

De Anza College

Change Report

04/24/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
Req/Adv	Corequisite(s):
Req/Adv	Advisory(ies) - Other:
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 9: Demonstrate appropriate grammar usage and mechanics.
G-Matrix Form	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 5: De Anza General Education
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mary Clark Tillman	• Julie Hughes
	Course ID (CB01A and CB01B)	ARTSD015A	ARTSD015A
	Course Control Number	CCC000562971	CCC000562971
	Course Title (CB02)	Acrylic Painting I	Acrylic Painting I
	Short Course Title	ACRYLIC PAINTING I	ACRYLIC PAINTING I
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
❗	Effective Term	Fall 2026	Fall ~~2026~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	This is an introductory course in acrylic painting with an emphasis on basic techniques in both traditional and contemporary techniques that relate to the unusual characteristics of the medium.	This course introduces basic acrylic painting techniques and concepts and prepares students for further study in acrylic painting. Students in the course will explore the fundamentals of acrylic painting through practicing techniques used in both traditional and contemporary painting practices. Students will learn the basic drawing skills needed for a painting practice. Students will explore both realistic representation and more expressive, abstract ways of working. Students will leave the course being able to create original paintings that illustrate an understanding of mixing color, brushwork technique, and composition. Work in the course includes presentations and discussions of historical and contemporary examples of a wide range of acrylic painting through a global lens.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ART

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 De Anza's general education requirements and is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History A.A. degree. It serves as an introduction to acrylic painting.	This course meets De Anza's general education requirements and is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History A.A. degree. It serves as an introduction to acrylic painting.

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~~ <u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

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	ART F019B	ART F019B
	Does the course have a Foothill equivalent?	Yes	Yes

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	Adding DAGE status and language only. -mkct	~~Adding DAGE status.~~ Outline aims to use student-focused, welcoming, and language only. -mkct <u>accessible language, equitable policies, and inclusive terminology.</u> In addition, <u>significant effort has been made to limit expensive materials required to participate in the course.</u> Students are <u>provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter.</u> A textbook is NOT required for the course. <u>No suitable OER texts have been identified at this time.</u>
	Please check all areas in the COR that address DEI.	Basic Course Information - Course Description	- Basic Course Information - Course Description - Specifications - Assignments - Specifications - Methods of Instruction - Specifications - Methods of Evaluation - Outline - Course Outline - Specifications - Examples of Primary Texts and References

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

Changed	Field	Current Version	Proposed Version
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Acrylic Painting 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 Acrylic Painting 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
	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** Art History

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Art History

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Art History

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Art History

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Art History

**Award
Type** Certificate of
Achievement-
Advanced (COA-A)

**Associated
Program** Art History

**Award
Type** Certificate of
Achievement-
Advanced (COA-A)

**Associated
Program** Art History

**Award
Type** Certificate of
Achievement-
Advanced (COA-A)

**Associated
Program** Art History

**Award
Type** Certificate of
Achievement-
Advanced (COA-A)

**Associated
Program** Film/TV: Animation

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Film/TV: Animation

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Film/TV: Animation

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Film/TV: Animation

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Illustration

**Award
Type** Associate in Arts (A.A.)
Degree

**Associated
Program** Illustration

**Award
Type** Associate in Arts (A.A.)
Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Illustration Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Illustration 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) 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 Painting Award Type Associate in Arts (A.A.) Degree	Associated Program Painting Award Type Associate in Arts (A.A.) Degree
		Associated Program Painting (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Painting (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 Studio Arts for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Studio Arts for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Studio Arts for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Studio Arts 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
	GE Information	System/Institution C-ID	System/Institution C-ID
		Area(s) ARTS - Approved.	Area(s) ARTS - Approved.
		- C-ID ARTS 210	- C-ID ARTS 210
		System/Institution De Anza GE	System/Institution De Anza GE
		Area(s) 2G7B - Approved.	Area(s) 2G7B - Approved.
		- No value	- No value

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72

Changed	Field	Current Version	Proposed Version
	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
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	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 and problem solving performed in class Homework and extended projects Field observation and field trips Guest speakers Written and oral reports	Methods of Instruction Methods of Instruction Lecture and visual aids Technical demonstrations and commentary Discussion of assigned reading Discussion and problem solving performed in class Painting homework and extended painting projects Collaborative learning and small group exercises Critique and discussion of drawing assignments

Changed	Field	Current Version	Proposed Version
	Assignments	1. Painting project preparations from a personal perspective. 1. Gallery and Museum visitations 2. Preliminary Drawings/Sketches in color 3. View multimedia art references from all cultures 4. Gathering necessary materials and supplies 5. Review current art publications 6. Utilize current technologies to develop ideas 2. Student compiled reference materials 1. Notebook 2. Photographic library 3. Completion of a final project. 1. Develop from a theme given by instructor. 2. Gathering of necessary materials and supplies. 4. Assigned class readings on historical and contemporary aspects of painting.	1. Painting assignments 1. Paintings including a Midterm painting project and Final painting project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations 2. Small painted studies to practice and experiment with techniques and use of materials 3. Painted studies that encourage students to connect course content to their own life, background, and experiences 4. Preliminary sketches to explore composition, color, and technique 5. Iteration and refinement based on feedback 2. Student-compiled reference materials 1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas 2. Printed or digital catalog of reference photos to be used for current and future drawing work 3. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting 4. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project 3. Final critique with entire class of each student's work in which

Changed	Field	Current Version	Proposed Version
			the student will deliver a presentation on their concept, media and techniques for their final project
			5. Assigned class readings

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. Completion of all personal perspective projects including sketches from all preparatory findings. Evaluation will include originality, relevance to assigned theme, as well as technical proficiency. 2. Preliminary sketches from compiled notebooks and photo references as they pertain to all assigned projects. Evaluation will include originality, relevance to assigned themes as well as technical proficiency. 3. Class and individual critiques of the final project. Evaluations will include comments on quality, technique, and creativity	Methods of Evaluation 1. Instructor evaluation of all painting projects including sketches and project preparation. This evaluation will include originality, relevance to assigned them, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 2. Instructor evaluation of notebook and photographic references. This evaluation will include originality, relevance to assigned theme, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 3. Instructor evaluation of group and peer critique of final painting project. Evaluation will include participation and depth of analysis. Rubrics with clearly defined grading criteria are provided to students. 4. Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Examples

Changed	Field	Current Version	Proposed Version
		based on assigned themes as well as the materials and supplies utilized. 4. Written and oral reports on assigned class readings explaining the relevance of historical and contemporary aspects of painting.	of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- acrylic paint media
- variety of scrub brushes
- acrylic paint
- tote box
- paper palette
- canvas
- wood panels
- staple-gun
- appropriate apparel

Essential College Facilities:

- Studio space, including easels, stools, sinks, and storage racks
- Shop with power and hand tools and appropriate supervision

Essential Student Materials:

- Acrylic paint
- Acrylic paint brushes
- Palette
- Canvas panels
- Appropriate apparel

Essential College Facilities:

- Studio classroom space that includes: One easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision

Changed	Field	Current Version	Proposed Version																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications</td></tr><tr><td>Author</td><td>Tauchid, Reni</td></tr><tr><td>Publisher</td><td>Monacelli Studio</td></tr><tr><td>Date/Edition</td><td>2018</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications	Author	Tauchid, Reni	Publisher	Monacelli Studio	Date/Edition	2018	ISBN	No value	<table><tr><td>Title</td><td>Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications</td></tr><tr><td>Author</td><td>Tauchid, Rheni</td></tr><tr><td>Publisher</td><td>Monacelli Studio</td></tr><tr><td>Date/Edition</td><td>2018</td></tr><tr><td>ISBN</td><td>978-1580934930</td></tr></table>	Title	Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications	Author	Tauchid, Rheni	Publisher	Monacelli Studio	Date/Edition	2018	ISBN	978-1580934930
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			<table><tr><td>Title</td><td>Vitamin P4: New Perspectives in Painting</td></tr><tr><td>Author</td><td>Phaidon Editors</td></tr><tr><td>Publisher</td><td>Phaidon</td></tr><tr><td>Date/Edition</td><td>2026</td></tr><tr><td>ISBN</td><td>978-1837291120</td></tr></table>	Title	Vitamin P4: New Perspectives in Painting	Author	Phaidon Editors	Publisher	Phaidon	Date/Edition	2026	ISBN	978-1837291120										
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		Publisher	Phaidon																				
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	<table><tr><td>Title</td><td>Artist's Manual: A Complete Guide to Paintings and Drawing Materials and techniques (CLASSIC)</td></tr><tr><td>Author</td><td>Gair, Angela</td></tr><tr><td>Publisher</td><td>Chronicle Books</td></tr><tr><td>Date/Edition</td><td>1996</td></tr><tr><td>ISBN</td><td>978-0811813778</td></tr></table>	Title	Artist's Manual: A Complete Guide to Paintings and Drawing Materials and techniques (CLASSIC)	Author	Gair, Angela	Publisher	Chronicle Books	Date/Edition	1996	ISBN	978-0811813778												
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Publisher	Chronicle Books																						
Date/Edition	1996																						
ISBN	978-0811813778																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading ListThe Artist's Handbook of Materials and Techniques May include, but are not limited to1987 Reading ListWhat Every Artist Needs to Know About Paints and Color May include, but are not limited to2000 Reading ListSt. Clair, Kassia May include, but are not limited to2017	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Prepare professional acrylic painting surfaces. • Develop themes both realistic and nonobjective. • Utilize the elements and principles of design in a variety of thematic projects. • Explore a range of technical variations • Develop a basic studio through ongoing purchases of essential art materials. • Demonstrate an understanding of the creative process. • Compare and contrast works of art from a global perspective, such as : gender, culture, ethnicity, and/or societal perspectives. • Demonstrate safe, competent handling of materials • Demonstrate a working knowledge of basic color theory • Develop expressive content through manipulation of mark, color, value and composition	• Develop a working knowledge of basic painting technique using acrylic paint. • Develop a working knowledge of basic color theory. • Develop an ability to synthesize the elements and principles of design in painting compositions. • Develop a working knowledge of drawing technique as it relates to painting. • Create beginning-level realistic representations using acrylic paint. • Create beginning-level abstract or expressive paintings using acrylic paint. • Create a notebook for reference materials, problem solving, and project planning. • Analyze own work and work of peers using course vocabulary. • Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools. • Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field	Current Version	Proposed Version
	CSLOs	CSLOs Produce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lifes and photographs as well as from the imagination.	CSLOs Create both realistic and abstract paintings using basic acrylic painting techniques and concepts.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Demonstrate an understanding of the creative process from preliminary sketches to a final painting.	CSLOs Demonstrate an understanding of the creative process from preliminary sketches to a final painting.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Prepare professional acrylic painting surfaces. 1. Construction of flexible and rigid supports for acrylic paint media 2. Preparation of cotton and veneer surfaces 3. Experimentation with textured surfaces 2. Develop themes both realistic and nonobjective. 1. Explore and experiment with depictions of the figure. 2. Explore and experiment with abstraction. 3. Utilize the elements and principles of design in a variety of thematic projects. 1. Practice the elements of design such as line, space, form, color, and texture through various exercises and a range of applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various exercises and a range of applications. 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques 4. Explore a range of technical variations 1. Utilize masking techniques 2. Develop skills in the use of medium with glazes, washes, impasto textures, painted hard edges (taped), and spattering techniques 5. Develop a basic studio through ongoing purchases of essential art materials. 1. Develop a personal sense of order 2. Explore tools for greater expression and craft	1. Develop a working knowledge of basic painting technique using acrylic paint. 1. Explore variety of mark-making and brushwork techniques. 2. Develop skills in the use of medium with glazes, washes, and impasto textures. 2. Develop a working knowledge of basic color theory. 1. Explore the physical properties of color; hue, value, intensity, and temperature. 2. Develop skills with regard to mixing and layering color. 3. Explore the conceptual, narrative, or emotional qualities of color. 3. Develop an ability to synthesize the elements and principles of design in painting compositions. 1. Practice the elements of design such as line, space, form, color, and texture through various exercises and a range of applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various exercises and a range of applications. 4. Develop a working knowledge of drawing technique as it relates to painting. 1. Practice sighting, gridding, projecting, and sketching to block-in paintings. 2. Practice value mapping to identify values and prepare for creating paintings. 3. Practice thumbnail sketching techniques to plan compositions for paintings.

Changed	Field	Current Version	Proposed Version
		3. Develop responsible attitude towards professional standards 6. Demonstrate an understanding of the creative process. 1. Planning 2. Use of intuition 3. Choices in technique and execution 4. Evaluation 5. Group critique 7. Compare and contrast works of art from a global perspective, such as gender, culture, ethnicity, and/or societal perspectives. 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting 2. Organization of visual forms 3. Social function of art 4. Established canon of images 5. Methods of interpreting subject matter 8. Demonstrate safe, competent handling of materials 1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal 9. Demonstrate a working knowledge of basic color theory 1. Explore the physical properties of color; hue, value, intensity, and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative, or emotional qualities of color 10. Develop expressive content through manipulation of mark, color, value, and composition 1. Practice manipulating mark, color, value, and	5. Create beginning-level realistic representations using acrylic paint. 1. Explore and experiment with depictions of still life. 2. Explore and experiment with depictions of landscape. 3. Explore and experiment with depictions of the human form. 6. Create beginning-level abstract or expressive paintings using acrylic paint. 1. Explore and experiment with abstraction. 2. Explore and experiment with expressive mark-making and textures. 7. Create a notebook for reference materials, problem solving, and project planning. 1. Explore brainstorming as a way of generating ideas for paintings. 2. Develop preparatory sketches and color palettes for paintings. 3. Collect and organize photographic reference material for paintings. 8. Analyze own work and work of peers using course vocabulary. 1. Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques. 2. Analyze and interpret paintings for their narrative content or theme. 9. Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools. 1. Prepare flexible and rigid supports for acrylic paint media. 2. Learn guidelines and procedures for safe material handling.

Changed	Field	Current Version	Proposed Version
		composition to arrive at various expressions 2. Analyze paintings for expressive content created through mark, color, value, and composition	3. Learn guidelines and procedures for hazardous material storage and disposal. 10. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting. 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use a variety of drawing tools to transfer ideas to painting supports 2. Practice acrylic painting on a variety of supports, both flexible and non-flexible 3. Practice painting both figurative and abstract themes in acrylic. 4. Use a variety of color theories with acrylic paint in the development of the work 5. Use a variety of brush techniques in the acrylic painting application process 6. Practice building painting supports both flexible and non-flexible 7. Color Theory 8. Safe handling and disposal of materials	1. Practice basic drawing technique as relates to painting, including thumbnail sketching, sighting, gridding, projecting, and value mapping. 2. Use a variety of drawing tools to transfer ideas to painting supports 3. Practice acrylic painting on a variety of supports, both flexible and non-flexible 4. Practice painting both representational and abstract themes in acrylic paint 5. Use a variety of color theories in the development of the work 6. Use a variety of brush techniques in the acrylic painting process 7. Use safe handling and disposal of painting materials

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
	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):	ARTS D004A	None
!	Corequisite(s):	No Value	None
	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	ARTS D004A ARTS D008
	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.)

Changed	Questions	Current Version	Proposed Version

	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

Changed	Questions	Current Version	Proposed Version

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

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	Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting
	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
	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	Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of an inspirational contemporary artist's painting

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

Changed	Questions	Current Version	Proposed Version
	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

**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

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
	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

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

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.	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

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
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	The prerequisite of ARTS D004A is being removed because the techniques required are now being taught in this target course (ARTS D015A). ARTS D004A will now be an advisory only.
	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	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
	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. Develop a working knowledge of basic painting technique using acrylic paint. 1. Explore variety of mark-making and brushwork techniques. 2. Develop skills in the use of medium with glazes, washes, and impasto textures. B. Develop a working knowledge of basic color theory. 1. Explore the physical properties of color; hue, value, intensity, and temperature. 2. Develop skills with regard to mixing and layering color. 3. Explore the conceptual, narrative, or emotional qualities of color. C. Develop an ability to synthesize the elements and principles of design in painting compositions. 1. Practice the elements of design such as line, space, form, color, and texture through various exercises and a range of applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various exercises and a range of applications. D. Develop a working knowledge of drawing technique as it relates to painting. 1. Practice sighting, gridding, projecting, and sketching to block-in paintings. 2. Practice value mapping to identify values and prepare for creating paintings. 3. Practice thumbnail sketching techniques to plan compositions for paintings. E. Create beginning-level realistic representations using acrylic paint. 1. Explore and experiment with depictions of still life. 2. Explore and experiment with depictions of landscape. 3. Explore and experiment with depictions of the human form. F. Create beginning-level abstract or expressive paintings using acrylic paint. Explore and experiment with abstraction. Explore and experiment with expressive mark-making and textures.

Changed	Questions	Current Version	Proposed Version
	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	Outline C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting D. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project 3. Final critique with entire class of each student's work in which the student will deliver a presentation on their concept, media and techniques for their final project
	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 C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting D. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project 3. Final critique with entire class of each student's work in which the student will deliver a presentation on their concept, media and techniques for their final project

Changed	Questions	Current Version	Proposed Version
	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 J. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting. 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
	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 J. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting. 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.

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	Outline E. Create beginning-level realistic representations using acrylic paint. 1. Explore and experiment with depictions of still life. 2. Explore and experiment with depictions of landscape. 3. Explore and experiment with depictions of the human form. F. Create beginning-level abstract or expressive paintings using acrylic paint. 1. Explore and experiment with abstraction. 2. Explore and experiment with expressive mark-making and textures. G. Create a notebook for reference materials, problem solving, and project planning. 1. Explore brainstorming as a way of generating ideas for paintings. 2. Develop preparatory sketches and color palettes for paintings. 3. Collect and organize photographic reference material for paintings.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value							
			Date	Tab	Part - Field	Type of Edit	Edit		
			03/10/2026	Specifications	Assignments	Suggested	I think the answer is yes, but are assignments designed to provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences? If yes, consider making this a little bit clearer. For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students	Y	
			03/10/2026	Specifications	Methods of Evaluation	Suggested	when possible and appropriate? If yes, consider noting for the appropriate evaluation method. If not appropriate, just let me know in the initiator response box.	Y	

Changed	Questions	Current Version	Proposed Version					
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
							In order to maintain UC-transferability, at least one primary text must have been published within seven years of the effective date of the course (this would be 2020 or more recent for courses effective Fall 2027). Could you please add a more recent textbook to your list? Thank you! I think you may have forgotten to add the text :) If you have a text listed that will not go out of	This is becoming an increasing problem, as there are no new technical manuals I can find - even the schools that accept this class for transfer have all out-of date texts. The state needs to reevaluate this rule. The only texts I can find are more of art appreciation/analysis text, so that's what I'm going with. Frustrating. Thanks, tho!
			03/18/26	Specifications	Primary Texts	Required		
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
							Ugh. So sorry about style, you are that. I think the text also welcome is in now. I've also to write " (Classic)" at the end of the title of your textbook, to indicate that it is a classic text that is timeless	Ugh. So sorry about style, you are that. I think the text also welcome is in now. I've also to write " (Classic)" at the end of the title of your textbook, to indicate that it is a classic text that is timeless
			03/19/26	Specifications	Primary Texts	Required		
!	Stage 5: De Anza General Education	No Value					All six criteria must be satisfied to be approved. Examples supporting each should be representative, not comprehensive. Please list the minimum necessary to satisfy the requirement. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
			3/19/2026	De Anza GE Form 6	Criteria 1 to Criteria Form 6	Required		

Changed	Questions	Current Version	Proposed Version

**Stage 6:
Content
Review
Matrix
Liaison**

No Value

No Value

**Stage 7:
Dean of
Online
Learning**

No Value

No Value

**Stage 8: SLO
Coordinator**

No Value

No Value

**Stage 10:
Curriculum
Committee**

No Value

No Value

CO

Changed	Questions	Current Version	Proposed Version

**Sort ID (00 < 10;
0 < 100)**

ARTS 015A

ARTS 015A

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)**

10/12/2021

No Value



**Hybrid
Approval Date
(MM/DD/YYYY)**

10/26/2021

No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• C-ID approved (effect. F22). - mc • Tech. clean-up and CID appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Online appr. 10/12/21 Hybrid appr. 10/26/21 • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Adding DAGE, appr. 6/17/25 (effect. F26).-mkct	• C-ID approved (effect. F22). - mc • Tech. clean-up and CID appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Online appr. 10/12/21 Hybrid appr. 10/26/21 • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Adding DAGE, appr. 6/17/25 (effect. F26).-mkct

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ARTSD015A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 17, 2025 12:00:00 AM
	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	CCC000562971

Articulation

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

De Anza College

Course Outline of Record Report

04/24/2026

ARTS415A : Acrylic Painting I

General Information

Faculty Initiator:	Julie Hughes
Attachments:	Online_ARTS_415A_2027F.pdf Hybrid_ARTS_415A_2027F.pdf ReqAdv_G_ARTS_415A_2027F_2.pdf ReqAdv_G_ARTS_415A_2027F_1.pdf
Course ID (CB01A and CB01B) :	ARTS415A
Short Course Title:	ACRYLIC PAINTING I
Course Title (CB02) :	Acrylic Painting I
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1002.10) Painting and Drawing
CIP Code:	(50.0705) Drawing.
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This course introduces basic acrylic painting techniques and concepts and prepares students for further study in acrylic painting. Students in the course will explore the fundamentals of acrylic painting through practicing techniques used in both traditional and contemporary painting practices. Students will learn the basic drawing skills needed for a painting practice. Students will explore both realistic representation and more expressive, abstract ways of working. Students will leave the course being able to create original paintings that illustrate an understanding of mixing color, brushwork technique, and composition. Work in the course includes presentations and discussions of historical and contemporary examples of a wide range of acrylic painting through a global lens.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	FD - Acrylic Painting

Faculty Requirements

Discipline 1:

- Art

Discipline 2: No value

Discipline 3: No value

FSA:

- FHDA FSA - ART

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a mirrored, non-credit course targeting the lifelong learning needs of older adults.

Stand-Alone Statement

Stand-Alone Statement

This is a mirrored, non-credit course targeting the needs of lifelong learners / older adults.

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?

Yes

Foothill Faculty Consultation Name

No Value

Foothill Course ID

NCAL 406C

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. No suitable OER texts have been identified at this time.

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

72

Total Course Out-of-Class Hours

72

Total Student Learning Hours

72

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Courses for Older Adults.

Course Classification Code (CB11)

Non-Enhanced Funding.

☐ 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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=527c1030-4011-11f1-9c1a-e...

5/19

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Technical demonstrations and commentary
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Painting homework and extended drawing projects
 Collaborative learning and small group exercises
 Critique and discussion of drawing assignments

Assignments**A. Painting assignments**

1. Paintings including a Midterm painting project and Final painting project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations
2. Small painted studies to practice and experiment with techniques and use of materials
3. Painted studies that encourage students to connect course content to their own life, background, and experiences
4. Preliminary sketches to explore composition, color, and technique
5. Iteration and refinement based on feedback

B. Student-compiled reference materials

1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas
2. Printed or digital catalog of reference photos to be used for current and future drawing work

C. Written Assignments

1. Analysis of a contemporary artist's painted work
2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of an inspirational contemporary artist's painting

D. Group critiques and presentations

1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies
2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project
3. Final critique with entire class of each student's work in which the student will deliver a presentation on their concept, media and techniques for their final project

E. Assigned class readings**Methods of Evaluation****Methods of Evaluation****Methods of Evaluation**

- A. Instructor evaluation of all painting projects including sketches and project preparation. This evaluation will include originality, relevance to assigned them, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.
- B. Instructor evaluation of notebook and photographic references. This evaluation will include originality, relevance to assigned theme, and thoroughness of research. Examples of successful

student outcomes and rubrics with clearly defined grading criteria are provided to students.

- C. Instructor evaluation of group and peer critique of final painting project. Evaluation will include participation and depth of analysis. Rubrics with clearly defined grading criteria are provided to students.
- D. Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Acrylic paint
- Acrylic paint brushes
- Palette
- Canvas panels
- Appropriate apparel

Essential College Facilities:

- Studio classroom space that includes: One easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Tauchid, Rheni	Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications	Monacelli Studio	2018	978-1580934930

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Develop a working knowledge of basic painting technique using acrylic paint.

Develop a working knowledge of basic color theory.

Develop an ability to synthesize the elements and principles of design in painting compositions.

Develop a working knowledge of drawing technique as it relates to painting.

Create beginning-level realistic representations using acrylic paint.

Create beginning-level abstract or expressive paintings using acrylic paint.

Create a notebook for reference materials, problem solving, and project planning.

Analyze own work and work of peers using course vocabulary.

Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools.

Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

CSLOs

Create both realistic and abstract paintings using basic acrylic painting techniques and concepts.

Expected SLO Performance: 0.0

Demonstrate an understanding of the creative process from preliminary sketches to a final painting.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Develop a working knowledge of basic painting technique using acrylic paint.
 - 1. Explore variety of mark-making and brushwork techniques.
 - 2. Develop skills in the use of medium with glazes, washes, and impasto textures.
- B. Develop a working knowledge of basic color theory.
 - 1. Explore the physical properties of color; hue, value, intensity, and temperature.
 - 2. Develop skills with regard to mixing and layering color.
 - 3. Explore the conceptual, narrative, or emotional qualities of color.
- C. Develop an ability to synthesize the elements and principles of design in painting compositions.
 - 1. Practice the elements of design such as line, space, form, color, and texture through various exercises and a range of applications.
 - 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various exercises and a range of applications.
- D. Develop a working knowledge of drawing technique as it relates to painting.
 - 1. Practice sighting, gridding, projecting, and sketching to block-in paintings.
 - 2. Practice value mapping to identify values and prepare for creating paintings.
 - 3. Practice thumbnail sketching techniques to plan compositions for paintings.
- E. Create beginning-level realistic representations using acrylic paint.
 - 1. Explore and experiment with depictions of still life.
 - 2. Explore and experiment with depictions of landscape.
 - 3. Explore and experiment with depictions of the human form.
- F. Create beginning-level abstract or expressive paintings using acrylic paint.

1. Explore and experiment with abstraction.
2. Explore and experiment with expressive mark-making and textures.
- G. Create a notebook for reference materials, problem solving, and project planning.
 1. Explore brainstorming as a way of generating ideas for paintings.
 2. Develop preparatory sketches and color palettes for paintings.
 3. Collect and organize photographic reference material for paintings.
- H. Analyze own work and work of peers using course vocabulary.
 1. Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques.
 2. Analyze and interpret paintings for their narrative content or theme.
- I. Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools.
 1. Prepare flexible and rigid supports for acrylic paint media.
 2. Learn guidelines and procedures for safe material handling.
 3. Learn guidelines and procedures for hazardous material storage and disposal.
- J. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.
 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.

Lab Outline

- A. Practice basic drawing technique as relates to painting, including thumbnail sketching, sighting, gridding, projecting, and value mapping.
- B. Use a variety of drawing tools to transfer ideas to painting supports
- C. Practice acrylic painting on a variety of supports, both flexible and non-flexible
- D. Practice painting both representational and abstract themes in acrylic paint
- E. Use a variety of color theories in the development of the work
- F. Use a variety of brush techniques in the acrylic painting process
- G. Use safe handling and disposal of painting materials

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):

None

Corequisite(s):

None

Advisory(ies):

- 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:

ARTS D004A ARTS D008

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 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.

Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting

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

Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting

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.

Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/10/2026	Specifications	Assignments	Suggested	revision mirrored from ARTSD015A: I think the answer is yes, but are assignments designed to provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences? If yes, consider making this a little bit clearer.	Y

03/10/2026 Specifications	Methods of Evaluation	Suggested	revision mirrored from ARTSD015A: For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting for the appropriate evaluation method. If not appropriate, just let me know in the initiator response box.	Y
Stage 4: Articulation Officer				
No Value				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
No Value				
Stage 7: Dean of Online Learning				
No Value				
Stage 8: SLO Coordinator				
No Value				
Stage 10: 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

04/24/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
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
Course Outline	Lab Outline
Req/Adv	Advisory(ies):
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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.

Section	Changed field
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 3: DEI
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
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	Mi Chang	Julie Hughes
	Course ID (CB01A and CB01B)	ARTSD015B	ARTSD015B
	Course Control Number	CCC000562970	CCC000562970
	Course Title (CB02)	Acrylic Painting II	Acrylic Painting II
	Short Course Title	ACRYLIC PAINTING II	ACRYLIC PAINTING II

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2022	Fall ~~2022~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is a continuation of ARTS 015A with further emphasis on basic techniques that relate to the unusual characteristics of the medium. Surfaces other than canvas will be introduced allowing for more varied results.	This course is a continuation of ARTS 015A. This acrylic painting course continues the development of fundamental painting skills and introduces more intermediate-level techniques. Students in the course will hone their fundamental acrylic painting skills through practicing techniques used in both traditional and contemporary painting practices. Students will further explore both realistic representation and more expressive, abstract ways of working. Emphasis will be placed on experimentation, and on developing creativity and personal voice in an acrylic painting practice. Students will be introduced to the study of illustrative painting and will be encouraged to create painted works that draw on their personal experiences and identities. Students will leave the course with a deeper understanding of mixing color, brushwork technique, composition, and the story-telling capacities of painting. Work in the course includes presentations and discussions of historical and contemporary examples of a wide range of acrylic painting through a global lens.
!	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - ART

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	No value	<u>This course is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History A.A. degree. It continues the development of acrylic painting techniques including advanced brushwork, more in-depth usage of color theory, and a greater emphasis on thematic conceptualization.</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
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

**Honors/Non-honors Course**

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>No</u>

**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version



Is this a cross-listed course?

No value

No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version

Foothill Course ID

No value

ART F019D



Does the course have a Foothill equivalent?

No value

Yes

Foothill Faculty Consultation Name

No value

DEI Review

Changed	Field	Current Version	Proposed Version

Please summarize the ways in which your course includes DEI.

No value

Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. The texts reflect diverse voices and perspectives, and discuss current debates in the field that are relevant to students. No suitable OER texts have been identified at this time.

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Acrylic Painting 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 Acrylic Painting 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
	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 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)

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 Painting

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting (In Development)

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	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72

Changed	Field	Current Version	Proposed Version
	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
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	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 and problem solving performed in class Homework and extended projects Field observation and field trips Guest speakers Written and oral reports	Methods of Instruction Methods of Instruction Lecture and visual aids Technical demonstrations and commentary Discussion of assigned reading Discussion and problem solving performed in class Painting homework and extended painting projects Collaborative learning and small group exercises Critique and discussion of painting assignments

Changed	Field	Current Version	Proposed Version
	Assignments	1. Painting project preparations from a personal perspective. 1. Preliminary Drawings/Sketches in color 2. Gathering necessary materials and supplies 3. Gallery and Museum visitations 4. View multimedia art references from all cultures. 5. Review current art publications 6. Utilize current technologies to develop ideas 2. Student compiled reference materials 1. Notebook 2. Photographic library 3. Completion and presentation of a final project. 1. Develop from a theme given by the instructor. 2. Gathering of necessary materials and supplies. 4. Assigned class readings on historical and contemporary aspects of painting.	1. Painting assignments 1. Paintings made from a personal perspective, including a Midterm painting project and Final painting project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations 2. Painted studies to practice and experiment with techniques and use of materials 3. Painted studies that encourage students to connect course content to their own life, background, and experiences 4. Preliminary sketches to explore composition, color, and technique 5. Iteration and refinement based on feedback 2. Student-compiled reference materials 1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas 2. Printed or digital catalog of reference photos to be used for current and future painting work 3. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting 4. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project

Changed	Field	Current Version	Proposed Version
			3. Final critique with entire class of each student's work in which the student will deliver a presentation on their concept, media and techniques for their final project
			5. Assigned class readings

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. Completion of all personal perspective projects including sketches from all preparatory findings. Evaluation will include originality, relevance to theme, as well as technical proficiency. 2. Preliminary sketches from compiled notebooks and photo references as they pertain to all assigned projects. Evaluation will include originality, relevance to assigned theme, as well as technical proficiency. 3. Class and individual critiques of final project based on evaluations of quality, technique, and creativity based on assigned themes as	Methods of Evaluation 1. Instructor evaluation of all painting projects including sketches and project preparation. This evaluation will include originality, relevance to assigned theme, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 2. Instructor evaluation of notebook and photographic references. This evaluation will include originality, relevance to assigned theme, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 3. Instructor evaluation of group and peer critique of final painting project. Evaluation will include participation and depth of analysis. Rubrics with clearly defined grading criteria are provided to students. 4. Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Examples

Changed	Field	Current Version	Proposed Version
		well as the materials and supplies utilized. 4. Written and oral reports on assigned class readings explaining the relevance of historical and contemporary aspects of painting.	of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- acrylic paint media
- various scrub brushes
- acrylic paint
- tote box
- paper palette
- palette knives
- canvas
- wood panels
- staple-gun
- appropriate apparel

Essential College Facilities:

- Studio space, including easels, stools, sinks, and storage racks
- Shop with power and hand tools and appropriate supervision

Essential Student Materials:

- Acrylic paint
- Acrylic medium
- Acrylic paint brushes
- Palette
- Canvas panels
- Appropriate apparel

Essential College Facilities:

- Studio classroom space that includes: One easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Changed	Field	Current Version	Proposed Version																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications</td></tr><tr><td>Author</td><td>Tauchid, Reni</td></tr><tr><td>Publisher</td><td>Monacelli Studio</td></tr><tr><td>Date/Edition</td><td>2018</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications	Author	Tauchid, Reni	Publisher	Monacelli Studio	Date/Edition	2018	ISBN	No value	<table><tr><td>Title</td><td>Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications</td></tr><tr><td>Author</td><td>Tauchid, Reni</td></tr><tr><td>Publisher</td><td>Monacelli Studio</td></tr><tr><td>Date/Edition</td><td>2018</td></tr><tr><td>ISBN</td><td>978-1580934930</td></tr></table>	Title	Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications	Author	Tauchid, Reni	Publisher	Monacelli Studio	Date/Edition	2018	ISBN	978-1580934930
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		Publisher	Monacelli Studio																				
		Date/Edition	2018																				
		ISBN	978-1580934930																				
		<table><tr><td>Title</td><td>Acrylic Revolution</td></tr><tr><td>Author</td><td>Reyner, Nancy</td></tr><tr><td>Publisher</td><td>North Light Books</td></tr><tr><td>Date/Edition</td><td>2007</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Acrylic Revolution	Author	Reyner, Nancy	Publisher	North Light Books	Date/Edition	2007	ISBN	No value	<table><tr><td>Title</td><td>Art on My Mind: Visual Politics</td></tr><tr><td>Author</td><td>Hooks, Bell</td></tr><tr><td>Publisher</td><td>The New Press</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>978-1620979266</td></tr></table>	Title	Art on My Mind: Visual Politics	Author	Hooks, Bell	Publisher	The New Press	Date/Edition	2025	ISBN	978-1620979266
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Publisher	The New Press																						
Date/Edition	2025																						
ISBN	978-1620979266																						
<table><tr><td>Title</td><td>Artist's Manual: A Complete Guide to Drawing and Painting Materials and Techniques</td></tr><tr><td>Author</td><td>Gair, Angela</td></tr><tr><td>Publisher</td><td>Chronicle Books</td></tr><tr><td>Date/Edition</td><td>1996</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Artist's Manual: A Complete Guide to Drawing and Painting Materials and Techniques	Author	Gair, Angela	Publisher	Chronicle Books	Date/Edition	1996	ISBN	No value													
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<table><tr><td>Title</td><td>The Artist's Handbook of Materials and Techniques</td></tr><tr><td>Author</td><td>Mayer, Ralph</td></tr><tr><td></td><td></td></tr></table>	Title	The Artist's Handbook of Materials and Techniques	Author	Mayer, Ralph																			
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Changed	Field	Current Version	Proposed Version										
		<table><tr><td>Publisher</td><td>Viking Press</td></tr><tr><td>Date/Edition</td><td>5th ed., 1991</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Publisher	Viking Press	Date/Edition	5th ed., 1991	ISBN	No value					
Publisher	Viking Press												
Date/Edition	5th ed., 1991												
ISBN	No value												
		<table><tr><td>Title</td><td>What Every Artist Needs to Know About Paints and Color</td></tr><tr><td>Author</td><td>Pyle, David</td></tr><tr><td>Publisher</td><td>Krausse PUBNS Inc.</td></tr><tr><td>Date/Edition</td><td>2000</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	What Every Artist Needs to Know About Paints and Color	Author	Pyle, David	Publisher	Krausse PUBNS Inc.	Date/Edition	2000	ISBN	No value	
Title	What Every Artist Needs to Know About Paints and Color												
Author	Pyle, David												
Publisher	Krausse PUBNS Inc.												
Date/Edition	2000												
ISBN	No value												



Suggested Reading List

No value

Reading List	Art In America, Smithsonian Magazine, ARTnews, Artforum, Juxtapoz, New American Paintings
May include, but are not limited to	No value
Reading List	The Secret Lives of Color
May include, but are not limited to	2017

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Prepare professional acrylic painting surfaces, both 2-D and 3-D. • Develop both realistic and non-objective themes. • Utilize the elements and principles of design in a variety of thematic projects. • Explore a range of color and technical variations. • Demonstrate an understanding of the creative process. • Develop a basic studio through ongoing purchases of essential art materials. • Compare and contrast works of art from a global perspective such as : gender, culture, ethnicity, and/or societal perspectives. • Demonstrate safe, competent handling of materials • Demonstrate an intermediate knowledge of color theory • Develop expressive content through manipulation of mark, color, value and composition	• Hone technical painting skills using acrylic media. • Develop a deeper knowledge of color theory. • Hone the ability to synthesize the elements and principles of design in painting compositions. • Create both intermediate-level realistic representations and intermediate-level abstract or expressive paintings using acrylic paint. • Create paintings with a personal point-of-view, exploring themes of identity and personal experience. • Develop a notebook for reference materials, problem solving, and project planning. • Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. • Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools. • Analyze own work and work of peers using course vocabulary. • Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field	Current Version	Proposed Version
	CSLOs	CSLOs Produce advanced acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lifes and photographs as well as from the imagination.	CSLOs Create intermediate-level acrylic paintings that reflect a personal point-of-view.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Demonstrate an advanced understanding of the creative process beginning with preliminary sketches to the final painting.	CSLOs Demonstrate an intermediate-level understanding of the creative process beginning with preliminary sketches to the final painting.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Create acrylic paintings that explore an advanced range of color as well as technical and conceptual variations.	CSLOs Create acrylic paintings that explore an advanced range of color as well as technical and conceptual variations.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Prepare professional acrylic painting surfaces, both 2-D and 3-D. 1. Surface preparation other than canvas to include: paper, masonite, and plastic 2. Wall construction techniques 2. Develop both realistic and non-objective themes. 1. Explore and experiment with depictions of the figure. 2. Explore and experiment with abstraction. 3. Utilize the elements and principles of design in a variety of thematic projects. 1. Practice the elements of design such as line, space, form, color and texture through various applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various applications. 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques 4. Explore a range of color and technical variations. 1. Practice a variety of color theories through exercise and application 2. Utilize masking techniques 3. Continue to develop skills in the use of medium with glazes, washes, impasto textures, painted hard edges (taped) and spattering techniques 5. Demonstrate an understanding of the creative process. 1. Planning 2. Use of intuition	1. Hone technical painting skills using acrylic media. 1. Further develop skills in the use of medium with glazes, washes, impasto textures, painted hard edges (taped) and spattering techniques 2. Prepare painting surfaces other than canvas, such as paper, Masonite, and plastic 2. Develop a deeper knowledge of color theory. 1. Explore the physical properties of color; hue, value, intensity, and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative, or emotional qualities of color 3. Hone the ability to synthesize the elements and principles of design in painting compositions. 1. Practice the elements of design such as line, space, form, color and texture through various applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various applications. 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques 4. Create both intermediate-level realistic representations and intermediate-level abstract or expressive paintings using acrylic paint. 1. Explore and experiment with depictions of still life. 2. Explore and experiment with depictions of landscape.

Changed	Field	Current Version	Proposed Version
		3. Choices in technique and execution 4. Evaluation 5. Group critique 6. Develop a basic studio through ongoing purchases of essential art materials. 1. Establish a personal sense of order 2. Explore tools for greater expression and craft 3. Develop responsible attitude towards professional standards 7. Compare and contrast works of art from a global perspective such as gender, culture, ethnicity, and/or societal perspectives. 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting 2. Organization of visual forms 3. Social function of art 4. Established canon of images 5. Methods of interpreting subject matter 8. Demonstrate safe, competent handling of materials 1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal 9. Demonstrate an intermediate knowledge of color theory 1. Explore the physical properties of color; hue, value, intensity, and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative, or emotional qualities of color	3. Explore and experiment with depictions of the human form. 4. Explore and experiment with abstraction. 5. Explore and experiment with expressive mark-making and textures. 5. Create paintings with a personal point-of-view, exploring themes of identity and personal experience. 1. Explore practices like journaling and reflective writing to generate personal ideas for paintings 2. Explore a variety of painting styles to discern what styles best capture one's own personal sensibilities 3. Incorporate painted imagery that speaks to one's own lived experience 6. Develop a notebook for reference materials, problem solving, and project planning. 1. Explore brainstorming as a way of generating ideas for paintings. 2. Develop preparatory sketches and color palettes for paintings. 3. Collect and organize photographic reference material for paintings. 7. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. 1. Plan painting compositions with thumbnail sketches and mock-ups. 2. Use intuition in finding one's own unique aesthetic and cultivating your own visual preferences. 3. Incorporate design principles, technique and execution in understanding

Changed	Field	Current Version	Proposed Version
		10. Develop expressive content through manipulation of mark, color, value, and composition - Practice manipulating mark, color, value, and composition to arrive at various expressions - Analyze paintings for expressive content created through mark, color, value, and composition	one's own aesthetic choices. - Evaluate the strengths and areas for improvement on the works in progress. - Engage in dialogue about the finished designs in the form of group critiques both large and small.
			8. Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools. - Practice guidelines and procedures for safe material handling - Practice guidelines and procedures for hazardous material disposal
			9. Analyze own work and work of peers using course vocabulary. - Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques. - Analyze and interpret paintings for their narrative content or theme.
			10. Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. - Explore how artists across cultures select and use materials in meaningful ways. - Examine painting from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives. - Examine historical and contemporary developments, trends, materials, and approaches in painting.

Changed	Field	Current Version	Proposed Version
			4. Identify the social functions of painting, including storytelling, communication and community building.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use a variety of intermediate drawing tools to transfer ideas to painting supports 2. Practice intermediate-level acrylic painting on a variety of supports, both flexible and non-flexible 3. Practice intermediate-level acrylic painting of both figurative and abstract themes as well as mixed media. 4. Use a variety of intermediate color theories in the development of their work 5. Use a variety of intermediate brush techniques in the acrylic painting application process 6. Practice building painting supports both flexible and non-flexible 7. Intermediate Color Theory 8. Safe handling and disposal of materials	1. Practice preparing traditional and non-traditional surfaces 2. Practice monochromatic under-painting techniques 3. Practice grisaille techniques 4. Practice glazing techniques 5. Practice textural techniques, including impasto, splattering, dry-brush, and sgraffito 6. Practice realistic depictions using acrylic media 7. Practice abstract or expressive depictions using acrylic media 8. Practice using color in a conceptual way 9. Practice safe handling and disposal of materials 10. Practice creating thumbnail sketches 11. Practice creative problem-solving strategies, such as journaling, brainstorming, and list-making 12. Create a visual library of photo references

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ARTS D015A	ARTS D015A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Changed	Questions	Current Version	Proposed Version
!	Advisory(ies) - Other:	No Value	ARTS D004A ARTS D008.
	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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202322	No Value
!	Banner Division	2CA	No Value
!	Catalog Term (21-22)	22-23	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2022	No Value
	Sort ID (00 < 10; 0 < 100)	ARTS 015B	ARTS 015B
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	Course Status Code	A	No Value
!	Banner Department	ARTS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
!	DL Approval Date (MM/DD/YYYY)	10/12/2021	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/26/2021	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Hours Statement	Lec Hrs: 36.00 Lab Hrs: 36.00 Out of Class Hrs: 72.00 Total Student Learning Hrs: 144.00	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231005	No Value
!	Account Code	1320	No Value
!	Program Code	100100	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. clean-up appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Online appr. 10/12/21 - Hybrid appr. 10/26/21	• Tech. clean-up appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Online appr. 10/12/21 - Hybrid appr. 10/26/21
	Print/No Print to Catalog	Yes	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

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

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	Assignments C. Written Assignments Analysis of a contemporary artist's painted work Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting Methods of Evaluation D.Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments C. Written Assignments Analysis of a contemporary artist's painted work Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting Methods of Evaluation D.Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.
	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
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Assignments C. Written Assignments Analysis of a contemporary artist's painted work Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting Methods of Evaluation D.Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.

