cohesive series of images using the grammar of photography. Also, students obtain the ability to compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
--	--------------------------------------	----	----

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

	Foothill Course ID	No value	
--	--------------------	----------	--

	Does the course have a Foothill equivalent?	No	No
--	---	----	----

More Options

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Multimedia and Visual Communication (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	Multimedia and Visual Communication (In Development)	Award Type	Certificate of Completion	<table border="1"> <tr> <td>Associated Program</td> <td>Multimedia and Visual Communication (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	Multimedia and Visual Communication (In Development)	Award Type	Certificate of Completion
Associated Program		Multimedia and Visual Communication (In Development)									
Award Type		Certificate of Completion									
Associated Program		Multimedia and Visual Communication (In Development)									
Award Type		Certificate of Completion									
		<table border="1"> <tr> <td>Associated Program</td> <td>Photographic Retouching and Digital Post-Production</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	Photographic Retouching and Digital Post-Production	Award Type	Certificate of Completion	<table border="1"> <tr> <td>Associated Program</td> <td>Photographic Retouching and Digital Post-Production</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	Photographic Retouching and Digital Post-Production	Award Type	Certificate of Completion
Associated Program		Photographic Retouching and Digital Post-Production									
Award Type		Certificate of Completion									
Associated Program	Photographic Retouching and Digital Post-Production										
Award Type	Certificate of Completion										

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	60	60
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	36	36

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Workforce Preparation Enhanced Funding.	Workforce Preparation Enhanced Funding.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	24	24
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

SKIP

Changed Field

Current Version

Proposed Version

SKIP

No Value

No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
field trips
Guest speakers
Other: Lab activity and evaluation

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Field trips
Guest speakers
Other: Lab activity and evaluation



Assignments

1. Reading from assigned chapters of the textbook.
2. Weekly exercises that demonstrate an understanding and application of class concepts.
3. Photographic exercises that demonstrate an understanding and application of class concepts and culminates in the completion of 6-8 finished, cohesive, digital images.

1. Reading from assigned chapters of the textbook.
2. Weekly exercises that demonstrate an understanding and application of class concepts.
3. Quarter-length commitment statement and artist presentation related to the project students commit to.
4. Photographic exercises that demonstrate an understanding and application of class concepts and culminate in the completion of 6-8 finished cohesive digital images.
5. An artist statement is used to explain the inspiration and concept behind the work.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Completion of class exercises by applying class concepts covered from reading or lecture.
2. Submission of print assignments demonstrating skills and techniques covered in class.
3. One, one-hour, mid-quarter examination (multiple choice, true and false, short answer) requiring students to apply core concepts and demonstrate a working knowledge of lecture and lab course material.
4. Final exam: oral and visual presentation of final print assignment requiring students to explain concepts appropriate to their work and demonstrate successful control of process and techniques learned in class.

Methods of Evaluation

Methods of Evaluation

Changed Field

Current Version

Proposed Version

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of
Evaluation**

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4. Final project: oral and visual presentation of final print assignment requiring students to explain concepts appropriate to their work and demonstrate successful control of process and

Changed Field

Current Version

Proposed Version

techniques learned in class.
5. An artist statement to explain students' concepts, inspirations, and influences in written form.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Digital camera with camera RAW file capability and storage media

Essential College Facilities:

- Computer lab with Adobe Lightroom and Photoshop

Essential Student Materials:

- Digital camera with camera RAW file capability and storage media

Essential College Facilities:

- Computer lab with Adobe Lightroom and Photoshop



Examples of Primary Texts and References

Title	No value
Author	Faris-Belt, Angela, "The Elements of Photography: Understanding and Creating Sophisticated Images" Focal Press/Elsevier, 2nd Edition, Waltham, MA, 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Elements of Photography: Understanding and Creating Sophisticated Images
Author	Angela Faris Belt
Publisher	Routledge
Date/Edition	September 9, 2011/2nd Edition
ISBN	978-0240815152

Title	Light and Lens Photography in the Digital Age
Author	Robert Hirsch
Publisher	Routledge
Date/Edition	May 15, 2018/3rd Edition
ISBN	978-1138944398

Title	Photography A Critical Introduction
Author	Liz Wells
Publisher	Routledge
Date/Edition	January 30, 2025/6th Edition
ISBN	ISBN 9780367222758

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Hirsch, Robert, "Light and Lens Photography in the Digital Age" Focal Press/Elsevier, Waltham, MA 2012

May include, but are not limited to No value

Reading List Other suitable texts, articles, or Internet sites at the instructor's discretion.