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

Changed	Questions	Current Version	Proposed Version
	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

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

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
	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

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

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.	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

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

	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	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	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
	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

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

Stage 2: Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 3: DEI	No Value	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. 03/23/2026SpecificationsExamples of Primary Texts and ReferencesSuggested authors, YES
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version

	Stage 10: Curriculum Committee	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	ARTSD015B

	Distance Education Approved	Yes

	Board of Trustees Approval Date	

	Curriculum Committee Approval Date	Mar 9, 2021 12:00:00 AM

	Time to Next Review	Aug 31, 2025 12:00:00 AM

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

	Course Control Number	CCC000562970

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS-DEPT- NAME	

	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

04/24/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
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
Course Outline	Lab Outline
Req/Adv	Advisory(ies):
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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.

Section	Changed field
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 3: DEI
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
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	Mi Chang	Julie Hughes
	Course ID (CB01A and CB01B)	ARTSD015C	ARTSD015C
	Course Control Number	CCC000562969	CCC000562969
	Course Title (CB02)	Acrylic Painting III	Acrylic Painting III
	Short Course Title	ACRYLIC PAINTING III	ACRYLIC PAINTING III

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2022	Fall ~~2022~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is a continuation of ARTS 015B with an emphasis on processes rather than techniques. Problems in class will relate to the aesthetic concerns of idea, content, and expression within the acrylic medium.	This course is a continuation of ARTS 015B. This acrylic painting course continues the development of foundational painting skills and introduces more advanced-level concepts and ways of working. Students in the course will further hone their acrylic painting skills through practicing techniques used in both traditional and contemporary painting practices. An increased emphasis will be placed on developing expression and personal voice in an acrylic painting practice. Students will be encouraged to create painted works that draw on their personal experiences and identities and will work toward deepening the connection between aesthetics and content or narrative in their work. Students will practice working in a series, documenting their paintings, and writing artist statements. Students will leave the course with a deeper understanding of the story-telling capacities of painting and a clearer idea of their own personal aesthetic and voice. Work in the course includes presentations and discussions of historical and contemporary examples of a wide range of acrylic painting through a global lens.
!	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ART

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	No value	<u>This course is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Painting A.A. degree. The course emphasizes greater technical development as it relates to thematic conceptualization.</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
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version



Is this a cross-listed course?

No value

No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version

Foothill Course ID

No value

ART F019F



Does the course have a Foothill equivalent?

No value

Yes

Foothill Faculty Consultation Name

No value

DEI Review

Changed	Field	Current Version	Proposed Version

Please summarize the ways in which your course includes DEI.

No value

Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. The texts reflect diverse voices and perspectives, and discuss current debates in the field that are relevant to students. No suitable OER texts have been identified at this time.

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Acrylic Painting 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 Acrylic Painting 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
	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 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)

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 Painting

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting (In Development)

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	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72

Changed	Field	Current Version	Proposed Version
	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
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	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 Homework and extended projects Field observation and field trips Guest speakers Written and oral reports	Methods of Instruction Methods of Instruction Lecture and visual aids Technical demonstrations and commentary Discussion of assigned reading Discussion and problem solving performed in class Painting homework and extended painting projects Collaborative learning and small group exercises Critique and discussion of painting assignments

Changed	Field	Current Version	Proposed Version
	Assignments	1. Painting project preparations from a personal perspective. 1. Preliminary Drawings/Sketches in color 2. Gathering necessary materials and supplies 3. Gallery and Museum visitations 4. View multimedia art references from all cultures. 5. Review current art publications 6. Utilize current technologies to develop ideas 2. Student compiled reference materials 1. Notebook 2. Photographic library 3. Completion of final project. 1. Develop from a theme given by instructor. 2. Gathering of necessary materials and supplies. 4. Assigned class readings on historical and contemporary aspects of painting.	1. Painting Assignments 1. A final painting series consisting of 3 to 4 works that are cohesive in theme and style made from a personal perspective, that requires the synthesis of techniques and knowledge covered in class lectures and demonstrations 2. Painted studies to practice and experiment with techniques and use of materials 3. Painted studies that encourage students to connect course content to their own life, background, and experiences 4. Preliminary sketches to explore composition, color, and technique 5. Iteration and refinement based on feedback 2. Student compiled reference materials 1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas 2. Printed or digital catalog of reference photos to be used for current and future painting work 3. Written Assignments 1. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary artist 2. An artist statement that addresses the theme, inspiration, and process used in the student's final painting series 4. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Final critique with entire class of each student's work in which the student will deliver a

Changed	Field	Current Version	Proposed Version
			presentation on their final painting series, addressing the theme, inspiration, and process
			5. Assigned class readings

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. Completion of all assigned personal perspective projects including preparatory sketches. Evaluation will include originality, relevance to assigned theme, as well as technical proficiency. 2. Evaluation of the creative process of preliminary sketches from compiled notebooks and photo references as they pertain to all assigned projects. Evaluation will include originality, relevance to assigned theme, as well as technical proficiency. 3. Class and individual critiques of final project based on evaluations of quality, technique, and creativity	Methods of Evaluation 1. Instructor evaluation of all painting projects including final series, sketches and project preparation. This evaluation will include originality, professionalism, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 2. Instructor evaluation of notebook and photographic references. This evaluation will include originality, professionalism, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 3. Instructor evaluation of group and peer critique of final painting series. Evaluation will include participation and depth of analysis. Rubrics with clearly defined grading criteria are provided to students. 4. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related

Changed	Field	Current Version	Proposed Version
		based on themes as well as the materials and supplies utilized. 4. Written and oral reports on assigned class readings explaining the relevance of historical and contemporary aspects of painting.	vocabulary. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- acrylic paint media
- various scrub brushes
- acrylic paint
- tote box
- paper palette
- palette knives
- canvas
- wood panels
- staple-gun
- appropriate apparel

Essential College Facilities:

- Studio space, including easels, stools, sinks, and storage racks
- Shop with power and hand tools and appropriate supervision

Essential Student Materials:

- Acrylic paint
- Acrylic medium
- Acrylic paint brushes
- Palette
- Canvas panels
- Appropriate apparel

Essential College Facilities:

- Studio classroom space that includes: One easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Changed	Field	Current Version	Proposed Version
!	Examples of Primary Texts and References	Title Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications	Title Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications
		Author Tauchid, Reni	Author Tauchid, Reni
		Publisher Monacelli Studio	Publisher Monacelli Studio
		Date/Edition 2018	Date/Edition 2018
		ISBN No value	ISBN 978-1580934930
		Title The Artist's Handbook of Materials and Techniques	Title Art on My Mind: Visual Politics
		Author Mayer, Ralph	Author Hooks, Bell
		Publisher Viking Press	Publisher The New Press
		Date/Edition 5th ed., 1991	Date/Edition 2025
		ISBN No value	ISBN 978-1620979266
		Title What Every Artist Needs to Know About Paints and Color	
		Author Pyle, David	
		Publisher Krausse	
		Date/Edition 2000	
		ISBN No value	

Changed	Field	Current Version	Proposed Version										
		<table><tr><td>Title</td><td>Artist's Manual: A Complete Guide to Drawing and Painting Materials and Techniques</td></tr><tr><td>Author</td><td>Gair, Angela</td></tr><tr><td>Publisher</td><td>Chronicle Books</td></tr><tr><td>Date/Edition</td><td>1996</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Artist's Manual: A Complete Guide to Drawing and Painting Materials and Techniques	Author	Gair, Angela	Publisher	Chronicle Books	Date/Edition	1996	ISBN	No value	
Title	Artist's Manual: A Complete Guide to Drawing and Painting Materials and Techniques												
Author	Gair, Angela												
Publisher	Chronicle Books												
Date/Edition	1996												
ISBN	No value												
		<table><tr><td>Title</td><td>Acrylic Revolution</td></tr><tr><td>Author</td><td>Reyner, Nancy</td></tr><tr><td>Publisher</td><td>North Light Books</td></tr><tr><td>Date/Edition</td><td>2007</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Acrylic Revolution	Author	Reyner, Nancy	Publisher	North Light Books	Date/Edition	2007	ISBN	No value	
Title	Acrylic Revolution												
Author	Reyner, Nancy												
Publisher	North Light Books												
Date/Edition	2007												
ISBN	No value												

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List Art In America, ARTnews, Smithsonian Magazine, Juxtapoz, New American Paintings May include, but are not limited to No value Reading List The Secret Lives of Color May include, but are not limited to 2017	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Prepare professional acrylic painting surfaces in a mixed media approach. • Develop themes on their work both realistic and non-objective. • Utilize the elements and principles of design through various thematic projects. • Explore a range of color and technical variations. • Demonstrate an understanding of the creative process, pertaining to the development of an individual sense of originality and style • Develop a basic studio through ongoing purchases of essential art materials. • Compare and contrast works of art from a global perspective. • Demonstrate an advanced knowledge of color theory • Demonstrate safe, competent handling of materials • Develop expressive content through manipulation of mark, color, value and composition	• Create a series of paintings that are thematically and stylistically cohesive. • Create more advanced-level paintings with a personal point-of-view, exploring themes of identity and personal experience. • Further hone the ability to synthesize the elements and principles of design in painting compositions. • Develop an advanced knowledge of color theory. • Develop a notebook for reference materials, problem solving, and project planning. • Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. • Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools. • Explore professional practices, including writing an original artist statement and creating a portfolio. • Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Produce advanced acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lifes and photographs as well as from the imagination. This will include the development of an original body of work.	CSLOs Create a series of paintings from a personal perspective, that is cohesive in theme and style.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Demonstrate an advanced understanding of the creative process in the development of an original body of work.	CSLOs Develop an original artist statement that addresses the theme, inspiration, and processes used in the student's painting series.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Execute a series of paintings that explores a range of color theories as well as a technical and conceptual theme uniting their artwork.	CSLOs Produce advanced acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lifes and photographs as well as from the imagination. This will include the development of an original body of work.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
	Course Content	1. Prepare professional acrylic painting surfaces in a mixed media approach. 1. Construction of flexible and rigid supports for acrylic paint media 2. Preparation of cotton and veneer surfaces 3. Experimentation with textured surfaces 2. Develop themes on their work both realistic and non-objective. 1. Explore and experiment with depictions of the figure. 2. Explore and experiment with abstraction. 3. Utilize the elements and principles of design through various thematic projects. 1. Practice the elements of design such as line, space, form, color and texture through various advanced projects. 2. Practice the principles of design such as rhythm, balance, scale, emphasis and unity through various advanced projects. 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques 4. Explore a range of color and technical variations. 1. Study color through advanced exercises and applications. 2. Utilize masking techniques 3. Develop skills in the use of medium with glazes, washes, impasto textures, painted hard edges (taped) and spattering techniques 5. Demonstrate an understanding of the creative process, pertaining to the development of an individual sense of originality and style	1. Create a series of paintings that are thematically and stylistically cohesive. 1. Analyze the different series or bodies of work of a diverse set of contemporary painters 2. Research major themes and styles in contemporary painting 3. Develop original theme through research, planning, creating thumbnail studies, and collecting reference images 2. Create more advanced-level paintings with a personal point-of-view, exploring themes of identity and personal experience. 1. Explore practices like journaling and reflective writing to generate personal ideas for paintings 2. Explore a variety of painting styles to discern what styles best capture one's own personal sensibilities 3. Incorporate painted imagery that speaks to one's own lived experience 3. Further hone the ability to synthesize the elements and principles of design in painting compositions. 1. Practice the elements of design such as line, space, form, color and texture through various advanced projects 2. Practice the principles of design such as rhythm, balance, scale, emphasis and unity through various advanced projects 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques

Changed	Field	Current Version	Proposed Version
		1. Planning 2. Use of intuition 3. Choices in technique and execution 4. Evaluation 5. Group critique	4. Develop an advanced knowledge of color theory. 1. Explore the physical properties of color; hue, value, intensity and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative or emotional qualities of color
		6. Develop a basic studio through ongoing purchases of essential art materials. 1. Establish a personal sense of order 2. Explore tools for greater expression and craft 3. Develop responsible attitude towards professional standards 4. Health awareness related to toxic materials.	5. Develop a notebook for reference materials, problem solving, and project planning 1. Practice brainstorming as a way of generating ideas for paintings 2. Develop preparatory sketches and color palettes for paintings 3. Collect and organize photographic reference material for paintings
		7. Compare and contrast works of art from a global perspective. 1. Use of materials in the production of works of art 2. Organization of visual forms 3. Social function of art 4. Established canon of images 5. Methods of interpreting subject matter	6. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision 1. Plan painting compositions with thumbnail sketches and mock-ups 2. Use intuition in finding one's own unique aesthetic and cultivating your own visual preferences 3. Incorporate design principles, technique and execution in understanding one's own aesthetic choices
		8. Demonstrate an advanced knowledge of color theory 1. Explore the physical properties of color; hue, value, intensity and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative or emotional qualities of color	4. Evaluate the strengths and areas for improvement on the works in progress 5. Engage in dialogue about the finished designs in the form of group critiques both large and small
		9. Demonstrate safe, competent handling of materials 1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal	7. Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools
		10. Develop expressive content through manipulation of mark,	

Changed	Field	Current Version	Proposed Version
		color, value and composition 1. Practice manipulating mark, color, value, and composition to arrive at various expressions 2. Analyze paintings for expressive content created through mark, color, value, and composition	1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal 8. Explore professional practices, including writing an original artist statement and creating a portfolio 1. Analyze the artist statements of a diverse set of contemporary painters 2. Practice writing an original artist statement that addresses the theme, inspiration, and processes used in the student's work 3. Explore the best practices for documenting paintings and building a portfolio of images 9. Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups 1. Explore how artists across cultures select and use materials in meaningful ways 2. Examine painting from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives. 3. Examine historical and contemporary developments, trends, materials, and approaches in painting 4. Identify the social functions of painting, including storytelling, communication and community building

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use a variety of advanced drawing tools to transfer ideas to painting supports 2. Practice advanced-level acrylic painting on a variety of supports, both flexible and non-flexible 3. Practice advanced-level acrylic painting of both figurative and abstract themes in the development of an original body of work 4. Advanced Color Theory 5. Use a variety of advanced brush techniques in the acrylic painting application process as they pertain to the development of an original body of work. 6. Practice building painting supports both flexible and non-flexible 7. Safe handling and disposals of materials	1. Practice preparing traditional and non-traditional surfaces 2. Practice realistic depictions using acrylic media 3. Practice abstract or expressive depictions using acrylic media 4. Practice using color in a conceptual way 5. Practice safe handling and disposal of materials 6. Practice creative problem-solving strategies to generate ideas for painting series 7. Practice creating thumbnail studies for larger paintings 8. Practice writing original artist statements 9. Practice using photography to document paintings 10. Practice compiling a painting portfolio 11. Create a visual library of photo references to be used for future paintings

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ARTS D015B	ARTS D015B
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	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	ARTS D004A ARTS D008.
	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):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	Banner Start Term (202122)	202322	No Value
❗	Banner Division	2CA	No Value
❗	Catalog Term (21-22)	22-23	No Value
❗	5 Year Revision Year (2021)	2020	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2022	No Value
	Sort ID (00 < 10; 0 < 100)	ARTS 015C	ARTS 015C
	Course Status	Non-substantial	Non-substantial
❗	Course Status Code	A	No Value
❗	Banner Department	ARTS	No Value

Changed	Questions	Current Version	Proposed Version
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
!	DL Approval Date (MM/DD/YYYY)	10/12/2021	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/26/2021	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Hours Statement	Lec Hrs: 36.00 Lab Hrs: 36.00 Out of Class Hrs: 72.00 Total Student Learning Hrs: 144.00	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231005	No Value
!	Account Code	1320	No Value
!	Program Code	100100	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. clean-up appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Online appr. 10/12/21 - Hybrid appr. 10/26/21	• Tech. clean-up appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Online appr. 10/12/21 - Hybrid appr. 10/26/21
	Print/No Print to Catalog	Yes	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

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

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	Assignments C. Written Assignments 1. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary artist 2. An artist statement that addresses the theme, inspiration, and process used in the student's final painting series Methods of Evaluation D. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments C. Written Assignments 1. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary artist 2. An artist statement that addresses the theme, inspiration, and process used in the student's final painting series Methods of Evaluation D. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.
	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
	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	Assignments C. Written Assignments 1. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary artist 2. An artist statement that addresses the theme, inspiration, and process used in the student's final painting series Methods of Evaluation D. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.

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

Changed	Questions	Current Version	Proposed Version
	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

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

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
	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

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

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.	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

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

	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	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	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
	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
	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
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 3: DEI	No Value	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, Examples of Primary Texts and References, Suggested explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. YES
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	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	ARTSD015C

	Distance Education Approved	Yes

	Board of Trustees Approval Date	

	Curriculum Committee Approval Date	Mar 9, 2021 12:00:00 AM

	Time to Next Review	Aug 31, 2025 12:00:00 AM

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

	Course Control Number	CCC000562969

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS-DEPT-NAME	

	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

04/30/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies) - Other:
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 9: Demonstrate appropriate grammar usage and mechanics.

Section	Changed field
G-Matrix Form	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.
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: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mary Clark Tillman	• Julie Hughes
	Course ID (CB01A and CB01B)	ARTSD016A	ARTSD016A
	Course Control Number	CCC000562968	CCC000562968
	Course Title (CB02)	Oil Painting I	Oil Painting I
	Short Course Title	OIL PAINTING I	OIL PAINTING I
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
❗	Effective Term	Fall 2026	Fall ~~2026~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This is an introductory oil painting course that explores the application of the medium as it relates to the production of artwork through the translation of visual information, along with examining that preparation, concept, and craft are fundamental as applied to aesthetic concerns.	This course introduces basic oil painting techniques and concepts. Students in the course will explore the fundamentals of oil painting through practicing techniques used in both traditional and contemporary painting practices. Students will explore both realistic representation and more expressive, abstract ways of working. Students will leave the course being able to create original oil paintings that illustrate an understanding of mixing color, brushwork technique, and composition. Students will also develop the ability to critically analyze paintings for their formal and conceptual qualities.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
!	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ART

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 De Anza's general education requirements and is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History A.A. degree. It serves as an introduction to oil painting.	This course meets De Anza's general education requirements and is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History A.A. degree. It serves as an introduction to oil painting.

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~~ Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

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	ART F019A	ART F019A
	Does the course have a Foothill equivalent?	Yes	Yes

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	Adding DAGE status and language only. -mkct	~~Adding DAGE status.~~ <u>Outline aims to create welcoming, accessible, and respectful learning environments by intentionally incorporating diverse perspectives, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students will be provided the materials they need for the first week of the quarter in order to give them enough time to gather/purchase supplies. A textbook is NOT required for this course. While some texts used may be outside of the 'five years or newer' guideline, the texts remain seminal in the field of study and meet universal design course standards, reflect diverse authors, voices, perspectives, and language only. -mkct discuss current debates in the field that are relevant to students. There are no suitable OER texts identified at this time.</u>
	Please check all areas in the COR that address DEI.	Basic Course Information - Course Description	- Basic Course Information - Course Description - Specifications - Assignments - Specifications - Methods of Instruction - Specifications - Methods of Evaluation - Outline - Course Outline - Specifications - Examples of Primary Texts and References

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.

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	- Letter Grade - Pass/No Pass	- Letter Grade - Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Oil Painting 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 Oil Painting 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
	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?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
Course is part of a program		Associated Program Art History	Associated Program Art History
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Art History	Associated Program Art History
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Art History	Associated Program Art History
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Art History	Associated Program Art History
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Film/TV: Animation	Associated Program Film/TV: Animation
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Animation	Associated Program Film/TV: Animation
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Illustration	Associated Program Illustration
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Illustration Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Illustration 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) 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 Painting Award Type Associate in Arts (A.A.) Degree	Associated Program Painting Award Type Associate in Arts (A.A.) Degree
		Associated Program Painting (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Painting (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 Studio Arts for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Studio Arts for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Changed	Field	Current Version		Proposed Version	
		Associated Program	Studio Arts for Transfer (In Development)	Associated Program	Studio Arts for Transfer (In Development)
		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	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 210</td></tr></table>		System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 210	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 210</td></tr></table>		System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 210
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		-	C-ID ARTS 210														
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		Area(s)	• ARTS - Approved.														
-	C-ID ARTS 210																
<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G7B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>		System/Institution	De Anza GE	Area(s)	• 2G7B - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G7B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>		System/Institution	De Anza GE	Area(s)	• 2G7B - Approved.	-	No value		
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-	No value																
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-	No value																

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72

Changed	Field	Current Version	Proposed Version
	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
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	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 Field observation and field trips Guest speakers Discussion and problem solving performed in class Written and oral reports	Methods of Instruction Methods of Instruction Lecture and visual aids Technical demonstrations and commentary Discussion of assigned reading Discussion and problem solving performed in class Painting homework and extended painting projects Collaborative learning and small group exercises Critique and discussion of painting assignments

Changed	Field	Current Version	Proposed Version
	Assignments	1. Painting project preparations from a personal perspective. 1. Gallery and Museum visitations 2. Preliminary Drawings/Sketches in color 3. View multimedia art references from all cultures. 4. Gathering necessary materials and supplies 5. Review current art publications 6. Utilize current technologies to develop ideas 2. Student compiled reference materials 1. Notebook 2. Photographic library 3. Completion of final project 1. Develop from a theme given by the instructor. 2. Gathering of necessary materials and supplies. 4. Assigned class readings on historical and contemporary aspects of painting.	1. Painting project research and preparation 1. Paintings including a Midterm painting project and Final painting project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations 2. Small painted studies to practice and experiment with techniques and use of materials 3. Preliminary sketches to explore composition, color, and technique 4. Iteration and refinement based on feedback 2. Student-compiled reference materials 1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas 2. Printed or digital catalog of reference photos to be used for current and future drawing work 3. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting 4. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project

Changed	Field	Current Version	Proposed Version
			3. Final critique with entire class of each student's work in which the student will deliver a presentation on their concept, media and techniques for their final project
			5. Assigned class readings

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 all personal perspective projects including sketches from all preparatory findings. This will include originality, relevance to assigned theme, as well as technical proficiency. 2. Evaluation of the creative process of preliminary sketches from compiled notebooks and photo references as they pertain to all assigned projects. This will include originality, relevance to assigned theme, as well as technical proficiency. 3. Class and individual critiques of final project based on evaluations of quality, technique, and creativity	Methods of Evaluation 1. Instructor evaluation of all painting projects including sketches and project preparation. This evaluation will include originality, relevance to assigned them, and technical proficiency. Students are provided examples of successful outcomes and rubrics with clear evaluation criteria. 2. Instructor evaluation of notebook and photographic references. This evaluation will include originality, relevance to assigned theme, and thoroughness of research. Students are provided examples of successful outcomes and rubrics with clear evaluation criteria. 3. Instructor evaluation of group and peer critique of final painting project. Evaluation will include participation and depth of analysis. Students are provided rubrics with clear evaluation criteria. 4. Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation,

Changed	Field	Current Version	Proposed Version
		based on assigned themes as well as the materials and supplies utilized. 4. Written and oral, both individual and group, reports on assigned class readings explaining the relevance of historical and global contemporary aspects of painting.	depth of analysis, and use of course related vocabulary. Students are provided examples of successful outcomes and rubrics with clear evaluation criteria.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- oil paint media
- variety of scrub brushes
- oil paints
- tote box
- paper palettes
- metal containers
- canvas
- stretcher bar materials
- appropriate attire

Essential College Facilities:

- Painting studio, easels, stools, audio-visual facilities, storage racks, lockers, metal locker for storage of solvents
- Shop facility with appropriate supervision

Essential Student Materials:

- Oil paint
- Oil paint brushes
- Palette
- Canvas panels
- Appropriate attire

Essential College Facilities:

- Studio classroom space that includes: one easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Changed	Field	Current Version	Proposed Version																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>Lessons in Classical Painting: Essential Techniques from Inside the Atelier</td></tr><tr><td>Author</td><td>Aristides, Juliette</td></tr><tr><td>Publisher</td><td>Watson-Guptill</td></tr><tr><td>Date/Edition</td><td>2016</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Lessons in Classical Painting: Essential Techniques from Inside the Atelier	Author	Aristides, Juliette	Publisher	Watson-Guptill	Date/Edition	2016	ISBN	No value	<table><tr><td>Title</td><td>Lessons in Classical Painting: Essential Techniques from Inside the Atelier</td></tr><tr><td>Author</td><td>Aristides, Juliette</td></tr><tr><td>Publisher</td><td>Watson-Guptill</td></tr><tr><td>Date/Edition</td><td>2016</td></tr><tr><td>ISBN</td><td>978-1607747895</td></tr></table>	Title	Lessons in Classical Painting: Essential Techniques from Inside the Atelier	Author	Aristides, Juliette	Publisher	Watson-Guptill	Date/Edition	2016	ISBN	978-1607747895
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			<table><tr><td>Title</td><td>The Oil Painter's Color Handbook</td></tr><tr><td>Author</td><td>Casey, Todd M.</td></tr><tr><td>Publisher</td><td>Monacelli Studio</td></tr><tr><td>Date/Edition</td><td>2022</td></tr><tr><td>ISBN</td><td>978-1580935883</td></tr></table>	Title	The Oil Painter's Color Handbook	Author	Casey, Todd M.	Publisher	Monacelli Studio	Date/Edition	2022	ISBN	978-1580935883										
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Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List The Materials of the Artist & Their Use In Painting May include, but are not limited to 1945 Reading List Artist's Manual: A Complete Guide to Drawing and Painting Materials and Techniques May include, but are not limited to 1996 Reading List The Artist's Handbook of Materials & Techniques May include, but are not limited to Fifth edition, 1991 Reading List What Every Artist Needs to Know About Paints and Color May include, but are not limited to 2000	No value

Changed	Field	Current Version	Proposed Version
		Reading List Selected readings from periodicals such as Artforum, Art In America, Art Week, Juxtapoz, New American Paintings, ARTnews	
		May include, but are not limited to No value	
		Reading List The Secret Lives of Color	
		May include, but are not limited to 2017	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Prepare professional oil painting surfaces • Use 2-D and 3-D visual aids in the painting process • Apply beginning level brushwork • Utilize the elements and principles of design in a variety of thematic projects. • Explore a range of color variations and schemes • Discuss the presentation of oil paintings • Develop a basic studio through ongoing purchases of essential art purchases • Compare and contrast works of art from a global perspective including class, gender, ethnicity, nationality as well as a social perspective. • Demonstrate working knowledge of basic color theory • Demonstrate safe, competent handling of materials • Analyze the elements and principles of design as they relate to painting – line, shape, value, color, texture, form, space, balance, unity/variety, rhythm, proportion/scale, emphasis, illusion of depth, and illusion of movement. • Develop expressive content through manipulation of mark, color, value and composition	• Develop a working knowledge of basic painting technique using oil paint • Develop a working knowledge of basic color theory • Develop an ability to synthesize the elements and principles of design in painting compositions • Develop a working knowledge of drawing technique as it relates to painting. • Create beginning level realistic representations using oil paint • Create beginning level abstract or expressive paintings using oil paint • Create a notebook for reference materials, problem solving, and project planning • Analyze own work and work of peers using course vocabulary • Demonstrate competency with canvas preparation, studio safety, and oil painting tools • Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Develop and utilize critical thinking skills in the understanding of oil paintings from several time periods,including aesthetically, technically, and philosophically.	CSLOs Develop and utilize critical thinking skills in the understanding of oil paintings from several time periods,including aesthetically, technically, and philosophically.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
			CSLOs Create both realistic and abstract paintings using basic oil painting techniques and concepts
			Expected SLO Performance 0.0
			CSLOs Demonstrate an understanding of the creative process from preliminary sketches to a final painting
			Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Prepare professional oil painting surfaces 1. Construction of flexible supports for oil paint media 2. Preparation of cotton surfaces 3. Experimentation with textured surfaces 4. Exploration in underpainting with appropriate recipes 2. Use 2-D and 3-D visual aids in the painting process 1. Development of black, gray, and white drawings in various media 2. Colored drawings in pastel, pencil, ink, watercolor, markers, etc. 3. Original photographs in color and black and white 4. Scaled and cropped visual references through graphic exploration 5. Painting from life and still life 3. Apply beginning level brushwork 1. Use of stiff bristle brush for scrubbing techniques that include soft edge and mottled surfaces 2. Experiment with various size scrub brushes for interpretation of technique 3. Use of brush and palette knife techniques 4. Dry brush and scumbling techniques 4. Utilize the elements and principles of design in a variety of thematic projects. 1. Practice the elements of design such as line, space, form, color, and texture in a variety of exercises and applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis,	1. Develop a working knowledge of basic painting technique using oil paint 1. Explore variety of mark-making and brushwork techniques. 2. Develop skills in the use of medium with glazes, washes, and impasto textures. 2. Develop a working knowledge of basic color theory 1. Explore the physical properties of color; hue, value, intensity, and temperature. 2. Develop skills with regard to mixing and layering color. 3. Explore the conceptual, narrative, or emotional qualities of color. 3. Develop an ability to synthesize the elements and principles of design in painting compositions 1. Practice the elements of design such as line, space, form, color, and texture through various exercises and a range of applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various exercises and a range of applications. 4. Develop a working knowledge of drawing technique as it relates to painting 1. Practice sighting, gridding, projecting, and sketching to block-in paintings. 2. Practice value mapping to identify values and prepare for creating paintings. 3. Practice thumbnail sketching techniques to

Changed	Field	Current Version	Proposed Version
		and unity in a variety of exercises and applications.	plan compositions for paintings.
		5. Explore a range of color variations and schemes	5. Create beginning-level realistic representations using oil paint
		1. Employment of warm and cool oil colors	1. Explore and experiment with depictions of still life.
		2. Creation of tone by addition of gray and split complement (Munsel Gray Scale)	2. Explore and experiment with depictions of landscape.
		3. Creation of tinted tones for high key work (Munsel Gray Scale)	3. Explore and experiment with depictions of the human form.
		6. Discuss the presentation of oil paintings	6. Create beginning-level abstract or expressive paintings using oil paint
		1. Framing variations, using metal, wood, plastic, color, etc.	1. Explore and experiment with abstraction.
		2. Aesthetics concerns such as color, form, size in relation to chosen imagery.	2. Explore and experiment with expressive mark-making and textures.
		7. Develop a basic studio through ongoing purchases of essential art purchases	7. Create a notebook for reference materials, problem solving, and project planning
		1. Develop a personal sense of order	1. Explore brainstorming as a way of generating ideas for paintings.
		2. Explore tools for greater expression and craft	2. Develop preparatory sketches and color palettes for paintings.
		3. Develop responsible attitude towards professional standards	3. Collect and organize photographic reference material for paintings.
		8. Compare and contrast works of art from a global perspective including class, gender, ethnicity, nationality as well as a social perspective.	8. Analyze own work and work of peers using course vocabulary
		1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting	1. Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques.
		2. Organization of visual forms	2. Analyze and interpret paintings for their narrative content or theme.
		3. Social function of art	9. Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools
		4. Established canon of images	1. Prepare flexible and rigid supports for acrylic paint media.
		5. Methods of interpreting subject matter	2. Learn guidelines and procedures for safe

Changed	Field	Current Version	Proposed Version
		9. Demonstrate working knowledge of basic color theory 1. Explore the physical properties of color; hue, value, intensity, and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative, or emotional qualities of color	material handling. 3. Learn guidelines and procedures for hazardous material storage and disposal.
		10. Demonstrate safe, competent handling of materials 1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal	10. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
		11. Analyze the elements and principles of design as they relate to painting – line, shape, value, color, texture, form, space, balance, unity/variety, rhythm, proportion/scale, emphasis, the illusion of depth, and the illusion of movement. 1. Define and identify the elements of design as related to painting: line, shape, value, color, texture, form, and space 2. Define and identify principles of design as related to painting; balance, unity/variety, rhythm, proportion/scale, emphasis, the illusion of depth, and the illusion of movement. 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques	2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives
		12. Develop expressive content through manipulation of mark, color, value, and composition 1. Practice manipulating mark, color, value, and	

Changed	Field	Current Version	Proposed Version
		composition to arrive at various expressions 2. Analyze paintings for expressive content created through mark, color, value, and composition	
	Lab Component in this Course	Yes	Yes
!	Lab Outline	1. Use a variety of drawing tools to transfer ideas to painting supports 2. Practice oil painting on a variety of supports, both flexible and non-flexible 3. Practice oil painting both figurative and abstract themes 4. Use a variety of color theories in oil painting 5. Use a variety of brush techniques in the oil painting application process 6. Practice building painting supports both flexible and non-flexible 7. Safe handling and disposal of materials	1. Practice basic drawing technique as relates to painting, including thumbnail sketching, sighting, gridding, projecting, and value mapping. 2. Use a variety of drawing tools to transfer ideas to painting supports 3. Practice oil painting on a variety of supports, both flexible and non-flexible 4. Practice painting both representational and abstract themes in oil paint 5. Use a variety of color theories in the development of the work 6. Use a variety of brush techniques in the oil painting process 7. Use safe handling and disposal of painting materials

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

Changed	Questions	Current Version	Proposed Version

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):**

ARTS D004A

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

ARTS D004A ARTS D008.

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	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

No Value



Objective 2: Develop analytical ideas and topics for essays.

No Value

Assignments C. Written Assignments
1. Analysis of a contemporary artist's painted work
2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting
	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
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of an inspirational contemporary artist's painting

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

Changed	Questions	Current Version	Proposed Version
	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

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
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version

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

Changed	Questions	Current Version	Proposed Version
	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
	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

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 and is being removed, provide an explanation as to why.	No Value	Removed ARTSD004A prerequisite. This class is a solid entry-level class and the prerequisite is not needed. This change will make course more accessible to a wider group of students. Removed advisories as they are not needed for the work done in this course. All of the beginning drawing techniques needed for this course are now included in the course. ARTS D004A will be an advisory, not a prerequisite.
	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	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
	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. Develop a working knowledge of basic painting technique using oil paint 1. Explore variety of mark-making and brushwork techniques 2. Develop skills in the use of medium with glazes, washes, and impasto textures B. Develop a working knowledge of basic color theory 1. Explore the physical properties of color; hue, value, intensity, and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative, or emotional qualities of color C. Create beginning level realistic representations using oil paint 1. Explore and experiment with depictions of still life 2. Explore and experiment with depictions of landscape 3. Explore and experiment with depictions of the human form D. Create beginning level abstract or expressive paintings using oil paint 1. Explore and experiment with abstraction 2. Explore and experiment with expressive mark-making and textures E. Demonstrate competency with canvas preparation, studio safety, and oil painting tools 1. Preparation of flexible and rigid supports for oil paint media 2. Learn guidelines and procedures for safe material handling 3. Learn guidelines and procedures for hazardous material storage and disposal F. Develop an ability to synthesize the elements and principles of design in painting compositions 1. Practice the elements of design such as line, shape, value, color, and texture through various exercises 2. Practice the principles of design such as rhythm, balance, emphasis, unity, and variety through various exercises G. Create a notebook for reference materials, problem solving, and project planning 1. Explore brainstorming as a way of generating ideas for paintings 2. Develop preparatory sketches and color palettes for paintings 3. Collect and organize photographic reference material for paintings

Changed	Questions	Current Version	Proposed Version
	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	Outline H. Analyze own work and work of peers using course vocabulary 1. Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques 2. Analyze and interpret paintings for their narrative content or theme

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 G. Create a notebook for reference materials, problem solving, and project planning 1. Explore brainstorming as a way of generating ideas for paintings 2. Develop preparatory sketches and color palettes for paintings 3. Collect and organize photographic reference material for paintings H. Analyze own work and work of peers using course vocabulary 1. Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques 2. Analyze and interpret paintings for their narrative content or theme I. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives

Changed	Questions	Current Version	Proposed Version
	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. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives
	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 I. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives

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. Painting project research and preparation 1. Brainstorming and journaling to generate ideas 2. Generating or collecting photographic source material 3. Researching relevant artists from multiple cultures 4. Creating preliminary drawings and sketches in color 5. Gathering necessary materials and supplies B. Reference material catalogue 1. Personal notebook containing sketches, annotations, color and texture explorations 2. Personal library of photographic images to be used as source material and inspiration for paintings C. Final painting project 1. Developing personal interpretation of a theme given by instructor 2. Gathering necessary materials and supplies 3. Synthesizing color-mixing, brushwork, and composition to create an original painting D. Discussion and Critique 1. Analyzing both personal and classmate work in writing 2. Analyzing both personal and classmate work in discussions

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version						
!	Stage 3: DEI	No Value							Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
							Do examples of Examples of Primary Texts and References listed on the COR meet universal design course standards; and do they reflect diverse		
			03/18/2026	Specifications	Examples of Primary Texts and References	Suggested authors,	voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If yes, let me know in the initiator response box.	Y	
	Stage 4: Articulation Officer	No Value	No Value						
!	Stage 5: De Anza General Education	No Value							Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
							All six criteria must be satisfied to be approved. Examples supporting each should be representative, not comprehensive. Please list the minimum necessary to satisfy the requirement. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)		
			3/26/2026	De Anza GE	Criteria 1 to Criteria 6	Required		Y	

Changed	Questions	Current Version	Proposed Version				
!	Stage 6: Content Review Matrix Liaison	No Value					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part -Type of Field Edit	Edit	
			4/9/26	Matrix G	First Field	Required	Place the information you included in the comments on the Req/Adv tab in this field Sorry. You placed the information in the second field on this tab. Sorry about that. Think it's resolved. Y.
			4/21/26	Matrix G	First Field	Required	Could you please move it to the first field to indicate you are removing the requisite.
	Stage 7: Dean of Online Learning	No Value	No Value				
	Stage 8: SLO Coordinator	No Value	No Value				
	Stage 10: Curriculum Committee	No Value	No Value				

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ARTS 016A	ARTS 016A
	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)	No Value	No Value
	Curriculum Office Notes	• C-ID edited (effect. F22). - mc • Tech. clean-up and CID appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Adding DAGE, appr. 6/17/25 (effect. F26).-mkct	• C-ID edited (effect. F22). - mc • Tech. clean-up and CID appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Adding DAGE, appr. 6/17/25 (effect. F26).-mkct

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ARTSD016A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 17, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000562968

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

De Anza College

Course Outline of Record Report

04/30/2026

ARTSD416A : Oil Painting I

General Information

Faculty Initiator:	Julie Hughes
Attachments:	Hybrid_ARTS_416A_2027F.pdf Online_ARTS_416A_2027F.pdf ReqAdv_G_ARTS_416A_2027F_1.pdf ReqAdv_G_ARTS_416A_2027F_2.pdf
Course ID (CB01A and CB01B) :	ARTSD416A
Short Course Title:	OIL PAINTING I
Course Title (CB02) :	Oil Painting I
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1002.10) Painting and Drawing
CIP Code:	(50.0705) Drawing.
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This course introduces basic oil painting techniques and concepts. Students in the course will explore the fundamentals of oil painting through practicing techniques used in both traditional and contemporary painting practices. Students will explore both realistic representation and more expressive, abstract ways of working. Students will leave the course being able to create original oil paintings that illustrate an understanding of mixing color, brushwork technique, and composition. Students will also develop the ability to critically analyze paintings for their formal and conceptual qualities.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Art
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - ART

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This is a mirrored, non-credit course targeting the lifelong learning needs of older adults.

Stand-Alone Statement**Stand-Alone Statement**

This is a mirrored, non-credit course targeting the lifelong learning needs of older adults.

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?**

Yes

Foothill Faculty Consultation Name

No Value

Foothill Course ID

NCAL 406A

DEI Review**Please check all areas in the COR that address DEI.**

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

Outline aims to create welcoming, accessible, and respectful learning environments by intentionally incorporating diverse perspectives, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students will be provided the materials they need for the first week of the quarter in order to give them enough time to gather/purchase supplies. A textbook is NOT required for this course. While some texts used may be outside of the 'five years or newer' guideline, the texts remain seminal in the field of study and meet universal design course standards, reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students. There are no suitable OER texts identified at this time.

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

72

Total Course Out-of-Class Hours

72

Total Student Learning Hours

72

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Courses for Older Adults.

Course Classification Code (CB11)

Non-Enhanced Funding.

☐ 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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=bf98d9a1-44b9-11f1-b4e6-5...

5/19

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Technical demonstrations and commentary
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Painting homework and extended painting projects
 Collaborative learning and small group exercises
 Critique and discussion of painting assignments

Assignments

- A. Painting project research and preparation
 - 1. Paintings including a Midterm painting project and Final painting project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations
 - 2. Small painted studies to practice and experiment with techniques and use of materials
 - 3. Preliminary sketches to explore composition, color, and technique
 - 4. Iteration and refinement based on feedback
- B. Student-compiled reference materials
 - 1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas
 - 2. Printed or digital catalog of reference photos to be used for current and future drawing work
- C. Written Assignments
 - 1. Analysis of a contemporary artist's painted work
 - 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting
- D. Group critiques and presentations
 - 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies
 - 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project
 - 3. Final critique with entire class of each student's work in which the student will deliver a presentation on their concept, media and techniques for their final project
- E. Assigned class readings

Methods of Evaluation**Methods of Evaluation****Methods of Evaluation**

- A. Instructor evaluation of all painting projects including sketches and project preparation. This evaluation will include originality, relevance to assigned them, and technical proficiency. Students are provided examples of successful outcomes and rubrics with clear evaluation criteria.
- B. Instructor evaluation of notebook and photographic references. This evaluation will include originality, relevance to assigned theme, and thoroughness of research. Students are provided examples of successful outcomes and rubrics with clear evaluation criteria.

- C. Instructor evaluation of group and peer critique of final painting project. Evaluation will include participation and depth of analysis. Students are provided rubrics with clear evaluation criteria.
- D. Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Students are provided examples of successful outcomes and rubrics with clear evaluation criteria.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Oil paint
- Oil paint brushes
- Palette
- Canvas panels
- Appropriate attire

Essential College Facilities:

- Studio classroom space that includes: one easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Aristides, Juliette	Lessons in Classical Painting: Essential Techniques from Inside the Atelier	Watson-Guptill	2016	978-1607747895
Casey, Todd M.	The Oil Painter's Color Handbook	Monacelli Studio	2022	978-1580935883
Phaidon Editors	Vitamin P4: New Perspectives in Painting	Phaidon	2026	978-1837291120

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Develop a working knowledge of basic painting technique using oil paint

Develop a working knowledge of basic color theory

Develop an ability to synthesize the elements and principles of design in painting compositions

Develop a working knowledge of drawing technique as it relates to painting.

Create beginning level realistic representations using oil paint

Create beginning level abstract or expressive paintings using oil paint

Create a notebook for reference materials, problem solving, and project planning

Analyze own work and work of peers using course vocabulary

Demonstrate competency with canvas preparation, studio safety, and oil painting tools

Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups

CSLOs

Create both realistic and abstract paintings using basic oil painting techniques and concepts

Expected SLO Performance: 0.0

Demonstrate an understanding of the creative process from preliminary sketches to a final painting

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Develop a working knowledge of basic painting technique using oil paint
 - 1. Explore variety of mark-making and brushwork techniques.
 - 2. Develop skills in the use of medium with glazes, washes, and impasto textures.
- B. Develop a working knowledge of basic color theory
 - 1. Explore the physical properties of color; hue, value, intensity, and temperature.
 - 2. Develop skills with regard to mixing and layering color.
 - 3. Explore the conceptual, narrative, or emotional qualities of color.
- C. Develop an ability to synthesize the elements and principles of design in painting compositions
 - 1. Practice the elements of design such as line, space, form, color, and texture through various exercises and a range of applications.
 - 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various exercises and a range of applications.

- D. Develop a working knowledge of drawing technique as it relates to painting
 - 1. Practice sighting, gridding, projecting, and sketching to block-in paintings.
 - 2. Practice value mapping to identify values and prepare for creating paintings.
 - 3. Practice thumbnail sketching techniques to plan compositions for paintings.
- E. Create beginning-level realistic representations using oil paint
 - 1. Explore and experiment with depictions of still life.
 - 2. Explore and experiment with depictions of landscape.
 - 3. Explore and experiment with depictions of the human form.
- F. Create beginning-level abstract or expressive paintings using oil paint
 - 1. Explore and experiment with abstraction.
 - 2. Explore and experiment with expressive mark-making and textures.
- G. Create a notebook for reference materials, problem solving, and project planning
 - 1. Explore brainstorming as a way of generating ideas for paintings.
 - 2. Develop preparatory sketches and color palettes for paintings.
 - 3. Collect and organize photographic reference material for paintings.
- H. Analyze own work and work of peers using course vocabulary
 - 1. Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques.
 - 2. Analyze and interpret paintings for their narrative content or theme.
- I. Demonstrate competency with canvas preparation, studio safety, and acrylic painting tools
 - 1. Prepare flexible and rigid supports for acrylic paint media.
 - 2. Learn guidelines and procedures for safe material handling.
 - 3. Learn guidelines and procedures for hazardous material storage and disposal.
- J. Demonstrate a basic understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups
 - 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
 - 2. Compare and contrast paintings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives

Lab Outline

- A. Practice basic drawing technique as relates to painting, including thumbnail sketching, sighting, gridding, projecting, and value mapping.
- B. Use a variety of drawing tools to transfer ideas to painting supports
- C. Practice oil painting on a variety of supports, both flexible and non-flexible
- D. Practice painting both representational and abstract themes in oil paint
- E. Use a variety of color theories in the development of the work
- F. Use a variety of brush techniques in the oil painting process
- G. Use safe handling and disposal of painting materials

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
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 04/30/2026)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

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.

Advisory(ies) - Other:

ARTS D004A ARTS D008.

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 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.

Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting

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

Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting

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.

Assignments C. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/18/2026	Specifications	Examples of Primary Texts and References	Suggested	Do examples of Examples of Primary Texts and References listed on the COR meet universal design course standards; and do they reflect diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If yes, let me know in the initiator response box. -- <i>no response was provided here but it is a mirrored version of ARTSD016A, and faculty initiator confirmed this.</i>	

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

04/30/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
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
Course Outline	Lab Outline
Req/Adv	Advisory(ies):
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)

Section	Changed field
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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 9: Demonstrate appropriate grammar usage and mechanics.

Section	Changed field
Comments	Stage 3: DEI
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Foothill Equivalency	Does the course have a Foothill equivalent?
Foothill Equivalency	Foothill Course ID
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
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	• Mi Chang	• Julie Hughes
	Course ID (CB01A and CB01B)	ARTSD016B	ARTSD016B
	Course Control Number	CCC000562967	CCC000562967
	Course Title (CB02)	Oil Painting II	Oil Painting II
	Short Course Title	OIL PAINTING II	OIL PAINTING II
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing

Changed	Field	Current Version	Proposed Version
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2022	Fall ~~2022~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is a continuation of ARTS 016A with further emphasis on basic techniques that relate to the unusual characteristics of the medium. Conceptual studies, color theory, and aesthetics are primary concerns. Surfaces other than canvas will be required.	This course is a continuation of ARTS 016A. This oil painting course continues the development of fundamental painting skills and introduces more intermediate-level techniques. Students in the course will hone their fundamental oil painting skills through practicing techniques used in both traditional and contemporary painting practices. Students will further explore both realistic representation and more expressive, abstract ways of working. Emphasis will be placed on experimentation, and on developing creativity and personal voice in an oil painting practice. Students will be introduced to the study of illustrative painting and will be encouraged to create painted works that draw on their personal experiences and identities. Students will leave the course with a deeper understanding of mixing color, brushwork technique, composition, and the story-telling capacities of painting. Work in the course includes presentations and discussions of historical and contemporary examples of a wide range of acrylic painting through a global lens.
!	Course Type (CB27)	No value	Lower Division
!	Mode of Delivery	NA	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ART

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	No value	<u>This course is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History A.A. degree. It continues the development of advanced oil painting techniques as they relate to thematic conceptualization.</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



	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version



	Is this an honors/non- honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version



	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version



	Is this a cross- listed course?	No value	<u>No</u>

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No value	<u>Yes</u>
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	<u>ART F019C</u>

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. The texts for this course highlight a diverse range of perspectives and voices. The texts for this course meet universal design course standards (accessible and inclusive language, explanations of technical terms). No OER texts have been identified at this time.</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	- Letter Grade - Pass/No Pass	- Letter Grade - Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Oil Painting 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 Oil Painting 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
	Will the course be UC transferable?	No value	<u>Yes</u>
	If yes, identify the lower-division UC course and campus.	No value	

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	

Associated Programs			
Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Liberal Arts (Arts and Letters Emphasis)	Associated Program Liberal Arts (Arts and Letters Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis)	Associated Program Liberal Arts (Arts and Letters Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Painting	Associated Program Painting
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Painting (In Development)	Associated Program Painting (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	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	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
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72

Changed	Field	Current Version	Proposed Version
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	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 and problem solving performed in class Homework and extended projects Field observation and field trips Guest speakers Discussion of assigned reading Written and oral reports	Methods of Instruction Methods of Instruction Methods of Instruction Lecture and visual aids Technical demonstrations and commentary Discussion of assigned reading Discussion and problem solving performed in class Painting homework and extended painting projects Collaborative learning and small group exercises Critique and discussion of painting assignments

Changed	Field	Current Version	Proposed Version
	Assignments	1. Painting project preparations from a personal perspective. 1. Preliminary Drawings/Sketches in color 2. Gathering necessary materials and supplies 3. Gallery and Museum visitations 4. View multimedia art references from all cultures. 5. Review current art publications 6. Utilize current technologies to develop ideas 2. Student compiled reference materials 1. Notebook 2. Photographic library 3. Completion and presentation of a final project 1. Develop from a theme given by instructor. 2. Gathering of necessary materials and supplies. 4. Assigned class readings on historical and contemporary aspects of painting.	1. Painting assignments 1. Paintings made from a personal perspective, including a Midterm painting project and Final painting project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations 2. Painted studies to practice and experiment with techniques and use of materials 3. Painted studies that encourage students to connect course content to their own life, background, and experiences 4. Preliminary sketches to explore composition, color, and technique 5. Iteration and refinement based on feedback 2. Student-compiled reference materials 1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas 2. Printed or digital catalog of reference photos to be used for current and future painting work 3. Written Assignments 1. Analysis of a contemporary artist's painted work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting 4. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm painting project

Changed	Field	Current Version	Proposed Version
			3. Final critique with entire class of each student's work in which the student will deliver a presentation on their concept, media and techniques for their final project
			5. Assigned class readings

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. Completion of all assigned personal perspective projects including sketches from all preparatory findings. Evaluation will include originality, relevance to assigned theme as well as technical proficiency. 2. Evaluation of the creative process of preliminary sketches from compiled notebooks and photo references as they pertain to all assigned projects. Evaluation will include originality, relevance to assigned theme, as well as technical proficiency. 3. Final painting project based on evaluations of quality, technique, and creativity as well as the	Methods of Evaluation 1. Instructor evaluation of all painting projects including sketches and project preparation. This evaluation will include originality, relevance to assigned theme, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 2. Instructor evaluation of notebook and photographic references. This evaluation will include originality, relevance to assigned theme, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 3. Instructor evaluation of group and peer critique of final painting project. Evaluation will include participation and depth of analysis. Rubrics with clearly defined grading criteria are provided to students. 4. Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Examples

Changed	Field	Current Version	Proposed Version
		materials and supplies utilized. This also includes class and individual critiques. 4. Written and oral reports on assigned class readings explaining the relevance of historical and contemporary aspects of painting.	of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- oil paint media
- variety of scrub brushes
- oil paints
- tote box
- paper palettes
- metal containers
- canvas
- plywood
- stretcher bar materials
- appropriate painting attire

Essential College Facilities:

- Painting studio, easels, stools, audio-visual facilities, storage racks, lockers, metal locker for storage of solvents
- Shop facility with appropriate supervision

Essential Student Materials:

- Oil paint
- Oil medium
- Oil solvent
- Oil painting brushes
- Palette knife
- Painting palette
- Metal containers
- Canvas
- Stretcher bars
- Appropriate painting attire

Essential College Facilities:

- Studio classroom space that includes: One easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Changed	Field	Current Version	Proposed Version																				
	Examples of Primary Texts and References	No value	<table><tr><td>Title</td><td>Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications</td></tr><tr><td>Author</td><td>Tauchid, Reni</td></tr><tr><td>Publisher</td><td>Monacelli Studio</td></tr><tr><td>Date/Edition</td><td>2018</td></tr><tr><td>ISBN</td><td>978-1580934930</td></tr></table> <table><tr><td>Title</td><td>Art on My Mind: Visual Politics</td></tr><tr><td>Author</td><td>Hooks, Bell</td></tr><tr><td>Publisher</td><td>The New Press</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>978-1620979266</td></tr></table>	Title	Acrylic Painting Mediums and Methods: A Contemporary Guide to Materials, Techniques and Applications	Author	Tauchid, Reni	Publisher	Monacelli Studio	Date/Edition	2018	ISBN	978-1580934930	Title	Art on My Mind: Visual Politics	Author	Hooks, Bell	Publisher	The New Press	Date/Edition	2025	ISBN	978-1620979266
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Title	Art on My Mind: Visual Politics																						
Author	Hooks, Bell																						
Publisher	The New Press																						
Date/Edition	2025																						
ISBN	978-1620979266																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List The Materials of the Artist & Their Use In Painting May include, but are not limited to Reading List Artists' Manual: A Complete Guide to Painting and Drawing Materials and Techniques May include, but are not limited to Reading List The Artist's Handbook of Materials & Techniques May include, but are not limited to Fifth edition, 1991 Reading List What Every Artist Needs to Know About Paints and Colors May include, but are not limited to 2000	No value

Changed	Field	Current Version	Proposed Version
		Reading List Selected readings from periodicals such as Artforum, Art In America, Art Week, Juxtapoz, New American Paintings, ARTnews	
		May include, but are not limited to No value	
		Reading List The Secret Lives of Color	
		May include, but are not limited to 2017	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Prepare and construct rigid and flexible supports for oil paint media. • Prepare studies for conceptual works utilizing the elements and principles of design. • Exploration of light in high and low key values, using recipes in applied color theory • Employ more advanced techniques with various brushes, both hog and bristle. • Develop a basic studio through ongoing purchases of essential materials. • Discuss the finished presentation of oil paintings • Demonstrate growth through decision making processes. • Compare and contrast works of art from a global perspective including class, gender, nationality, ethnicity as well as a social perspective. • Utilize the elements and principles of design in a variety of thematic projects. • Demonstrate an intermediate knowledge of color theory • Demonstrate safe, competent handling of materials • Develop expressive content through manipulation of mark, color, value and composition	• Hone technical painting skills using oil painting media. • Develop a deeper knowledge of color theory. • Hone the ability to synthesize the elements and principles of design in painting compositions. • Create both intermediate-level realistic representations and intermediate-level abstract or expressive paintings using oil paint. • Create paintings with a personal point-of-view, exploring themes of identity and personal experience. • Develop a notebook for reference materials, problem solving, and project planning. • Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. • Demonstrate competency with canvas preparation, studio safety, and oil painting tools. • Analyze own work and work of peers using course vocabulary. • Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Construct rigid and flexible supports for oil paint media.	CSLOs Construct rigid and flexible supports for oil paint media.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Apply more advanced techniques with various brushes and advanced color theories relating to the oil painting process	CSLOs Apply more advanced techniques with various brushes and advanced color theories relating to the oil painting process
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
			CSLOs Create intermediate-level oil paintings that reflect a personal point-of-view.
			Expected SLO Performance 0.0
			CSLOs Demonstrate an intermediate-level understanding of the creative process beginning with preliminary sketches to the final painting.
			Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Prepare and construct rigid and flexible supports for oil paint media. 1. Veneer surfaces related to less flexible oil paints 2. Rigid supports (veneer) for construction and 3-D materials 3. Flexible supports in cotton for traditional paint surfaces 2. Prepare studies for conceptual works utilizing the elements and principles of design. 1. Drawings derived from assemblage materials 2. Photographs and special lenses offer variety related conceptual options 3. Still life and life drawing provide traditional visual resources 3. Exploration of light in high and low key values, using recipes in applied color theory 1. Specific Munsel value studies in high key mode that explore light 2. Middle value chroma studies in light 3. Low key nocturnes (tenebrism) that minimize light 4. Studies that embrace dramatic light as seen in chiaroscuro; extreme light and dark 4. Employ more advanced techniques with various brushes, both hog and bristle. 1. Diffuse edges 2. Hard edge 3. Juicy edges 4. Scumbled edges 5. Explore filberts, flats, brights, and rounds 6. Soft and hard bristle 5. Develop a basic studio through ongoing purchases of essential materials.	1. Hone technical painting skills using oil painting media. 1. Further develop skills in the use of medium with glazes, washes, impasto textures, and painted hard edges 2. Prepare painting surfaces other than canvas, such as paper, Masonite, and metal 2. Develop a deeper knowledge of color theory. 1. Explore the physical properties of color; hue, value, intensity, and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative, or emotional qualities of color 3. Hone the ability to synthesize the elements and principles of design in painting compositions. 1. Practice the elements of design such as line, space, form, color and texture through various applications 2. Practice the principles of design such as rhythm, balance, scale, emphasis, and unity through various applications 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques 4. Create both intermediate-level realistic representations and intermediate-level abstract or expressive paintings using oil paint. 1. Explore and experiment with depictions of still life 2. Explore and experiment with depictions of landscape 3. Explore and experiment with depictions of the

Changed	Field	Current Version	Proposed Version
		1. Maintain personal sense of order 2. Explore tools for greater expression and craft 3. Develop responsible attitude towards professional standards 6. Discuss the finished presentation of oil paintings 1. Framing variations, using metal, wood, plastic, color, etc. 2. Aesthetic concerns such as color, form, size relating to chosen imagery. 7. Demonstrate growth through decision making processes. 1. Cues for closure and production through critique 2. Advance preparation of surfaces for immediate response and alternate focus 3. Gallery and museum assignments provide reinforcement of in-class studies 8. Compare and contrast works of art from a global perspective including class, gender, nationality, ethnicity as well as a social perspective. 1. Examine and describe historical and contemporary developments, trends, material, and approaches in painting 2. Organization of visual forms 3. Social function of art 4. Established canon of images 5. Methods of interpreting subject matter 9. Utilize the elements and principles of design in a variety of thematic projects. 1. Practice the elements of design such as line, space, form, color and texture in a	- human form 4. Explore and experiment with abstraction 5. Explore and experiment with expressive mark-making and textures 5. Create paintings with a personal point-of-view, exploring themes of identity and personal experience. 1. Explore practices like journaling and reflective writing to generate personal ideas for paintings 2. Explore a variety of painting styles to discern what styles best capture one's own personal sensibilities 3. Incorporate painted imagery that speaks to one's own lived experience 6. Develop a notebook for reference materials, problem solving, and project planning. 1. Explore brainstorming as a way of generating ideas for paintings 2. Develop preparatory sketches and color palettes for paintings 3. Collect and organize photographic reference material for paintings 7. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. 1. Plan painting compositions with thumbnail sketches and mock-ups 2. Use intuition in finding one's own unique aesthetic and cultivating your own visual preferences 3. Incorporate design principles, technique and execution in understanding one's own aesthetic choices

Changed	Field	Current Version	Proposed Version
		variety of exercises and applications. 2. Practice the principles of design such as rhythm, balance, scale, emphasis and unity in a variety of exercises and applications. 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques 10. Demonstrate an intermediate knowledge of color theory 1. Explore the physical properties of color; hue, value, intensity and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative or emotional qualities of color 11. Demonstrate safe, competent handling of materials 1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal 12. Develop expressive content through manipulation of mark, color, value and composition 1. Practice manipulating mark, color, value, and composition to arrive at various expressions 2. Analyze paintings for expressive content created through mark, color, value, and composition	4. Evaluate the strengths and areas for improvement on the works in progress 5. Engage in dialogue about the finished designs in the form of group critiques both large and small 8. Demonstrate competency with canvas preparation, studio safety, and oil painting tools. 1. Practice guidelines and procedures for safe material handling 2. Practice guidelines and procedures for hazardous material disposal 9. Analyze own work and work of peers using course vocabulary. 1. Analyze paintings for the use of elements and principles of design in paintings in both written and oral critiques 2. Analyze and interpret paintings for their narrative content or theme 10. Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1. Explore how artists across cultures select and use materials in meaningful ways 2. Examine painting from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives 3. Examine historical and contemporary developments, trends, materials, and approaches in painting 4. Identify the social functions of painting, including

Changed	Field	Current Version	Proposed Version
			storytelling, communication and community building
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use a variety of drawing tools to transfer ideas to painting supports 2. Practice oil painting on a variety of supports, both flexible and non-flexible 3. Practice oil painting both figurative and abstract themes with advanced concepts 4. Use a variety of intermediate color theories as they pertain to oil painting 5. Use a variety of intermediate brush techniques in the oil painting application process 6. Practice building painting supports both flexible and non-flexible 7. Safe handling and disposal of materials	1. Practice preparing traditional and non-traditional surfaces 2. Practice monochromatic under-painting techniques 3. Practice grisaille techniques 4. Practice glazing techniques 5. Practice textural techniques, including impasto, splattering, dry-brush, and sgraffito 6. Practice realistic depictions using oil media 7. Practice abstract or expressive depictions using oil media 8. Practice using color in a conceptual way 9. Practice safe handling and disposal of materials 10. Practice creating thumbnail sketches 11. Practice creative problem-solving strategies, such as journaling, brainstorming, and list-making 12. Create a visual library of photo references

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ARTS D016A	ARTS D016A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	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	ARTS D004A ARTS D008.

Changed	Questions	Current Version	Proposed Version
	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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	Banner Start Term (202122)	202322	No Value
❗	Banner Division	2CA	No Value
❗	Catalog Term (21-22)	22-23	No Value
❗	5 Year Revision Year (2021)	2020	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2022	No Value
	Sort ID (00 < 10; 0 < 100)	ARTS 016B	ARTS 016B
	Course Status	Non-substantial	Non-substantial
❗	Course Status Code	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	ARTS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Hours Statement	Lec Hrs: 36.00 Lab Hrs: 36.00 Out of Class Hrs: 72.00 Total Student Learning Hrs: 144.00	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231005	No Value
!	Account Code	1320	No Value
!	Program Code	100100	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• C-ID removed (effect. F22). - mc • Tech. clean-up appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct	• C-ID removed (effect. F22). - mc • Tech. clean-up appr. only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct
	Print/No Print to Catalog	Yes	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

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

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	Assignments C. Written Assignments Analysis of a contemporary artist's painted work Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting Methods of Evaluation D.Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments C. Written Assignments Analysis of a contemporary artist's painted work Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting Methods of Evaluation D.Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.
	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
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Assignments C. Written Assignments Analysis of a contemporary artist's painted work Self-reflection comparing and contrasting the themes and materials used in the student's own painting with that of a inspirational contemporary artist's painting Methods of Evaluation D.Instructor evaluation of written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.

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

Changed	Questions	Current Version	Proposed Version
	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

**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

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
	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

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

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.	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

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
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	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	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
	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
	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
	Stage 2: Department Chair	No Value	No Value
!	Stage 3: DEI	No Value	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. YES

Changed	Questions	Current Version	Proposed Version
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	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	ARTSD016B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Mar 9, 2021 12:00:00 AM
	Time to Next Review	Aug 31, 2025 12:00:00 AM

Changed	Field	Current Version

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

	Course Control Number	CCC000562967

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS-DEPT- NAME	

	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

04/30/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
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
Course Outline	Lab Outline
Req/Adv	Advisory(ies):
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)

Section	Changed field
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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 9: Demonstrate appropriate grammar usage and mechanics.

Section**Changed field**

Comments

Stage 3: DEI

Course Justification

Course Justification

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

Foothill Equivalency

Foothill Course ID

Foothill Equivalency

Does the course have a Foothill equivalent?

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.

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	• Mi Chang	• Julie Hughes
	Course ID (CB01A and CB01B)	ARTSD016C	ARTSD016C
	Course Control Number	CCC000562966	CCC000562966
	Course Title (CB02)	Oil Painting III	Oil Painting III
	Short Course Title	OIL PAINTING III	OIL PAINTING III
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing

Changed	Field	Current Version	Proposed Version
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2022	Fall ~~2022~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is a continuation of ARTS 016B with an emphasis on processes rather than techniques. Primary concerns include shaped canvasses, glazing techniques, ideas, expression, and aesthetics relating to the oil medium.	This course is a continuation of ARTS 016B. This oil painting course continues the development of foundational painting skills and introduces more advanced-level concepts and ways of working. Students in the course will further hone their oil painting skills through practicing techniques used in both traditional and contemporary painting practices. An increased emphasis will be placed on developing expression and personal voice in an oil painting practice. Students will be encouraged to create painted works that draw on their personal experiences and identities and will work toward deepening the connection between aesthetics and content or narrative in their work. Students . Students will practice working in a series, documenting their paintings, and writing artist statements. Students will leave the course with a deeper understanding of the story-telling capacities of painting and a clearer idea of their own personal aesthetic and voice. Work in the course includes presentations and discussions of historical and contemporary examples of a wide range of acrylic painting through a global lens.
!	Course Type (CB27)	No value	Lower Division
!	Mode of Delivery	NA	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - ART

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	No value	<u>This course is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Painting A.A. degree. It continues the development of advanced oil painting techniques in relation to beginning an individualized body of work.</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

!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version

!	Is this an honors/non- honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version

!	Is this a cross- listed course?	No value	<u>No</u>

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	<u>ART F019E</u>
	Does the course have a Foothill equivalent?	No value	<u>Yes</u>
	Foothill Faculty Consultation Name	No value	

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Outline aims to use student-focused, welcoming, and accessible language,, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. The texts for this course highlight a diverse range of perspectives and voices and meet universal design course standards (accessible and inclusive language, explanations of technical terms.</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Oil Painting 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 Oil Painting 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
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>

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

No

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)

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 Painting

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Painting (In Development)

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	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	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
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72

Changed	Field	Current Version	Proposed Version
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	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 Homework and extended projects Field observation and field trips Guest speakers Written and oral reports	Methods of Instruction Methods of Instruction Methods of Instruction Lecture and visual aids Technical demonstrations and commentary Discussion of assigned reading Discussion and problem solving performed in class Painting homework and extended painting projects Collaborative learning and small group exercises Critique and discussion of painting assignments

Changed	Field	Current Version	Proposed Version
	Assignments	1. Painting project preparations from a personal perspective. 1. Preliminary Drawings/Sketches in color 2. Gathering necessary materials and supplies 3. Gallery and Museum visitations 4. View multimedia art references from all cultures. 5. Review current art publications 6. Utilize current technologies to develop ideas 2. Student compiled reference materials 1. Notebook 2. Photographic library 3. Completion of Final Project 1. Develop from theme given by the instructor. 2. Gathering of necessary materials and supplies. 4. Assigned class readings on historical and contemporary aspects of painting.	1. Painting Assignments 1. A final painting series consisting of 3 to 4 works that are cohesive in theme and style made from a personal perspective, that requires the synthesis of techniques and knowledge covered in class lectures and demonstrations 2. Painted studies to practice and experiment with techniques and use of materials 3. Painted studies that encourage students to connect course content to their own life, background, and experiences 4. Preliminary sketches to explore composition, color, and technique 5. Iteration and refinement based on feedback 2. Student compiled reference materials 1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas 2. Printed or digital catalog of reference photos to be used for current and future painting work 3. Written Assignments 1. Develop from theme given by the instructor. 2. Gathering of necessary materials and supplies. 4. Group critiques and presentations 1. Discussion in small groups of the strengths and opportunities of each student's paintings and studies 2. Final critique with entire class of each student's work in which the student will deliver a presentation on their final painting series, addressing the theme, inspiration, and process 5. Assigned class readings

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. Completion of assigned personal perspective projects including sketches from all preparatory findings. Evaluation will include originality, relevance to assigned theme, as well as technical proficiency. 2. Evaluation of the creative process of preliminary sketches from compiled notebooks and photo references as they pertain to all assigned projects. Evaluation will also include originality, relevance to assigned theme, as well as technical proficiency. 3. Class and individual critiques of final project based on evaluations of quality,	Methods of Evaluation 1. Instructor evaluation of all painting projects including final series, sketches and project preparation. This evaluation will include originality, professionalism, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 2. Instructor evaluation of notebook and photographic references. This evaluation will include originality, professionalism, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students. 3. Instructor evaluation of group and peer critique of final painting series. Evaluation will include participation and depth of analysis. Rubrics with clearly defined grading criteria are provided to students. 4. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related

Changed	Field	Current Version	Proposed Version
		technique, and creativity as well as the materials and supplies utilized. 4. Written and oral reports on assigned class readings explaining the relevance of historical and contemporary aspects of painting.	vocabulary. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- oil paint media
- variety of scrub brushes
- oil paints
- tote box
- paper palettes
- metal containers
- canvas
- plywood
- linen
- stretcher bar materials
- appropriate painting attire

Essential College Facilities:

- Painting studio, easels, stools, audio-visual facilities, storage racks, lockers, metal locker for storage of solvents
- Shop facility with appropriate supervision

Essential Student Materials:

- Oil paint
- Oil medium
- Oil paint brushes
- Palette
- Canvas panels
- Appropriate apparel

Essential College Facilities:

- Studio classroom space that includes: One easel for each of 25 students; one stool for each of 25 students; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

<https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=834cebcb-44bd-11f1-b4e6-cdca...> 19/54

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List The Materials of the Artist & Their Use In Painting May include, but are not limited to 1945 Reading List Artists' Manual: A Complete Guide to Painting and Drawing Materials and Techniques May include, but are not limited to 1996 Reading List The Artist's Handbook of Materials & Techniques May include, but are not limited to Fifth edition, 1991 Reading List What Every Artist Needs to Know About Paints and Colors May include, but are not limited to 2000	No value

Changed	Field	Current Version	Proposed Version
		Reading List Selected readings from periodicals such as Artforum, Art In America, Art Week, Juxtapoz, New American Paintings, ARTnews	
		May include, but are not limited to No value	
		Reading List The Secret LIVES of Color	
		May include, but are not limited to 2017	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Explore painting processes on shaped canvases • Formulate aesthetic requirements and prepare appropriate color sketches utilizing the elements and principles of design. • Explore color recipes in applied color theory related to theme. • Explore color glazing and glazing techniques • Apply knowledge of studio needs and practices to ongoing purchases of essential art materials • Discuss finished presentation of oil paintings • Compare and contrast works of art from global perspective including class, gender, nationality, ethnicity as well as a social perspective • Demonstrate safe, competent handling of materials • Develop expressive content through manipulation of mark, color, value and composition	• Create a series of oil paintings that are thematically and stylistically cohesive. • Create more advanced-level oil paintings with a personal point-of-view, exploring themes of identity and personal experience. • Further hone the ability to synthesize the elements and principles of design in painting compositions. • Develop an advanced knowledge of color theory. • Develop a notebook for reference materials, problem solving, and project planning. • Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. • Demonstrate competency with canvas preparation, studio safety, and oil painting tools. • Explore professional practices, including writing an original artist statement and creating a portfolio. • Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field

Current Version

Proposed Version



CSLOs

CSLOs	Apply advanced color theories relating to a personal body of work.
Expected SLO Performance	0.0

CSLOs	Create a series of oil paintings from a personal perspective, that is cohesive in theme and style.
Expected SLO Performance	0.0

CSLOs	Demonstrate aesthetic growth through decision making processes related to an original body of work.
Expected SLO Performance	0.0

CSLOs	Develop an original artist statement that addresses the theme, inspiration, and processes used in the student's painting series.
Expected SLO Performance	0.0

CSLOs	Apply advanced color theories relating to a personal body of work.
Expected SLO Performance	0.0

CSLOs	Demonstrate aesthetic growth through decision making processes related to an original body of work.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Explore painting processes on shaped canvases 1. Polygons provide 2-D and 3-D geometry in the painting process 2. Construction and mixed media in series and scale exploration 3. Circular, elliptical, and curvilinear surfaces in rigid and soft support 2. Formulate aesthetic requirements and prepare appropriate color sketches utilizing the elements and principles of design. 1. Traditions in landscape, seascape, still life, portrait, and the human figure: challenges in composition with numerous references 2. Graphics in the fine arts: twentieth-century analysis of science fiction and surreal aesthetics 3. Expressionism, international attitudes, counterculture as alternative concepts 3. Explore color recipes in applied color theory related to the theme. 1. Contrast of hue 2. Light-dark contrast 3. Cold-warm contrast 4. Complimentary contrast 5. Simultaneous contrast and successive contrast 6. Contrast of saturation 7. Contrast of extension 8. Explore color recipes and add mixtures recommended for specific simulations in human figures, racial distinctions, landscapes, seascapes, and still life 9. Color field painting, alla prima technique 10. Color related to theme and concepts to establish mood and quality of light	1. Create a series of oil paintings that are thematically and stylistically cohesive. 1. Analyze the different series or bodies of work of a diverse set of contemporary painters 2. Research major themes and styles in contemporary painting 3. Develop original theme through research, planning, creating thumbnail studies, and collecting reference images 2. Create more advanced-level oil paintings with a personal point-of-view, exploring themes of identity and personal experience. 1. Explore practices like journaling and reflective writing to generate personal ideas for paintings 2. Explore a variety of painting styles to discern what styles best capture one's own personal sensibilities 3. Incorporate painted imagery that speaks to one's own lived experience 3. Further hone the ability to synthesize the elements and principles of design in painting compositions. 1. Practice the elements of design such as line, space, form, color and texture through various advanced projects 2. Practice the principles of design such as rhythm, balance, scale, emphasis and unity through various advanced projects 3. Analyze the use of the above elements and principles in paintings in both written and oral critiques

Changed	Field	Current Version	Proposed Version
		11. Health awareness related to toxic materials 4. Explore color glazing and glazing techniques 1. Recognition and application of specific glaze colors 2. Permanent glaze colors 3. Fugitive and lake colors 4. Underpainting, overpainting, and glaze techniques 5. Classic studies in grisaille 5. Apply knowledge of studio needs and practices to ongoing purchases of essential art materials 1. Maintain a personal sense of order 2. Explore tools for greater expression and craft 3. Develop responsible attitude towards professional standards 6. Discuss finished presentation of oil paintings 1. Framing variations, using metal, wood, plastic, color, etc. 2. Aesthetics concerns such as color, form, and size relating to chosen imagery. 7. Compare and contrast works of art from a global perspective including class, gender, nationality, ethnicity as well as a social perspective 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting 2. Organization of visual forms 3. Social function of art 4. Established canon of images 5. Methods of interpreting subject matter 8. Demonstrate safe, competent handling of materials	4. Develop an advanced knowledge of color theory. 1. Explore the physical properties of color; hue, value, intensity and temperature 2. Develop skills with regard to mixing and layering color 3. Explore the conceptual, narrative or emotional qualities of color 5. Develop a notebook for reference materials, problem solving, and project planning. 1. Practice brainstorming as a way of generating ideas for paintings 2. Develop preparatory sketches and color palettes for paintings 3. Collect and organize photographic reference material for paintings 6. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. 1. Plan painting compositions with thumbnail sketches and mock-ups 2. Use intuition in finding one's own unique aesthetic and cultivating your own visual preferences 3. Incorporate design principles, technique and execution in understanding one's own aesthetic choices 4. Evaluate the strengths and areas for improvement on the works in progress 5. Engage in dialogue about the finished designs in the form of group critiques both large and small 7. Demonstrate competency with canvas preparation, studio safety, and oil painting tools.

Changed	Field	Current Version	Proposed Version
		1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal	1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal
		9. Develop expressive content through manipulation of mark, color, value, and composition	8. Demonstrate safe, competent handling of materials.
		1. Practice manipulating mark, color, value, and composition to arrive at various expressions 2. Analyze paintings for expressive content created through mark, color, value, and composition	1. Learn guidelines and procedures for safe material handling 2. Learn guidelines and procedures for hazardous material disposal
			9. Explore professional practices, including writing an original artist statement and creating a portfolio.
			1. Analyze the artist statements of a diverse set of contemporary painters 2. Practice writing an original artist statement that addresses the theme, inspiration, and processes used in the student's work 3. Explore the best practices for documenting paintings and building a portfolio of images
			10. Demonstrate a deeper understanding of the influences of artworks and artistic movements throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.
			1. Explore how artists across cultures select and use materials in meaningful ways 2. Examine painting from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives. 3. Examine historical and contemporary developments, trends,

Changed	Field	Current Version	Proposed Version
			materials, and approaches in painting 4. Identify the social functions of painting, including storytelling, communication and community building
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use a variety of drawing tools to transfer ideas to painting supports 2. Practice oil painting on a variety of supports, both flexible and non-flexible 3. Practice advanced oil painting both figurative and abstract themes relating to the development of a personal body of work 4. Use a variety of advanced color theories in the development of a personal body of work 5. Use a variety of advanced brush techniques in the painting application process in the development of a personal body of work 6. Practice building painting supports both flexible and non-flexible 7. Safe handling and disposal of materials	1. Practice preparing traditional and non-traditional surfaces 2. Practice realistic depictions using oil media 3. Practice abstract or expressive depictions using oil media 4. Practice using color in a conceptual way 5. Practice safe handling and disposal of materials 6. Practice creative problem-solving strategies to generate ideas for painting series 7. Practice creating thumbnail studies for larger paintings 8. Practice writing original artist statements 9. Practice using photography to document paintings 10. Practice compiling a painting portfolio 11. Create a visual library of photo references to be used for future paintings

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ARTS D016B	ARTS D016B
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Advisory(ies):	No Value	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	ARTS D004A ARTS D008.
	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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202322	No Value
!	Banner Division	2CA	No Value
!	Catalog Term (21-22)	22-23	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2022	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ARTS 016C	ARTS 016C
	Course Status	Non-substantial	Non-substantial
❗	Course Status Code	A	No Value
❗	Banner Department	ARTS	No Value
❗	Course Level	DU	No Value
❗	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Hours Statement	Lec Hrs: 36.00 Lab Hrs: 36.00 Out of Class Hrs: 72.00 Total Student Learning Hrs: 144.00	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value

Changed	Questions	Current Version	Proposed Version
!	Fund Code	114000	No Value
!	Organization Code	231005	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	• C-ID removed (effect. F22). - mc • Tech. clean-up only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct	• C-ID removed (effect. F22). - mc • Tech. clean-up only 3/9/21 (effect. F22).-mkct • Family name change appr. 5/25/21 (effect. F22).-mkct
!	Print/No Print to Catalog	Yes	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

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

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments C. Written Assignments 1. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary artist 2. An artist statement that addresses the theme, inspiration, and process used in the student's final painting series Methods of Evaluation D. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments C. Written Assignments 1. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary artist 2. An artist statement that addresses the theme, inspiration, and process used in the student's final painting series Methods of Evaluation D. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.
	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	Assignments C. Written Assignments 1. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary artist 2. An artist statement that addresses the theme, inspiration, and process used in the student's final painting series Methods of Evaluation D. Instructor evaluation of artist statement and both written and oral reports on assigned class readings. Evaluation will include participation, depth of analysis, and use of course related vocabulary.

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
	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
	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

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
	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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version

	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 and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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	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

Changed	Questions	Current Version	Proposed Version
	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
	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
	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
	Stage 2: Department Chair	No Value	No Value
!	Stage 3: DEI	No Value	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. YES

Changed	Questions	Current Version	Proposed Version
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	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	ARTSD016C
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Mar 9, 2021 12:00:00 AM
	Time to Next Review	Aug 31, 2025 12:00:00 AM

Changed	Field	Current Version

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

	Course Control Number	CCC000562966

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS-DEPT- NAME	

	Course Crosswalk CRS-NUMBER	

De Anza College

Course Outline of Record Report

05/03/2026

ARTSD050A : Illustration I

General Information

Faculty Initiator:	Julie Hughes
Attachments:	Online_ARTS_50A_2027F.pdf Hybrid_ARTS_50A_2027F.pdf ReqAdv_G_ARTS_50A_2027F_2.pdf ReqAdv_G_ARTS_50A_2027F_1 .pdf
Course ID (CB01A and CB01B) :	ARTSD050A
Short Course Title:	No value
Course Title (CB02) :	Illustration I
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course explores narrative storytelling through hands-on two-dimensional design, drawing, and painting, while addressing the foundational principles and techniques used in illustration at a beginning level. Students will be introduced to the core genres in the field, including book, editorial, scientific, advertising, fashion, and fantasy illustration. Students will develop their critical thinking, research, and problem-solving skills, and will learn to work with photography and reference materials to develop their creative practice. Students will be encouraged to make work that draws on their life experiences and will learn to develop their ideas through an iterative process. Students will explore and apply a variety of media, including marker, pen and ink, scratchboard, gouache, collage, and mixed-media. Projects deal with specific narrative elements such as composition, point-of-view, and mood, and will be based on real-world illustration challenges.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

- Discipline 1:**
 - Art
- Discipline 2:** No value
- Discipline 3:** No value
- FSA:**
 - FHDA FSA - ART

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification

This course is CSU transferable. This is the beginning course of the Illustration series of courses, and introduces students to the field of illustration, its history, career aspects, and current trends. This course will be included in the Illustration CTE.

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

DEI Review**Please check all areas in the COR that address DEI.**

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. No suitable OER texts have been identified at this time. The texts/references meet universal design course standards (accessible and inclusive language, explanations of technical terms) and present a diverse range of viewpoints and voices and look at illustration through a global lens, and are culturally relevant to students. Assignments encourage students to connect course content to their own life, background, and experiences.

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 CSU only

Transferability Status

Pending

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?

Yes

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

Cal Poly Humboldt, ARTS 273: Illustration I, BFA in Fine Arts or BA Art Studio Concentration CSU East Bay, ART 260: Introduction to Illustration, BFA in Art, Illustration Concentration CSU Long Beach, ART 271: Intro Studio: Illustration- Rendering; BA in Art, Illustration San Jose State University, ANI 11: Illustration Fundamentals I , BFA in Animation/Illustration CSU Northridge, ART 222: Illustration Materials and Techniques

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

Lecture and visual aids
 Technical demonstration and commentary
 Illustration homework and extended projects
 Discussion and problem solving performed in class
 Collaborative learning and small group exercises
 Critique and discussion of painting assignments
 Field observation and field trips
 Guest speakers
 Written and oral reports

Assignments

A. Illustration assignments

1. Original illustrations that explore various illustration practices, including narrative, editorial, scientific, and fantasy illustration
2. Final Project that requires the synthesis of techniques and knowledge covered in class lectures and demonstrations
3. Small studies to practice and experiment with techniques and use of materials
4. Preliminary sketches to explore composition and technique
5. Iteration and refinement based on feedback

B. Student-compiled reference materials

1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas
2. Printed or digital catalog of reference photos to be used for current and future illustration work

C. Written assignments

1. Analysis of a contemporary professional illustrator's body of work
2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator

D. Group critiques and presentations

1. Discussion in small groups of the strengths and opportunities of each student's illustrations and studies
2. Final critique with entire class of each student's work in which the student will deliver a presentation on their final illustrations, addressing the theme, inspiration, and process

E. Assigned class readings

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Instructor evaluation of all illustration projects including final illustration, sketches and project preparation. This evaluation will include originality, professionalism, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.
- B. Instructor evaluation of notebook and photographic references. This evaluation will include originality, professionalism, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.
- C. Instructor evaluation of group and peer critique of final illustration project. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Rubrics with clearly defined grading criteria are provided to students.
- D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Sketchbook
- Scratchboard
- Illustration board
- Art markers
- Graphite pencils
- Pen and ink
- Gouache paints
- Acrylic paint brushes
- Palette

Essential College Facilities:

- Studio classroom space that includes: One easel or drafting table for each of 25 students; one stool for each of 25 students; work tables; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Hall, Andrew	Illustration: A Concise History	Thames & Hudson	2025	978-0500297728
Heller, Steven	The Illustrator. The Best from around the World	Taschen	2023	978-3836573375
Salisbury, Martin	Drawing for Illustration	Thames & Hudson	2022	978-0500023310
Hooks, Bell	Art on my Mind: Visual Politics	The New Press	2025	978-1620979266

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine the principal areas of illustration, critically assessing the situational frameworks that define the field.

Develop the ability to communicate an idea, story or narrative at a beginning level.

Explore personal voice or 'point-of-view' in illustration.

Develop a beginning level proficiency in black and white mediums and techniques, including pen and ink, marker, gouache, and scratchboard.

Identify the elements and principles of design and demonstrate their roles in relation to beginning level illustration vocabulary and works of art.

Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.

Compare and contrast illustration works of art representing a diversity of traditions and cultures throughout historical and contemporary illustration, including those from non-Western cultures and historically underrepresented groups.

CSLOs

Demonstrate the ability to visually communicate ideas, stories or narratives at a beginning level.

Expected SLO Performance: 0.0

Identify the elements and principles of design and demonstrate their roles in relation to beginning level illustration vocabulary and works of art.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine the principal areas of illustration, critically assessing the situational frameworks that define the field.
 1. Explore book, scientific, editorial, and fantasy illustration
 2. Examine the situational frameworks that impact illustration
- B. Develop the ability to communicate an idea, story or narrative at a beginning level.
 1. Identify the core message of a chosen idea, story, or narrative
 2. Practice using thumbnail sketches and storyboards to structure chosen idea, story or narrative
 3. Create visual mood boards by collecting images that evoke the mood of an idea, story or narrative
 4. Share works-in-progress to see if the intended narrative is clear.
 5. Revise and refine work based on feedback.
- C. Explore personal voice or 'point-of-view' in illustration.
 1. Examine the narratives and styles found in the illustrations of contemporary illustrators.
 2. Use strategies such as journaling and brainstorming to develop personal content.
 3. Research areas of interest to use in illustrations.

4. Generate a catalogue of reference images for future illustrations.
- D. Develop a beginning level proficiency in black and white mediums and techniques, including pen and ink, marker, gouache, and scratchboard.
 1. Practice developing line, shape, value, and texture using pen and ink, marker, gouache, and scratchboard
 2. Explore combining various mediums to create different effects
- E. Identify the elements and principles of design and demonstrate their roles in relation to beginning level illustration vocabulary and works of art.
 1. Examine the role that line, shape, texture, value and space play in a composition.
 2. Examine the role that emphasis, unity and variety, rhythm, balance, illusion depth, and illusion of movement play in a composition.
 3. Practice using the elements of design in small illustration studies.
 4. Evaluate illustrations for their use of the elements of design.
- F. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.
 1. Plan illustrations by creating thumbnail sketches and mock-ups.
 2. Incorporate intuition in the conceptualization of illustrations.
 3. Practice technique and execution in the choice and use of materials.
 4. Evaluate the strengths and areas for growth on works in progress.
 5. Engage in dialogue about the finished drawings in the form of group critiques both large and small.
- G. Compare and contrast illustration works of art representing a diversity of traditions and cultures throughout historical and contemporary illustration, including those from non-Western cultures and historically underrepresented groups.
 1. Explore how illustrators across cultures select and use materials and techniques in meaningful ways.
 2. Examine illustration from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
 3. Examine historical and contemporary developments, trends, materials, and approaches in illustration.
 4. Identify the social functions of illustration, including storytelling, communication and community building.