May include, but are not limited to No value

Learning Outcomes

Changed Field**Current Version****Proposed Version****Course Objectives**

- Define camera RAW format and the RAW conversion process.
- Define the grammar of photography.
- Create and conceptualize a cohesive series of images using the grammar of photography.
- Organize, process, and output imagery using either Lightroom or Photoshop or a combination of both.
- Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world.
- Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities.
- Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression.

- Define camera RAW format and the RAW conversion process.
- Define the grammar of photography.
- Create and conceptualize a cohesive series of images using the grammar of photography.
- Organize, process, and output imagery using either Lightroom Classic or Photoshop or a combination of both.
- Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world.
- Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities.
- Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression.

**CSLOs**

CSLOs	Apply digital camera skills to create images.
Expected SLO Performance	0.0

CSLOs	Apply digital camera skills to create images.
Expected SLO Performance	0.0

CSLOs	Demonstrate a working knowledge of the digital darkroom integrating Adobe Lightroom and/or Photoshop.
Expected SLO Performance	0.0

CSLOs	Demonstrate working knowledge of the digital darkroom by integrating Adobe Lightroom Classic.
Expected SLO Performance	0.0

Course Outline



Course Content

1. Define camera RAW format and the RAW conversion process.
 1. RAW sensor data
 2. Proprietary RAW formats such as: .NEF, .TIF, .CRW, .CR2
 3. The digital negative (.dng format)
 4. RAW processing considerations
 1. Color spaces: ProPhoto, sRGB, Adobe1998
 2. Bit depth: 8 bit vs. 16 bit
 3. Histogram: linear capture and the range of tonal values in an image
2. Define the grammar of photography.
 1. Concept: derived meaning
 2. Content: identified subject
 3. Composition: aesthetic including formal arrangement, technique, and overall quality
3. Create and conceptualize a cohesive series of images using the grammar of photography.
 1. Use of appropriate digital camera RAW settings
 2. Identify influences from viewing imagery online, in newspapers, books, advertising, galleries, museums, or other visual media
 3. Discuss personal work in relation to historical and/or current practices in the medium
4. Organize, process, and output imagery using either Lightroom or Photoshop or a combination of both.
 1. Dry darkroom practices
 1. Organization of imagery: Catalog, Quick Collections,

1. Define camera RAW format and the RAW conversion process.
 1. RAW sensor data
 2. Proprietary RAW formats such as: .NEF, .TIF, .CRW, .CR2
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 1. Use of appropriate digital camera RAW settings
 2. Identify influences from viewing imagery online, in newspapers, books, advertising, galleries, museums, or other visual media
 3. Discuss personal work in relation to historical and/or current practices in the medium
4. Organize, process, and output imagery using either Lightroom Classic or Photoshop or a combination of both.
 1. Dry darkroom practices
 1. Organization of imagery: Catalog, Quick Collections,