Lab Outline

- A. Explore and analyze examples from the principal areas of illustration
 1. Book and narrative illustration
 2. Editorial illustration
 3. Fantasy illustration
 4. Scientific illustration
- B. Explore some of the practical considerations in illustration
 1. Understanding your audience
 2. Visual metaphors
 3. Copyright considerations
 4. Using text
- C. Practice using research, thumbnail sketches, storyboards, and mood boards to develop ideas
 1. Brainstorming techniques
 2. Use of visual references
 3. Creating thumbnail sketches
 4. Creating storyboards
- D. Practice scratchboard techniques
 1. Hatching and cross-hatching
 2. Stippling
- E. Practice pen and ink techniques
 1. Hatching and cross-hatching
 2. Stippling
 3. Washes
- F. Practice marker techniques
 1. Hatching and cross-hatching
 2. Stippling
- G. Practice gouache techniques
 1. Mixing and value matching
 2. Wet-into-wet techniques
 3. Wet-into-dry techniques
 4. Brushwork techniques
- H. Practice illustrating animals
 1. Working from visual references
 2. Structural analysis
 3. Simplifying complex forms into basic shapes
 4. Working with proportion
 5. Developing value and texture
- I. Practice illustrating people
 1. Working from visual references
 2. Working from live model

- 3. Structural analysis
- 4. Simplifying complex forms into basic shapes
- 5. Working with proportion
- 6. Developing value and texture
- J. Practice designing characters
 - 1. Character development methods
 - 2. Narrative structure
 - 3. Setting up visual space
 - 4. Establishing point of view
- K. Evaluate original illustrations for form and content
 - 1. Critiquing techniques
 - 2. Elements and principles of design

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
- Lab Hrs: 3
- Lec Load: .067
- Lab Load: .048
- Total Load: .115
- Seat Ct: 25
- (mkct 05/02/2026)

Req/Adv
Prerequisite(s): ARTS D004A
Corequisite(s): 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.
Advisory(ies) - Other: ARTS D008.
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.

Assignmnets C. Written assignments 1.Analysis of a contemporary professional illustrator's body of work 2.Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator Methods of Evaluation D.Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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

Assignmnets C. Written assignments 1.Analysis of a contemporary professional illustrator's body of work 2.Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator Methods of Evaluation D.Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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.

Assignmnets C. Written assignments 1.Analysis of a contemporary professional illustrator's body of work 2.Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator Methods of Evaluation D.Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/11/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box -- this is already a fantastic COR from an equity/DEI standpoint.	Y. Thanks, Sarah!

Stage 4: Articulation Officer
No Value
Stage 5: De Anza General Education
No Value
Stage 6: Content Review Matrix Liaison
No Value
Stage 7: Dean of Online Learning
No Value
Stage 8: SLO Coordinator
No Value
Stage 10: 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

Course Outline of Record Report

05/02/2026

ARTSD050B : Illustration II

General Information

Faculty Initiator:	Julie Hughes
Attachments:	Online_ARTS_50B_2027F.pdf Hybrid_ARTS_50B_2027F.pdf ReqAdv_G_ARTS_50B_2027F_3.pdf ReqAdv_G_ARTS_50B_2027F_4.pdf ReqAdv_G_ARTS_50B_2027F_2.pdf ReqAdv_G_ARTS_50B_2027F_1 .pdf
Course ID (CB01A and CB01B) :	ARTSD050B
Short Course Title:	No value
Course Title (CB02) :	Illustration II
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is a continuation of ARTS 50A. This course develops the practice of narrative storytelling through hands-on two-dimensional design, drawing, and painting, while addressing the principles and techniques used in illustration at an intermediate level. Students will further explore the core genres in the field, including book, editorial, scientific, advertising, fashion, and fantasy illustration, as well as larger applications such as murals. Students will continue to develop their critical thinking, research, and problem-solving skills, and will hone their work with photography and reference materials to further develop their creative practice. Students will leave the class with a working knowledge of basic color theory. Students will explore and apply a variety of color media, including gouache, watercolor, acrylic paint, color inks, color pencils, collage, and mixed-media. Students will be encouraged to develop content in their work that pulls from their own experiences and interests. Projects deal with specific narrative elements such as story and character development and will include short-story illustrations and book jackets. In addition to rigorous production, students will learn the skills needed for effectively documenting and writing about their work.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Art
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ART

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is CSU transferable. This is the intermediate course of the Illustration series of courses, and further introduces students to the field of illustration, its history, career aspects, and current trends.

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

DEI Review**Please check all areas in the COR that address DEI.**

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. Course work includes exercises that develop student's personal voice and draw on their personal experience and interests. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. No suitable OER texts have been identified at this time. The texts/references meet universal design course standards (accessible and inclusive language, explanations of technical terms) and present a diverse range of viewpoints and voices and look at illustration through a global lens, and are culturally relevant to students. Assignments encourage students to connect course content to their own life, background, and experiences.

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 CSU only

Transferability Status

Pending

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	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

Lecture and visual aids
 Technical demonstration and commentary
 Illustration homework and extended projects
 Discussion and problem solving performed in class
 Collaborative learning and small group exercises
 Critique and discussion of painting assignments
 Field observation and field trips
 Guest speakers
 Written and oral reports

Assignments

A. Illustration assignments

1. Original illustrations that explore various illustration practices, including narrative, editorial, scientific, and fantasy illustration
2. Final Project that requires the synthesis of techniques and knowledge covered in class lectures and demonstrations
3. Small studies to practice and experiment with techniques and use of materials
4. Small studies that explore student's personal experience and interests
5. Preliminary sketches to explore composition and technique
6. Iteration and refinement based on feedback

B. Student-compiled reference materials

1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas
2. Printed or digital catalog of reference photos to be used for current and future illustration work

C. Written assignments

1. Analysis of a contemporary professional illustrator's body of work
2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator
3. Rough draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work

D. Group critiques and presentations

1. Discussion in small groups of the strengths and opportunities of each student's illustrations and studies
2. Final critique with entire class of each student's work in which the student will deliver a presentation on their final illustrations, addressing the theme, inspiration, and process

E. Assigned class readings

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Instructor evaluation of all illustration projects including final illustration, sketches and project preparation. This evaluation will include originality, professionalism, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.
- B. Instructor evaluation of notebook and photographic references. This evaluation will include originality, professionalism, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.
- C. Instructor evaluation of group and peer critique of final illustration project. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Rubrics with clearly defined grading criteria are provided to students.
- D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Sketchbook
- Illustration board
- Art markers
- Graphite pencils
- Gouache paints
- Watercolor paints
- Color pencils
- Color inks
- Acrylic paints
- Acrylic paint brushes
- Palette

Essential College Facilities:

- Studio classroom space that includes: One easel or drafting table for each of 25 students; one stool for each of 25 students; work tables; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Hall, Andrew	Illustration: A Concise History	Thames & Hudson	2025	9780500297728
Heller, Steven	The Illustrator. The Best from around the World	Taschen	2023	978-3836573375
Salisbury, Martin	Drawing for Illustration	Thames & Hudson	2022	978-0500023310

Hooks, Bell

Art on My Mind: Visual Politics

The New Press

2025

978-1620979266

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Examine more deeply the principal areas of illustration, critically assessing the situational frameworks and that define the field.

Hone the ability to communicate an idea, story or narrative through illustration at an intermediate level.

Explore more deeply personal voice or 'point-of-view' in illustration.

Develop a working knowledge of color theory.

Develop proficiency in color mediums and techniques, including watercolor, gouache, inks, and acrylic paint.

Explore the elements and principles of design and demonstrate their roles in relation to intermediate level illustration vocabulary and works of art.

Identify the best practices for documenting and writing about original illustration work.

Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.

Compare and contrast illustration works of art representing a diversity of traditions and cultures throughout historical and contemporary illustration, including those from non-Western cultures and historically underrepresented groups.

CSLOs

Develop the ability to visually communicate ideas, stories or narratives at an intermediate level.

Expected SLO Performance: 0.0

Demonstrate proficiency with color media.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine more deeply the principal areas of illustration, critically assessing the situational frameworks and that define the field.
 - 1. Explore book, scientific, editorial, fantasy, and mural illustration.
 - 2. Examine the situational frameworks that impact illustration.
- B. Hone the ability to communicate an idea, story or narrative through illustration at an intermediate level.
 - 1. Identify the core message of a chosen idea, story, or narrative.
 - 2. Practice using thumbnail sketches and storyboards to structure chosen idea, story or narrative.
 - 3. Create visual mood boards by collecting or narrative.
 - 4. Share works-in-progress.
 - 5. Revise and refine work based on feedback.
- C. Explore more deeply personal voice or 'point-of-view' in illustration.
 - 1. Examine the narratives and styles found in the illustrations of contemporary illustrators.
 - 2. Use strategies such as journaling and brainstorming to develop personal content.
 - 3. Research areas of interest to use in illustrations.
 - 4. Generate a catalogue of reference images for future illustrations.
- D. Develop a working knowledge of color theory.
 - 1. Explore the formal aspects of color: color wheel, hue, temperature, value, saturation, harmony.
 - 2. Explore the conceptual possibilities of color for creating mood and developing narrative.
- E. Develop proficiency in color mediums and techniques, including color pencils, watercolor, gouache, inks, and acrylic paint.
 - 1. Practice blending, washing, and glazing techniques with wet media.
 - 2. Practice blending with dry media.
 - 3. Practice combining wet and dry media.
 - 4. Practice combining wet and dry media with collage.
- F. Explore the elements and principles of design and demonstrate their roles in relation to intermediate level illustration vocabulary and works of art.
 - 1. Examine the role that line, shape, texture, value and space play in a composition.
 - 2. Examine the role that emphasis, unity and variety, rhythm, balance, illusion depth, and illusion of movement play in a composition.
 - 3. Practice using the elements of design in small illustration studies.
 - 4. Evaluate illustrations for their use of the elements of design.
- G. Identify the best practices for documenting and writing about original illustration work.
 - 1. Learn basic documentation techniques using cameras, scanners, and photo-editing software.
 - 2. Learn the fundamental building blocks for writing a professional artist statement.
- H. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.
 - 1. Plan illustrations by creating thumbnail sketches and mock-ups.
 - 2. Incorporate intuition in the conceptualization of illustrations.
 - 3. Practice technique and execution in the choice and use of materials.
 - 4. Evaluate the strengths and areas for growth on works in progress.
 - 5. Engage in dialogue about the finished drawings in the form of group critiques both large and small.
- I. Compare and contrast illustration works representing a diversity of traditions and cultures throughout historical and contemporary illustration, including those from non-Western cultures and historically underrepresented groups.
 - 1. Explore how illustrators across cultures select and use materials in meaningful ways.
 - 2. Examine illustration from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
 - 3. Examine historical and contemporary developments, trends, materials, and approaches in illustration.
 - 4. Identify the social functions of illustration, including storytelling, communication and community building.

Lab Outline

- A. Explore and analyze examples from the principal areas of illustration
 - 1. Book and narrative illustration
 - 2. Editorial illustration
 - 3. Fantasy illustration
 - 4. Scientific illustration
 - 5. Mural Illustration
- B. Explore some of the practical considerations in illustration
 - 1. Understanding your audience
 - 2. Visual metaphors
 - 3. Copyright considerations
 - 4. Using text

- C. Practice using research, thumbnail sketches, storyboards, and mood boards to develop ideas
 - 1. Brainstorming techniques
 - 2. Use of visual references
 - 3. Creating thumbnail sketches
 - 4. Creating storyboards
- D. Practice watercolor techniques
 - 1. Color mixing
 - 2. Direct painting
 - 3. Indirect painting
 - 4. Washes
 - 5. Brushwork
 - 6. Textures
- E. Practice pen and ink techniques
 - 1. Hatching and cross-hatching
 - 2. Stippling
 - 3. Washes
- F. Practice marker techniques
 - 1. Hatching and cross-hatching
 - 2. Stippling
- G. Practice gouache techniques
 - 1. Mixing and value matching
 - 2. Wet-into-wet techniques
 - 3. Wet-into-dry techniques
 - 4. Brushwork techniques
- H. Practice illustrating backgrounds
 - 1. One and two-point perspective
 - 2. Atmospheric perspective
 - 3. Basic architecture techniques
 - 4. Landscape techniques
 - 5. Flat or graphic backgrounds
- I. Practice illustrating animals
 - 1. Working from visual references
 - 2. Structural analysis
 - 3. Simplifying complex forms into basic shapes
 - 4. Working with proportion
 - 5. Developing value and texture
- J. Practice illustrating people
 - 1. Working from visual references
 - 2. Working from live model
 - 3. Structural analysis
 - 4. Simplifying complex forms into basic shapes
 - 5. Working with proportion
 - 6. Developing value and texture
- K. Practice designing characters
 - 1. Character development methods
 - 2. Narrative structure
 - 3. Setting up visual space
 - 4. Establishing point of view
- L. Practice developing mural ideas
 - 1. Knowing your audience
 - 2. Concept development
 - 3. Planning
 - 4. Creating maquettes
 - 5. Estimating time and cost
 - 6. Mural techniques: doodle grid, priming, painting, sealing
- M. Evaluate original illustrations for form and content
 - 1. Critiquing techniques
 - 2. Elements and principles of design

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
- Lab Hrs: 3
- Lec Load: .067
- Lab Load: .048
- Total Load: .115
- Seat Ct: 25
- (mkct 05/02/2026)

Req/Adv

Prerequisite(s):

ARTS D050A ARTS D004A

Corequisite(s):

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.

Advisory(ies) - Other:

ARTS D008. ARTS D012.

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.

Assignments A. Written assignments 1. Analysis of a contemporary professional illustrator's body of work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator 3. Rough-draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work. Methods of Evaluation D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

Objective 2: Develop analytical ideas and topics for essays.

Assignments C. Written assignments 1. Analysis of a contemporary professional illustrator's body of work. 2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator. 3. Rough-draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work. Methods of Evaluation D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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.

Assignments C. Written assignments 1. Analysis of a contemporary professional illustrator's body of work. 2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator. 3. Rough-draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work. Methods of Evaluation D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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: DEI

Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/11/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/11/2026 Outline	Course Outline	Suggested	Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	I think that the last item in the outline provides space for this discussion and I don't know that spelling it out in more detail is necessary.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/22/26 Req/Adv Prerequisites Required	Please Clarify. You submitted a matrix G to have ARTS 4 as a prerequisite for this course but you do not have ARTS 4 listed as a prerequisite. Either add ARTS 4 as a prerequisite or remove the corresponding Matrix G	Y. I added the prerequisite. Sorry about that. 50A is the prereq for this class, and 4A is the prereq for 50A. I wasn't sure if I still had to list it as a prereq.
Stage 7: Dean of Online Learning		
No Value		
Stage 8: SLO Coordinator		
No Value		
Stage 10: 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

Course Outline of Record Report

05/02/2026

ARTSD050C : Illustration III

General Information

Faculty Initiator:	Julie Hughes
Attachments:	Online_ARTS_50C_2027F.pdf Hybrid_ARTS_50C_2027F.pdf ReqAdv_G_ARTS_50C_2027F_4.pdf ReqAdv_G_ARTS_50C_2027F_3.pdf ReqAdv_G_ARTS_50C_2027F_2.pdf ReqAdv_G_ARTS_50C_2027F_1.pdf
Course ID (CB01A and CB01B) :	ARTSD050C
Short Course Title:	No value
Course Title (CB02) :	Illustration III
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is a continuation of ARTS 50B. This course further explores narrative storytelling through hands-on two-dimensional design, drawing, and painting, while addressing the principles and techniques used in illustration at an advanced level. Students will focus on developing a personal style or voice, while exploring the genres in the field they are most interested in, including book, comic, editorial, scientific, advertising, fashion, and fantasy illustration. Students will continue to develop their critical thinking, research, and problem-solving skills, and will further hone their work with photography and reference materials to deepen their creative practice. Students will learn to select their media based on the mood, tone, or effect they wish their work to take; these materials may include graphite, charcoal, marker, ink, scratchboard, gouache, watercolor, acrylic paint, color pencils, collage, and mixed-media. Students will work on one large and ambitious project over the course of the quarter, developing it through creative ideation, sketches, studies, and final art. Students will learn how to develop a portfolio, and will explore professional practices such as marketing research, pricing, and developing an online presence.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

- Discipline 1:**
 - Art
- Discipline 2:** No value
- Discipline 3:** No value
- FSA:**
 - FHDA FSA - ART

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification

This course is CSU transferable. This is the advanced course of the Illustration series of courses, and further introduces students to the field of illustration, its history, career aspects, and current trends.

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

DEI Review**Please check all areas in the COR that address DEI.**

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. Course work is centered on developing student's personal voice and draws on their personal experience and interests. Significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to gather what they need for the quarter. A textbook is NOT required for the course. No suitable OER texts have been identified at this time. The texts/references meet universal design course standards (accessible and inclusive language, explanations of technical terms) and present a diverse range of viewpoints and voices and look at illustration through a global lens, and are culturally relevant to students. Assignments encourage students to connect course content to their own life, background, and experiences.

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 CSU only

Transferability Status

Pending

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	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

Lecture and visual aids
 Technical demonstration and commentary
 Illustration homework and extended projects
 Discussion and problem solving performed in class
 Collaborative learning and small group exercises
 Critique and discussion of painting assignments
 Field observation and field trips
 Guest speakers
 Written and oral reports

Assignments

A. Illustration assignments

1. Quarter-long project that explores the illustration practice of the student's choosing
2. Final Project online portfolio that documents all finished work and that requires the synthesis of techniques and knowledge covered in class lectures and demonstrations
3. Small studies to practice and experiment with techniques and use of materials
4. Preliminary sketches to explore composition and technique
5. Iteration and refinement based on feedback

B. Student-compiled reference materials

1. Sketchbook of studies, sketches, and practice drawings used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas
2. Printed or digital catalog of reference photos to be used for current and future illustration work

C. Written assignments

1. Analysis of a contemporary professional illustrator's body of work
2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator
3. Final-draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work

D. Group critiques and presentations

1. Discussion in small groups of the strengths and opportunities of each student's illustrations and studies
2. Final critique with entire class of each student's work in which the student will deliver a presentation on their final illustrations, addressing the theme, inspiration, and process

E. Assigned class readings

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Instructor evaluation of all illustration projects including quarter-long illustration project and final online portfolio, sketches and project preparation. This evaluation will include originality, professionalism, and technical proficiency. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.
- B. Instructor evaluation of notebook and photographic references. This evaluation will include originality, professionalism, and thoroughness of research. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.
- C. Instructor evaluation of group and peer critique of final illustration project. Evaluation will include participation, depth of analysis, and use of course related vocabulary. Rubrics with clearly defined grading criteria are provided to students.
- D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary. Examples of successful student outcomes and rubrics with clearly defined grading criteria are provided to students.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Sketchbook
- Illustration board
- Art markers
- Gouache paints
- Watercolor paints
- Acrylic paints
- Color pencils
- Color inks
- Acrylic paint brushes
- Palette

Essential College Facilities:

- Studio classroom space that includes: One easel or drafting table for each of 25 students; one stool for each of 25 students; work tables; large wall display area; large sink; painting storage racks; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile, tripod spotlights; shop with power and hand tools and appropriate supervision
- On-campus exhibition program

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Hall, Andrew	Illustration: A Concise History	Thames & Hudson	2025	9780500297728
Heller, Steven	The Illustrator. The Best from around the World	Taschen	2023	978-3836573375
Salisbury, Martin	Drawing for Illustration	Thames & Hudson	2022	978-0500023310

Hooks, Bell

Art on My Mind: Visual Politics

The New Press

2025

978-1620979266

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Examine more deeply a chosen area of illustration, critically assessing the situational frameworks and that define the field.

Hone the ability to communicate an idea, story or narrative through illustration at an advanced level.

Explore more deeply personal voice or 'point-of-view' in illustration through creating an original, quarter-long personal project.

Develop a deeper understanding of color theory in illustration.

Develop greater proficiency in illustration mediums and techniques.

Explore further the elements and principles of design and demonstrate their roles in relation to advanced level illustration vocabulary and works of art.

Explore professional practices, including creating an online illustration portfolio and writing a personal artist statement.

Identify best practices for marketing research, pricing, and developing an online presence.

Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.

Compare and contrast illustration works of art representing a diversity of traditions and cultures throughout historical and contemporary illustration, including those from non-Western cultures and historically underrepresented groups.

CSLOs

Develop the ability to visually communicate ideas, stories or narratives at an advanced level.

Expected SLO Performance: 0.0

Create an original, quarter-long illustration project that synthesizes course content and student's interests.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine more deeply a chosen area of illustration, critically assessing the situational frameworks and that define the field.
 - 1. Explore book, scientific, editorial, fantasy, and mural illustration.
 - 2. Select a chosen area of illustration, based on student's interests.
 - 3. Examine the situational frameworks that impact illustration.
- B. Hone the ability to communicate an idea, story or narrative through illustration at an advanced level.
 - 1. Identify the core message of a chosen idea, story, or narrative.
 - 2. Practice using thumbnail sketches and storyboards to structure chosen idea, story or narrative.
 - 3. Create visual mood boards by collecting or narrative.
 - 4. Examine the connection between form and content in the work.
 - 5. Share works-in-progress.
 - 6. Revise and refine work based on feedback.
- C. Explore more deeply personal voice or 'point-of-view' in illustration through creating an original, quarter-long personal project
 - 1. Examine the narratives and styles found in the illustrations of contemporary illustrators.
 - 2. Use strategies such as journaling and brainstorming to develop personal content.
 - 3. Research areas of interest to use in illustrations.
 - 4. Generate a catalogue of reference images for illustrations.
 - 5. Plan the project using thumbnail sketches, storyboards, and color studies.
 - 6. Share work-in-progress.
 - 7. Revise and refine work based on feedback.
- D. Develop a deeper understanding of color theory in illustration.
 - 1. Analyze the formal aspects of color in student's own work and in the work of professional illustrators: color wheel, hue, temperature, value, saturation, harmony.
 - 2. Create illustrations that explore the conceptual possibilities of color for creating mood and developing narrative.
- E. Develop greater proficiency in illustration mediums and techniques.
 - 1. Practice blending, washing, and glazing techniques with wet media.
 - 2. Practice blending with dry media.
 - 3. Practice combining wet and dry media.
 - 4. Practice combining wet and dry media with collage.
- F. Explore further the elements and principles of design and demonstrate their roles in relation to advanced level illustration vocabulary and works of art.
 - 1. Examine the role that line, shape, texture, value and space play in a composition.
 - 2. Examine the role that emphasis, unity and variety, rhythm, balance, illusion depth, and illusion of movement play in a composition.
 - 3. Synthesize the elements and principles of design in original illustration work.
 - 4. Evaluate illustrations for their use of the elements and principles of design.
- G. Explore professional practices, including creating an online illustration portfolio and writing a personal artist statement.
 - 1. Apply basic documentation techniques using cameras, scanners, and photo-editing software.
 - 2. Curate and organize a visual online portfolio of student's work.
 - 3. Apply the fundamental building blocks for writing a professional artist statement, including inspiration, concept, and process.
- H. Identify best practices for marketing research, pricing, and developing an online presence.
 - 1. Research the online presence of various contemporary illustrators.
 - 2. Explore various frameworks for pricing.
 - 3. Explore ways of networking in the field.
- I. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.
 - 1. Plan illustrations by creating thumbnail sketches and mock-ups.
 - 2. Incorporate intuition in the conceptualization of illustrations.
 - 3. Practice technique and execution in the choice and use of materials.
 - 4. Evaluate the strengths and areas for growth on works in progress.
 - 5. Engage in dialogue about the finished drawings in the form of group critiques both large and small.
- J. Compare and contrast illustration works representing a diversity of traditions and cultures throughout historical and contemporary illustration, including those from non-Western cultures and historically underrepresented groups.
 - 1. Explore how illustrators across cultures select and use materials in meaningful ways.
 - 2. Examine illustration from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
 - 3. Examine historical and contemporary developments, trends, materials, and approaches in illustration.
 - 4. Identify the social functions of illustration, including storytelling, communication and community building.

Lab Outline

- A. Explore and analyze examples from the principal areas of illustration
 - 1. Book and narrative illustration
 - 2. Editorial illustration
 - 3. Fantasy illustration
 - 4. Scientific illustration
 - 5. Mural Illustration
- B. Explore some of the practical considerations in illustration
 - 1. Understanding your audience
 - 2. Visual metaphors
 - 3. Copyright considerations
 - 4. Using text
- C. Practice using research, thumbnail sketches, storyboards, and mood boards to develop ideas for a quarter-long illustration project
 - 1. Brainstorming techniques
 - 2. Use of visual references
 - 3. Creating thumbnail sketches
 - 4. Creating storyboards
 - 5. Addressing the connection between form and content
- D. Write an artist statement explaining a quarter-long project
 - 1. Practice writing about the themes, concepts, inspiration, and processes used in the project
 - 2. Share the statement-in-process to receive feedback
 - 3. Edit the statement based on feedback
- E. Document illustration work for an online portfolio
 - 1. Practice photographing work
 - 2. Practice scanning work
 - 3. Practice editing work using photo editing software
- F. Practice watercolor, gouache, and acrylic techniques
 - 1. Color mixing
 - 2. Direct painting
 - 3. Indirect painting
 - 4. Washes
 - 5. Brushwork
 - 6. Textures
- G. Practice pen and ink and marker techniques
 - 1. Hatching and cross-hatching
 - 2. Stippling
 - 3. Washes
- H. Practice illustrating backgrounds
 - 1. One and two-point perspective
 - 2. Atmospheric perspective
 - 3. Basic architecture techniques
 - 4. Landscape techniques
 - 5. Flat or graphic backgrounds
- I. Practice illustrating animals
 - 1. Working from visual references
 - 2. Structural analysis
 - 3. Simplifying complex forms into basic shapes
 - 4. Working with proportion
 - 5. Developing value and texture
- J. Practice illustrating people
 - 1. Working from visual references
 - 2. Working from live model
 - 3. Structural analysis
 - 4. Simplifying complex forms into basic shapes
 - 5. Working with proportion
 - 6. Developing value and texture
- K. Practice designing characters
 - 1. Character development methods
 - 2. Narrative structure
 - 3. Setting up visual space
 - 4. Establishing point of view
- L. Practice developing mural ideas
 - 1. Knowing your audience
 - 2. Concept development
 - 3. Planning

- 4. Creating maquettes
- 5. Estimating time and cost
- 6. Mural techniques: doodle grid, priming, painting, sealing
- M. Evaluate original illustrations for form and content
 - 1. Critiquing techniques
 - 2. Elements and principles of design
 - 3. Connection between materials and message

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
- Lab Hrs: 3
- Lec Load: .067
- Lab Load: .048
- Total Load: .115
- Seat Ct: 25
- (mkct 05/02/2026)

Req/Adv**Prerequisite(s):**

ARTS D050B ARTS D004A

Corequisite(s):

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.

Advisory(ies) - Other:

ARTS D008. ARTS D012.

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.

C. Written assignments 1. Analysis of a contemporary professional illustrator's body of work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator 3. Final-draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work. Methods of Evaluation D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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

C. Written assignments 1. Analysis of a contemporary professional illustrator's body of work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator 3. Final-draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work. Methods of Evaluation D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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.

C. Written assignments 1. Analysis of a contemporary professional illustrator's body of work 2. Self-reflection comparing and contrasting the themes and materials used in the student's own work with that of an inspirational contemporary illustrator 3. Final-draft of a personal artist statement, addressing the concepts, inspiration, and processes in the student's work. Methods of Evaluation D. Instructor evaluation of written assignments and oral reports. Evaluation will include depth of analysis and use of course related vocabulary.

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: DEI

Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/11/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box -- this is already a fantastic COR from an equity/DEI standpoint.
				Y. Thanks, Sarah!

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/22/26	Basic Course Information	Attachments	Required	It seems you have attached matrices for the requisites for ARTS 50B. You need to do a separate content review for the requisites for ARTS 50C. (Also you submitted a Matrix G for ARTS 4 but you don't have ARTS 4 listed as a requisite for this course.)	Y? I added the 4A prerequisite. I'm not sure what you mean about the matrices being for 50B rather than 50C. Is it that you feel the outline items are too similar? Perhaps I am missing something here. I can email you to follow up.

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

04/24/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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	CSLOs
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.
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.)
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.)

Section	Changed field
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 2: Department Chair
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Mi Chang	James Nguyen
	Course ID (CB01A and CB01B)	ASAMD012.	ASAMD012.
	Course Control Number	CCC000615068	CCC000615068
	Course Title (CB02)	Asian Americans and American Ideals, Institutions and Politics	Asian Americans and American Ideals, Institutions and Politics
	Short Course Title	ASAM & AMER IDEALS, INST & POL	ASAM & AMER IDEALS, INST & POL
	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>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	A survey of the historical and contemporary political experiences of Asian Americans and their pursuits for immigration, equality, citizenship, political identity, racial justice, homeland independence, cross-racial/ethnic coalition-building and incorporation into the U.S. political system will be covered in this course.	A survey of the historical and contemporary political experiences of Asian Americans and their pursuits for immigration, equality, citizenship, political identity, racial justice, homeland independence, cross-racial/ethnic coalition-building and incorporation into the U.S. political system will be covered in this course.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	Online	- Online - Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Asian American Studies

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	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	This course meets a general education requirement for De Anza and Cal-GETC. It applies to fulfill the Certificate of Achievement in Asian American Studies. This course is UC and CSU transferable. It is a course that applies an interdisciplinary lens to the intersection between American politics and policy issues and the impact and contributions of Asian Americans and Pacific Islanders in the United States.	This course meets a general education requirement for De Anza and Cal-GETC. It applies to fulfill the Certificate of Achievement in Asian American Studies. This course is UC and CSU transferable. It is a course that applies an interdisciplinary lens to the intersection between American politics and policy issues and the impact and contributions of Asian Americans and Pacific Islanders in the United States.

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	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>ASAM 12 centers Diversity, Equity, and Inclusion by examining the historical and contemporary political experiences of Asian Americans within the United States. The course foregrounds marginalized voices and analyzes how race, ethnicity, immigration status, and citizenship shape political access, representation, and belonging. Diversity: The course explores the wide-ranging ethnic, national, linguistic, and religious diversity within Asian American communities, challenging monolithic narratives. Students engage with multiple Asian diasporic histories and consider intersections of race, gender, class, immigration status, and colonialism. Equity: Students critically examine structural inequalities, including exclusion laws, racial discrimination, citizenship restrictions, labor exploitation, and barriers to political representation. The course analyzes how policy and institutions have historically produced inequitable outcomes and how Asian American communities have mobilized to address systemic injustice. Inclusion: The curriculum emphasizes political participation, coalition-building across racial and ethnic groups, and struggles for representation within the U.S. political system. Students analyze efforts toward cross-racial solidarity, community empowerment, and inclusive democratic participation. Assignments and methods of evaluation require students to engage critically with primary sources, community narratives, and scholarly texts that reflect diverse perspectives. Through analytical writing, discussion, and applied research, students demonstrate understanding of how systems of power shape lived experiences and how communities advocate for justice and inclusion.</u>

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Outline - Course Outline

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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	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 Asian American Studies	Associated Program Asian American Studies
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Asian American Studies	Associated Program Asian American Studies
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Cal-GETC	Associated Program Cal-GETC
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development)	Associated Program Cal-GETC (In Development)
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Community Impact	Associated Program Community Impact
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Ethnic Studies	Associated Program Ethnic Studies
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Ethnic Studies	Associated Program Ethnic Studies
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Intercultural Studies	Associated Program Intercultural Studies
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Intercultural Studies	Associated Program Intercultural Studies
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Intercultural Studies	Associated Program Intercultural Studies
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Intercultural Studies	Associated Program Intercultural Studies

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)
		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	System/Institution Cal-GETC Area(s) CA4X - Approved. - No value	System/Institution C-ID Area(s) ASAM - Pending. - CID - ASAM 130
		System/Institution De Anza GE Area(s) 2G4X - Approved. - No value	System/Institution Cal-GETC Area(s) CA4X - 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
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0

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	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
	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)	☐	☐
	Variable Credit Course	☐	☐

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 - 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	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
	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 political and institutional experiences. 2. Other writing requirements will include written portions in either midterm or final exam. 3. A group and/or individual research project(s) related to Asian American historical, political and/or policy issues.	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 political and institutional experiences. 2. Other writing requirements will include written portions in either midterm or final exam. 3. A group and/or individual research project(s) related to Asian American historical, political and/or policy issues.
!	Methods of Evaluation	Methods of Evaluation 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 to evaluate ability to discuss significant issues related to Asian American politics or other course themes. 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 conduct research to further understanding.	Methods of Evaluation Methods of Evaluation 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 to evaluate ability to discuss significant issues related to Asian American politics or other course themes. 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 conduct research to further understanding.
!	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	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Nakanishi, Don, and James Lai. Eds. 2003. Asian American Politics: Law, Participation, and Policy. Rowman & Littlefield Publishers.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Nakanishi, Don, and James Lai. Eds. 2003. Asian American Politics: Law, Participation, and Policy. Rowman & Littlefield Publishers.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Nakanishi, Don, and James Lai. Eds. 2003. Asian American Politics: Law, Participation, and Policy. Rowman & Littlefield Publishers.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Nakanishi, Don, and James Lai. Eds. 2003. Asian American Politics: Law, Participation, and Policy. Rowman & Littlefield Publishers.	Publisher	No value	Date/Edition	No value	ISBN	No value
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Changed	Field	Current Version	Proposed Version
			Date/Edition 2023
			ISBN ISBN-10:1978826230

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List Zia, Helen. 2000. Asian American Dreams. New York: Farrar, Straus, and Giroux. May include, but are not limited to No value Reading List Wu, Frank. 2002. Yellow: Race in America Beyond Black and White. New York: Basic Books. May include, but are not limited to No value Reading List Takaki, Ronald. 1989. Strangers from a Different Shore. Boston: Little, Brown. May include, but are not limited to No value Reading List Liu, Eric. 1998. The Accidental Asian: Notes of a Native Speaker. New York: Random House. May include, but are not limited to No value Reading List Chang, Michael. 2004. Racial Politics in an Era of Transnational Citizenship. Lexington Books. May include, but are not limited to No value Reading List Lien, Pei-te, M. Margaret Conway, and Janelle Wong. 2004. The Politics of Asian Americans: Diversity and Community. Routledge. May include, but are not limited to No value	No value

Changed	Field	Current Version	Proposed Version
		Reading List Louie, Steve, and Glen Omatu. Eds. 2001. Asian Americans: The Movement and the Moment. UCLA Studies Center Press.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Examine social sciences and humanities through the field of Asian American studies. - Evaluate the historical experiences of Asian Americans and compare with those of Americans of other ancestries (European Americans, American Indians, Latino Americans, and African Americans). - Evaluate the experiences and contributions of Asian immigrants and compare with those of Americans of other ancestries. - Examine early Asian American history and the struggle for legal rights and recognition. - Evaluate the period of incorporation of Asian Americans post-1965 into mainstream U.S. political culture. - Examine Asian Americans in mainstream American politics. - Examine contemporary political/policy issues in Asian American community.	- Examine social sciences and humanities through the field of Asian American studies. - Evaluate the historical experiences of Asian Americans and compare with those of Americans of other ancestries (European Americans, American Indians, Latino Americans, and African Americans). - Evaluate the experiences and contributions of Asian immigrants and compare with those of Americans of other ancestries. - Examine early Asian American history and the struggle for legal rights and recognition. - Evaluate the period of incorporation of Asian Americans post-1965 into mainstream U.S. political culture. - Examine Asian Americans in mainstream American politics. - Examine contemporary political/policy issues in Asian American community.



CSLOs

CSLOs	Analyze and discuss significant issues and events in Asian American history, politics and policy.	CSLOs	Analyze and discuss significant issues and events in Asian American history, politics and policy.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Research a significant issue related to Asian Americans and government and politics.	CSLOs	Research a significant issue related to Asian Americans and government and politics.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Awareness and engagement through an Asian Pacific American community and politics activity.	CSLOs	Awareness and engagement through an Asian Pacific American community and politics activity.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate awareness and active engagement with Asian Pacific American community issues and political processes through participation in a structured activity.
		Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	- Examine social sciences and humanities through the field of Asian American studies. - Assess the origins and development of Asian American studies in the social science and humanities beginning in the late 1960s. - The history of ethnic studies. - Emphasis on community action. - Examine perspectives, methods, and limitations of Asian American studies. - Introduce an interdisciplinary social science approach to develop an understanding of the social, cultural, and political organization of American society. - Examine traditional social science perspectives, methods, and limitations in the study of Asian Americans. - The methods of the discipline include understanding historiography, various qualitative approaches (e.g., ethnography) and quantitative approaches (e.g., statistical analysis) commonly employed in the social sciences. - Evaluate the continuing interactions and dialogue among the social sciences, humanities, and Asian American studies. - Evaluate the historical experiences of Asian Americans and compare with those of Americans of other ancestries (European Americans, American Indians, Latino Americans, and African Americans). - Use social science conceptions such as 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." - Identify Asian American men and women who advanced the social position of the community, or have been recognized for exceptional talents or service. - Evaluate the experiences and contributions of Asian immigrants and compare with those of Americans of other ancestries. - 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. - Compare the economic, cultural, and political contributions of Asian Americans with other Americans of European, Latino, American Indian, and African ancestries. - Examine early Asian American history and the struggle for legal rights and recognition. - Investigate struggle for equality/equal protection in Supreme Court cases like Yick Wo v. Hopkins and Korematsu vs. United States. - Analyze struggle for naturalization rights including cases such as Takao Ozawa vs. United States and United States vs. Bhagat Singh Thind. - Analyze the impact of immigration laws on Asian Americans as a whole. - Evaluate the period of incorporation of Asian Americans post-1965 into mainstream U.S. political culture. - Review the 1965 immigration law and subsequent demographic and population shifts in the population as well as resulting increased empowerment.	- Examine social sciences and humanities through the field of Asian American studies. - Assess the origins and development of Asian American studies in the social science and humanities beginning in the late 1960s. - The history of ethnic studies. - Emphasis on community action. - Examine perspectives, methods, and limitations of Asian American studies. - Introduce an interdisciplinary social science approach to develop an understanding of the social, cultural, and political organization of American society. - Examine traditional social science perspectives, methods, and limitations in the study of Asian Americans. - The methods of the discipline include understanding historiography, various qualitative approaches (e.g., ethnography) and quantitative approaches (e.g., statistical analysis) commonly employed in the social sciences. - Evaluate the continuing interactions and dialogue among the social sciences, humanities, and Asian American studies. - Evaluate the historical experiences of Asian Americans and compare with those of Americans of other ancestries (European Americans, American Indians, Latino Americans, and African Americans). - Use social science conceptions such as 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." - Identify Asian American men and women who advanced the social position of the community, or have been recognized for exceptional talents or service. - Evaluate the experiences and contributions of Asian immigrants and compare with those of Americans of other ancestries. - 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. - Compare the economic, cultural, and political contributions of Asian Americans with other Americans of European, Latino, American Indian, and African ancestries. - Examine early Asian American history and the struggle for legal rights and recognition. - Investigate struggle for equality/equal protection in Supreme Court cases like Yick Wo v. 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Changed	Field	Current Version	Proposed Version
		2. Assess the naturalization and political participation of Asian Pacific immigrants. 3. Examine the Asian American movement and activism including Third World Strikes and development of ethnic studies departments in higher education. 6. Examine Asian Americans in mainstream American politics. 1. Analyze Asian Americans and voting behavior. 2. Evaluate prospects for mobilization and pan-ethnicity within the broader community. 3. Evaluate campaign finance scandal of 1990's and impact on Chinese Americans. 4. Examining the case of Wen Ho Lee and enduring stereotypes and racial profiling of Asian Americans. 5. Assess retail politics and Asian Americans: elections, campaigns, elected officials. 7. Examine contemporary political/policy issues in Asian American community. 1. Assess Affirmative Action policies as they relate to Asian Americans in higher education. 2. Investigate the struggle for Japanese American redress following World War II and incarceration. 3. Assess the phenomena of redistricting and prospects for Asian American political empowerment. 4. Examine recent demographic changes in population. 5. Assess contemporary prospects for empowerment and predicting the future of Asian American politics.	2. Assess the naturalization and political participation of Asian Pacific immigrants. 3. Examine the Asian American movement and activism including Third World Strikes and development of ethnic studies departments in higher education. 6. Examine Asian Americans in mainstream American politics. 1. Analyze Asian Americans and voting behavior. 2. Evaluate prospects for mobilization and pan-ethnicity within the broader community. 3. Evaluate campaign finance scandal of 1990's and impact on Chinese Americans. 4. Examining the case of Wen Ho Lee and enduring stereotypes and racial profiling of Asian Americans. 5. Assess retail politics and Asian Americans: elections, campaigns, elected officials. 7. Examine contemporary political/policy issues in Asian American community. 1. Assess Affirmative Action policies as they relate to Asian Americans in higher education. 2. Investigate the struggle for Japanese American redress following World War II and incarceration. 3. Assess the phenomena of redistricting and prospects for Asian American political empowerment. 4. Examine recent demographic changes in population. 5. Assess contemporary prospects for empowerment and predicting the future of Asian American politics.
	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
	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	EWRT D001A or EWRT D01AH or ESL D005 are not pre-requisites for this course. Those courses serve as only an advisory.
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	This objective is addressed through Outline Part A (examination of Asian American Studies within the social sciences and humanities, including perspectives, methods, and interdisciplinary approaches) and Assignments Part A (college-level readings from required and supplemental texts).
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	This objective is addressed through Assignments Part B (Writing), where students compose short essays and/or a research paper drawing on personal experience and assigned texts related to Asian American political and institutional experiences.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	While not explicitly stated, this objective is implied in Assignments Part B (Writing), where students complete essays, exams, and research projects that require standard academic formatting and citation practices, including MLA guidelines.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	While not explicitly stated, this objective is implied in Assignments Part B (Writing), where students complete essays, exams, and research projects that require standard academic formatting and citation practices, including MLA guidelines.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	This objective is addressed through Methods of Evaluation Part C (major group research project analyzing issues from multiple perspectives) and Course Outline Part B (comparative analysis of Asian American experiences with other groups).

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

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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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

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

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
	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

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.)	No Value	Outline: A. Examine social sciences and humanities through the field of Asian American studies. 1. Assess the origins and development of Asian American studies in the social science and humanities beginning in the late 1960s. a. The history of ethnic studies. b. Emphasis on community action. c. Examine perspectives, methods, and limitations of Asian American studies. 2. Introduce an interdisciplinary social science approach to develop an understanding of the social, cultural, and political organization of American society. a. Examine traditional social science perspectives, methods, and limitations in the study of Asian Americans. b. The methods of the discipline include understanding historiography, various qualitative approaches (e.g., ethnography) and quantitative approaches (e.g., statistical analysis) commonly employed in the social 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. A final exam with essay questions discussing content from lectures and readings to evaluate the student's ability to analyze major issues. (written) B. Analytical essays to evaluate ability to discuss significant issues related to Asian American politics or other course themes. (written) C. 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. (collaborative) D. Written report and class presentation of group project to evaluate ability to identify an issue and conduct research to further understanding. (collaborative, oral)
!	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: A. A final exam with essay questions discussing content from lectures and readings to evaluate the student's ability to analyze major issues. B. Analytical essays to evaluate ability to discuss significant issues related to Asian American politics or other course themes.
!	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: B. Evaluate the historical experiences of Asian Americans and compare with those of Americans of other ancestries (European Americans, American Indians, Latino Americans, and African Americans). 1. Use social science conceptions such as 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.

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	Outline C. Evaluate the experiences and 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. Compare the economic, cultural, and political contributions of Asian Americans with other Americans of European, Latino, American Indian, and African ancestries. D. Examine early Asian American history and the struggle for legal rights and recognition. 1. Investigate struggle for equality/equal protection in Supreme Court cases like Yick Wo v. Hopkins and Korematsu vs. United States. 2. Analyze struggle for naturalization rights including cases such as Takao Ozawa vs. United States and United States vs .Bhagat Singh Thind. 3. Analyze the impact of immigration laws on Asian Americans as a whole.
!	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. 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.

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
	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 012	ASAM 012
	Course Status	New	New
	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
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	From Jim: The online and hybrid course delivery forms have been attached.

Changed	Questions	Current Version	Proposed Version					
!	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			03/03/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to bring in welcoming, student-centered language and to emphasize the knowledge, skills, and abilities students will gain upon successful completion. Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there is no representative OER textbook, please let me know in the instructor response box.	
			03/03/2026	Specifications	Examples of Primary Texts and References	Required	If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. Please let me know if your textbook is low cost in the initiator response box, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	This is the closest I could find. It's a chapter out of a general Ethnic Studies textbook that has Americans. I don't think it qualifies as a primary text but I'll share it here: https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/Introduction_to_Ethnic_Studies

<https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=66c5b92a-4019-11f1-bee4-7f04...> 30/31

Changed	Questions	Current Version	Proposed Version						
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - When Completed or Response	
			3/19/2026	De Anza GE Form	Criteria 1 to 6	Required	All six criteria must be satisfied to be approved. Examples supporting each should be representative, not comprehensive. Please list the minimum necessary to satisfy the requirement. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)		
!	Stage 6: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Response	
			3/24/26	Matrix A	All Objectives that apply to your course	Required	Please complete for your English Advisory	Y	
	Stage 7: Dean of Online Learning	No Value	No Value						
!	Stage 8: SLO Coordinator	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - When Completed or Response	
			4/24/2026	Learning Outcomes	CSLO #3	Required	Start with a Bloom's Taxonomy verb: "Demonstrate awareness and active engagement with Asian Pacific American community issues and political processes through participation in a structured activity." This is one possible way to change the statement.		
	Stage 10: Curriculum Committee	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	ASAMD012.
	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	CCC000615068

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

De Anza College

Course Outline of Record Report

05/05/2026

ASTRD042. : Astrobiology

General Information

Faculty Initiator:	Rachel Mastrapa
Attachments:	UCBerkeley_ASTRON11_Astrobio.pdf Online_ASTR_42_2027F.pdf
Course ID (CB01A and CB01B) :	ASTRD042.
Short Course Title:	No value
Course Title (CB02) :	Astrobiology
Department:	ASTR - Astronomy
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	Astrobiology is the study of the origin and evolution of life and the search for life in the Solar System and beyond. We will explore the conditions surrounding the formation of life on Earth and describe the necessary ingredients for life to form. To understand these conditions and ingredients, students will learn about the formation of the Solar System, geological processes on Earth, and the chemical reactions that power life. The class will discuss the impact of discovering life beyond Earth. Upon completion of the course, students will be able to assess the scientific accuracy and impact of popular news articles about the search for life in the universe.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Physics/Astronomy
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - ASTRONOMY

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This UC and CSU transferable course meets a general education requirement for De Anza and Cal-GETC, and it meets the De Anza Liberal Arts Degree requirement. It is an introduction to astrobiology, a sub-field of astronomy. This field involves applying the scientific method to studying the origin and evolution of life within the context of the formation of the universe and the possibility of finding life on other objects in the Solar System or in other planetary systems.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

Our goal is to educate students about how humans--as a collective--have learned about the cosmos, both historically and today. Our courses integrate astronomical knowledge from around the globe, emphasizing the value and essential contributions to astronomy from many countries. This new course will add the new field of astrobiology, the study of life in the universe, exploring questions fundamental to the human experience such as "Are we alone in the universe?" The course uses an OER textbook removing the financial barrier of expensive textbooks.

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

Course Prior To College Level

Repeatability Statement

0

Not applicable.

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
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G5X	De Anza GE Area 5 - Natural Sciences	Pending	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA5A	Cal-GETC Area 5A - Physical Science	Pending	No value	No value	No - defined.

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 ASTRON11 Astrobiology

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.

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	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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=6fc3dd7d-48ba-11f1-aa20-c... 5/21

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 and problem-solving performed in class
 Discussion of assigned reading
 Homework and extended projects
 Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Collaborative projects

Assignments

- A. Summative Assessments (at least two during the quarter and one at the end of the quarter)
 - 1. Exams and Final with multiple choice, true false, matching, or short answers. OR
 - 2. Projects (individual or group) including any of the following: presentations, essays, videos, podcasts, etc
- B. Formative Assessments
 - 1. Review of reading and lecture including any of the following: short answers, student notes,
 - 2. Class Discussions online or in-person - entire class or in small groups with class review
 - 3. Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Summative Assessments (at least two during the quarter and one at the end of the quarter) Evaluated using answer key or rubric.
 - 1. Exams and Final with multiple choice, true false, matching, or short answers. OR
 - 2. Projects including any of the following: presentations, essays, videos, podcasts, etc
- B. Formative Assessments Evaluated using answer key or rubric or peer review rubric.
 - 1. Review of reading and lecture including any of the following: short answers, student notes,
 - 2. Class Discussions online or in-person

3. Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- De Anza Planetarium

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Debra Fischer; Allyson Sheffield; Joshua Tan; and Lily Ling Zhao	Astrobiology	Pressbooks	2025-11-24	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Describe the development of astrobiology as a sub-discipline of astronomy.

Discuss the potential impact of discovering life beyond Earth on human culture, politics and belief systems.

Describe the formation of the universe and the Solar System, including their relative scales in time and space.

Explain how electromagnetic radiation is used to analyze astronomical objects.

List the requirements for life to originate and thrive.

Describe the origin and development of life on Earth and its relationship to Earth's geological history.

Evaluate the potential habitability of objects, including planets, moons, comets, and asteroids, in the Solar System.

Distinguish between the major methods used to detect exoplanets.

Assess the likelihood of intelligent life beyond Earth.

CSLOs

Describe the diverse perspectives and contributions that have shaped humanity's understanding of the universe through the field of astronomy.

Expected SLO Performance: 0.0

Apply fundamental theoretical principles and evidence-based reasoning to explain how observations and data inform our current understanding of the universe and everyday phenomena.

Expected SLO Performance: 0.0

Estimate the likelihood of life existing beyond Earth depending on the required ingredients for life and the habitability of planetary systems in the universe.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Describe the development of astrobiology as a sub-discipline of astronomy.
 1. Identify the key historical milestones, thinkers, and discoveries that contributed to the emergence of astrobiology as a scientific discipline.
 2. Distinguish astrobiology from other scientific disciplines by explaining how it integrates astronomy, biology, geology, and chemistry to investigate the possibility of life beyond Earth
- B. Discuss the potential impact of discovering life beyond Earth on human culture, politics and belief systems.
 1. Examine the relationship between scientific skepticism and public perception of extraterrestrial life.
 2. Assess the scientific accuracy of extraterrestrial life in popular media.
- C. Describe the formation of the universe and the Solar System, including their relative scales in time and space.
 1. Recall the major events in the history of the universe and Solar System by listing them in correct chronological order on a cosmic timeline.
 2. Describe the relative scales of space in the universe using analogies of every day objects and by comparing distances between different objects using light-years or astronomical units.
 3. Explain the Solar Nebula Model of Solar System formation by summarizing the key stages of star and planetary formation.
 4. Compare the Solar System to other known planetary systems by distinguishing at least two ways in which our Solar System is similar to or different from other observed systems.
- D. Explain how electromagnetic radiation is used to analyze astronomical objects.
 1. Identify the major regions of the electromagnetic spectrum by **listing** their key properties, including wavelength, frequency, and energy.
 2. Describe how spectroscopy is used to determine the chemical composition and radial velocity of stars.
- E. List the requirements for life to originate and thrive.
 1. List the physical and chemical conditions necessary for life to originate and thrive by summarizing the importance of each requirement: liquid water, an energy source, and organic chemicals.
 2. List the essential chemical elements and molecules required for life as we know it by identifying the roles of the CHNOPS elements and key biochemicals such as amino acids, proteins, and nucleic acids.
 3. Explain how extremophiles expand our understanding of the conditions under which life can thrive by examining at least two examples of organisms that survive in extreme environments on Earth.
 4. Distinguish between the requirements for life based on Earth's biochemistry and speculative alternative biochemistries by comparing at least two alternative chemical systems, such as silicon-based life or alternative solvents, with carbon-based,

water-dependent life.

F. Describe the origin and development of life on Earth and its relationship to Earth's geological history.

1. Recall the major milestones in the origin and early development of life on Earth by outlining the sequence of key events from the first biochemical building blocks to the Last Universal Common Ancestor (LUCA).
2. Explain how the RNA World hypothesis accounts for the transition from simple biochemicals to the first living cells by distinguishing between the roles of RNA, DNA, and proteins in early life.
3. Describe the leading scientific hypotheses for where and when life first arose on Earth by summarizing at least two proposed environments, such as hydrothermal vents or shallow tidal pools, and connecting each to the geological and chemical conditions present on early Earth.
4. Analyze the relationship between Earth's geological history and life by examining how major geological events, such as changes in atmospheric composition, plate tectonics, and mass extinctions, have shaped the evolution and diversity of life on Earth.

G. Evaluate the potential habitability of objects, including planets, moons, comets, and asteroids, in the Solar System.

1. Describe the key physical and geological characteristics that make Earth habitable by identifying at least four features, such as liquid water, volcanic activity, a protective magnetosphere, and atmospheric composition and pressure.
2. Compare the past and present habitability of Mars with that of Earth by summarizing at least three geological and environmental features of Mars, such as its history of liquid water, present thin atmosphere, and lack of a magnetosphere.
3. Examine the habitability potential of the moons of Jupiter and Saturn by listing the features of each moon that could support life, such as subsurface oceans and tidal heating.
4. Assess the role of comets and asteroids in the origin and distribution of life in the Solar System by describing the delivery of organic compounds or water.

H. Distinguish between the major methods used to detect exoplanets.

1. Identify the major exoplanet detection methods: direct imaging, the Doppler technique, the transit method, astrometry, and gravitational microlensing, by describing the basic physical principle underlying each method.
2. Compare at least three exoplanet detection methods by listing the strengths and limitations of each, such as the types of planets each method is best suited to detect, the distances at which each method is effective, and the observational data each method produces.
3. Assess the habitability potential of exoplanets discovered through modern detection methods by interpreting exoplanet statistics and planetary systems, such as the TRAPPIST-1 system.

I. Assess the likelihood of intelligent life beyond Earth.

1. Evaluate the likelihood of intelligent life existing elsewhere in the universe by examining the variables of the Drake Equation.
2. Assess the methods and tools used in the search for extraterrestrial intelligence by describing at least two SETI strategies, such as radio signal detection and optical SETI

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 05/05/2026)

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):

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.

Assignments B Formative Assessments 3 Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.

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

Assignments A Summative Assessments 2 Projects (individual or group) including any of the following: presentations, essays, videos, podcasts, etc Assignments B 1 Review of reading and lecture including any of the following: short answers, student notes 2 Class Discussions online or in-person 3 Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.

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

Assignments A Summative Assignments 2 Projects (individual or group) including any of the following: presentations, essays, videos, podcasts, etc Assignments B Formative Assessments 3 Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.

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

Assignments A Summative Assessments 1 Exams and Final with multiple choice, true false, matching, or short answers. 2 Projects (individual or group) including any of the following: presentations, essays, videos, podcasts, etc B. Formative Assessments 1 Review of reading and lecture including any of the following: short answers, student notes 2 Class Discussions online or in-person 3 Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.

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

Objective 2 Discuss the potential impact of discovering life beyond Earth on human culture, politics and belief systems. Assignments A Summative Assessments 2 Projects (individual or group) including any of the following: presentations, essays, videos, podcasts, etc B. Formative Assessments 1 Review of reading and lecture including any of the following: short answers, student notes 2 Class Discussions online or in-person 3 Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.



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.)

Course Outline C Describe the formation of the universe and the Solar System, including their relative scales in time and space. Course Outline D Explain how electromagnetic radiation is used to analyze astronomical objects. Course Outline E List the requirements for life to originate and thrive. Course Outline F Describe the origin and development of life on Earth and its relationship to Earth's geological history.

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.)

Assignments A Summative Assessments 2. Projects (individual or group) including any of the following: presentations, essays, videos, podcasts, etc Assignments H Formative Assessments 1. Review of reading and lecture including any of the following: short answers, student notes, etc 2. Class Discussions 3 Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy.

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

Assignments A Summative Assessments 2 Projects (individual or group) including any of the following: presentations, essays, videos, podcasts, etc Assignments B 2 Class Discussions online or in-person 3 Astronomy notebook where students collect astronomy articles throughout the quarter and discuss the reliability of the information, draw connections to material learned during the quarter, and assess the impact of the results. Includes one piece of astronomy related popular fiction that the student analyzes for scientific accuracy. Outline B 2 Assess the scientific accuracy of extraterrestrial life in popular media.

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 Discuss the potential impact of discovering life beyond Earth on human culture, politics and belief systems. 1 Examine the relationship between scientific skepticism and public perception of extraterrestrial life. 2. Assess the scientific accuracy of extraterrestrial life in popular media.

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 A Describe the development of astrobiology as a sub-discipline of astronomy. 1 Identify the key historical milestones, thinkers, and discoveries that contributed to the emergence of astrobiology as a scientific discipline. Outline B Discuss the potential impact of discovering life beyond Earth on human culture, politics and belief systems.

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.)

Outline B Discuss the potential impact of discovering life beyond Earth on human culture, politics and belief systems. 1 Examine the relationship between scientific skepticism and public perception of extraterrestrial life. 2 Assess the scientific accuracy of extraterrestrial life in popular media.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y, edited statement
4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References reflect diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	The textbook has some DEI components but not enough to be worth mentioning.
4/10/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	I am trying to keep the assignment descriptions simple, because I will not be the only person teaching the class and do not wish to require something like assignment revisions based on feedback or specific connections that they want students to make.
4/10/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	I am also keeping these requirements broad so that instructors can decide whether or not to present successful assignments.

4/10/2026 Outline	Course Outline Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box. Yes, the material is mostly technical. I also want to give future instructors the space to tackle these types of topics without giving specific requirements, since there are many different approaches that an instructor might take.
Stage 4: Articulation Officer		
No Value		
Stage 5: De Anza General Education		
No Value		
Stage 6: Content Review Matrix Liaison		
No Value		
Stage 7: Dean of Online Learning		
No Value		
Stage 8: SLO Coordinator		
No Value		
Stage 10: 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

Course Outline of Record Report

05/04/2026

EDACD060. : Aging and Gerontechnology

General Information

Faculty Initiator:	• Sridevi Lakshmanan
Attachments:	Online_EDAC_60_2027F.pdf
Course ID (CB01A and CB01B) :	EDACD060.
Short Course Title:	No value
Course Title (CB02) :	Aging and Gerontechnology
Department:	EDAC - Educational Access
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - 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 examines the intersection of aging, wellness, and technology in response to changing population needs, emphasizing how digital tools and assistive technologies support physical and cognitive health, adaptability, and social connection across the lifespan. Grounded in historical and societal perspectives, students explore how cultural beliefs, public policies, and social contexts shape experiences of aging, health behaviors, and access to technology and wellness resources for older adults and individuals with disabilities. Students evaluate how technology promotes well-being through supportive environments, including smart home solutions, wearable devices, and mobile applications. Students also identify and assess community, government, and nonprofit resources that support access to assistive technology and related services. Through applied activities, students develop strategies to promote equitable access, independence, and quality of life across diverse populations.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Computer Technology (Adapted):Disabled Students Programs and Services
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - ADAPTIVE COMPUTER TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CSU transferable course aligns with DA GE Area 7 by examining aging and disability through historical, societal, and wellness-focused perspectives, emphasizing how cultural beliefs, policies, and social contexts shape health behaviors and access to resources, including assistive technology and related services. The course responds to the growing need to support aging populations and individuals with disabilities in an increasingly technology-driven society by equipping students with practical knowledge and skills relevant to senior support pathways, supporting individuals, families, and communities. This course integrates aging, wellness, and technology-based supports through a digital equity lens, combining critical analysis of societal influences with the evaluation of institutional supports and the development of strategies to enhance independence and well-being.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course is intentionally designed to advance diversity, equity, and inclusion as a foundational framework for examining aging, wellness, and technology. It emphasizes accessibility and the ways systemic factors impact access to health, wellness, and technology across diverse populations. Instruction is guided by Universal Design for Learning (UDL) principles, which provide multiple means of engagement, representation, and expression to support diverse learners. Course content and teaching strategies incorporate accessibility and inclusive design frameworks to address varied backgrounds, abilities, and learning needs, while promoting equitable participation and student success. All course materials are open educational resources (OER) or otherwise free, reducing financial barriers and increasing access for all students.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

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 CSU only

Transferability Status

Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G7A	De Anza GE Area 7A - Physical/Mental Wellness	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

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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=df791d46-4817-11f1-b168-2...5/19

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 readings
 In-class discussion and problem-solving
 Quiz and examination review
 Guest speakers
 Homework and extended projects
 Collaborative learning and small group exercises

Assignments

- A. Required reading assignments from texts and online resources.
- B. Research evidence-based strategies and explain how they support cognitive health.
- C. Group discussions on evaluating assistive technology devices and low-cost digital health tools using defined criteria.
- D. Group projects that examine how societal myths may influence attitudes, behaviors, or access to technology and services.
- E. Written report on conducting a home or environment safety audit to identify physical hazards and recommend technology solutions that support independence, safety, and social connection.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Weekly reflection posts on topics that encourage analysis and problem-solving related to societal factors influencing perceptions and use of technology among older adults.
- B. Research project examining evidence-based strategies (e.g., sleep, exercise, social engagement, learning) and their role in supporting cognitive health.
- C. Weekly quizzes that include multiple choice and short answers that evaluate student's ability to assess and implement technology-driven strategies that promote equitable access, independence, and quality of life across diverse groups.
- D. Written research reports that evaluate student's ability to synthesize, organize and present information on topics covered such as factors that influence attitudes, behaviors, and access to technology and services.
- E. Presentation evaluating the impact of the disability rights movement on the evolution of accessibility standards (e.g.,

ADA), universal design, and the aging-in-place movement within U.S. and global contexts

- F. Final Project that requires students to identify and evaluate local, state, and federal government, nonprofit, and insurance programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Computer Accessibility Lab
- Computer stations equipped with Assistive Technology tools

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Alex Bishop	Successful Aging	Oklahoma State University (OER Textbook)	August 1, 2022	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine how societal and historical factors influence perceptions of aging and shape engagement with technology, health, and well-being across diverse populations.

Analyze digital equity, historical developments, and environmental factors that influence access to technology, health resources, and daily living supports.

Conduct a resource audit to identify and evaluate programs that support technology access, home and community living, and health and well-being.

CSLOs

Analyze how societal and cultural factors, including age, socioeconomic status, and social norms, influence technology access, use, and well-being across diverse populations.

Expected SLO Performance: 0.0

Evaluate how digital inequities, environmental conditions, historical developments, and institutional systems influence access to technology-based supports and related health and wellness services.

Expected SLO Performance: 0.0

Develop a resource plan that integrates technology-based supports, home and community services, health and wellness resources, and propose strategies to improve equitable access for diverse populations.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine how societal and historical factors influence perceptions of aging and shape engagement with technology, health, and well-being across diverse populations.
 1. Identify and reflect on common societal beliefs about aging and how they influence perspectives on health, physical, cognitive, and social well-being.
 2. Examine how the brain adapts across the lifespan by forming new connections and how this challenges common beliefs about aging and learning.
 3. Analyze how lifestyle factors (e.g., learning, physical activity, social engagement, sleep, stress management) support brain function and cognitive health across the lifespan.
- B. Analyze digital equity, historical developments, and environmental factors that influence access to technology, health resources, and daily living supports.
 1. Analyze how affordability, access, and digital literacy influence participation in technology, health, and wellness resources across diverse populations.
 2. Examine the historical development of accessibility and inclusion in technology, including key policies (e.g., the Americans with Disabilities Act), the evolution of universal design principles, and their impact in U.S. and global contexts.
 3. Conduct a home or environment safety audit to identify physical hazards and recommend technology solutions that support independence, safety, and social connection.
 4. Evaluate assistive technology devices and low-cost digital health tools using defined criteria (e.g., usability, accessibility, cost, effectiveness) to promote equitable access and outcomes.
 5. Evaluate ethical, privacy, and data security considerations related to technology use and propose recommendations that reflect diverse user needs and contexts.
- C. Conduct a resource audit to identify and evaluate programs that support technology access, home and community living, and health and well-being.
 1. Identify and evaluate programs that support technology use, home modifications, and health and wellness services, including eligibility, benefits, and limitations for diverse needs.
 2. Analyze how social determinants of health (e.g., housing, transportation, food access, connectivity) influence access to resources that support well-being.
 3. Develop a resource plan that aligns individual or community needs with appropriate services, including health, nutrition, and supportive care resources.
 4. Propose strategies to improve equitable access to assistive technologies, health services, and digital resources, including supports for health literacy and the ability to find, use, and manage digital tools and services.

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: 4

Lec Load: .089

Seat Ct: 12 to 15

(mkct 05/04/2026)

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):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the prerequisite for the course, complete the objective(s) below. If this prerequisite 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. Required reading assignments from texts and online resources.

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

Methods of Evaluation: F. Final Project that requires students to identify and evaluate local, state, and federal government, nonprofit, and insurance programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.

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 prerequisite for the course, complete the objective(s) below. If this prerequisite 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. Examine how societal and historical factors influence perceptions of aging and shape engagement with technology, health, and well-being across diverse populations. A. 3. Analyze how lifestyle factors (e.g., learning, physical activity, social engagement, sleep, stress management) support brain function and cognitive health across the lifespan. B. 1. Analyze how affordability, access, and digital literacy influence participation in technology, health, and wellness resources across diverse populations. B. 3. Conduct a home or environment safety audit to identify physical hazards and recommend technology solutions that support independence, safety, and social connection. B. 4. Evaluate assistive technology devices and low-cost digital health tools using defined criteria (e.g., usability, accessibility, cost, effectiveness) to promote equitable access and outcomes. C. Conduct a resource audit to identify and evaluate programs that support technology access, home and community living, and health and well-being.

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. Group discussions on evaluating assistive technology devices and low-cost digital health tools using defined criteria. Methods of Evaluation: E. Presentation evaluating the impact of the disability rights movement on the evolution of accessibility standards (e.g., ADA), universal design, and the aging-in-place movement within U.S. and global contexts. Written Communication Methods of Evaluation: D. Written research reports that evaluate student's ability to synthesize, organize and present information on topics covered such as factors that influence attitudes, behaviors, and access to technology and services. Collaborative Exercises Assignments C. Group discussions on evaluating assistive technology devices and low-cost digital health tools using defined criteria. D. Group projects that examine how societal myths may influence attitudes, behaviors, or access to technology and services

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

Outline. B. 2. Examine the historical development of accessibility and inclusion in technology, including key policies (e.g., the Americans with Disabilities Act), the evolution of universal design principles, and their impact in U.S. and global contexts.

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 B. Weekly quizzes that include multiple choice and short answers that evaluate student's ability to assess and implement technology-driven strategies that promote equitable access, independence, and quality of life across diverse groups. Outline. B. 1. Analyze how factors such as affordability, access, and digital literacy contribute to digital equity gaps affecting assistive technology adoption among diverse populations. . B. 2. Examine the historical development of accessibility and inclusion in technology, including key policies (e.g., the Americans with Disabilities Act), the evolution of universal design principles, and their impact in U.S. and global contexts. C. 2. Analyze how social determinants of health (e.g., housing, transportation, food access, and connectivity) influence access to assistive technology and related services.

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 A. Examine how societal and historical factors influence perceptions of aging and shape engagement with technology, health, and well-being across diverse populations. B. 2. Examine the historical development of accessibility and inclusion in technology, including key policies (e.g., the Americans with Disabilities Act), the evolution of universal design principles, and their impact in U.S. and global contexts.

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.)

Outline C. 3. Develop a resource plan that aligns individual or community needs with appropriate services, including health, nutrition, and supportive care resources. C. 4. Propose strategies to improve equitable access to assistive technologies, health services, and digital resources, including supports for health literacy and the ability to find, use, and manage digital tools and services.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/16/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y
4/16/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/16/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

Y

Explanation for Advisory:

Students will complete assigned reading from texts and online resources. Students will identify and evaluate programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.

Areas Referenced:**Assignments**

A. Required reading assignments from texts and online resources.

Methods of Evaluation

F. Final Project that requires students to identify and evaluate local, state, and federal government, nonprofit, and insurance programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.

4/28/26 Matrix A

All that apply

Required

Please complete for your English advisory

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

Course Outline of Record Report

05/04/2026

EDACD460. : Aging and Gerontechnology

General Information

Faculty Initiator:	Sridevi Lakshmanan
Attachments:	Online_EDAC_460_2027F.pdf
Course ID (CB01A and CB01B) :	EDACD460.
Short Course Title:	No value
Course Title (CB02) :	Aging and Gerontechnology
Department:	EDAC - Educational Access
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - 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 examines the intersection of aging, wellness, and technology in response to changing population needs, emphasizing how digital tools and assistive technologies support physical and cognitive health, adaptability, and social connection across the lifespan. Grounded in historical and societal perspectives, students explore how cultural beliefs, public policies, and social contexts shape experiences of aging, health behaviors, and access to technology and wellness resources for older adults and individuals with disabilities. Students evaluate how technology promotes well-being through supportive environments, including smart home solutions, wearable devices, and mobile applications. Students also identify and assess community, government, and nonprofit resources that support access to assistive technology and related services. Through applied activities, students develop strategies to promote equitable access, independence, and quality of life across diverse populations.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Technology (Adapted):Disabled Students Programs and Services
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - ADAPTIVE COMPUTER TECH

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This course responds to the growing need to support aging populations and individuals with disabilities in an increasingly technology-driven society by equipping students with practical knowledge and skills relevant to senior support pathways, supporting individuals, families, and communities. This course integrates aging, wellness, and technology-based supports through a digital equity lens, combining critical analysis of societal influences with the evaluation of institutional supports and the development of strategies to enhance independence and well-being.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course is intentionally designed to advance diversity, equity, and inclusion as a foundational framework for examining aging, wellness, and technology. It emphasizes accessibility and the ways systemic factors impact access to health, wellness, and technology across diverse populations. Instruction is guided by Universal Design for Learning (UDL) principles, which provide multiple means of engagement, representation, and expression to support diverse learners. Course content and teaching strategies incorporate accessibility and inclusive design frameworks to address varied backgrounds, abilities, and learning needs, while promoting equitable participation and student success. All course materials are open educational resources (OER) or otherwise free, reducing financial barriers and increasing access for all students.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

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

48

Total Course Out-of-Class Hours

96

Total Student Learning Hours

48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Courses for Older Adults.

Course Classification Code (CB11)

Non-Enhanced Funding.

☐ 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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=e0cdb063-4817-11f1-b940-4...

5/18

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

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

Assignments

- A. Required reading assignments from texts and online resources.
- B. Research evidence-based strategies and explain how they support cognitive health.
- C. Group discussions on evaluating assistive technology devices and low-cost digital health tools using defined criteria.
- D. Group projects that examine how societal myths may influence attitudes, behaviors, or access to technology and services.
- E. Written report on conducting a home or environment safety audit to identify physical hazards and recommend technology solutions that support independence, safety, and social connection.

Methods of Evaluation**Methods of Evaluation****Methods of Evaluation**

- A. Weekly reflection posts on topics that encourage analysis and problem-solving related to societal factors influencing perceptions and use of technology among older adults.
- B. Research project examining evidence-based strategies (e.g., sleep, exercise, social engagement, learning) and their role in supporting cognitive health.
- C. Weekly quizzes that include multiple choice and short answers that evaluate student's ability to assess and implement technology-driven strategies that promote equitable access, independence, and quality of life across diverse groups.
- D. Written research reports that evaluate student's ability to synthesize, organize and present information on topics covered such as factors that influence attitudes, behaviors, and access to technology and services.
- E. Presentation evaluating the impact of the disability rights movement on the evolution of accessibility standards (e.g., ADA), universal design, and the aging-in-place movement within U.S. and global contexts.
- F. Final Project that requires students to identify and evaluate local, state, and federal government, nonprofit, and insurance programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- None

Essential College Facilities:

- Computer Accessibility Lab
- Computer stations equipped with Assistive Technology tools

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Alex Bishop	Successful Aging	Oklahoma State University (OER Textbook)	August 1, 2022	

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Examine how societal and historical factors influence perceptions of aging and shape engagement with technology, health, and well-being across diverse populations.

Analyze digital equity, historical developments, and environmental factors that influence access to technology, health resources, and daily living supports.

Conduct a resource audit to identify and evaluate programs that support technology access, home and community living, and health and well-being.

CSLOs

Analyze how societal and cultural factors, including age, socioeconomic status, and social norms, influence technology access, use, and well-being across diverse populations. Expected SLO Performance: 0.0

Evaluate how digital inequities, environmental conditions, historical developments, and institutional systems influence access to technology-based supports and related health and wellness services. Expected SLO Performance: 0.0

Develop a resource plan that integrates technology-based supports, home and community services, health and wellness resources, and propose strategies to improve equitable access for diverse populations. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine how societal and historical factors influence perceptions of aging and shape engagement with technology, health, and well-being across diverse populations.
 1. Identify and reflect on common societal beliefs about aging and how they influence perspectives on health, physical, cognitive, and social well-being.
 2. Examine how the brain adapts across the lifespan by forming new connections and how this challenges common beliefs about aging and learning.
 3. Analyze how lifestyle factors (e.g., learning, physical activity, social engagement, sleep, stress management) support brain function and cognitive health across the lifespan.
- B. Analyze digital equity, historical developments, and environmental factors that influence access to technology, health resources, and daily living supports.
 1. Analyze how affordability, access, and digital literacy influence participation in technology, health, and wellness resources across diverse populations.
 2. Examine the historical development of accessibility and inclusion in technology, including key policies (e.g., the Americans with Disabilities Act), the evolution of universal design principles, and their impact in U.S. and global contexts.
 3. Conduct a home or environment safety audit to identify physical hazards and recommend technology solutions that support independence, safety, and social connection.
 4. Evaluate assistive technology devices and low-cost digital health tools using defined criteria (e.g., usability, accessibility, cost, effectiveness) to promote equitable access and outcomes.
 5. Evaluate ethical, privacy, and data security considerations related to technology use and propose recommendations that reflect diverse user needs and contexts.
- C. Conduct a resource audit to identify and evaluate programs that support technology access, home and community living, and health and well-being.
 1. Identify and evaluate programs that support technology use, home modifications, and health and wellness services, including eligibility, benefits, and limitations for diverse needs.
 2. Analyze how social determinants of health (e.g., housing, transportation, food access, connectivity) influence access to resources that support well-being.
 3. Develop a resource plan that aligns individual or community needs with appropriate services, including health, nutrition, and supportive care resources.
 4. Propose strategies to improve equitable access to assistive technologies, health services, and digital resources, including supports for health literacy and the ability to find, use, and manage digital tools and services.

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: 4

Lec Load: 0

Seat Ct: 0

(mkct 05/04/2026)

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):

- NONCREDIT: (This is a noncredit, stand-alone 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.

Assignments A. Required reading assignments from texts and online resources.

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

Methods of Evaluation F. Final Project that requires students to identify and evaluate local, state, and federal government, nonprofit, and insurance programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.

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.

Outline B. 1. Analyze how affordability, access, and digital literacy influence participation in technology, health, and wellness resources across diverse populations.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/16/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y
4/16/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/16/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Y
Stage 4: Articulation Officer				
No Value				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
Date	Tab	Part - Field	Type of Edit	Edit
				Initiator - Indicate "Y" When Completed or Initiator's Response
				Y
				Explanation for Advisory: Students will complete assigned reading from texts and online resources. Students will identify and evaluate programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.
4/28/26	Matrix A	All that apply	Required	Please complete for your English advisory
				Areas Referenced: Assignments A. Required reading assignments from texts and online resources. Methods of Evaluation F. Final Project that requires students to identify and evaluate local, state, and federal government, nonprofit, and insurance programs that provide funding and support for assistive technology, home modifications, and related health and wellness services.
Stage 7: Dean of Online Learning				
No Value				
Stage 8: SLO Coordinator				
No Value				
Stage 10: 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

05/03/2026

Summary of Changes	
Section	Changed field
General Information	Effective Term
CO	DL Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Sridevi Lakshmanan	Sridevi Lakshmanan
	Course ID (CB01A and CB01B)	EDACD241.	EDACD241.
	Course Control Number	No value	
	Course Title (CB02)	Assistive Technology Supports for Learning Differences	Assistive Technology Supports for Learning Differences
	Short Course Title	ASSIST TECH SUPPORT LEARN DIFF	ASSIST TECH SUPPORT LEARN DIFF
	TOP Code (CB03)	4930.31	4930.31 Living Skills, Disabled

Changed	Field	Current Version	Proposed Version
	CIP Code	Basic Skills and Developmental/Remedial Education, Other.	32.0199 Basic Skills and Developmental/Remedial Education, Other.
	Department	EDAC - Educational Access	EDAC - Educational Access
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course introduces Assistive Technology tools to support students with cognitive and learning differences in areas such as reading, comprehension, memory, and retention.	This course introduces students to assistive technology (AT) tools that support diverse cognitive and learning differences. Through instructor-supported assessment, individualized instruction, and project-based activities, students identify their needs, explore relevant tools, and develop strategies that support learning and equitable access.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• Computer Technology (Adapted):Disabled Students Programs and Services	• Computer Technology (Adapted):Disabled Students Programs and Services
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	FHDA FSA - ADAPTIVE COMPUTER TECH	FHDA FSA - ADAPTIVE COMPUTER TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	Students will examine Assistive Technology tools that support students with cognitive and learning differences in areas such as reading, comprehension, memory, and retention. This is a stand-alone course.	Students will examine Assistive Technology tools that support students with cognitive and learning differences in areas such as reading, comprehension, memory, and retention. This is a stand-alone course.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	The course supports students with cognitive, neurological, and learning differences with Assistive Technology tools, resources, and training. The course does not fit under a certificate, degree, or GE program.	The course supports students with cognitive, neurological, and learning differences with Assistive Technology tools, resources, and training. The course does not fit under a certificate, degree, or GE program.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	Course supports aligns with the mission of the Disability Support Programs and Services (DSPS) Division: To ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals.	Course supports aligns with the mission of the Disability Support Programs and Services (DSPS) Division: To ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals.

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~~ <u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

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?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course introduces students to assistive technology tools, strategies, and resources that support students with cognitive and learning differences in areas such as reading, comprehension, memory, and retention. It serves a diverse population of learners, older adults, students returning after injury or rehabilitation, multilingual learners, and those with limited technology experience. Grounded in principles of diversity, equity, and inclusion, the course recognizes how varied backgrounds and lived experiences shape access to technology and learning. Using a scaffolded, student-centered approach, instruction is guided by inclusive methodologies and accessibility frameworks, offering multiple means of engagement, representation, and expression. Teaching strategies include step-by-step instruction, hands-on practice, and individualized support to help students effectively select and use appropriate assistive technology. Free, open educational resources are used to promote equitable access, empowerment, and student success.</u>
	Please check all areas in the COR that address DEI.	No value	• Specifications - Assignments • Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

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 designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	Repeatable as needed to Student Educational Contract (Title 5, section 56029).	Repeatable as needed to Student Educational Contract (Title 5, section 56029).

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

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1.5	1.5
	Lecture Hours - Out of Class	3	3
	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	54	54
	Lecture Hours - Course In-Class (Contact) per Term	18	18
	Lecture Hours - Course Out-of-Class per Term	36	36

Changed	Field	Current Version	Proposed Version
	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	18	18
	Total - Course Out-of-Class Hours	36	36
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

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 - Not Degree Applicable	Credit - Not 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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	54	54

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

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 Methods of Instruction Discussion and problem-solving performed in class Collaborative learning and small group exercises Homework and extended projects In-class exploration of Assistive Technologies Lecture and visual aids	Methods of Instruction Methods of Instruction Methods of Instruction Discussion and problem-solving performed in class Collaborative learning and small group exercises Homework and extended projects In-class exploration of Assistive Technologies Lecture and visual aids
	Assignments	1. Hands-on exercises using various AT tools and features 2. Assigned Readings 3. Written analyses and reviews related to selected AT tools and features	1. Applied activities and guided practice using various assistive technology (AT) tools and features 2. Assigned Readings 3. Written analyses and reviews related to selected AT tools and features

Changed	Field	Current Version	Proposed Version																				
	Methods of Evaluation	<table><tr><td>Methods of Evaluation</td><td>Methods of Evaluation</td></tr><tr><td>Methods of Evaluation</td><td>1. Weekly discussions 2. Written assignments and activities 3. Final Project that demonstrates application of selected Assistive Technology tool(s)</td></tr></table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	1. Weekly discussions 2. Written assignments and activities 3. Final Project that demonstrates application of selected Assistive Technology tool(s)	<table><tr><td>Methods of Evaluation</td><td>Methods of Evaluation</td></tr><tr><td>Methods of Evaluation</td><td>1. Weekly discussions 2. Written assignments and activities 3. Final Project that demonstrates application of selected Assistive Technology tool(s)</td></tr></table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	1. Weekly discussions 2. Written assignments and activities 3. Final Project that demonstrates application of selected Assistive Technology tool(s)												
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	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None Essential College Facilities: • Computer Accessibility Lab with access to Assistive technologies	Essential Student Materials: • None Essential College Facilities: • Computer Accessibility Lab with access to Assistive technologies																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>Assistive Technologies: Principles and Practice.</td></tr><tr><td>Author</td><td>Cook, A., Polgar, J.M., Encarnação, P.</td></tr><tr><td>Publisher</td><td>Mosby</td></tr><tr><td>Date/Edition</td><td>Jan 2020; 5th Edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Assistive Technologies: Principles and Practice.	Author	Cook, A., Polgar, J.M., Encarnação, P.	Publisher	Mosby	Date/Edition	Jan 2020; 5th Edition	ISBN	No value	<table><tr><td>Title</td><td>Assistive Technologies: Principles and Practice.</td></tr><tr><td>Author</td><td>Cook, A., Polgar, J.M., Encarnação, P.</td></tr><tr><td>Publisher</td><td>Mosby</td></tr><tr><td>Date/Edition</td><td>Jan 2020; 5th Edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Assistive Technologies: Principles and Practice.	Author	Cook, A., Polgar, J.M., Encarnação, P.	Publisher	Mosby	Date/Edition	Jan 2020; 5th Edition	ISBN	No value
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Date/Edition	Jan 2020; 5th Edition																						
ISBN	No value																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	No value	No value

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	Course Objectives	- Review Disability Support Services, Accommodations, and Assistive Technology resources. - Examine Assistive Technology tools that support Cognition and Learning. - Develop an Assistive Technology Plan that supports identified learning needs.	- Review Disability Support Services, Accommodations, and Assistive Technology resources. - Examine Assistive Technology tools that support Cognition and Learning. - Develop an Assistive Technology Plan that supports identified learning needs.
CSLOs			
		CSLOs Evaluate Assistive Technology tools and strategies that support Cognitive and Learning needs.	CSLOs Evaluate Assistive Technology tools and strategies that support Cognitive and Learning needs.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Apply selected Assistive Technology tools to support identified learning needs.	CSLOs Apply selected Assistive Technology tools to support identified learning needs.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Review Disability Support Services, Accommodations, and Assistive Technology resources. 1. Review Disability Basics: Disability Etiquette, Laws, Accommodations, self -advocacy, student rights and responsibilities. 2. Review major disability groups, related functional and learning needs, AT categories 3. Examine available AT Resources (free, open-source, low-cost, campus and community resources) 2. Examine Assistive Technology tools that support Cognition and LearningReview basic brain anatomy and learning processes 1. Review available AT Resources (free, low-cost, campus, and community resources) 2. Examine AT tools that support cognitive and learning needs 3. Develop an Assistive Technology Plan that supports identified learning needs 1. Identify area(s) of cognitive and learning need. 2. Select relevant AT tool(s) that supports identified functional and learning needs or preferences. 3. Use selected AT tool(s), customizable options, and relevant learning strategies, to support learning needs.	1. Review Disability Support Services, Accommodations, and Assistive Technology resources. 1. Review Disability Basics: Disability Etiquette, Laws, Accommodations, self -advocacy, student rights and responsibilities. 2. Review major disability groups, related functional and learning needs, AT categories 3. Examine available AT Resources (free, open-source, low-cost, campus and community resources) 2. Examine Assistive Technology tools that support Cognition and Learning. 1. Review basic brain anatomy and learning processes. 2. Review available AT Resources (free, low-cost, campus, and community resources. 3. Examine AT tools that support cognitive and learning needs 3. Develop an Assistive Technology Plan that supports identified learning needs 1. Identify area(s) of cognitive and learning need. 2. Select relevant AT tool(s) that supports identified functional and learning needs or preferences. 3. Use selected AT tool(s), customizable options, and relevant learning strategies, to support learning needs.

Changed	Field	Current Version	Proposed Version
	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.	- Units: 1.5 - Lec Hrs: 1.5 - Load: .033 - Seat Ct: 40 (mkct 4/19/24)	- Units: 1.5 - Lec Hrs: 1.5 - Load: .033 - Seat Ct: 40 (mkct 4/19/24)

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

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):	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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	Outline. A. Review Disability Support Services, Accommodations, and Assistive Technology resources.	Outline. A. Review Disability Support Services, Accommodations, and Assistive Technology resources.
	Objective 2: Compose essays drawn from personal experience and assigned texts.	Outline. B. Examine Assistive Technology tools that support Cognition and Learning.	Outline. B. Examine Assistive Technology tools that support Cognition and Learning.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	Outline. C. Develop an Assistive Technology Plan that supports identified learning needs	Outline. C. Develop an Assistive Technology Plan that supports identified learning needs
	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

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
	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

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
	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
	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

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

Changed	Questions	Current Version	Proposed Version
	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

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
	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

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version

Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version

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

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	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)	EDAC 241	EDAC 241
	Course Status	New Stand-Alone	New Stand-Alone
	Course Characteristics	Disability Support	Disability Support
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	06/18/2024	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	CCN requisite changes appr. 9/23/24 (effect. F25). -mc	CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version						
	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response Y	
			4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Updated: This course introduces students to assistive technology (AT) tools that support diverse cognitive and learning differences. Through instructor-supported assessment, individualized instruction, and project-based activities, students identify their needs, explore relevant tools, and develop strategies that support learning and equitable access.	

Changed	Questions	Current Version	Proposed Version
		4/21/2026	Specifications Examples of Required Primary Texts and References Thanks for providing this example of primary texts and references. Are there representative OER options? The following was mentioned in the DEI statement, "Free, open educational resources are used to promote equitable access, empowerment, and student success", but I don't believe the textbook listed is an OER. Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, highly and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low Y The book listed is not required and just serves as an example of a representative text. I was unable to find suitable OER text. Note: All my instructional materials and online resources are free and there is Zero cost to students. My course reviews a variety of assistive technology tools. There is no single representative OER/ text available that covers the range of tools and features covered. Also, the nature of AT instruction is one-on-one and highly customized to meet students' very specific learning /functional/tech needs. I curate resources, create/customize handouts, as needed, to support students' requirements. Students train on tools that meet their requirements.

Changed	Questions	Current Version	Proposed Version
			cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, Suggested voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.
		4/21/2026	Specifications Examples of Primary Texts and References

Changed	Questions	Current Version	Proposed Version
			Thanks for this list of assignments. I know that Assistive Technologies was written out fully in the course description, and is other places in the specifications - consider very minor revisions to define the acronym the first time it is used. Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.

Changed	Questions	Current Version	Proposed Version
		4/21/2026	Specifications Methods of Evaluation Suggested For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. Y.
		4/21/2026	Outline Course Outline Suggested Related suggestion to the one for assignments, but consider defining the acronym AT the first time it is used. Updated: Assignments A. Applied activities and guided practice using various assistive technology (AT) tools and features
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version

	Stage 7: Dean of Online Learning	No Value	No Value

	Stage 8: SLO Coordinator	No Value	No Value

	Stage 10: Curriculum Committee	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	EDACD241.