Changed Field**Current Version****Proposed Version**

	Folders Panel, Collections Panel	Folders Panel, Collections Panel
	2. Keywording	2. Keywording
	3. Metadata	3. Metadata
	2. Development in Lightroom or Adobe Camera RAW	2. Development in Lightroom Classic
	1. Parametric (nondestructive) editing	1. Parametric (nondestructive) editing
	2. Viewing methods: loupe, before/after, flags, rankings, labels	2. Viewing methods: loupe, before/after, flags, rankings, labels
	3. Basic development including white balance, temperature, tint, exposure slides, recovery, fill light, highlights, shadows, brightness, contrast, vibrance, saturation, tonal curve, HSL, grayscale, sharpening, noise, cropping	3. Basic development including white balance, temperature, tint, exposure slides, highlights, shadows, whites, blacks, brightness, contrast, vibrance, saturation, tonal curve, HSL, grayscale, sharpening, noise, cropping
	3. Editing and image manipulation in Photoshop and/or Lightroom	4. Utilizing masking tools including brush, linear gradient, radial gradient, and range to make localized adjustments
	1. Retouching	
	2. Color or B&W tonal adjustments	
	3. Image composites in Photoshop	3. Editing and image manipulation in Lightroom Classic and/or Photoshop
	4. Image cropping	
	4. Preparation for large format printing.	1. Retouching
	1. Image permanence	2. Color or B&W tonal adjustments
	2. Print sharpening	3. Image cropping,
	3. Color profiles	4. Preparation for large format printing.
	4. Output formats and resolution	1. Image permanence
	5. Advanced techniques	2. Print sharpening
	1. Multiple exposures	3. Color profiles
	2. Color effects such as cross-processing	4. Output formats and resolution
	3. Panoramas	
	4. Diptychs, triptychs, and sequencing layouts	5. Advanced techniques
	5. Compare and contrast traditional photographic methods with new	1. Multiple exposures
		2. Color effects such as cross-processing
		3. Panoramas
		4. Diptychs, triptychs, and sequencing

Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|---------------|--|---|
| | <p>digital methods in a rapidly changing technological world.</p> <ol style="list-style-type: none">1. Worldwide developments in the medium throughout its history such as the invention of photography, the camera and materials, technology, photography and the other arts, fine art, documentary, and commercial work2. Image evaluation in-camera, on-screen, in print, and in other media <p>6. Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities.</p> <ol style="list-style-type: none">1. Presentation of work created by diverse image-makers with equally diverse concerns (ethnic/cultural, political, gender, etc.)2. Consideration of what makes a successful image<ol style="list-style-type: none">1. Conceptualization2. Skill and execution3. Message communicated3. Description, evaluation, and interpretation of imagery as understood individually and/or collectively<ol style="list-style-type: none">1. Subject identified2. Process and composition3. Influences and ideas <p>7. Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression.</p> <ol style="list-style-type: none">1. Presentation of individual imagery2. Description and evaluation of techniques learned3. Examination of and sensitivity towards diverse photographic expressions<ol style="list-style-type: none">1. Valuing varied viewpoints2. Active listening | <p>layouts</p> <p>5. Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world.</p> <ol style="list-style-type: none">1. Worldwide developments in the medium throughout its history such as the invention of photography, the camera and materials, technology, photography and the other arts, fine art, documentary, and commercial work2. Image evaluation in-camera, on-screen, in print, and in other media such as SmugMug <p>6. Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities.</p> <ol style="list-style-type: none">1. Presentation of work created by diverse image-makers with equally diverse concerns (ethnic/cultural, political, gender, etc.)2. Consideration of what makes a successful image<ol style="list-style-type: none">1. Conceptualization2. Skill and execution3. Message communicated3. Description, evaluation, and interpretation of imagery as understood individually and/or collectively<ol style="list-style-type: none">1. Subject identified2. Process and composition3. Influences and ideas <p>7. Critique classmate's work to understand the visual and communicative value of the medium and articulate individual responses and expressions.</p> <ol style="list-style-type: none">1. Presentation of individual imagery2. Description and evaluation of techniques learned3. Examination of and sensitivity toward diverse |

Changed	Field	Current Version	Proposed Version
		3. Thoughtful questioning 4. Develop individual thoughts and ideas regarding one's creative output 1. Origin of idea 2. Process 3. Level of success	photographic expressions 1. Valuing varied viewpoints 2. Active listening 3. Thoughtful questioning 4. Develop individual thoughts and ideas regarding one's creative output 1. Origin of idea 2. Process 3. Level of success

Lab Component in this Course

Yes

Yes



Lab Outline

1. Digital camera
2. Digital darkroom: Lightroom and Photoshop
3. Scanning
4. Large format printing

1. Digital camera
2. Digital darkroom: Lightroom Classic
3. Large format printing

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	PHTG D004. or PHTG D304.
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra
!	Advisory(ies) - Other:	PHTG D004. or PHTG D304.	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5:
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