	Distance Education Approved	Yes

	Board of Trustees Approval Date	

	Curriculum Committee Approval Date	Jun 18, 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	

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

De Anza College

Course Outline of Record Report

05/03/2026

EDACD441. : Assistive Technology Supports for Learning Differences

General Information

Faculty Initiator:	Sridevi Lakshmanan
Attachments:	Online_EDAC_441_2027F.pdf
Course ID (CB01A and CB01B) :	EDACD441.
Short Course Title:	ASSIST TECH SUPPORT LEARN DIFF
Course Title (CB02) :	Assistive Technology Supports for Learning Differences
Department:	EDAC - Educational Access
Effective Term:	Fall 2027
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	E - 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:	Pending
Course Description:	This course introduces students to assistive technology (AT) tools that support diverse cognitive and learning differences. Through instructor-supported assessment, individualized instruction, and project-based activities, students identify their needs, explore relevant tools, and develop strategies that support learning and equitable access.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Technology (Adapted):Disabled Students Programs and Services
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - ADAPTIVE COMPUTER TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

Students will examine Assistive Technology tools that support students with cognitive and learning differences in areas such as reading, comprehension, memory, and retention. This is a stand-alone course.

Stand-Alone Statement

Stand-Alone Statement

The noncredit course supports students with cognitive, neurological, and learning differences with Assistive Technology tools, resources, and training. The course does not fit under a certificate, degree, or GE program.

Course Philosophy

Course Philosophy

Course supports aligns with the mission of the Disability Support Programs and Services (DSPS) Division: To ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course introduces students to assistive technology tools, strategies, and resources that support students with cognitive and learning differences in areas such as reading, comprehension, memory, and retention. It serves a diverse population of learners, older adults, students returning after injury or rehabilitation, multilingual learners, and those with limited technology experience. Grounded in principles of diversity, equity, and inclusion, the course recognizes how varied backgrounds and lived experiences shape access to technology and learning. Using a scaffolded, student-centered approach, instruction is guided by inclusive methodologies and accessibility frameworks, offering multiple means of engagement, representation, and expression. Teaching strategies include step-by-step instruction, hands-on practice, and individualized support to help students effectively select and use appropriate assistive technology. Free, open educational resources are used to promote equitable access, empowerment, and student success.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Repeat Limit

99

Course Support Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Course Prior To College Level

Not applicable.

Grade Options

- Letter Grade
- Pass/No Pass

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

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	18
Total Course Out-of-Class Hours	36
Total Student Learning Hours	18

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Courses for Persons with Substantial Disabilities.

Course Classification Code (CB11)

Non-Enhanced Funding.

☐ 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	1.5	3
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	18
Laboratory	0
NA	0
Total	18
Course Out-of-Class Hours	
Lecture	36
Laboratory	0
NA	0
Total	36

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

Discussion and problem-solving performed in class.
 Collaborative learning and small group exercises.
 Homework and extended projects.
 In-class exploration of Assistive .
 Lecture and visual aids

Assignments

- A. Applied activities and guided practice using various assistive technology (AT) tools and features
- B. Assigned Readings
- C. Written analyses and reviews related to selected AT tools and features

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Weekly discussions
- B. Written assignments and activities
- C. Final Project that demonstrates application of selected Assistive Technology tool(s)

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- None

Essential College Facilities:

- Computer Accessibility Lab with access to Assistive technologies

Examples of Primary Texts and References**Author****Title****Publisher****Date/Edition****ISBN**

No Value

No Value

No Value

No Value

No Value

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Review Disability Support Services, Accommodations, and Assistive Technology resources.

Examine Assistive Technology tools that support Cognition and Learning.

Develop an Assistive Technology Plan that supports identified learning needs.

CSLOs

Evaluate Assistive Technology tools and strategies that support Cognitive and Learning needs.

Expected SLO Performance: 0.0

Apply selected Assistive Technology tools to support identified learning needs.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Review Disability Support Services, Accommodations, and Assistive Technology resources.
 - 1. Review Disability Basics: Disability Etiquette, Laws, Accommodations, self -advocacy, student rights and responsibilities.
 - 2. Review major disability groups, related functional and learning needs, AT categories
 - 3. Examine available AT Resources (free, open-source, low-cost, campus and community resources)
- B. Examine Assistive Technology tools that support Cognition and Learning.
 - 1. Review basic brain anatomy and learning process
 - 2. Review available AT Resources (free, low-cost, campus, and community resources.
 - 3. AT tools that support cognitive and learning needs.
- C. Develop an Assistive Technology Plan that supports identified learning needs.
 - 1. Identify area(s) of cognitive and learning need.
 - 2. Select relevant AT tool(s) that supports identified functional and learning needs or preferences.
 - 3. Use selected AT tool(s), customizable options, and relevant learning strategies, to support learning needs.

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: 1.5
- Load: 0
- Seat Ct: 0
- (mkct 05/02/2026)

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):

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.

Outline. A. Review Disability Support Services, Accommodations, and Assistive Technology resources.

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

Outline. B. Examine Assistive Technology tools that support Cognition and Learning.

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

Outline. C. Develop an Assistive Technology Plan that supports identified learning needs

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y Updated: This course introduces students to assistive technology (AT) tools that support diverse cognitive and learning differences. Through instructor-supported assessment, individualized instruction, and project-based activities, students identify their needs, explore relevant tools, and develop strategies that support learning and equitable access.
4/21/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? The following was mentioned in the DEI statement, "Free, open educational resources are used to promote equitable access, empowerment, and student success", but I don't believe the textbook listed is an OER. Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y Note: *All instructional materials and online resources are free and there is Zero cost to students. The course reviews a variety of assistive technology tools to meet students' diverse AT needs. There is no single OER textbook or representative text available that covers the range of tools and features covered. Also, the nature of AT instruction is one-on-one and highly customized to meet students' very specific learning /functional needs. I curate resources, create/customize handouts, as needed, to support students' requirements.
4/21/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y

Thanks for this list of assignments. I know that Assistive Technologies was written out fully in the course description, and is other places in the specifications - consider very minor revisions to define the acronym the first time it is used.

4/21/2026 Specifications	Assignments	Suggested	Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/21/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y
4/21/2026 Outline	Course Outline	Suggested	Related suggestion to the one for assignments, but consider defining the acronym AT the first time it is used.	Y Updated: Assignments A. Applied activities and guided practice using various assistive technology (AT) tools and features

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

05/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
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	Advisory(ies):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison

Section	Changed field
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
Stand-Alone Statement	Stand-Alone Statement
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	• eLumenData, eLumenData	• Sridevi Lakshmanan
	Course ID (CB01A and CB01B)	EDACD245.	EDACD245.
	Course Control Number	CCC000519360	CCC000519360
	Course Title (CB02)	Assistive Technology Access (Windows)	Assistive Technology Access ~~(Windows)~~ and Digital Literacy Basics
	Short Course Title	ASSIST TECH ACCESS (WINDOWS)	ASSIST TECH ACCESS (WINDOWS)
	TOP Code (CB03)	4930.31	4930.31 Living Skills, Disabled
	CIP Code	Basic Skills and Developmental/Remedial Education, Other	32.0199 Basic Skills and Developmental/Remedial Education, Other
	Department	EDAC - Educational Access	EDAC - Educational Access

Changed	Field	Current Version	Proposed Version
❗	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course is a development of basic skills in the use of computer access technologies to enhance the ability of students with disabilities to access and use computer technology in the context of word processing and other relevant applications.	This course introduces basic digital literacy and assistive technology skills needed for academic and everyday use. It is designed for a diverse range of learners, including individuals with disabilities, older adults, students returning after injury or rehabilitation, and those with limited or no prior computer experience. Students develop foundational skills in basic computer use, document creation, and word processing. Instruction is guided by inclusive instructional methodologies and accessibility standards, with hands-on practice and individualized support to meet diverse learning, functional, and assistive technology needs.
❗	Course Type (CB27)	No value	• Lower Division
❗	Mode of Delivery	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Computer Technology (Adapted):Disabled Students Programs and Services
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - ADAPTIVE COMPUTER TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a nontransferable, stand-alone course where students with disabilities acquire requisite assistive computer technology skills for use with word processing and other applications to produce documents that support their regular curriculum.	This is a nontransferable, stand-alone course where students with disabilities acquire requisite assistive computer technology skills for use with word processing and other applications to produce documents that support their regular curriculum.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly SPED D245.)	(Formerly SPED D245.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This course is a basic skills course and does not fit into a certificate/degree program or GE. The purpose of the course is to support students with new or existing disabilities on acquiring required assistive computer technology skills needed for developing word processing and basic digital literacy skills. The audience consists of students with new or existing disabilities who may require assistive technology tools to develop and apply basic computer skills.</u>

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version



Is this a cross-listed course?

No value

No

DEI Review

Changed	Field	Current Version	Proposed Version

Please summarize the ways in which your course includes DEI.

No value

This course introduces foundational digital literacy and assistive technology skills to promote equitable access to technology in academic and everyday settings. It serves a diverse population of learners, including individuals with disabilities, older adults, students transitioning back to school after injury or rehabilitation, and those with limited or no prior technology experience. The course assumes no prior knowledge and uses a slow-paced, scaffolded instructional approach to build skills in basic computer use and document creation and word processing. Instruction is aligned with UDL and accessibility frameworks, providing multiple means of engagement, representation, and expression to promote equitable participation and measurable student success. Teaching strategies include step-by-step instruction, hands-on practice, and individualized support tailored to each student's functional and learning needs. The use of inclusive design and free, open educational resources helps reduce barriers and support student success.



Please check all areas in the COR that address DEI.

No value

- Basic Course Information - Course Description
- Specifications - Assignments
- Specifications - Examples of Primary Texts and References
- Specifications - Methods of Evaluation
- Specifications - Methods of Instruction
- Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

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>No</u>

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)	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

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	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	72	72
	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	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	48	48
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

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.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Not Degree Applicable	Credit - Not 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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

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 exploration of Internet sites Examination review performed in class Homework and extended 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 exploration of Internet sites Examination review performed in class Homework and extended projects
!	Assignments	1. Skill development through weekly lab assignments on computer 2. Readings in syllabus/handouts 3. Creation of word processing document	1. Skill development through weekly lab assignments on computer 2. Readings in syllabus/handouts, textbook 3. Format document using Word format options



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

Examination review performed in class

Homework and extended 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 exploration of Internet sites

Examination review performed in class

Homework and extended projects



Assignments

1. Skill development through weekly lab assignments on computer
2. Readings in syllabus/handouts
3. Creation of word processing document

1. Skill development through weekly lab assignments on computer
2. Readings in syllabus/handouts, textbook
3. Format document using Word format options

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Completion of weekly lab assignments including Word documents while using assistive computer technology appropriate to each student's needs. 2. Final exam and demonstration of ability to access the computer for basic computer management, word processing, and Internet browsing while independently using assistive computer technology appropriate to their needs.	Methods of Evaluation Methods of Evaluation 1. Completion of weekly lab assignments including Word documents while using assistive computer technology appropriate to student's specific needs. Examples of successful assignments will be provided. 2. Final project with choice of project topics that demonstrate basic computer use, document creation, and word processing using appropriate assistive technology independently.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: - One USB mass storage device Essential College Facilities: - Classroom equipped with at least 20 up-to-date Windows computers installed with a basic suite of assistive technology programs used on the campus	Essential Student Materials: - One USB mass storage device Essential College Facilities: - Classroom equipped with at least 20 up-to-date Windows computers installed with a basic suite of assistive technology programs used on the campus



Examples of Primary Texts and References

Title	No value
Author	Course syllabus/handouts
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lambert, J. (2019). Microsoft Word 2019 Step by Step. 1st Edition. Pearson.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	DigitalLearn training.
Author	Public Library Association. (2025). DigitalLearn training. https://training.digitallearn.org/
Publisher	Public Library Association. (2025)
Date/Edition	2025
ISBN	No value



Suggested Reading List

Reading List	Cook, Albert "Assistive Technologies: Principles and Practice" 4th Edition
May include, but are not limited to	No value

No value

Learning Outcomes											
Changed	Field	Current Version	Proposed Version								
	Course Objectives	- Identify and describe features of assistive computer technology required by the student's functional limitations - Select and configure custom features of assistive computer technology to meet individual access needs for word processing and other relevant applications - Demonstrate ability to independently use appropriate assistive computer technology in the context of basic word processing	- Identify and describe features of assistive computer technology required by the student's functional limitations - Select and configure custom features of assistive computer technology to meet individual access needs for word processing and other relevant applications - Demonstrate ability to independently use appropriate assistive computer technology in the context of basic word processing - Describe basic internet safety practices								
	CSLOs	<table><tr><td>CSLOs</td><td>Develop the ability to independently employ assistive computer technology appropriate to their needs in the context of basic computer management, word processing, and Internet browsing.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Develop the ability to independently employ assistive computer technology appropriate to their needs in the context of basic computer management, word processing, and Internet browsing.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Develop the ability to select and use assistive computer technology appropriate to student's needs in the context of basic computer management, word processing, and safe internet use practices.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Develop the ability to select and use assistive computer technology appropriate to student's needs in the context of basic computer management, word processing, and safe internet use practices.	Expected SLO Performance	0.0
CSLOs	Develop the ability to independently employ assistive computer technology appropriate to their needs in the context of basic computer management, word processing, and Internet browsing.										
Expected SLO Performance	0.0										
CSLOs	Develop the ability to select and use assistive computer technology appropriate to student's needs in the context of basic computer management, word processing, and safe internet use practices.										
Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Identify and describe features of assistive computer technology required by the student's functional limitations 1. Basics of microcomputers in conjunction with access technology 1. Basic microcomputer parts and their functions 2. Disk or other storage device handling 3. Basic operating system commands 4. Keyboard layout 5. Help systems 2. Based on group and individual needs, adapted technology may include, but not be limited to, use of: 1. Keyboard input adaptation software for students with mobility impairments 2. Real time spell check and thesaurus software 3. Screen-readers, Text-to-Speech, and Speech recognition software and hardware for students who are Blind/Visually-impaired, students with Learning Disabilities, and/or students with mobility impairments 4. Specialized word processing environments for students with mobility impairments, Learning Disabilities, and/or students who are Deaf and Hard-of-Hearing 2. Select and configure custom features of assistive computer technology to meet individual access needs for word processing and other relevant applications 1. Keyboard adaptation software 1. Terminology	1. Identify and describe features of assistive computer technology required by the student's functional limitations 1. Basics of computers in conjunction with assistive technology 1. Basic computer parts and their functions 2. Disk or other storage device handling 3. Basic operating system commands 4. Keyboard layout 5. Help systems 2. Based on group and individual needs, assistive technology may include, but not be limited to, use of: 1. Keyboard input adaptation software for students with mobility impairments 2. Screen-readers, Text-to-Speech, and Speech recognition software and hardware for students who are Blind/Visually-impaired, students with Learning Disabilities, and/or students with mobility impairments 3. Specialized word processing environments for students with mobility impairments, Learning Disabilities, and/or students who are Deaf and Hard-of-Hearing 2. Select and configure custom features of assistive computer technology to meet individual access needs for word processing and other relevant applications 1. Keyboard adaptation software 1. Terminology 2. Configurations to compensate for physical limitation

Changed	Field	Current Version	Proposed Version
		2. Configurations to compensate for physical limitations 2. Proofing Tools 1. On-line concepts 2. Access dictionary/search/"hot" keys 3. Replacement features 4. Customizing features 3. Large print software and hardware 1. Text size and color (if applicable) selection and adjustment 2. Cursor track function 3. Single line option 4. Screen reading and speech output software and hardware 1. Synthetic speech 2. Physical screen layout spatial considerations 3. Keyboard-only shortcuts and techniques to check for errors, confirm letter and word choices. 4. Corrections 5. File navigation techniques 1. Understanding and manipulating speech output 2. Cursor position and movement as contrasted with screen pointer 3. Demonstrate ability to independently use appropriate assistive computer technology in the context of basic word processing 1. Basic word processing concepts 1. File 2. Margins 3. Word wrap 4. Edit 5. Format 6. Pagination 2. Procedure to open, edit and print basic document 1. Cursor movement	3. Keyboard shortcuts 2. Magnification software and hardware 1. Text size and color (if applicable) selection and adjustment 2. Magnification settings 3. Text-to-speech options 4. Display modes 3. Screen reading and speech output software and hardware 1. Synthetic speech 2. Physical screen layout spatial considerations 3. Corrections 4. File navigation techniques 3. Demonstrate ability to independently use appropriate assistive computer technology in the context of basic word processing 1. Procedure to open, edit and print basic document 1. Cursor movement 2. Delete, insert, edit text 3. Indenting, line spacing, setting tabs 4. Copy and move text 5. Print 6. Save and retrieve documents 2. Basic word processing concepts 1. File management 2. Margins 3. Format text and images 4. Pagination 5. Built-in tools (spellcheck, word count, readability, and thesaurus) to improve spelling, vocabulary, and grammar 6. Creation of a simple document, e.g. business letter, essay format 3. Program specific commands within specialized environments, e.g. such as:

Changed	Field	Current Version	Proposed Version
		2. Delete, insert, edit text 3. Indenting, line spacing, setting tabs 4. Copy and move text 5. Print 6. Save and retrieve documents 3. Program specific commands within specialized environments, e.g. such as: 1. Accessibility Options Control Panel 2. Screen reading applications for blind users 3. Speech recognition applications 4. Screen enlarging software 5. Mind-mapping/Brainstorming software 6. Scanning and reading software 7. Microsoft Word 8. Document Scanners 9. Headset Microphones 10. Electronic Adjustable Tables 11. CCTV Enlarging systems 4. Creation of a simple document, e.g. business letter, essay format	1. Accessibility Options Control Panel 2. Screen reading applications for blind users 3. Speech recognition applications 4. Screen enlarging software 5. Mind-mapping/Brainstorming software 6. Scanning and reading software 7. Microsoft Word 8. Document Scanners 9. Headset Microphones 10. CCTV Enlarging systems 4. List basic internet safety practices 1. Define what the internet is in simple terms 2. Identify common uses of the internet 3. List basic internet safety practices
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Computer technology 2. Custom features of computer technology 3. Assistive computer technology	1. Computer technology components 2. Custom features of computer technology 3. Assistive technology features and customization

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
!	Advisory(ies):	No Value	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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2DS	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	EDAC 245	EDAC 245
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	EDAC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Disability Support	Disability Support
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	T	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	A	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, three hours laboratory (48 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	122020	No Value
!	Organization Code	227016	No Value
!	Account Code	1320	No Value
!	Program Code	493031	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct	Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct
	Print/No Print to Catalog	Yes	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

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. Identify and describe features of assistive computer technology required by the student's functional limitations

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments: B. Readings in syllabus/handouts, textbook
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation: B. Final project with choice of project topics that demonstrate basic computer use, document creation, and word processing using appropriate assistive technology independently.
	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

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
	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

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

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

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
	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

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
	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 and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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	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

Changed	Questions	Current Version	Proposed Version
	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
	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
	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
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version



Stage 3: DEI

No Value

Date

Tab

Part - Field

Type of Edit

Edit

Initiator - Indicate "Y" When Completed or Initiator's Response

4/15/2026

Specifications

Examples of Primary Texts and References

Suggested

Do Examples of Primary Texts and References discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and

experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.

Y

4/15/2026

Specifications

Assignments

Suggested

experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.

Y

Changed	Questions	Current Version	Proposed Version
			Thanks for this list of evaluation methods! For "Final project", is there a specific format that this takes or do students have the option of diverse project formats/types? Consider minor revisions to clarify, if appropriate. Also, for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.
		4/15/2026	Specifications Methods of Evaluation Suggestedstrong and/or Y
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 6: Content Review Matrix Liaison	No Value	Date	Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response Y Explanation of advisory: Students will read course materials, handouts, and instructions on using assistive technology tools and computer components. Students will follow instructions on completing weekly exercises and class projects. Students will identify and describe assistive technology tools and features needed to meet their functional needs. Areas Referenced: Course Outline A. Identify and describe features of assistive computer technology required by the student's functional limitations Assignments: B. Readings in syllabus/handouts, textbook Methods of Evaluation B. Final project with choice of project topics that demonstrate basic computer use, document creation, and word processing using appropriate assistive technology independently.
			4/28/26	Matrix A	All that apply	Required	Please complete for your English advisory
	Stage 7: Dean of Online Learning	No Value	No Value				
	Stage 8: SLO Coordinator	No Value	No Value				
	Stage 10: Curriculum Committee	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	EDACD245.

Changed	Field	Current Version

	Distance Education Approved	No

	Board of Trustees Approval Date	

	Curriculum Committee Approval Date	

	Time to Next Review	Aug 31, 2025 12:00:00 AM

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

	Course Control Number	CCC000519360

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS-DEPT-NAME	

	Course Crosswalk CRS-NUMBER	

De Anza College

Course Outline of Record Report

05/04/2026

EDACD445. : Assistive Technology Access and Digital Literacy Basics

General Information

Faculty Initiator:	Sridevi Lakshmanan
Course ID (CB01A and CB01B) :	EDACD445.
Short Course Title:	ASSIST TECH ACCESS (WINDOWS)
Course Title (CB02) :	Assistive Technology Access and Digital Literacy Basics
Department:	EDAC - Educational Access
Effective Term:	Fall 2027
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This course introduces basic digital literacy and assistive technology skills needed for academic and everyday use. It is designed for a diverse range of learners, including individuals with disabilities, older adults, students returning after injury or rehabilitation, and those with limited or no prior computer experience. Students develop foundational skills in basic computer use, document creation, and word processing. Instruction is guided by inclusive instructional methodologies and accessibility standards, with hands-on practice and individualized support to meet diverse learning, functional, and assistive technology needs.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Technology (Adapted):Disabled Students Programs and Services
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - ADAPTIVE COMPUTER TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a nontransferable, stand-alone course where students with disabilities acquire requisite assistive computer technology skills for use with word processing and other applications to produce documents that support their regular curriculum.

Stand-Alone Statement

Stand-Alone Statement

This course is a basic skills course and does not fit into a certificate/degree program or GE. The purpose of the course is to support students with new or existing disabilities on acquiring required assistive computer technology skills needed for developing word processing and basic digital literacy skills. The audience consists of students with new or existing disabilities who may require assistive technology tools to develop and apply basic computer skills.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course introduces foundational digital literacy and assistive technology skills to promote equitable access to technology in academic and everyday settings. It serves a diverse population of learners, including individuals with disabilities, older adults, students transitioning back to school after injury or rehabilitation, and those with limited or no prior technology experience. The course assumes no prior knowledge and uses a slow-paced, scaffolded instructional approach to build skills in basic computer use and document creation and word processing. Instruction is aligned with UDL and accessibility frameworks, providing multiple means of engagement, representation, and expression to promote equitable participation and measurable student success. Teaching strategies include step-by-step instruction, hands-on practice, and individualized support tailored to each student's functional and learning needs. The use of inclusive design and free, open educational resources helps reduce barriers and support student success.

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Repeat Limit

99

Course Support Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Course Prior To College Level

Not applicable.

Grade Options

- Letter Grade
- Pass/No Pass

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

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	48
Total Course Out-of-Class Hours	24
Total Student Learning Hours	48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Elementary and Secondary Basic Skills.

Course Classification Code (CB11)

Non-Enhanced Funding.

☐ 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	1	2
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	12
Laboratory	36
NA	0
Total	48

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
 In-class exploration of Internet sites
 Examination review performed in class
 Homework and extended projects

Assignments

- A. Skill development through weekly lab assignments on computer
- B. Readings in syllabus/handouts, textbook
- C. Format document using Word format options

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Completion of weekly lab assignments including Word documents while using assistive computer technology appropriate to student's specific needs. Examples of successful assignments will be provided.
- B. Final project with choice of project topics that demonstrate basic computer use, document creation, and word processing using appropriate assistive technology independently.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- One USB mass storage device

Essential College Facilities:

- Classroom equipped with at least 20 up-to-date Windows computers installed with a basic suite of assistive technology programs used on the campus

Examples of Primary Texts and References**Author****Title****Publisher****Date/Edition****ISBN**

Public Library Association.
 (2025). DigitalLearn training.
<https://training.digitallearn.org/>

DigitalLearn training.

Public Library
 Association. (2025)

2025

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Identify and describe features of assistive computer technology required by the student's functional limitations

Select and configure custom features of assistive computer technology to meet individual access needs for word processing and other relevant applications

Demonstrate ability to independently use appropriate assistive computer technology in the context of basic word processing

Describe basic internet safety practices

CSLOs

Develop the ability to select and use assistive computer technology appropriate to student's needs in the context of basic computer management, word processing, and safe internet use practices.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Identify and describe features of assistive computer technology required by the student's functional limitations
 - 1. Basics of computers in conjunction with assistive technology
 - a. Basic computer parts and their functions
 - b. Disk or other storage device handling
 - c. Basic operating system commands
 - d. Keyboard layout
 - e. Help systems
 - 2. Based on group and individual needs, assistive technology may include, but not be limited to, use of:
 - a. Keyboard input adaptation software for students with mobility impairments
 - b. Screen-readers, Text-to-Speech, and Speech recognition software and hardware for students who are Blind/Visually-impaired, students with Learning Disabilities, and/or students with mobility impairments
 - c. Specialized word processing environments for students with mobility impairments, Learning Disabilities, and/or students who are Deaf and Hard-of-Hearing
- B. Select and configure custom features of assistive computer technology to meet individual access needs for word processing and other relevant applications
 - 1. Keyboard adaptation software
 - a. Terminology
 - b. Configurations to compensate for physical limitation
 - c. Keyboard shortcuts
 - 2. Magnification software and hardware

- a. Text size and color (if applicable) selection and adjustment
 - b. Magnification settings
 - c. Text-to-speech options
 - d. Display modes
- 3. Screen reading and speech output software and hardware
 - a. Synthetic speech
 - b. Physical screen layout spatial considerations
 - c. Corrections
 - d. File navigation techniques
- C. Demonstrate ability to independently use appropriate assistive computer technology in the context of basic word processing
 - 1. Procedure to open, edit and print basic document
 - a. Cursor movement
 - b. Delete, insert, edit text
 - c. Indenting, line spacing, setting tabs
 - d. Copy and move text
 - e. Print
 - f. Save and retrieve documents
 - 2. Basic word processing concepts
 - a. File management
 - b. Margins
 - c. Format text and images
 - d. Pagination
 - e. Built-in tools (spellcheck, word count, readability, and thesaurus) to improve spelling, vocabulary, and grammar
 - f. Creation of a simple document, e.g. business letter, essay format
 - 3. Program specific commands within specialized environments, e.g. such as:
 - a. Accessibility Options Control Panel
 - b. Screen reading applications for blind users
 - c. Speech recognition applications
 - d. Screen enlarging software
 - e. Mind-mapping/Brainstorming software
 - f. Scanning and reading software
 - g. Microsoft Word
 - h. Document Scanners
 - i. Headset Microphones
 - j. CCTV Enlarging systems
- D. List basic internet safety practices
 - 1. Define what the internet is in simple terms
 - 2. Identify common uses of the internet
 - 3. List basic internet safety practices

Lab Outline

- A. Computer technology components
- B. Custom features of computer technology
- C. Assistive technology features and customization

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

Lab Hrs: 3

Load: 0

Seat Ct: 0

(mkct 05/04/2026)

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):

- NONCREDIT: (This is a noncredit, stand-alone 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.

Course Outline A. Identify and describe features of assistive computer technology required by the student's functional limitations

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

Assignments: B. Readings in syllabus/handouts, textbook

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

Methods of Evaluation B. Final project with choice of project topics that demonstrate basic computer use, document creation, and word processing using appropriate assistive technology independently.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/16/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y
4/16/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/16/2026	Specifications	Methods of Evaluation	Suggested	Thanks for this list of evaluation methods! For "Final project", is there a specific format that this takes or do students have the option of diverse project formats/types? Consider minor revisions to clarify, if appropriate. Response: Yes, students have options to pick projects. This is a basic digital literacy computer class. Students learn to use computers, including AT tools needed for their specific needs. Also, for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y to next suggestion. Unable to input "Y" in cell below

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

Y

Explanation for Advisory:

Students will read course materials, handouts, and instructions on using assistive technology tools and computer components. Students will follow instructions on completing weekly exercises and class projects. Students will identify and describe assistive technology tools and features needed to meet their functional needs.

Areas referenced:**Course Outline**

A. Identify and describe features of assistive computer technology required by the student's functional limitations

Assignments

B. Readings in syllabus/handouts, textbook

Methods of Evaluation

B. Final project with choice of project topics that demonstrate basic computer use, document creation, and word processing using appropriate assistive technology independently.

4/28/26 Matrix A All that apply Required

Please complete for your English advisory

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

05/04/2026

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Specifications	Methods of Evaluation
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Amy Leonard
	Course ID (CB01A and CB01B)	EWRTD68AX	EWRTD68AX
	Course Control Number	CCC000545325	CCC000545325
	Course Title (CB02)	Literary Magazine I, Student Edition	Literary Magazine I, Student Edition
	Short Course Title	LITERARY MAG I, STUDENT EDITIO	LITERARY MAG I, STUDENT EDITIO
	TOP Code (CB03)	1507.00	1507.00 Creative Writing

Changed	Field	Current Version	Proposed Version
	CIP Code	Creative Writing	23.1302 Creative Writing
	Department	EWRT - English Writing	EWRT - English Writing
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course emphasizes collaborative evaluation and selection of fiction, poetry, photography, drawings, and other literary and artistic work for the student edition of a literary magazine. Emphasis is on layout, design, production, publicity, event planning, and magazine distribution along with soliciting, submission management, manuscript evaluation, and copy editing.	In this course, you will join a creative editorial team to curate and produce the student edition of our literary magazine. You will develop critical judgment as you collaboratively evaluate fiction, poetry, and visual arts, while gaining professional expertise in layout, design, and production. By the end of the term, you will have mastered the skills of submission management, event planning, and marketing, providing you with a tangible portfolio and the collaborative experience essential for careers in publishing and the arts.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• English	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	• FHDA FSA - ENGLISH	• FHDA FSA - ENGLISH

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 both a primer and a multi-level practicum in literary editing, design, and production. It is CSU transferable and a restricted elective on the Journalism A.A. degree. Among other skills, it teaches critical thinking, one of De Anza's core competencies. This course focuses on teaching skills related to planning, production, and assessment necessary to produce a quality student publication.	This course is both a primer and a multi-level practicum in literary editing, design, and production. It is CSU transferable and a restricted elective on the Journalism A.A. degree. Among other skills, it teaches critical thinking, one of De Anza's core competencies. This course focuses on teaching skills related to planning, production, and assessment necessary to produce a quality student publication.

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 <u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

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	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>EWRTD0468X incorporates Diversity, Equity, and Inclusion (DEI) through its emphasis on collaborative evaluation and the democratization of art. By centering on a student-run publication, the course empowers a diverse range of voices to share their unique lived experiences through fiction, poetry, and visual media. The "collaborative dialogue" required for manuscript evaluation encourages students to negotiate different aesthetic perspectives, fostering an inclusive environment where subjective "quality" is defined collectively rather than by a single authority. This practicum ensures equitable access to professional publishing skills—like design and marketing—preparing students from all backgrounds for careers in the creative industries.</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version

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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	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	

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	Associated Program Journalism	Associated Program Journalism
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism	Associated Program Journalism
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism	Associated Program Journalism
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism	Associated Program Journalism
		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	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	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.

Changed	Field	Current Version	Proposed Version
	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)	☐	☐
	Variable Credit Course	☐	☐

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
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

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 Collaborative learning and small group exercises Collaborative projects	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. Magazine design and production activities, including page design, text and graphics layout, book composition, cover design, scanning, proofreading, galley correction, and so on. 2. Reading/examination of literary submissions and visual art (approx. 8-12 submissions per week) 3. Management or marketing activities such as record-keeping, distribution, correspondence, publicity, event coordination, etc.	1. Students lead the technical assembly of the magazine, with options to specialize in visual layout (digital or tactile), typography, or cover art. This includes high-resolution scanning, galley corrections, and book composition. Students engage in a multi-stage proofreading cycle, allowing them to refine designs based on peer and instructor feedback before the final press run. 2. Students evaluate 8–12 submissions weekly through Editorial Roundtables. Proficiency can be demonstrated through written critiques, oral discussion participation, or recorded audio reflections. Students are encouraged to apply their personal cultural lenses and lived experiences to assess how diverse voices contribute to the magazine's aesthetic mission. 3. Students manage the "business of the arts" through varied formats: verbal pitches to local vendors for distribution, organizing logistics for launch events (oral/non-writing), or digital record-keeping for submission tracking. Marketing activities include drafting publicity materials and social media campaigns, with the opportunity to test and revise messaging based on community response data

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. Participation in and contribution toward online and classroom discussions and in-class collaborative work in production and design activities. 2. Practice and demonstration of critical thinking skills and problem solving as required in evaluation of and response to submitted manuscripts and art 3. Evaluation of reports, summaries, proposals, critiques, and magazine design and production activities for effort, content, form, and successful application of learned methodologies for editing, management, and marketing. 4. The final project for this course is the successful production of the annual literary magazine. The	Methods of Evaluation 1. Active Participation and Collaborative Contribution: Students participate in an editorial community dedicated to inclusive collaboration in both physical and digital workspaces. This course provides intentional space for students to reflect on how social inequities—such as neurodiversity, linguistic bias, or economic barriers—can impact group dynamics and participation. To support this growth, students are provided with annotated examples of high-quality collaborative logs and discussion posts. These models demonstrate how to offer culturally responsive feedback while maintaining a secure, supportive environment that values the unique contributions of every member. 2. Critical Thinking in Manuscript and Art Evaluation: Students refine critical thinking skills by evaluating a diverse array of literary and artistic submissions, with a specific focus on identifying and challenging historical gatekeeping and systemic racism within the publishing

Changed	Field	Current Version	Proposed Version
		final grade will be based on a comprehensive review of a student's contributions to the process over the course of the quarter taking into account successful completion of specific milestones as well as qualitative evaluations of completed tasks.	industry. Students have the choice to demonstrate proficiency through written critiques, oral discussions, or audio reflections, allowing them to draw on their personal backgrounds and community cultural wealth to advocate for underrepresented voices. The course utilizes "model critiques" that illustrate how to balance professional aesthetic standards with a commitment to inclusive representation. 3. Methodological Application in Management and Marketing: Students apply professional methodologies to marketing and distribution efforts designed to reach diverse and often underserved audiences. These activities encourage students to reflect on how systemic inequities, such as the digital divide or geographic isolation, affect access to literature. By analyzing "Gold Standard" examples of successful project proposals and marketing campaigns, students test and revise their strategies based on community feedback. This

Changed	Field	Current Version	Proposed Version
			iterative process ensures that student work is both professionally rigorous and socially responsible. 4. Final Project: Magazine Production and Milestone Review: The final project involves the collective production of the annual literary magazine, requiring students to integrate technical expertise with a reflection on the ethical implications of editorial choice. Evaluations include a comprehensive review of how students met project milestones while navigating and addressing barriers to inclusion throughout the production cycle. By reviewing award-winning past editions and project timelines, students develop a concrete roadmap for a career that bridges creative excellence with a commitment to social equity.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None Essential College Facilities: • Seminar-style classroom with group table(s) • Publications lab equipped with up-to-date computers, printers, and scanners, as well as up-to-date software for print and web page design	Essential Student Materials: • None Essential College Facilities: • Seminar-style classroom with group table(s) • Publications lab equipped with up-to-date computers, printers, and scanners, as well as up-to-date software for print and web page design
	Examples of Primary Texts and References	No value	No value
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Apply design principles and skills to production of student literary magazine • Apply literary/artistic criteria to selection of material for magazine • Apply management and marketing principles to business aspects of a student literary journal	• Apply design principles and skills to production of student literary magazine • Apply literary/artistic criteria to selection of material for magazine • Apply management and marketing principles to business aspects of a student literary journal

Changed	Field	Current Version	Proposed Version
CSLOs		CSLOs Apply design principles as well as management skills to publish a student literary magazine. Expected SLO Performance 0.0	CSLOs Apply design principles as well as management skills to publish a student literary magazine. Expected SLO Performance 0.0
		CSLOs Establish and apply aesthetic criteria to selection of material for a student literary magazine. Expected SLO Performance 0.0	CSLOs Establish and apply aesthetic criteria to selection of material for a student literary magazine. Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Apply design principles and skills to production of student literary magazine 1. Scanning 2. Book composition 3. Page layout 4. Cover design 5. Text and graphics manipulation 6. Fonts, margins, and style sheets 7. Publishing in multiple formats (print, web) 8. Web design 9. Generating press quality PDFs 10. Proofing and correcting galleys 2. Apply literary/artistic criteria to selection of material for magazine 1. Individual reading and evaluation of submissions 2. Collaborative dialogue on strengths and weaknesses of submissions, with emphasis on such criteria as unity/focus/coherence, development/depth, clarity/economy, ambiguity/gaps, and surprise/originality 3. Formulation of possible revisions 4. Copy editing & proofreading 3. Apply management and marketing principles to business aspects of a student literary journal 1. Soliciting timely submissions from student writers 2. Managing submission processes & databases, including record-keeping and correspondence 3. Staying on a strict design & production schedule 4. Managing publication launch, sales, and distribution	1. Apply design principles and skills to production of student literary magazine 1. Scanning 2. Book composition 3. Page layout 4. Cover design 5. Text and graphics manipulation 6. Fonts, margins, and style sheets 7. Publishing in multiple formats (print, web) 8. Web design 9. Generating press quality PDFs 10. Proofing and correcting galleys 2. Apply literary/artistic criteria to selection of material for magazine 1. Individual reading and evaluation of submissions 2. Collaborative dialogue on strengths and weaknesses of submissions, with emphasis on such criteria as unity/focus/coherence, development/depth, clarity/economy, ambiguity/gaps, and surprise/originality 3. Formulation of possible revisions 4. Copy editing & proofreading 3. Apply management and marketing principles to business aspects of a student literary journal 1. Soliciting timely submissions from student writers 2. Managing submission processes & databases, including record-keeping and correspondence 3. Staying on a strict design & production schedule 4. Managing publication launch, sales, and distribution

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Page Layout 2. Cover Design 3. Manuscript evaluation 4. Magazine planning and promotion 5. Event planning and promotion 6. Database and web planning 7. Solicitation & correspondence	1. Page Layout 2. Cover Design 3. Manuscript evaluation 4. Magazine planning and promotion 5. Event planning and promotion 6. Database and web planning 7. Solicitation & correspondence

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:	(Not open to students with credit in EWRT D068A.)	(Not open to students with credit in EWRT D068A.)

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.	Objective 2: Apply literary/artistic criteria to selection of material for magazine. Objective 1: Apply design principles and skills to production of student literary magazine	Objective 2: Apply literary/artistic criteria to selection of material for magazine. Objective 1: Apply design principles and skills to production of student literary magazine
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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.	Objective 1: Apply design principles and skills to production of student literary magazine Objective 2: Apply literary/artistic criteria to selection of material for magazine	Objective 1: Apply design principles and skills to production of student literary magazine Objective 2: Apply literary/artistic criteria to selection of material for magazine

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

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

Changed	Questions	Current Version	Proposed Version
	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
	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

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
	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

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

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.

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

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
	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
	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
	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
	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
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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 068AX	EWRT 068AX
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	EWRT 68A	EWRT 68A
❗	DL Approval Date (MM/DD/YYYY)	02/06/2024	No Value
❗	Hybrid Approval Date (MM/DD/YYYY)	02/06/2024	No Value
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2013 to 2016 per redistribution) • DE Updated. 12/13/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• (mc-changed 5-yr rev yr from 2013 to 2016 per redistribution) • DE Updated. 12/13/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed Questions Current Version Proposed Version



Stage 3: DEI

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course Thanks for this list of assignments. Consider minor revisions to make for format/mode of management or marketing activities a bit clearer (for example, if there are non-writing/oral activities, specifying this to demonstrate multiple means of action/expression). Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/21/2026	Specifications	Assignments	Suggested		Y

Changed	Questions	Current Version	Proposed Version
		4/21/2026	Specifications
		Methods of Evaluation	Suggested
			For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.
		4/21/2026	Outline
		Course Outline	Suggested
			Y
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	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	EWRTD68AX
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Feb 6, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2029 12:00:00 AM
	External Review Approval Date	Sep 1, 2024 12:00:00 AM
	Course Control Number	CCC000545325

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

De Anza College

Course Outline of Record Report

05/04/2026

EWRT468X : Literary Magazine I, Student Edition

General Information

Faculty Initiator:	Amy Leonard
Attachments:	Online_EWRT_468X_2027F.pdf Hybrid_EWRT_468X_2027F.pdf
Course ID (CB01A and CB01B) :	EWRT468X
Short Course Title:	LITERARY MAG I, STUDENT EDITIO
Course Title (CB02) :	Literary Magazine I, Student Edition
Department:	EWRT - English Writing
Effective Term:	Fall 2027
TOP Code (CB03) :	(0614.50) *Desktop Publishing
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	In this course, you will join a creative editorial team to curate and produce the student edition of our literary magazine. You will develop critical judgment as you collaboratively evaluate fiction, poetry, and visual arts, while gaining professional expertise in layout, design, and production. By the end of the term, you will have mastered the skills of submission management, event planning, and marketing, providing you with a tangible portfolio and the collaborative experience essential for careers in publishing and the arts.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	English
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - ENGLISH

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This enhanced noncredit CTE course is both a primer and a multi-level practicum in literary editing, design, and production. It is a restricted elective on the Journalism A.A. degree. Among other skills, it teaches critical thinking, one of De Anza's core competencies. This course focuses on teaching skills related to planning, production, and assessment necessary to produce a quality student publication.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☐ Specifications - Methods of Evaluation
☐ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

EWRTD0468X incorporates Diversity, Equity, and Inclusion (DEI) through its emphasis on collaborative evaluation and the democratization of art. By centering on a student-run publication, the course empowers a diverse range of voices to share their unique lived experiences through fiction, poetry, and visual media. The "collaborative dialogue" required for manuscript evaluation encourages students to negotiate different aesthetic perspectives, fostering an inclusive environment where subjective "quality" is defined collectively rather than by a single authority. This practicum ensures equitable access to professional publishing skills—like design and marketing—preparing students from all backgrounds for careers in the creative industries.

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

Course Prior To College Level

Repeatability Statement

99	Not applicable.	(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
Desktop Publishing for Literary Publications (In Development)	Certificate of Completion	Fall 2027

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Not transferable	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

60

Total Course Out-of-Class Hours

48

Total Student Learning Hours

60

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Workforce Preparation.

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

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	2	4
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	24
Laboratory	36
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=8442cd9d-4806-11f1-b940-6...

5/19

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 Collaborative learning and small group exercises Collaborative projects
Assignments	
1. Students lead the technical assembly of the magazine, with options to specialize in visual layout (digital or tactile), typography, or cover art. This includes high-resolution scanning, galley corrections, and book composition. Students engage in a multi-stage proofreading cycle, allowing them to refine designs based on peer and instructor feedback before the final press run. 2. Students evaluate 8–12 submissions weekly through Editorial Roundtables. Proficiency can be demonstrated through written critiques, oral discussion participation, or recorded audio reflections. Students are encouraged to apply their personal cultural lenses and lived experiences to assess how diverse voices contribute to the magazine’s aesthetic mission. 3. Students manage the "business of the arts" through varied formats: verbal pitches to local vendors for distribution, organizing logistics for launch events (oral/non-writing), or digital record-keeping for submission tracking. Marketing activities include drafting publicity materials and social media campaigns, with the opportunity to test and revise messaging based on community response data.	
Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	A. Active Participation and Collaborative Contribution: Students participate in an editorial community dedicated to inclusive collaboration in both physical and digital workspaces. This course provides intentional space for students to reflect on how social inequities—such as neurodiversity, linguistic bias, or economic barriers—can impact group dynamics and participation. To support this growth, students are provided with annotated examples of high-quality collaborative logs and discussion posts. These models demonstrate how to offer culturally responsive feedback while maintaining a secure, supportive environment that values the unique contributions of every member. B. Critical Thinking in Manuscript and Art Evaluation: Students refine critical thinking skills by evaluating a diverse array of literary and artistic submissions, with a specific focus on identifying and challenging historical gatekeeping and systemic racism within the publishing industry. Students have the choice to demonstrate proficiency through written critiques, oral discussions, or audio reflections, allowing them to draw on their personal backgrounds and community cultural wealth to advocate for underrepresented voices. The course utilizes "model critiques" that illustrate how to balance professional aesthetic standards with a commitment to inclusive representation.

- C. Methodological Application in Management and Marketing: Students apply professional methodologies to marketing and distribution efforts designed to reach diverse and often underserved audiences. These activities encourage students to reflect on how systemic inequities, such as the digital divide or geographic isolation, affect access to literature. By analyzing "Gold Standard" examples of successful project proposals and marketing campaigns, students test and revise their strategies based on community feedback. This iterative process ensures that student work is both professionally rigorous and socially responsible.
- D. Final Project: Magazine Production and Milestone Review: The final project involves the collective production of the annual literary magazine, requiring students to integrate technical expertise with a reflection on the ethical implications of editorial choice. Evaluations include a comprehensive review of how students met project milestones while navigating and addressing barriers to inclusion throughout the production cycle. By reviewing award-winning past editions and project timelines, students develop a concrete roadmap for a career that bridges creative excellence with a commitment to social equity.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Seminar-style classroom with group table(s)
- Publications lab equipped with up-to-date computers, printers, and scanners, as well as up-to-date software for print and web page design

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Apply design principles and skills to production of student literary magazine

Apply literary/artistic criteria to selection of material for magazine

Apply management and marketing principles to business aspects of a student literary journal

CSLOs

Apply design principles as well as management skills to publish a student literary magazine.

Expected SLO Performance: 0.0

Establish and apply aesthetic criteria to selection of material for a student literary magazine.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Apply design principles and skills to production of student literary magazine
 - 1. Scanning
 - 2. Book composition
 - 3. Page layout
 - 4. Cover design
 - 5. Text and graphics manipulation
 - 6. Fonts, margins, and style sheets
 - 7. Publishing in multiple formats (print, web)
 - 8. Web design
 - 9. Generating press quality PDFs
 - 10. Proofing and correcting galleys
- B. Apply literary/artistic criteria to selection of material for magazine
 - 1. Individual reading and evaluation of submissions
 - 2. Collaborative dialogue on strengths and weaknesses of submissions, with emphasis on such criteria as unity/focus/coherence, development/depth, clarity/economy, ambiguity/gaps, and surprise/originality
 - 3. Formulation of possible revisions
 - 4. Copy editing & proofreading
- C. Apply management and marketing principles to business aspects of a student literary journal
 - 1. Soliciting timely submissions from student writers
 - 2. Managing submission processes & databases, including record-keeping and correspondence
 - 3. Staying on a strict design & production schedule
 - 4. Managing publication launch, sales, and distribution

Lab Outline

- A. Page Layout
- B. Cover Design
- C. Manuscript evaluation
- D. Magazine planning and promotion
- E. Event planning and promotion
- F. Database and web planning
- G. Solicitation & correspondence

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: 2

Lab Hrs: 3

Load: 0

Seat Ct: 0

(mkct 05/04/2026)

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):

- 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.

Objective 2: Apply literary/artistic criteria to selection of material for magazine. Objective 1: Apply design principles and skills to production of student literary magazine

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.

Objective 1: Apply design principles and skills to production of student literary magazine Objective 2: Apply literary/artistic criteria to selection of material for magazine

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course Thanks for this list of assignments. Consider minor revisions to make for format/mode of management or marketing activities a bit clearer (for example, if there are non-writing/oral activities, specifying this to demonstrate multiple means of action/expression).	Y
4/21/2026	Specifications	Assignments	Suggested	Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/21/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y
4/21/2026	Outline	Course Outline	Suggested	Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/3/2026	Learning Outcomes	CSLO #3	Suggested	Learning Outcomes Tab is missing Course Level Student Learning Outcomes completely. (I also note that the course objectives are also completely missing.)	Y

Stage 10: 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

Course Outline of Record Report

05/04/2026

HTECD070. : Billing, Appeals and Denials Management

General Information

Faculty Initiator:	Maureen Miramontes
Attachments:	Online_HTEC_70_2027F.pdf
Course ID (CB01A and CB01B) :	HTECD070.
Short Course Title:	No value
Course Title (CB02) :	Billing, Appeals and Denials Management
Department:	HTEC - Health Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces students to the medical billing and coding process with an emphasis on claim submission, denials management, and appeals procedures. Students will learn how to prepare accurate claims, interpret remittance advice, identify denial reasons, and compose effective appeal letters to insurance payers. Emphasis is placed on compliance, payer regulations, and ethical billing practices. Coursework combines lecture, simulation, and written exercises to build readiness for real-world billing environments.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	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:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This CSU transferable, CTE course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the discipline for developing an understanding of the medical billing and coding process, including accurate claim submission, denial management, and appeals procedures.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☐ Specifications - Methods of Instruction
☒ Specifications - Assignments	☐ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course promotes Diversity, Equity, and Inclusion by integrating billing, appeals, and denials scenarios that reflect diverse patient backgrounds, languages, socioeconomic conditions, and healthcare experiences. Students learn how accurate, ethical billing practices support equitable access to care and help reduce disparities within the healthcare system. The course fosters an inclusive and supportive learning environment where all students—regardless of prior experience, cultural background, or learning needs—can fully participate and succeed. Instruction follows Universal Design for Learning (UDL) best practices by providing multiple means of engagement, representation, and assessment, ensuring that course materials, examples, and evaluation methods are accessible and responsive to different learning styles and abilities. Students are encouraged to collaborate, ask questions, and engage in reflective practice to better understand the role of billing professionals in promoting fairness and equity in healthcare delivery.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.	Course is not a special class.	• Letter Grade
Repeat Limit	Course Prior To College Level	Repeatability Statement
0	Not applicable.	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
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Pending

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	1.5

Maximum Credit Units	1.5
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	24
Total Student Learning Hours	60

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	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

Lectures and interactive discussions
 Coding and billing lab exercises
 Real-world case study analysis
 Written and simulation-based assignments
 Quizzes, midterm, and final exam

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
2. Assignments from the text and supplemental sources in preparation for class discussion

B. Coding:

1. Complete coding assignments from the textbooks.
2. Applying the coding guidelines and sequencing of codes.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Coding and Claim Assignments – practical assignments that require students to apply coding guidelines, complete claim forms, and analyze denial scenarios. These assignments test comprehension of course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric.
- B. Midterm Exam – written test requiring the student to demonstrate their ability to apply coding rules, identify denial reasons, and interpret billing regulations, evaluated using a rubric.
- C. Appeal Letter (Draft and Final) – written assignments requiring the student to create a professional appeal letter for a denied claim. These assignments assess the student's ability to organize information, support medical necessity, and communicate clearly, evaluated using a rubric.
- D. Final Exam (Comprehensive) – written test requiring the student to demonstrate their ability to summarize, integrate, and critically analyze concepts throughout the course, evaluated using a rubric.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Headset, computer

Essential College Facilities:

- Computers, printers

Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Optum	ICD-10-CM Codebook	Optum 360	2026	
American Medical Association	CPT Professional Edition	AMA	2026	
AMA	HCPCS Level II Codebook	AMA	2026	
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Explain each step in the medical billing cycle, from patient registration to claim resolution.
Accurately assign and link ICD-10-CM, CPT, and HCPCS Level II codes.
Identify and categorize common claim denials and interpret denial codes.
Analyze Explanation of Benefits (EOB) and Remittance Advice (RA) for accuracy and payer compliance.
Compose professional appeal letters supported by proper documentation.
Apply compliance and ethical standards in billing, appeals, and denial prevention.
Demonstrate comprehensive knowledge of billing, coding, compliance, and appeals on the Final Exam.
Apply billing, coding, and appeals skills when working with diverse patient populations to support equitable access to care.

CSLOs**Demonstrate comprehensive knowledge of billing, coding, compliance, and appeals.**

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Explain each step in the medical billing cycle, from patient registration to claim resolution.
 - 1. Explain patient registration, insurance verification, and encounter documentation
 - 2. Describe claim preparation, submission, and tracking
 - 3. Define communication between providers, payers, and patients
- B. Accurately assign and link ICD-10-CM, CPT, and HCPCS Level II codes.
 - 1. Explain coding guidelines and sequencing
 - 2. Define linking diagnosis and procedure codes for medical necessity
 - 3. List correcting common coding errors
- C. Identify and categorize common claim denials and interpret denial codes.
 - 1. Identify common causes of denials and rejections
 - 2. List reading and interpreting denial codes
 - 3. Describe corrective actions and claim resubmission
- D. Analyze Explanation of Benefits (EOB) and Remittance Advice (RA) for accuracy and payer compliance.
 - 1. Explain components and interpretation of EOBs and RAs
 - 2. Identify payment discrepancies and adjustments
 - 3. Ensure compliance and documentation accuracy
- E. Compose professional appeal letters supported by proper documentation.
 - 1. Compose appeal process and timelines
 - 2. Describe structure and content of professional appeal letters
 - 3. Explain supporting documentation and evidence
- F. Apply compliance and ethical standards in billing, appeals, and denial prevention.
 - 1. Compare HIPAA, OIG, and CMS regulations
 - 2. Define fraud, waste, and abuse prevention
 - 3. Analyze ethical decision-making and confidentiality
- G. Demonstrate comprehensive knowledge of billing, coding, compliance, and appeals on the Final Exam.
 - 1. Demonstrate comprehensive review and integration
 - 2. Describe case-based simulations and analysis
 - 3. Prepare for final proctored assessment
- H. Apply billing, coding, and appeals skills when working with diverse patient populations to support equitable access to care.
 - 1. Explain how cultural, linguistic, socioeconomic, and health-literacy differences may impact billing documentation, claim submission, and communication.
 - 2. Describe strategies for ensuring accurate, ethical, and unbiased coding and billing practices that support equitable reimbursement for all patients.
 - 3. Define how inclusive, professional communication with patients, providers, and payers contributes to fairness and reduces disparities in the billing and appeals process.

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: 1.5
- Lec Hrs: 1
- Lab Hrs: 2
- Lec Load: .022
- Lab Load: .032
- Total Load: .054
- Seat Ct: 35
- (mkct date)

Req/Adv

Prerequisite(s):

No Value

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
12/09/2025	Basic Course Information	DEI Box	Suggested	Consider adding to this statement to showcase additional ways that this course promotes equity and inclusion. For example: "This course promotes Diversity, Equity, and Inclusion by incorporating billing and coding scenarios that reflect diverse patient populations, emphasizing equitable access to healthcare through accurate and ethical billing practices, and fostering an inclusive learning environment where all students can succeed regardless of background or experience. The course uses a variety of methods of instruction in keeping with best practices from Universal Design for Learning. "	Y
12/09/2025	Specifications	Methods of Evaluation	Suggested	I do not see any methods of evaluation listed. Please add these (you mention several in the methods of instruction box), and if possible/appropriate, consider methods of evaluation that work for diverse learning styles/strengths.	Y
12/09/2025	Specifications	Examples of Primary Texts and References	Suggested	Thanks for providing this list of examples! Are any of these resources Open educational resources (OER), zero textbook cost (ZTC), or otherwise cost-conscious? If not, are there ways that students can reduce the costs associated? Title 5 advocates for OER and/or other cost conscious and accessible options. If there are no appropriate OER, ZTC, or otherwise cost-conscious options, please let me know in eLumen through Initiator Response).	Many of the required materials can be accessed through the De Anza Library's resources or through free online tools provided by CMS/HIPAA, Medicare Learning Network (MLN), and major insurance carriers, which offer no-cost guidelines, manuals, and denial management references.
12/09/2025				Consider small revisions to the course outline, specifically the addition of a section on applying course skills/training to work with diverse and varied communities. This is really well articulated in the DEI Review box ("incorporating billing and coding scenarios that reflect diverse patient populations, emphasizing equitable access to healthcare through accurate and ethical billing practices"). If not appropriate for the outline, please disregard.	Y

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
01/07/25				it looks like this is a new transferable course, but we didn't meet to ensure it meets transfer guidelines for CSUs. Please set up a meeting with the Articulation Officer at your earliest convenience (should be about 15 minutes). steinerchrista@fhda.edu	We had a meeting yesterday, 02/02/2026, at 1:00 PM, where we discussed the new transferable course, HTEC 70, and confirmed that it meets CSU transfer guidelines.

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
12/09/2025	Basic Course Information	Proposal Details - Attachments	Required	Complete and upload online delivery form	Y

Stage 8: SLO Coordinator

No Value

Stage 10: 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

Course Outline of Record Report

05/04/2026

HTECD370. : Billing, Appeals and Denials Management

General Information

Faculty Initiator:	Maureen Miramontes
Attachments:	Online_HTEC_370_2027F.pdf
Course ID (CB01A and CB01B) :	HTECD370.
Short Course Title:	No value
Course Title (CB02) :	Billing, Appeals and Denials Management
Department:	HTEC - Health Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces students to the medical billing and coding process with an emphasis on claim submission, denials management, and appeals procedures. Students will learn how to prepare accurate claims, interpret remittance advice, identify denial reasons, and compose effective appeal letters to insurance payers. Emphasis is placed on compliance, payer regulations, and ethical billing practices. Coursework combines lecture, simulation, and written exercises to build readiness for real-world billing environments.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	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:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This noncredit CTE course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the discipline for developing an understanding of the medical billing and coding process, including accurate claim submission, denial management, and appeals procedures.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☐ Specifications - Methods of Instruction
☒ Specifications - Assignments	☐ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course promotes Diversity, Equity, and Inclusion by integrating billing, appeals, and denials scenarios that reflect diverse patient backgrounds, languages, socioeconomic conditions, and healthcare experiences. Students learn how accurate, ethical billing practices support equitable access to care and help reduce disparities within the healthcare system. The course fosters an inclusive and supportive learning environment where all students—regardless of prior experience, cultural background, or learning needs—can fully participate and succeed. Instruction follows Universal Design for Learning (UDL) best practices by providing multiple means of engagement, representation, and assessment, ensuring that course materials, examples, and evaluation methods are accessible and responsive to different learning styles and abilities. Students are encouraged to collaborate, ask questions, and engage in reflective practice to better understand the role of billing professionals in promoting fairness and equity in healthcare delivery.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade

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	24
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)
Non-Credit

Course Non Credit Category (CB22)
Workforce Preparation.

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

Lectures and interactive discussions
 Coding and billing lab exercises
 Real-world case study analysis
 Written and simulation-based assignments
 Quizzes, midterm, and final exam

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
2. Assignments from the text and supplemental sources in preparation for class discussion

B. Coding:

1. Complete coding assignments from the textbooks.
2. Applying the coding guidelines and sequencing of codes.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Coding and Claim Assignments – practical assignments that require students to apply coding guidelines, complete claim forms, and analyze denial scenarios. These assignments test comprehension of course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric.
- B. Midterm Exam – written test requiring the student to demonstrate their ability to apply coding rules, identify denial reasons, and interpret billing regulations, evaluated using a rubric.
- C. Appeal Letter (Draft and Final) – written assignments requiring the student to create a professional appeal letter for a denied claim. These assignments assess the student's ability to organize information, support medical necessity, and communicate clearly, evaluated using a rubric.
- D. Final Exam (Comprehensive) – written test requiring the student to demonstrate their ability to summarize, integrate, and critically analyze concepts throughout the course, evaluated using a rubric.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Headset, computer

Essential College Facilities:

- Computers, printers

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Optum	ICD-10-CM Codebook	Optum 360	2026	
American Medical Association	CPT Professional Edition	AMA	2026	
AMA	HCPCS Level II Codebook	AMA	2026	
Suggested Reading List				
No Value				

Learning Outcomes**Course Objectives**

Explain each step in the medical billing cycle, from patient registration to claim resolution.

Accurately assign and link ICD-10-CM, CPT, and HCPCS Level II codes.

Identify and categorize common claim denials and interpret denial codes.

Analyze Explanation of Benefits (EOB) and Remittance Advice (RA) for accuracy and payer compliance.

Compose professional appeal letters supported by proper documentation.

Apply compliance and ethical standards in billing, appeals, and denial prevention.

Demonstrate comprehensive knowledge of billing, coding, compliance, and appeals on the Final Exam.

Apply billing, coding, and appeals skills when working with diverse patient populations to support equitable access to care.

CSLOs**Demonstrate comprehensive knowledge of billing, coding, compliance, and appeals.**

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Explain each step in the medical billing cycle, from patient registration to claim resolution.
 - 1. Explain patient registration, insurance verification, and encounter documentation
 - 2. Describe claim preparation, submission, and tracking
 - 3. Define communication between providers, payers, and patients
- B. Accurately assign and link ICD-10-CM, CPT, and HCPCS Level II codes.
 - 1. Explain coding guidelines and sequencing
 - 2. Define linking diagnosis and procedure codes for medical necessity
 - 3. List correcting common coding errors
- C. Identify and categorize common claim denials and interpret denial codes.
 - 1. Identify common causes of denials and rejections
 - 2. List reading and interpreting denial codes
 - 3. Describe corrective actions and claim resubmission
- D. Analyze Explanation of Benefits (EOB) and Remittance Advice (RA) for accuracy and payer compliance.
 - 1. Explain components and interpretation of EOBs and RAs
 - 2. Identify payment discrepancies and adjustments
 - 3. Ensure compliance and documentation accuracy
- E. Compose professional appeal letters supported by proper documentation.
 - 1. Compose appeal process and timelines
 - 2. Describe structure and content of professional appeal letters
 - 3. Explain supporting documentation and evidence
- F. Apply compliance and ethical standards in billing, appeals, and denial prevention.
 - 1. Compare HIPAA, OIG, and CMS regulations
 - 2. Define fraud, waste, and abuse prevention
 - 3. Analyze ethical decision-making and confidentiality
- G. Demonstrate comprehensive knowledge of billing, coding, compliance, and appeals on the Final Exam.
 - 1. Demonstrate comprehensive review and integration
 - 2. Describe case-based simulations and analysis
 - 3. Prepare for final proctored assessment
- H. Apply billing, coding, and appeals skills when working with diverse patient populations to support equitable access to care.
 - 1. Explain how cultural, linguistic, socioeconomic, and health-literacy differences may impact billing documentation, claim submission, and communication.
 - 2. Describe strategies for ensuring accurate, ethical, and unbiased coding and billing practices that support equitable reimbursement for all patients.
 - 3. Define how inclusive, professional communication with patients, providers, and payers contributes to fairness and reduces disparities in the billing and appeals process.

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
- Lab Hrs: 2
- Lec Load: 0
- Lab Load: 0
- Total Load: 0
- Seat Ct: 0
- (mkct date)

Req/Adv

Prerequisite(s):

No Value

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Many of the required materials can be accessed through the De Anza Library's resources or through free online tools provided by CMS/HIPAA, Medicare Learning Network (MLN), and major insurance carriers, which offer no-cost guidelines, manuals, and denial management references.
4/21/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	This is a noncredit course that mirrors HTEC 70. The materials, including primary texts and references, were aligned with that course and are designed to meet universal design standards with clear, accessible language and explanations of technical terms.
4/21/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Are there any non-reading or coding assignments (presentations, for example?). If yes, consider revising to note these. If not, that's okay, just let me know in the Initiator response box. Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box. It's great to see rubrics used! For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	This is a noncredit course for HTEC 70, and all content was mirrored from that course.
4/21/2026	Specifications	Methods of Evaluation	Suggested		This is a noncredit course for HTEC 70, and all content was mirrored from that course.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education
No Value
Stage 6: Content Review Matrix Liaison
No Value
Stage 7: Dean of Online Learning
No Value
Stage 8: SLO Coordinator
No Value
Stage 10: 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

05/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Course Justification	Course Justification
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
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	- Veronica Acevedo Avila - Sartwell, Julie	Veronica Acevedo Avila

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	LARTD250.	LARTD250.
	Course Control Number	CCC000603003	CCC000603003
	Course Title (CB02)	Academic Reading and Writing	Academic Reading and Writing
	Short Course Title	ACADEMIC READING AND WRITING	ACADEMIC READING AND WRITING
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	LART - Language Arts	LART - Language Arts
	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course integrates the reading and writing skills necessary for success in English reading and writing. Course emphasis will include evaluation, analysis, synthesis, and critical inquiry of assigned readings and essays. Concurrent immersion in this course, specific to the reading and writing process, provides foundational strategies and skills in a transfer-level curriculum.	This course integrates the reading and writing skills necessary for success in English reading and writing. Course emphasis will include evaluation, analysis, synthesis, and critical inquiry of assigned readings and essays. Concurrent immersion in this course, specific to the reading and writing process, provides foundational strategies and skills in a transfer-level curriculum.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• English	• English
	Discipline 2	• ESL	• ESL
	Discipline 3	• Reading	• Reading
	FSA	• FHDA FSA - ENGLISH	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	In response to the State Assembly Bill 705 mandate, this corequisite course will be offered for students who need additional support in their reading and writing skills.	In response to the State Assembly Bill 705 mandate, this <u>stand-alone</u> , corequisite course will be offered for students who need additional support in their reading and writing skills.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course is a non-transferable course and does not meet general education requirements for De Anza College.	This course is a non-transferable course and does not meet general education requirements for De Anza College.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	Integrated reading and writing is the most successful way for students to improve their collegiate reading and writing skills; this course will be fully integrated and connected to the ENGL C1000 or ENGL C1000H curriculum. It will also emphasize metacognitive awareness, reflection, revision, and the reading and writing processes. An emphasis on a culturally responsive curriculum will be the cornerstone of the class.	Integrated reading and writing is the most successful way for students to improve their collegiate reading and writing skills; this course will be fully integrated and connected to the ENGL C1000 or ENGL C1000H curriculum. It will also emphasize metacognitive awareness, reflection, revision, and the reading and writing processes. An emphasis on a culturally responsive curriculum will be the cornerstone of the class.

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	<u>No Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

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?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>The design of this noncredit course actively integrates inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles. Pedagogically, the course employs culturally responsive teaching methods utilizing varied instructional formats (e.g., small group, peer-to-peer, hands-on application) to accommodate diverse cultural and learning styles in keeping with Universal Design for Learning's multiple means of engagement. To ensure equity and accessibility, assignments are both varied and flexible assessment, such as oral responses, class discussions, written essays, and group presentations are in keeping with Universal Design for Learning's multiple means of engagement. Course content, as illustrated in the Course Outline, incorporates cultural and ethnic voices and perspectives of authors and writers, as well as topics addressing systemic economic struggles, all of which aim to promote an inclusive learning environment and also support Universal Design for Learning's multiple means of representation. Last, examples of Primary Texts and References include cost-conscious options.</u>
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	One level below transfer.	One level below transfer.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is a support course	Course is a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	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>No</u>
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
	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	No value	No value

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	<table><tr><td>System/Institution</td><td>De Anza GE - Supplemental</td></tr><tr><td>Area(s)</td><td> 2SUE - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE - Supplemental	Area(s)	2SUE - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE - Supplemental</td></tr><tr><td>Area(s)</td><td> 2SUE - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE - Supplemental	Area(s)	2SUE - Approved.	-	No value
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Area(s)	2SUE - Approved.														
-	No value														
System/Institution	De Anza GE - Supplemental														
Area(s)	2SUE - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	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	108	108
	Lecture Hours - Course In- Class (Contact) per Term	36	36

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	72	72
	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	36	36
	Total - Course Out-of-Class Hours	72	72
	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 - Not Degree Applicable	Credit - Not 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)	☐	☐

	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version

	Course Duration (Weeks)	12	12

	Total Lecture Hours per Term	108	108

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

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 Discussion of assigned reading Homework and extended projects Collaborative learning and small group exercises Collaborative projects In-class essays Discussion and problem solving performed in class In-class exploration of Internet sites Between 4-6 hours per week of tutorial, instructor or workshop support depending on needs	Methods of Instruction Methods of Instruction Discussion of assigned reading Homework and extended projects Collaborative learning and small group exercises Collaborative projects In-class essays Discussion and problem solving performed in class In-class exploration of Internet sites Between 4-6 hours per week of tutorial, instructor or workshop support depending on needs

Changed	Field	Current Version	Proposed Version
	Assignments	1. Read culturally and rhetorically diverse texts, such as: 1. selected narrative and expository essays and articles from authors of diverse backgrounds 2. Shared book-length work(s) with the corequisite course 3. student packet with guides to grammar, sentence structure, rhetorical devices, reading and writing strategies 4. a variety of fiction--poetry and short stories with a culturally-responsive framework 2. Writing assignments of varying purposes and lengths, such as: 1. Summaries and paraphrases of readings 2. Triple-Entry Journals strategies for critical analysis of readings 3. Critical freewrites and responses to writing prompts. 4. Journal entries, focused paragraphs, prewriting 5. Practice in the learning and application of vocabulary words from transfer-level English course 6. Reflective writing including a formal self-evaluation 7. Revised essay or assignment which demonstrate textual analysis, close reading and integration of quotes with proper MLA format. Revised essay or assignment should show evidence of a developing sentence structure,	1. Read culturally and rhetorically diverse texts, such as: 1. Selected narrative and expository essays and articles from authors of diverse backgrounds 2. Shared book-length work(s) with the corequisite course 3. Student packet with guides to grammar, sentence structure, rhetorical devices, reading and writing strategies 4. A variety of fiction--poetry and short stories with a culturally-responsive framework 2. Writing assignments of varying purposes and lengths, such as: 1. Summaries and paraphrases of readings 2. Triple-Entry Journals strategies for critical analysis of readings 3. Critical freewrites and responses to writing prompts. 4. Journal entries, focused paragraphs, prewriting 5. Practice in the learning and application of vocabulary words from transfer-level English course 6. Reflective writing including a formal self-evaluation 7. Revised essay or assignment which demonstrate textual analysis, close reading and integration of quotes with proper MLA format. Revised essay or assignment should show evidence of a developing sentence structure,

Changed	Field	Current Version	Proposed Version
		correct grammar, and an understanding of the reading and writing processes.	correct grammar, and an understanding of the reading and writing processes.

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. Reading responses, including triple-entry journals and difficulty paper formats, to assess students' comprehension, analysis and application of texts in preparation for essay writing, presentations, or other projects in which a strong understanding of textual material is necessary. 2. Completion of homework assignments as preparation for participation in discussion / informal reading tests 3. Quizzes assessing vocabulary understanding and usage, distinguishing main idea and supporting details, interpreting figures of speech and making valid inferences, and applying those skills to readings with a 70% pass rate	Methods of Evaluation 1. Reading responses, including triple-entry journals and difficulty paper formats, to assess students' comprehension, analysis and application of texts in preparation for essay writing, presentations, or other projects in which a strong understanding of textual material is necessary. 2. Completion of homework assignments as preparation for participation in discussion / informal reading tests 3. Quizzes assessing vocabulary understanding and usage, distinguishing main idea and supporting details, interpreting figures of speech and making valid inferences, and applying those skills to readings with a 70% pass rate

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

4. Support for essay written outside of class that adheres to the assignment prompt and grading rubric
5. Support for essay written in class that adheres to assignment guidelines and rubric
6. Self-assessment throughout the quarter and in the reflective essay which will assess reading, writing, metacognitive awareness, and studenthood practices
7. Final essay or assignment that demonstrates understanding and application of the reading and writing process including critical analysis substantiated with quote integration and keen revision.

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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

Changed	Field	Current Version	Proposed Version																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>They Say/I Say: The Moves that Matter in Academic Writing with Readings</td></tr><tr><td>Author</td><td>Graff, Gerald</td></tr><tr><td>Publisher</td><td>WW. Norton & Company</td></tr><tr><td>Date/Edition</td><td>July 15, 2021 5th ed.</td></tr><tr><td>ISBN</td><td>978-0393538700</td></tr></table>	Title	They Say/I Say: The Moves that Matter in Academic Writing with Readings	Author	Graff, Gerald	Publisher	WW. Norton & Company	Date/Edition	July 15, 2021 5th ed.	ISBN	978-0393538700	<table><tr><td>Title</td><td>They Say/I Say: The Moves that Matter in Academic Writing with Readings</td></tr><tr><td>Author</td><td>Graff, Gerald</td></tr><tr><td>Publisher</td><td>WW. Norton & Company</td></tr><tr><td>Date/Edition</td><td>July 15, 2021 5th ed.</td></tr><tr><td>ISBN</td><td>978-0393538700</td></tr></table>	Title	They Say/I Say: The Moves that Matter in Academic Writing with Readings	Author	Graff, Gerald	Publisher	WW. Norton & Company	Date/Edition	July 15, 2021 5th ed.	ISBN	978-0393538700
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Suggested Reading List		No value	No value																				

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Determine and evaluate controlling and supportive ideas in reading and writing both paragraphs and essays. • Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally diverse nonfiction and fiction. • Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts. • Identify purpose and coherence in analytical, expository, and persuasive reading and writing • Compose organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and demonstrated revision.	• Determine and evaluate controlling and supportive ideas in reading and writing both paragraphs and essays. • Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally diverse nonfiction and fiction. • Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts. • Identify purpose and coherence in analytical, expository, and persuasive reading and writing. • Compose organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and demonstrated revision.

Changed	Field	Current Version	Proposed Version
	CSLOs	CSLOs Demonstrate post-secondary reading and writing processes through metacognitive awareness as illustrated in students' most accomplished assignments.	CSLOs Demonstrate post-secondary reading and writing processes through metacognitive awareness as illustrated in students' most accomplished assignments.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Analyze culturally diverse texts fostering literacy and writing composition skills that illustrate the importance of equitable access for systemically and disproportionately excluded communities.	CSLOs Analyze culturally diverse texts fostering literacy and writing composition skills that illustrate the importance of equitable access for systemically and disproportionately excluded communities.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	- Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays. - Identify main ideas and supporting details - Map main idea and supporting details - Distinguish topic and thesis - Express an author's thesis coherently. - Express agreement or disagreement with author's ideas and rationale - Identify and understand different rhetorical styles in college-level texts and discourse - Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction. - Distinguish facts and opinions in readings - Interpret denotative, connotative, figurative language - Identify author's tone and purpose and apply understanding to own writings - Make inferences - Write analytical responses to readings and integrate textual support in essays - Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts - Use context and word structure to understand vocabulary - Demonstrate understanding of passive	- Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays. - Identify main ideas and supporting details - Map main idea and supporting details - Distinguish topic and thesis - Express an author's thesis coherently. - Express agreement or disagreement with author's ideas and rationale - Identify and understand different rhetorical styles in college-level texts and discourse - Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction. - Distinguish facts and opinions in readings - Interpret denotative, connotative, figurative language - Identify author's tone and purpose and apply understanding to own writings - Make inferences - Write analytical responses to readings and integrate textual support in essays - Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts. - Use context and word structure to understand vocabulary - Demonstrate understanding of passive vocabulary knowledge

Changed	Field	Current Version	Proposed Version
		vocabulary knowledge and active knowledge of vocabulary in reading and writing 3. Collect personal vocabulary lists of words from academic texts 4. Use new academic words from texts in own writing 4. Identify purpose and coherence in analytical, expository and persuasive reading and writing 1. Analyze texts and demonstrate understanding of main ideas and supporting details 2. Evaluate and synthesize main ideas from several texts in reading and writing 3. Comprehend main ideas and criticize intentions in texts 5. Compose organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and demonstrated revision. 1. Demonstrate understanding of texts through summary writing 2. Brainstorm on topic, thesis statement and supporting evidence for essay 3. Use outlines to plan for academic writing 4. Practice the writing process through prewriting, drafting, peer review, proofreading and revision 5. Receive regular instructor evaluation of writing with explicit comments on strengths and weaknesses and	and active knowledge of vocabulary in reading and writing 3. Collect personal vocabulary lists of words from academic texts 4. Use new academic words from texts in own writing 4. Identify purpose and coherence in analytical, expository and persuasive reading and writing. 1. Analyze texts and demonstrate understanding of main ideas and supporting details 2. Evaluate and synthesize main ideas from several texts in reading and writing 3. Comprehend main ideas and criticize intentions in texts 5. Compose organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and demonstrated revision. 1. Demonstrate understanding of texts through summary writing 2. Brainstorm on topic, thesis statement and supporting evidence for essay 3. Use outlines to plan for academic writing 4. Practice the writing process through prewriting, drafting, peer review, proofreading and revision 5. Receive regular instructor evaluation of writing with explicit comments on strengths and weaknesses and suggestions for revision,

Changed	Field	Current Version	Proposed Version
		suggestions for revision, such as errors in syntax, diction, punctuation, spelling and other areas 6. Receive instruction to troubleshoot student needs, such as grammar workshops, paragraph development exercises, integration of quotes, close reading and the reading and writing processes.	such as errors in syntax, diction, punctuation, spelling and other areas 6. Receive instruction to troubleshoot student needs, such as grammar workshops, paragraph development exercises, integration of quotes, close reading and the reading and writing processes.
	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	No Value	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
	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

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):

ENGL C1000 or ENGL C1000H

ENGL C1000 or ENGL C1000H

Advisory(ies):

No Value

No Value

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
	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.	B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.	B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.
	Objective 2: Compose essays drawn from personal experience and assigned texts.	A. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays.	A. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.	E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.	E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.	B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.

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
	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

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
	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
	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

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

Changed	Questions	Current Version	Proposed Version
	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
	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

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 and is being removed, provide an explanation as to why.

No Value

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

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

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version

Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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	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	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)	LART 250	LART 250
	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)	03/18/2025	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	03/18/2025	No Value
	Curriculum Office Notes	CCN requisite changes appr. 9/23/24 (effect. F25). -mc	CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
			4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language.	N: thank you for the suggestion. Warm and welcoming student language is usually found in the course syllabus.

Changed	Questions	Current Version	Proposed Version
			Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.
		4/23/2026	Specifications Examples of Primary Texts and References Required N; the course text is a literary text that is low cost. I did not find a representative OER.

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.
		Examples of Primary Texts and References	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.
4/23/2026	Specifications		Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.
4/23/2026	Specifications	Assignments	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.

Changed	Questions	Current Version	Proposed Version
			For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If N: will note yes, consider this critique. noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.
		4/23/2026	Specifications Methods of Evaluation Suggested
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	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	LARTD250.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Mar 18, 2025 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	CCC000603003

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

Changed	Field	Current Version
	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College

Course Outline of Record Report

05/04/2026

LARTD450. : Academic Reading and Writing

General Information

Faculty Initiator:	- Veronica Acevedo Avila - Endow, Katelyn
Attachments:	Online_LART_450_2027F.pdf Hybrid_LART_450_2027F.pdf
Course ID (CB01A and CB01B) :	LARTD450.
Short Course Title:	ACADEMIC READING AND WRITING
Course Title (CB02) :	Academic Reading and Writing
Department:	LART - Language Arts
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This course integrates the reading and writing skills necessary for success in English reading and writing. Course emphasis will include evaluation, analysis, synthesis, and critical inquiry of assigned readings and essays. Concurrent immersion in this course, specific to the reading and writing process, provides foundational strategies and skills in a transfer-level curriculum.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	English
Discipline 2:	ESL
Discipline 3:	Reading
FSA:	English

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

In response to the State Assembly Bill 705 mandate, this stand-alone, corequisite course will be offered for students who need additional support in their reading and writing skills.

Stand-Alone Statement

Stand-Alone Statement

This course is a non-transferable course and does not meet general education requirements for De Anza College.

Course Philosophy

Course Philosophy

Integrated reading and writing is the most successful way for students to improve their collegiate reading and writing skills; this course will be fully integrated and connected to the ENGL C1000 or ENGL C1000H curriculum. It will also emphasize metacognitive awareness, reflection, revision, and the reading and writing processes. An emphasis on a culturally responsive curriculum will be the cornerstone of the class

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☐ Specifications - Methods of Instruction
☐ Specifications - Assignments	☐ Specifications - Methods of Evaluation
☐ Specifications - Examples of Primary Texts and References	☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

The design of this noncredit course actively integrates inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles. Pedagogically, the course employs culturally responsive teaching methods utilizing varied instructional formats (e.g., small group, peer-to-peer, hands-on application) to accommodate diverse cultural and learning styles in keeping with Universal Design for Learning's multiple means of engagement. To ensure equity and accessibility, assignments are both varied and flexible assessment, such as oral responses, class discussions, written essays, and group presentations are in keeping with Universal Design for Learning's multiple means of engagement. Course content, as illustrated in the Course Outline, incorporates cultural and ethnic voices and perspectives of authors and writers, as well as topics addressing systemic economic struggles, all of which aim to promote an inclusive learning environment and also support Universal Design for Learning's multiple means of representation. Last, examples of Primary Texts and References include cost-conscious options.

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

One level below transfer.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

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

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)

Elementary and Secondary Basic Skills.

Course Classification Code (CB11)

Non-Enhanced Funding.

☐ 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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=52217c22-47fd-11f1-b940-1...

5/19

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction****Methods of Instruction****Methods of Instruction**

Discussion of assigned reading
 Homework and extended projects
 Collaborative learning and small group exercises
 Collaborative projects
 In-class essays
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Between 4-6 hours per week of tutorial, instructor or workshop support depending on needs

Assignments**A. Read culturally and rhetorically diverse texts, such as:**

1. Selected narrative and expository essays and articles from authors of diverse backgrounds
2. Shared book-length work(s) with the corequisite course
3. Student packet with guides to grammar, sentence structure, rhetorical devices, reading and writing strategies
4. A variety of fiction--poetry and short stories with a culturally-responsive framework

B. Writing assignments of varying purposes and lengths, such as:

1. Summaries and paraphrases of readings
2. Triple-Entry Journals strategies for critical analysis of readings
3. Critical freewrites and responses to writing prompts.
4. Journal entries, focused paragraphs, prewriting
5. Practice in the learning and application of vocabulary words from transfer-level English course
6. Reflective writing including a formal self-evaluation
7. Revised essay or assignment which demonstrate textual analysis, close reading and integration of quotes with proper MLA format.
 Revised essay or assignment should show evidence of a developing sentence structure, correct grammar, and an understanding of the reading and writing processes.

Methods of Evaluation**Methods of Evaluation****Methods of Evaluation**

- A. Reading responses, including triple-entry journals and difficulty paper formats, to assess students' comprehension, analysis and application of texts in preparation for essay writing, presentations, or other projects in which a strong understanding of textual material is necessary.
- B. Completion of homework assignments as preparation for participation in discussion / informal reading tests
- C. Quizzes assessing vocabulary understanding and usage, distinguishing main idea and supporting details, interpreting figures of speech and making valid inferences, and applying those skills to readings with a 70% pass rate
- D. Support for essay written outside of class that adheres to the assignment prompt and grading rubric
- E. Support for essay written in class that adheres to assignment guidelines and rubric

- F. Self-assessment throughout the quarter and in the reflective essay which will assess reading, writing, metacognitive awareness, and studenthood practices
- G. Final essay or assignment that demonstrates understanding and application of the reading and writing process including critical analysis substantiated with quote integration and keen revision.

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
Graff, Gerald	They Say/I Say: The Moves that Matter in Academic Writing with Readings	WW. Norton & Company	July 15, 2021 5th ed	978-0393538700
Rise B. Axelrod, Charles Cooper, and Ellen Carillo	Reading Critically, Writing Well: A Reader and Guide	Bedford St. Martin's	Oct. 7, 2022. 13th edition	978-1319332297

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Determine and evaluate controlling and supportive ideas in reading and writing both paragraphs and essays.

Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.

Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts.

Identify purpose and coherence in analytical, expository, and persuasive reading and writing.

Compose organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and demonstrated revision.

CSLOs

Demonstrate post-secondary reading and writing processes through metacognitive awareness as illustrated in students' most accomplished assignments.

Expected SLO Performance: 0.0

Analyze culturally diverse texts fostering literacy and writing composition skills that illustrate the importance of equitable access for systemically and disproportionately excluded communities.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays.
 - 1. Identify main ideas and supporting details
 - 2. Map main idea and supporting details
 - 3. Distinguish topic and thesis
 - 4. Express an author's thesis coherently.
 - 5. Express agreement or disagreement with author's ideas and rationale
 - 6. Identify and understand different rhetorical styles in college-level texts and discourse
- B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.
 - 1. Distinguish facts and opinions in readings
 - 2. Interpret denotative, connotative, figurative language
 - 3. Identify author's tone and purpose and apply understanding to own writings
 - 4. Make inferences
 - 5. Write analytical responses to readings and integrate textual support in essays
- C. Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts.
 - 1. Use context and word structure to understand vocabulary
 - 2. Demonstrate understanding of passive vocabulary knowledge and active knowledge of vocabulary in reading and writing
 - 3. Collect personal vocabulary lists of words from academic texts
 - 4. Use new academic words from texts in own writing
- D. Identify purpose and coherence in analytical, expository and persuasive reading and writing.
 - 1. Analyze texts and demonstrate understanding of main ideas and supporting details
 - 2. Evaluate and synthesize main ideas from several texts in reading and writing
 - 3. Comprehend main ideas and criticize intentions in texts
- E. Compose organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and demonstrated revision.
 - 1. Demonstrate understanding of texts through summary writing
 - 2. Brainstorm on topic, thesis statement and supporting evidence for essay
 - 3. Use outlines to plan for academic writing
 - 4. Practice the writing process through prewriting, drafting, peer review, proofreading and revision
 - 5. Receive regular instructor evaluation of writing with explicit comments on strengths and weaknesses and suggestions for revision, such as errors in syntax, diction, punctuation, spelling and other areas
 - 6. Receive instruction to troubleshoot student needs, such as grammar workshops, paragraph development exercises, integration of quotes, close reading and the reading and writing processes.

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 05/04/2026)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

ENGL C1000 or ENGL C1000H

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.

B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.

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

A. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays.

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

E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.

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

E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.

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

B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language.	N: thank you for the suggestion. Warm and welcoming student language is usually found in the course syllabus.
4/23/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	N; the course text is a literary text that is low cost. I did not find a representative OER.
4/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	N: course typically involves using literary text that are usually low cost, e.g., used paperback novels.
4/23/2026	Specifications	Assignments	Suggested	Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N; thank you. Assignments do encourage schema activation.

4/23/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N: will note this critique.
Stage 4: Articulation Officer				
No Value				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
No Value				
Stage 7: Dean of Online Learning				
No Value				
Stage 8: SLO Coordinator				
No Value				
Stage 10: 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

Course Outline of Record Report

04/27/2026

MATH212X : Algebra Support for Introductory Calculus for Business and Social Science

General Information

Faculty Initiator:	- Fatemeh Yarahmadi - Nguyen, Vinh
Attachments:	ReqAdv_G_MATH_212X_2027F_1.pdf Online_MATH_212X_2027F.pdf Hybrid_MATH_212X_2027F.pdf
Course ID (CB01A and CB01B) :	MATH212X
Short Course Title:	No value
Course Title (CB02) :	Algebra Support for Introductory Calculus for Business and Social Science
Department:	MATH - Mathematics
Effective Term:	Fall 2027
TOP Code (CB03) :	(1701.00) Mathematics, General
CIP Code:	(27.0101) Mathematics, General.
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This course offers a review of the core prerequisite skills, competencies, and concepts needed when studying calculus for students majoring in business and social science. Emphasis is placed on reducing barriers to success and promoting equitable outcomes in calculus and beyond. Upon successful completion of the course, students will demonstrate strengthened algebraic fluency, problem-solving skills, and conceptual understanding necessary for success in business and social science calculus courses.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- 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 is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying calculus for business and social science majors.

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 AB705 compliant. It offers students an opportunity to review algebraic concepts and skills by providing just-in-time instruction for students.

Course Philosophy**Course Philosophy**

This course is intended to provide just-in-time instruction for students who are studying calculus, but who may need additional assistance with the algebra skills necessary to succeed in a transfer level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in calculus. In addition to providing the algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course incorporates principles of diversity, equity, and inclusion (DEI) through multiple components of the COR. The course description is written in clear, accessible language and explicitly describes the knowledge, skills, and abilities students will gain upon successful completion, promoting transparency and equitable access to expectations. Primary texts and course materials are selected and designed to meet universal design standards by incorporating clear headings, accessible language, and explicit explanations of key terms to support equitable access for all learners. The curriculum emphasizes reducing barriers to success in calculus by strengthening prerequisite skills and supporting varied academic backgrounds. Instructional strategies encourage inclusive participation, growth mindset, and multiple approaches to problem-solving. Assessments are designed to measure conceptual understanding and skill development in ways that support diverse learning styles and promote equitable outcomes for students pursuing business and social science majors.

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

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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=7473b45a-4276-11f1-a335-8...