Objective 3:
Compose and support thesis statements for analytical essays.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed**Questions****Current Version****Proposed Version**

**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A or
EWRT D01AH
or ESL D005. If
this is the
requisite for the
course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value



**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

A. Analyze a variety of photographic works to develop, refine, and understand diverse and multicultural communities. 1. Presentation of work created by diverse image-makers with equally diverse concerns (ethnic/cultural, political, gender, etc.) 2. Consideration of what makes a successful image a. Conceptualization b. Skill and execution c. Message communicated 3. Description, evaluation and interpretation of imagery as understood individually and/or collectively a. Subject identified b. Process and composition c. Influences and ideas (Outline A. 1-3) B. Weekly exercises that demonstrate an understanding and application of class concepts. (Assignment A) C. Quarter-length commitment statement and artist presentation related to the project students commit to. (Assignment B) D. Completion of class exercises by applying class concepts covered from reading or lecture. (Method of Evaluation A) E. An artist statement to explain students' concepts, inspirations, and influences in written form. (Method of Evaluation E)

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

No Value



Objective 3:
Produce written work using a cyclical process of multiples drafts and revisions.

No Value

A. An artist statement to explain students' concepts, inspirations, and influences in written form. (Method of Evaluation E)



Objective 4:
Demonstrate the ability to include a variety of sentence structures in writing.

No Value

A. Weekly exercises that demonstrate an understanding and application of class concepts. (Assignment A) B. Quarter-length commitment statement and artist presentation related to the project students commit to. (Assignment B) C. Completion of class exercises by applying class concepts covered from reading or lecture. (Method of Evaluation A) D. An artist statement to explain students' concepts, inspirations, and influences in written form. (Method of Evaluation E)



Objective 5:
Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

A. An artist statement to explain students' concepts, inspirations, and influences in written form. (Method of Evaluation E)

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

**Objective 4:
Develop linear function models.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5:
Use systems of two linear equations to solve real world problems.

No Value

No Value

Objective 6:
Use linear inequalities in one variable to solve real world problems.

No Value

No Value

Objective 7:
Examine exponential expressions and develop exponential function models.

No Value

No Value

Objective 8:
Examine logarithmic expressions and develop logarithmic function models.

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

No Value

**Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8:
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

Changed**Questions****Current Version****Proposed Version**

**Criteria 1:
Present core
concepts and
scope that
define the
discipline.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

**Criteria 2:
Foster oral and
written
communication
and
collaborative
exercises. Note
that this criteria
has three
separate pieces:
oral
communication,
written
communication,
and
collaborative
exercises.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

Changed**Questions****Current Version****Proposed Version**

**Criteria 3:
Stimulate
critical thinking.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

**Criteria 4:
Include diverse
perspectives
and
contributions in
the discipline
such as:
gender, culture,
values, and/or
societal
perspectives.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

**Criteria 5:
Provide global
and historical
context. (ONLY
using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value



Stage 3: Division Curriculum Representative

No Value

DateTab	Part - Field
3-7	Basic
3-7	BasicCTE Course

Type of Edit
Needs hybrid form filled out and attached.

Edit
Required

Initiator - Indicate "Y" When Completed

Required

Date3Tab	Part - Type of Field	Type of Edit
3-7	Specifications	list book within the last four years

Edit
Suggested

Initiator - Indicate "Y" When Completed

Stage 4: Division Dean

No Value

No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 5: SLO Coordinator	No Value	No Value					
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/18/25	Req/Adv	Advisory(ies)	Required	Change the PHTG advisory to a prerequisite to match the course it mirrors Update Matrix G to match the above requirement	
			3/18/25	Basic Course Information	Attachments	Required		
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	PHTG 305	PHTG 305
	Course Status	New	New
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	PHTGD305.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM

Changed	Field	Current Version
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	Course Control Number	CCC000624695
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
--	--	--