5/18

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Interactive lectures incorporating visual aids and multiple representations of concepts
 Guided discussion of assigned readings
 In-class collaborative problem-solving (small-group and whole-class formats)
 Structured collaborative projects and extended applications
 Homework assignments and extended projects to reinforce and deepen learning
 In-class quiz and examination review sessions
 Guest speakers to connect course concepts with real-world applications

Assignments

- A. Required readings from the textbook and supplementary materials, accompanied by guided questions to support comprehension and concept development.
- B. Problem-solving exercises, some involving technology, designed to develop algebraic fluency and conceptual understanding. Selected assignments may allow students to revise and resubmit work after feedback to demonstrate improved proficiency.
- C. Structured small-group exercises that promote collaborative learning, discussion of multiple solution strategies, and peer-supported problem solving.
- D. Optional or extended synthesis projects integrating multiple course concepts and skills. When appropriate, students may be given limited choice in format (e.g., written analysis, annotated problem set, or presentation format) to demonstrate mastery of course objectives.

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. Instructor provides examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.
- 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. Comprehensive final exam or cumulative project evaluating students' mastery of core prerequisite skills, algebraic fluency, problem-solving strategies, conceptual understanding, and readiness for business and social science calculus.

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
Calaway, Hoffman, and Lippman	Applied Calculus	Libretext (OER)	2023 (last updated)/ 1st edition	
Laurence D & Gerald L, Bradley Hoffman et.al	Applied Calculus: For Business, Economics, and the Social and Life Sciences	McGraw-Hill	2012/ 11th Edition	9780073532370
Hughes-Hallett et al.	Applied Calculus	Wiley	2022/ 7th edition	978-1119799061
Bittinger, Surgent, and Ellenbogen	Calculus and Its Applications	Pearson	2020/ 2nd edition	9780135189641
Suggested Reading List				
No Value				

Learning Outcomes**Course Objectives**

Explore topics related to developing effective learning skills.

Develop effective skills for modeling and solving real-world applications, including examining the assumptions and limitations of mathematical models and reflecting on how their use may impact different communities, populations, or cultural contexts in distinct ways.

Develop algebraic skills needed to study limits, continuity, and derivatives.

Develop skills needed to work with anti-derivatives and integrals.

CSLOs

Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Explore topics related to developing effective learning skills.
 - 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
 - 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
 - 3. Develop academic confidence and mathematical maturity
 - 4. Develop mathematical habits of mind
 - a. Interpret contextualized problems
 - b. Predict solutions
 - c. Analyze different ideas
 - d. Reflect on process and synthesis
- B. Develop effective skills for modeling and solving real-world applications, including examining the assumptions and limitations of mathematical models and reflecting on how their use may impact different communities, populations, or cultural contexts in distinct ways.
 - 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
 - 6. Math modeling
 - a. Linear models
 - b. Quadratic models
 - c. Exponential models
- C. Develop algebraic skills needed to study limits, continuity, and derivatives.
 - 1. Simplify quotients of various algebraic expressions using factoring, conjugating, foiling, least common denominator, etc.
 - 2. Simplify algebraic expressions, especially those involving exponential, complex rational and radical functions
 - 3. Rationalize numerator/denominator of expressions
 - 4. Identify and analyze asymptotes and holes in graphs
 - 5. Explore domain and range of functions
 - 6. Explore piecewise functions
 - 7. Explore absolute value inequalities
 - 8. Solve algebraic equations resulting from 1st and 2nd derivatives
 - 9. Use factors and the Zero Product Property to solve equations
- D. Develop skills needed to work with anti-derivatives and integrals.
 - 1. Differential notations and their properties
 - 2. Basic derivative rules including power, product, and quotient rules
 - 3. Chain rule
 - a. Substitution
 - b. Composition of functions
 - 4. Summation notations and their properties

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: 35
- (mkct 04/27/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

MATH D012.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/18/2026	Specifications	Examples of Primary Texts and References	Suggested	Do examples of Primary Texts and References listed on the COR meet universal design course standards (explanations of terms, clear headings, etc.)? If yes, let me know in the initiator response box and consider adding to the DEI statement.	Y
03/18/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting these for the relevant evaluation method. If not appropriate, just let me know in the initiator response box.	Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

Course Outline of Record Report

04/27/2026

MATHD412X : Algebra Support for Introductory Calculus for Business and Social Science

General Information

Faculty Initiator:	- Fatemeh Yarahmadi - Nguyen, Vinh - Moen, Loraine
Attachments:	ReqAdv_G_MATH_412X_2027F_1.pdf Online_MATH_412X_2027F.pdf Hybrid_MATH_412X_2027F.pdf
Course ID (CB01A and CB01B) :	MATHD412X
Short Course Title:	No value
Course Title (CB02) :	Algebra Support for Introductory Calculus for Business and Social Science
Department:	MATH - Mathematics
Effective Term:	Fall 2027
TOP Code (CB03) :	(1701.00) Mathematics, General
CIP Code:	(27.0101) Mathematics, General.
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This course offers a review of the core prerequisite skills, competencies, and concepts needed when studying calculus for students majoring in business and social science. Emphasis is placed on reducing barriers to success and promoting equitable outcomes in calculus and beyond. Upon successful completion of the course, students will demonstrate strengthened algebraic fluency, problem-solving skills, and conceptual understanding necessary for success in business and social science calculus courses.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- 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 is a noncredit stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying calculus for business and social science majors.

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 AB705 compliant. It offers students an opportunity to review algebraic concepts and skills by providing just-in-time instruction for students.

Course Philosophy**Course Philosophy**

This course is intended to provide just-in-time instruction for students who are studying calculus for business and social science, but who may need extra assistance with the basic mathematical skills necessary to succeed in a calculus for business and social science course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in calculus for business and social science. In addition to providing basic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further courses.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course incorporates principles of diversity, equity, and inclusion (DEI) through multiple components of the COR. The course description is written in clear, accessible language and explicitly describes the knowledge, skills, and abilities students will gain upon successful completion, promoting transparency and equitable access to expectations. The curriculum emphasizes reducing barriers to success in calculus by strengthening prerequisite skills and supporting varied academic backgrounds. Instructional strategies encourage inclusive participation, growth mindset, and multiple approaches to problem-solving. Assessments are designed to measure conceptual understanding and skill development in ways that support diverse learning styles and promote equitable outcomes for students pursuing business and social science majors.

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 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

30

Total Course Out-of-Class Hours

60

Total Student Learning Hours

30

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Elementary and Secondary Basic Skills.

Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

☐ 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

https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=75b5f85e-4276-11f1-a335-0...

5/18

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Interactive lectures incorporating visual aids and multiple representations of concepts
 Guided discussion of assigned readings
 In-class collaborative problem-solving (small-group and whole-class formats)
 Structured collaborative projects and extended applications
 Homework assignments and extended projects to reinforce and deepen learning
 In-class quiz and examination review sessions
 Guest speakers to connect course concepts with real-world applications

Assignments

- A. Required readings from the textbook and supplementary materials, accompanied by guided questions to support comprehension and concept development.
- B. Problem-solving exercises, some involving technology, designed to develop algebraic fluency and conceptual understanding. Selected assignments may allow students to revise and resubmit work after feedback to demonstrate improved proficiency.
- C. Structured small-group exercises that promote collaborative learning, discussion of multiple solution strategies, and peer-supported problem solving.
- D. Optional or extended synthesis projects integrating multiple course concepts and skills. When appropriate, students may be given limited choice in format (e.g., written analysis, annotated problem set, or presentation format) to demonstrate mastery of course objectives.

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. Instructor provides examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.
- 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. Comprehensive final exam or cumulative project evaluating students' mastery of core prerequisite skills, algebraic fluency, problem-solving strategies, conceptual understanding, and readiness for business and social science calculus.

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
Calaway, Hoffman, and Lippman	Applied Calculus	Libretext (OER)	2023 (last updated)/ 1st edition	
Laurence D & Gerald L, Bradley Hoffman et.al	Applied Calculus: For Business, Economics, and the Social and Life Sciences	McGraw-Hill	2012/ 11th Edition	9780073532370
Hughes-Hallett et al.	Applied Calculus	Wiley	2022/ 7th edition	978-1119799061
Bittinger, Surgent, and Ellenbogen	Calculus and Its Applications	Pearson	2020/ 2nd edition	9780135189641

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Explore topics related to developing effective learning skills.

Develop effective skills for modeling and solving real-world applications, including examining the assumptions and limitations of mathematical models and reflecting on how their use may impact different communities, populations, or cultural contexts in distinct ways.

Develop algebraic skills needed to study limits, continuity, and derivatives.

Develop skills needed to work with anti-derivatives and integrals.

CSLOs

Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Explore topics related to developing effective learning skills.
 - 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
 - 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
 - 3. Develop academic confidence and mathematical maturity
 - 4. Develop mathematical habits of mind
 - a. Interpret contextualized problems
 - b. Predict solutions
 - c. Analyze different ideas
 - d. Reflect on process and synthesis
- B. Develop effective skills for modeling and solving real-world applications, including examining the assumptions and limitations of mathematical models and reflecting on how their use may impact different communities, populations, or cultural contexts in distinct ways.
 - 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
 - 6. Math modeling
 - a. Linear models
 - b. Quadratic models
 - c. Exponential models
- C. Develop algebraic skills needed to study limits, continuity, and derivatives.
 - 1. Simplify quotients of various algebraic expressions using factoring, conjugating, foiling, least common denominator, etc.
 - 2. Simplify algebraic expressions, especially those involving exponential, complex rational and radical functions
 - 3. Rationalize numerator/denominator of expressions
 - 4. Identify and analyze asymptotes and holes in graphs
 - 5. Explore domain and range of functions
 - 6. Explore piecewise functions
 - 7. Explore absolute value inequalities
 - 8. Solve algebraic equations resulting from 1st and 2nd derivatives
 - 9. Use factors and the Zero Product Property to solve equations
- D. Develop skills needed to work with anti-derivatives and integrals.
 - 1. Differential notations and their properties
 - 2. Basic derivative rules including power, product, and quotient rules
 - 3. Chain rule
 - a. Substitution
 - b. Composition of functions
 - 4. Summation notations and their properties

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: 2.5
- Load: 0
- Seat Ct: 0
- (mkct 04/27/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

MATH D012.

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 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 prerequisite for the course, complete the objective(s) below. If this prerequisite 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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/18/2026	Specifications	Examples of Primary Texts and References	Suggested	Do examples of Primary Texts and References listed on the COR meet universal design course standards (explanations of terms, clear headings, etc.)? If yes, let me know in the initiator response box and consider adding to the DEI statement.	Y
03/18/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting these for the relevant evaluation method. If not appropriate, just let me know in the initiator response box.	Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

Course Outline of Record Report

05/04/2026

MATHD501. : Algebraic Manipulation and Simplification

General Information

Faculty Initiator:	- Amanda Lien - Bambhania, Doli - Bradley, Christopher - Tran, Danny - Balm, Cheryl
Attachments:	Hybrid_MATH_501_2027F.pdf Online_MATH_501_2027F.pdf
Course ID (CB01A and CB01B) :	MATHD501.
Short Course Title:	No value
Course Title (CB02) :	Algebraic Manipulation and Simplification
Department:	MATH - Mathematics
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This noncredit course offers an approachable review of essential precalculus skills for students who could benefit from extra support towards calculus. Designed to meet learners where they are, the course provides just-in-time reinforcement of key concepts such as factoring, simplifying algebraic and rational expressions, completing the square, and performing polynomial operations. Emphasis is placed on building mathematical confidence through systematic review of foundational material. Through guided practice and applied problem-solving, students gain the tools to engage more fully and effectively in their calculus coursework.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1: No value

Discipline 2: No value

Discipline 3: No value

FSA: No value

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit course is part of the Excellence in Precalculus noncredit certificate designed to provide just-in-time instruction in factoring and algebraic manipulation to help students succeed in calculus.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

We worked with the Faculty Coordinator of Diversity and Equity to make our course description student-friendly, using language such as “approachable review” and “meet learners where they are”. Our course is designed not to focus on a checklist of content, but to give students the tools and confidence to engage effectively and successfully in their calculus classes. For our assignments we included the choice of individual and/or small group activities and a wide variety of technology choices to accommodate as many learning styles as possible. We also have the option of a concept map which allows for student choice in the topics that they map and how they organize their visual representations of their thought processes. For the textbooks, we have chosen OER books to remove material costs as a barrier of entry to this course. Each text has multiple contributing authors who provide multiple viewpoints. OpenStax has a well-documented commitment to accessibility and is open to any feedback on how to improve student

experience. Their books contain accessible and inclusive language and explanations of all technical terms. Our methods of instruction include many options for formative assessments. These can allow students to learn in various interactive ways and can promote a sense of belonging in a classroom where their voices are heard and they get to know their classmates. Our methods of evaluation include modeling examples of appropriate ways to show work and demonstrate understanding on quizzes and other assignments to build confidence in students as doers and communicators of mathematics. By providing examples to emulate and learn from, students begin to understand that everyone can learn to be successful at mathematics, regardless of their background or past experiences. Finally for our course outline, we considered inequities and barriers to inclusion that can come up in math curricula and worked to choose the content that is most vital in supporting students in calculus. Since calculus classes are still, unfortunately, used by many majors as “weed-out” classes, the entire purpose of this course and COR is to help students succeed and remove calculus as a barrier to their educational goals.

Course Development Options

Basic Skill Status (CB08)

No value

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	12
Total Course Out-of-Class Hours	24
Total Student Learning Hours	12

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	0	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	0
NA	0
Total	12
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	Collaborative learning and small group exercises Discussion and problem-solving Homework In-class exploration of technology tools Lecture and visual aids Formative assessments such as think-pair-share, class polls, board work, exit tickets, journal reflections
Assignments	
A. Required readings from text B. Problem-solving exercises done individually and/or in small groups, some involving technology, such as ALEKS, MyOpenMath, Desmos, calculator, with the opportunity for students to revise or correct their work based on feedback C. Optional project or class presentation synthesizing various concepts and skills from the course content D. Visual summary or concept map allowing students to organize their individual thought processes around a topic of their choice from the course content	
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. Examples of appropriate ways to show work and demonstrate understanding will be modeled throughout the course. B. Small group exercises will be evaluated based on engagement with the material and participation with peers. C. Final assessment

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
Jay Abramson	Precalculus	openstax.org	2nd ed.	978-1-951693-39-8
Lynn Marecek and Andrea Honeycutt Mathis	Intermediate Algebra	openstax.org	2nd ed.	978-1-975076-49-8

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Factor polynomials

Complete the square

Solve polynomial equations by factoring

Simplify rational expressions

Perform operations on algebraic expressions

Manipulate algebraic expressions and equations

CSLOs

Demonstrate mathematical concepts, skills and numeracy needed for solving problems needing factoring and algebraic manipulation skills

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Factor polynomials
 - 1. Recognize and factor out the greatest common factor (GCF) from algebraic expressions
 - 2. Factor special polynomial forms
 - a. Factor perfect square trinomials and differences of squares
 - b. Recognize and factor sums and differences of cubes
 - 3. Factor trinomials
 - a. Factor quadratic trinomials with leading coefficient 1
 - b. Factor quadratic trinomials with leading coefficient other than 1, such as, by grouping, trial and error, or the AC method also known as the "x-method"
 - 4. Factor by grouping
- B. Complete the square
- C. Solve polynomial equations by factoring
 - 1. Set factored expressions equal to zero and apply the zero-product property
 - 2. Solve quadratic equations using the quadratic formula
 - 3. Solve real-world and mathematical problems modeled by quadratic and higher-degree polynomial equations
- D. Simplify rational expressions
 - 1. Identify and factor common terms in numerators and denominators
 - 2. Simplify, multiply, divide, add, and subtract rational expressions
 - 3. Determine restrictions on the variable (domain restrictions) where denominators are zero
- E. Perform operations on algebraic expressions
 - 1. Add, subtract, and multiply polynomials, binomials, and other algebraic expressions
 - 2. Divide polynomials using long division
 - 3. Simplify complex expressions by combining like terms and removing parentheses correctly
- F. Manipulate algebraic expressions and equations
 - 1. Simplify polynomial expressions by combining like terms
 - 2. Solve for a specified variable in multi-variable equations
 - 3. Rearrange and simplify equations to isolate variables

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: .015
- Seat Ct: Not provided
- (mkct 05/04/2026)

Req/Adv**Prerequisite(s):**

No Value

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y DEI statement has been updated
4/10/2026	Specifications	Assignments	Suggested	It's great to see choice as part of these assignments! Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y
4/10/2026	Outline	Course Outline	Suggested	I think this is likely not appropriate given the subject matter, but if appropriate, consider minor revisions to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/25/2026	Learning Outcomes	CSLO #1	Suggested	"Demonstrate mathematical concepts, skills and numeracy needed for understanding factoring and algebraic manipulation" Be more explicit about the skill: "Demonstrate mathematical concepts, skills and numeracy needed for solving problems needing factoring and algebraic manipulation [skills].	Y

Stage 10: 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

Course Outline of Record Report

05/04/2026

MATHD502. : Rational Exponents and Radicals

General Information

Faculty Initiator:	• Doli Bambhania • Lien, Amanda • Tran, Danny • Bradley, Christopher • Balm, Cheryl
Attachments:	Hybrid_MATH_502_2027F.pdf Online_MATH_502_2027F.pdf
Course ID (CB01A and CB01B) :	MATHD502.
Short Course Title:	No value
Course Title (CB02) :	Rational Exponents and Radicals
Department:	MATH - Mathematics
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This noncredit course offers an approachable review of essential precalculus skills for students who could benefit from extra support towards calculus. Designed to meet learners where they are, the course provides just-in-time reinforcement of key concepts such as properties of exponents, connection between radical expressions and rational exponents, conjugates, scientific notation, solving equations with fractional powers, and factoring with fractional exponents. Emphasis is placed on building mathematical confidence through systematic review of foundational material. Through guided practice and applied problem-solving, students gain the tools to engage more fully and effectively in their calculus coursework.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• 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 noncredit course is part of the Excellence in Precalculus noncredit certificate designed to provide just-in-time instruction in rational exponents and radicals to help students succeed in calculus.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

We worked with the Faculty Coordinator of Diversity and Equity to make our course description student-friendly, using language such as “approachable review” and “meet learners where they are”. Our course is designed not to focus on a checklist of content, but to give students the tools and confidence to engage effectively and successfully in their calculus classes. For our assignments we included the choice of individual and/or small group activities and a wide variety of technology choices to accommodate as many learning styles as possible. We also have the option of a concept map which allows for student choice in the topics that they map and how they organize their visual representations of their thought processes. For the textbooks, we have chosen OER books to remove material costs as a barrier of entry to this course. Each text has multiple contributing authors who provide multiple viewpoints. OpenStax has a well-documented commitment to accessibility and is open to any feedback on how to improve student

experience. Their books contain accessible and inclusive language and explanations of all technical terms. Our methods of instruction include many options for formative assessments. These can allow students to learn in various interactive ways and can promote a sense of belonging in a classroom where their voices are heard and they get to know their classmates. Our methods of evaluation include modeling examples of appropriate ways to show work and demonstrate understanding on quizzes and other assignments to build confidence in students as doers and communicators of mathematics. By providing examples to emulate and learn from, students begin to understand that everyone can learn to be successful at mathematics, regardless of their background or past experiences. Finally for our course outline, we considered inequities and barriers to inclusion that can come up in math curricula and worked to choose the content that is most vital in supporting students in calculus. Since calculus classes are still, unfortunately, used by many majors as “weed-out” classes, the entire purpose of this course and COR is to help students succeed and remove calculus as a barrier to their educational goals.

Course Development Options

Basic Skill Status (CB08)

No value

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	12
Total Course Out-of-Class Hours	24
Total Student Learning Hours	12

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	0	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	0
NA	0
Total	12
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	Collaborative learning and small group exercises Discussion and problem-solving Homework In-class exploration of technology tools Lecture and visual aids Formative assessments such as think-pair-share, class polls, board work, exit tickets, journal reflections
Assignments	
A. Required readings from text B. Problem-solving exercises done individually and/or in small groups, some involving technology, such as ALEKS, MyOpenMath, Desmos, calculator, with the opportunity for students to revise or correct their work based on feedback C. Optional project or class presentation synthesizing various concepts and skills from the course content D. Visual summary or concept map allowing students to organize their individual thought processes around a topic of their choice from the course content	
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. Examples of appropriate ways to show work and demonstrate understanding will be modeled throughout the course. B. Small group exercises will be evaluated based on engagement with the material and participation with peers. C. Final assessment

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
Jay Abramson	Precalculus	openstax.org	2nd ed.	978-1-951693-39-8
Lynn Marecek and Andrea Honeycutt Mathis	Intermediate Algebra	openstax.org	2nd ed.	978-1-975076-49-8

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Explore properties of exponents

Examine radical expressions and their properties

Establish the concept of rational exponents

Utilize scientific notation for real-world applications

Solve equations involving fractional powers

Apply factoring techniques with fractional exponents

Integrate concepts in problem solving

CSLOs**Demonstrate mathematical concepts, skills and numeracy needed for solving problems involving rational exponents and radicals**

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Explore properties of exponents
 - 1. Establish the properties of exponents: product and quotient rules with same base, product and quotient rules with same exponent, power rule, zero exponent rule, and negative exponents
 - 2. Apply the properties of exponents to simplify
- B. Examine radical expressions and their properties
 - 1. Define and interpret radical notation and index values
 - 2. Simplify radical expressions using prime factorization
 - 3. Identify and eliminate radicals in denominators:
 - a. With a single square root term
 - b. Two terms in the denominator with at least one square root term, using conjugates
- C. Establish the concept of rational exponents
 - 1. Convert between radical notation and rational exponents
 - 2. Apply the rules of exponents to expressions with fractional powers
 - 3. Simplify expressions involving both integer and rational exponents
 - 4. Compare properties of exponents and properties of radicals: product and quotient rules with same exponent/index, power rule
- D. Utilize scientific notation for real-world applications
 - 1. Express very large and very small numbers in scientific notation
 - 2. Understand technology output given as scientific notation
 - 3. Interpret results of computations in scientific notation form
- E. Solve equations involving fractional powers
 - 1. Identify equations containing rational exponents or radicals
 - 2. Solve equations containing fractional powers
 - 3. Solve radical equations
 - 4. Check for extraneous solutions created during the solving process
 - 5. Interpret solutions in both radical and exponential forms
- F. Apply factoring techniques with fractional exponents
 - 1. Recognize common factors involving rational or radical terms
 - 2. Factor expressions containing fractional exponents using GCF and special products
 - 3. Simplify and rewrite polynomial-like expressions with rational powers
 - 4. Verify factored forms by expansion
- G. Integrate concepts in problem solving
 - 1. Combine exponent and radical laws to simplify complex algebraic expressions
 - 2. Model real-world situations using rational exponents and scientific notation
 - 3. Evaluate multi-step problems requiring strategic selection of algebraic methods
 - 4. Justify steps and communicate reasoning clearly in mathematical language

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: .015
- Seat Ct: Not provided
- (mkct 05/04/2026)

Req/Adv

Prerequisite(s):

No Value

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y, DEI statement updated
4/10/2026	Specifications	Assignments	Suggested	It's great to see choice as part of these assignments! Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y
4/10/2026	Outline	Course Outline	Suggested	I think this is likely not appropriate given the subject matter, but if appropriate, consider minor revisions to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/25/2026	Learning Outcomes	CSLO #1	Suggested	"Demonstrate mathematical concepts, skills and numeracy needed for understanding rational exponents and radicals" Be more explicit about the skill: "Demonstrate mathematical concepts, skills and numeracy needed for solving problems involving rational exponents and radicals.	Y

Stage 10: 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

Course Outline of Record Report

05/04/2026

MATHD506. : Exponential and Logarithmic Functions

General Information

Faculty Initiator:	• Christopher Bradley • Lien, Amanda • Bambhania, Doli • Tran, Danny • Balm, Cheryl
Attachments:	Hybrid_MATH_506_2027F.pdf Online_MATH_506_2027F.pdf
Course ID (CB01A and CB01B) :	MATHD506.
Short Course Title:	No value
Course Title (CB02) :	Exponential and Logarithmic Functions
Department:	MATH - Mathematics
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This noncredit course offers an approachable review of essential precalculus skills for students who could benefit from extra support towards calculus. Designed to meet learners where they are, the course provides just-in-time reinforcement of key concepts such as graphing exponential and logarithmic functions, exploring their inverse relationship, evaluating complex expressions, and solving applied growth and decay models. Emphasis is placed on building mathematical confidence through systematic review of foundational material. Through guided practice and applied problem-solving, students gain the tools to engage more fully and effectively in their calculus coursework.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• 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 part of the Excellence in Precalculus noncredit certificate designed to provide just-in-time instruction in exponential and logarithmic functions to help students succeed in calculus.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

We worked with the Faculty Coordinator of Diversity and Equity to make our course description student-friendly, using language such as “approachable review” and “meet learners where they are”. Our course is designed not to focus on a checklist of content, but to give students the tools and confidence to engage effectively and successfully in their calculus classes. For our assignments we included the choice of individual and/or small group activities and a wide variety of technology choices to accommodate as many learning styles as possible. We also have the option of a concept map which allows for student choice in the topics that they map and how they organize their visual representations of their thought processes. For a primary text we have chosen an OER book to remove material costs as a barrier of entry to this course. The primary text has ten contributing authors who provide multiple viewpoints. OpenStax has a well-documented commitment to accessibility and is open to any feedback on how to improve

student experience. Their books contain accessible and inclusive language and explanations of all technical terms. Our methods of instruction include many options for formative assessments. These can allow students to learn in various interactive ways and can promote a sense of belonging in a classroom where their voices are heard and they get to know their classmates. Our methods of evaluation include modeling examples of appropriate ways to show work and demonstrate understanding on quizzes and other assignments to build confidence in students as doers and communicators of mathematics. By providing examples to emulate and learn from, students begin to understand that everyone can learn to be successful at mathematics, regardless of their background or past experiences. Finally for our course outline, we considered inequities and barriers to inclusion that can come up in math curricula and worked to choose the content that is most vital in supporting students in calculus. Since calculus classes are still, unfortunately, used by many majors as “weed-out” classes, the entire purpose of this course and COR is to help students succeed and remove calculus as a barrier to their educational goals.

Course Development Options

Basic Skill Status (CB08)

No value

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

12

Total Course Out-of-Class Hours

24

Total Student Learning Hours

12

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

0

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

0

NA

0

Total

12

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	Collaborative learning and small group exercises Discussion and problem-solving Homework In-class exploration of technology tools Lecture and visual aids Formative assessments such as think-pair-share, class polls, board work, exit tickets, journal reflections
Assignments	
	A. Required readings from text B. Problem-solving exercises done individually and/or in small groups, some involving technology, such as ALEKS, MyOpenMath, Desmos, calculator, with the opportunity for students to revise or correct their work based on feedback C. Optional project or class presentation synthesizing various concepts and skills from the course content D. Visual summary or concept map allowing students to organize their individual thought processes around a topic of their choice from the course content
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. Examples of appropriate ways to show work and demonstrate understanding will be modeled throughout the course. B. Small group exercises will be evaluated based on engagement with the material and participation with peers. C. Final assessment

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
Jay Abramson	Precalculus	openstax.org	2nd ed.	978-1-951693-39-8

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Identify and interpret exponential and logarithmic functions

Graph basic exponential functions and logarithmic functions

Investigate and apply the inverse relationship between exponential and logarithmic functions

Simplify and evaluate expressions involving exponents and logarithms

Solve exponential and logarithmic equations

Apply exponential and logarithmic models to the real-world

CSLOs**Demonstrate mathematical concepts, skills and numeracy needed for solving problems with exponential and logarithmic functions**

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify and interpret exponential and logarithmic functions
 - 1. Distinguish exponential vs. logarithmic functions from equations and tables
 - 2. Recognize key characteristics (growth vs. decay, intercepts, asymptotes)
 - 3. Identify domain and range from equations and graphs
 - 4. Classify exponential functions with different bases (indicating growth versus decay)
- B. Graph basic exponential functions and logarithmic functions
 - 1. Describe and apply transformations
 - a. Vertical/horizontal shifts
 - b. Reflections across the x-axis and the y-axis
 - c. Vertical and horizontal stretches/compressions
 - 2. Analyze how transformations affect asymptotes and intercepts
 - 3. Use graphing technology to explore transformations
- C. Investigate and apply the inverse relationship between exponential and logarithmic functions
 - 1. Investigate the inverse relationship between exponentials and logarithms
 - 2. Find the inverse of an exponential or logarithmic function algebraically
 - 3. Graph both functions and verify reflection across the $y=x$ line
- D. Simplify and evaluate expressions involving exponents and logarithms
 - 1. Review laws of exponents (product, quotient, power rules)
 - 2. Develop and apply logarithmic properties
 - a. Product, quotient, and power rules for logs
 - b. Change of base formula
 - 3. Simplify and evaluate complex exponential/logarithmic expressions
 - 4. Practice converting between exponential and logarithmic forms
- E. Solve exponential and logarithmic equations
 - 1. Solve exponential equations using common bases, factoring, or taking logarithms
 - 2. Solve logarithmic equations using properties of logarithms and exponents
 - 3. Identify extraneous solutions when solving log equations
 - 4. Apply equations to interpret word problems (growth/decay, doubling time, half-life)
- F. Apply exponential and logarithmic models to the real-world
 - 1. Model exponential growth and decay (population, periodic and continuous compound interest, bacteria, radioactive decay)
 - 2. Create and analyze graphs of real-world scenarios

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: .015
- Seat Ct: Not provided
- (mkct 05/04/2026)

Req/Adv

Prerequisite(s):

No Value

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/10/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y, DEI statement updated	
4/10/2026 Specifications	Assignments	Suggested	It's great to see choice as part of these assignments! Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y	
4/10/2026 Outline	Course Outline	Suggested	I think this is likely not appropriate given the subject matter, but if appropriate, consider minor revisions to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A	
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/25/2026	Learning Outcomes	CSLO #1	Suggested	“Demonstrate mathematical concepts, skills and numeracy needed for understanding exponential and logarithmic functions” Be more explicit about the skill: “Demonstrate mathematical concepts, skills and numeracy needed for solving problems with exponential and logarithmic functions.”	Y
Stage 10: 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

Course Outline of Record Report

05/04/2026

MATHD507. : Basics of Trigonometry I

General Information

Faculty Initiator:	- Danny Tran - Bambhania, Doli - Balm, Cheryl - Bradley, Christopher - Lien, Amanda
Attachments:	Hybrid_MATH_507_2027F.pdf Online_MATH_507_2027F.pdf
Course ID (CB01A and CB01B) :	MATHD507.
Short Course Title:	No value
Course Title (CB02) :	Basics of Trigonometry I
Department:	MATH - Mathematics
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - 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:	09/01/2027
Course Description:	This noncredit course offers an approachable review of essential trigonometry skills for students who could benefit from extra support in preparation for calculus. Designed to meet learners where they are, the course provides just-in-time reinforcement of key concepts such as radian measure, the unit circle, defining trigonometric functions, and solving basic trigonometric equations. Emphasis is placed on understanding and applying trigonometric identities, interpreting and analyzing trigonometric functions and their graphs, and connecting algebraic and geometric perspectives. Through guided practice and applied problem-solving, students build conceptual understanding and mathematical confidence, gaining the tools needed to engage more fully and effectively in their calculus coursework.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- 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 part of the Excellence in Precalculus noncredit certificate designed to provide just-in-time instruction in basic trigonometry to help students succeed in calculus.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☒ Specifications - Methods of Instruction
☒ Specifications - Assignments	☒ Specifications - Methods of Evaluation
☒ Specifications - Examples of Primary Texts and References	☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

We worked with the Faculty Coordinator of Diversity and Equity to make our course description student-friendly, using language such as “approachable review” and “meet learners where they are”. Our course is designed not to focus on a checklist of content, but to give students the tools and confidence to engage effectively and successfully in their calculus classes. For our assignments we included the choice of individual and/or small group activities and a wide variety of technology choices to accommodate as many learning styles as possible. We also have the option of a concept map which allows for student choice in the topics that they map and how they organize their visual representations of their thought processes. For a primary text we have chosen an OER book to remove material costs as a barrier of entry to this course. The primary text has ten contributing authors who provide multiple viewpoints. OpenStax has a well-documented commitment to accessibility and is open to any feedback on how to improve

student experience. Their books contain accessible and inclusive language and explanations of all technical terms. Our methods of instruction include many options for formative assessments. These can allow students to learn in various interactive ways and can promote a sense of belonging in a classroom where their voices are heard and they get to know their classmates. Our methods of evaluation include modeling examples of appropriate ways to show work and demonstrate understanding on quizzes and other assignments to build confidence in students as doers and communicators of mathematics. By providing examples to emulate and learn from, students begin to understand that everyone can learn to be successful at mathematics, regardless of their background or past experiences. Finally for our course outline, we considered inequities and barriers to inclusion that can come up in math curricula and worked to choose the content that is most vital in supporting students in calculus. Since calculus classes are still, unfortunately, used by many majors as “weed-out” classes, the entire purpose of this course and COR is to help students succeed and remove calculus as a barrier to their educational goals.

Course Development Options

Basic Skill Status (CB08)

No value

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	12
Total Course Out-of-Class Hours	24
Total Student Learning Hours	12

Credit / Non-Credit Options

Course Credit Status (CB04)

No Value

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	0	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	0
NA	0
Total	12
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	Collaborative learning and small group exercises Discussion and problem-solving Homework In-class exploration of technology tools Lecture and visual aids Formative assessments such as think-pair-share, class polls, board work, exit tickets, journal reflections
Assignments	
	A. Required readings from text B. Problem-solving exercises done individually and/or in small groups, some involving technology, such as ALEKS, MyOpenMath, Desmos, calculator, with the opportunity for students to revise or correct their work based on feedback C. Optional project or class presentation synthesizing various concepts and skills from the course content D. Visual summary or concept map allowing students to organize their individual thought processes around a topic of their choice from the course content
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. Examples of appropriate ways to show work and demonstrate understanding will be modeled throughout the course. B. Small group exercises will be evaluated based on engagement with the material and participation with peers. C. Final assessment

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
OpenStax	Precalculus	openstax.org	2nd ed.	978-1-951693-39-8

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Identify and classify angles

Define and convert radian measure

Construct and label the unit circle

Define and evaluate trigonometric functions

Apply right triangle trigonometry

Develop basic trigonometric identities

Develop the graphs of the six basic trigonometric functions and identify their domains and ranges

Solve basic trigonometric equations requiring special angles

CSLOs**Demonstrate mathematical concepts, skills and numeracy needed for solving problems involving the basics of trigonometry**

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Identify and classify angles
 - 1. Identify standard-position angles and classify positive vs. negative angles
 - 2. Determine co-terminal angles for given measures
 - 3. Locate angles in standard position on the coordinate plane
- B. Define and convert radian measure
 - 1. Define radian measure and contrast it with degree measure
 - 2. Convert between degrees and radians
 - 3. Calculate the length of an arc of a circle
- C. Construct and label the unit circle
 - 1. Define the unit circle in the Cartesian plane and describe its equation
 - 2. Identify quadrantal and special angles and their corresponding coordinate points
 - 3. Construct the unit circle and label exact coordinates for key angles (30° , 45° , 60° , etc.)
- D. Define and evaluate trigonometric functions
 - 1. Define sine, cosine, and tangent in terms of unit-circle coordinates
 - 2. Define reciprocal functions (cosecant, secant, cotangent) and their relations
 - 3. Evaluate the exact values of trig functions at special angles
 - 4. Use the calculator to evaluate trig functions at non-special angles
- E. Apply right triangle trigonometry
 - 1. Apply SOH-CAH-TOA definitions to determine side lengths or angles in right triangles
 - 2. Connect right-triangle definitions with unit-circle definitions for trig functions
- F. Develop basic trigonometric identities
 - 1. Establish reciprocal, quotient, Pythagorean trigonometric identities
 - 2. Use identities to simplify expressions
- G. Develop the graphs of the six basic trigonometric functions and identify their domains and ranges
 - 1. Solve basic trigonometric equations requiring special angles
 - 2. Use unit-circle reasoning to identify all solutions within $[0, 2\pi)$
 - 3. Formulate general solution sets for the equations on the real number line
 - 4. Use the unit circle and basic identities to solve trigonometric equations that are linear in form
- H. Apply inverse trigonometric functions to determine all possible angle solutions by considering quadrant context.

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: .015
- Seat Ct: Not provided
- (mkct 05/04/2026)

Req/Adv**Prerequisite(s):**

No Value

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y, DEI statement updated
4/10/2026	Specifications	Assignments	Suggested	It's great to see choice as part of these assignments! Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y
4/10/2026	Outline	Course Outline	Suggested	I think this is likely not appropriate given the subject matter, but if appropriate, consider minor revisions to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online and Hybrid Course Delivery Request forms as pdf files.	Y

Stage 8: SLO Coordinator

No Value
Stage 10: 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

04/27/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
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	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 5: De Anza General Education
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

Section	Changed field
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
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	eLumenData, eLumenData	Marcel Macedo de Castro Lima
	Course ID (CB01A and CB01B)	MUSID016B	MUSID016B
	Course Control Number	CCC000048525	CCC000048525
	Course Title (CB02)	Jazz, Blues and Popular Guitar	Jazz, Blues and Popular Guitar
	Short Course Title	JAZZ/BLUES/POPULAR GUITAR	JAZZ/BLUES/POPULAR GUITAR
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
	Effective Term	Fall 2021	Fall ~~2024~~ <u>2027</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is an early-intermediate level study of the common practices used in jazz, blues and selected styles of popular music. Guitar styles from the 1940s to the present will be examined through the use of recording and written examples. Chord voicing, scales, right hand picking techniques, and development of solo skills in these styles will be emphasized.	Designed as an intermediate-level study, this course explores the guitar styles found in Jazz, Blues, and Popular music. Students will explore the harmonic language of the 12-Bar Blues (a standard chord progression) and the 32-Bar Song Form (a common structure in jazz standards). Students will develop skills in 'comping' (improvising chordal accompaniment), chord melody (playing chords and melody simultaneously), and improvisation (creating new melodies in the moment). Students will study movable chord voicings, including drop-2 (chords with the second highest note dropped an octave) and shell voicings (simplified 3-note chords), as well as modes of the major scale (scales starting on different degrees) and pentatonic vocabulary (five-note scales). Additionally, students will refine right-hand techniques such as alternate picking (strict down-up motion) and hybrid picking (combining the pick and fingers). Students will perform repertoire, including Jazz standards and Blues classics from the 1940s to the present. At the end of this course, students can expect to demonstrate proficiency in navigating jazz chord changes, improvising solos, and performing standard repertoire.
!	Course Type (CB27)	No value	Lower Division
!	Mode of Delivery	NA	In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Music
	Discipline 2	No value	• - AND - • Commercial Music
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - MUSIC

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza, CSUGE and IGETC. It belongs on the Music AA degree. This course offers instruction in jazz, blues, and popular guitar. The skills taught in this course are used in the majority of popular music with guitar and are not taught in traditional classical guitar courses.	This <u>UC and CSU transferable</u> course ~~meets a general education requirement for De Anza, CSUGE and IGETC. It belongs on~~ <u>is part of</u> the Music AA degree. ~~This course~~ It offers instruction in jazz, blues, and popular guitar. The skills taught in this course are used in the majority of popular <u>guitar</u> music ~~with guitar~~ and are not taught in traditional classical guitar courses.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

Changed	Field	Current Version	Proposed Version

	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version

	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version

	Formerly Statement	(Formerly MUSI D016.)	(Formerly MUSI D016.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version

	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version



	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version



Is this an honors/non-honors course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version



Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version



Is this a cross-listed course?

No value

No

DEI Review

Changed	Field	Current Version	Proposed Version



Please check all areas in the COR that address DEI.

No value

- Basic Course Information - Course Description

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>The course encourages a variety of learning communities and styles by using diverse means of instruction, assignments, and methods of evaluation in keeping with principles from Universal Design for Learning (multiple means of representation, engagement, and action/expression).</u> <u>This course centers Black American Music (Jazz and Blues) as the foundation of modern popular guitar.</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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Class Applied Performance - Jazz and Non-Western 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 Class Applied Performance - Jazz and Non-Western 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
	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

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)

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 Music

Award Type Associate in Arts (A.A.) Degree

Associated Program Music

Award Type Associate in Arts (A.A.) Degree

Associated Program Music

Award Type Associate in Arts (A.A.) Degree

Associated Program Music

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

Changed	Field	Current Version	Proposed Version

	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	2	2

	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

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	24	24
	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	36	36
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1.5	1.5

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	1.5	1.5

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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

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
		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 In-class performances of solos and accompaniment	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 In-class performances of solos and accompaniment
	Assignments	1. Reading assignments as required 2. Application/practice of learned material 1. Accompaniment, melody and/or solo on one exercise or song in each style 2. Daily individual practice of assigned exercises	1. Reading assignments as required 2. Application/practice of learned material 1. Accompaniment, melody and/or solo on one exercise or song in each style 2. Daily individual practice of assigned exercises

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. Successful completion of written homework assignments evaluated for conceptual understanding of course materials
2. Preparation for, and participation in, in-class exercises, evaluated on ongoing basis, including accuracy of rhythmic execution, notes and fingering; proper playing techniques; proper application of scales, chord progression and phrase construction in solo performance
3. Midterm and final examinations to assess conceptual understanding of learned materials as well as applied skill acquisition

**Methods
of
Evaluation**

1. Successful completion of written homework assignments evaluated for conceptual understanding of course materials
2. Preparation for, and participation in, in-class exercises, evaluated on ongoing basis, including accuracy of rhythmic execution, notes and fingering; proper playing techniques; proper application of scales, chord progression and phrase construction in solo performance
3. Midterm and final examinations to assess conceptual understanding of learned materials as well as applied skill acquisition

Changed	Field	Current Version	Proposed Version																																								
	Essential Student Materials/Essential College Facilities	Essential Student Materials: - Acoustic or electric guitar with small practice amplifier Essential College Facilities: - None.	Essential Student Materials: - Acoustic or electric guitar with small practice amplifier Essential College Facilities: - None																																								
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>*Ganapes, John. "Jazzin' the Blues: A Complete guide to learning Jazz-Blues Guitar." Hal Leonard, 2005.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Snyder, Jerry. "Guitar School, Book 2" (Book & CD), Alfred Publishing Co. 1998</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	*Ganapes, John. "Jazzin' the Blues: A Complete guide to learning Jazz-Blues Guitar." Hal Leonard, 2005.	Publisher	No value	Date/Edition	No value	ISBN	No value	Title	No value	Author	Snyder, Jerry. "Guitar School, Book 2" (Book & CD), Alfred Publishing Co. 1998	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Modern Jazz Guitar Concepts</td></tr><tr><td>Author</td><td>Larsen, Jens</td></tr><tr><td>Publisher</td><td>Fundamental Changes</td></tr><tr><td>Date/Edition</td><td>2018</td></tr><tr><td>ISBN</td><td>9781789330243</td></tr></table> <table><tr><td>Title</td><td>Hal Leonard Classical Guitar Method – Book 2</td></tr><tr><td>Author</td><td>Paul Henry</td></tr><tr><td>Publisher</td><td>Hal Leonard</td></tr><tr><td>Date/Edition</td><td>2022</td></tr><tr><td>ISBN</td><td>9781495051920</td></tr></table>	Title	Modern Jazz Guitar Concepts	Author	Larsen, Jens	Publisher	Fundamental Changes	Date/Edition	2018	ISBN	9781789330243	Title	Hal Leonard Classical Guitar Method – Book 2	Author	Paul Henry	Publisher	Hal Leonard	Date/Edition	2022	ISBN	9781495051920
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ISBN	9781495051920																																										

Changed	Field	Current Version	Proposed Version


Suggested Reading List

Reading List Video and recorded materials, De Anza College Library and Music Department.

May include, but are not limited to No value

Reading List Leavitt, William G. "Modern Method for Guitar". Hal Leonard Publishing, 1999.

May include, but are not limited to No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version

Course Objectives

- Perform various song forms used in blues, jazz and popular music forms
- Demonstrate conceptual knowledge and application of scale forms
- Demonstrate conceptual knowledge and application of chord voicings
- Perform various techniques for playing both lead and accompaniment

- Perform various song forms used in blues, jazz and popular music forms
- Demonstrate conceptual knowledge and application of scale forms
- Demonstrate conceptual knowledge and application of chord voicings
- Perform various techniques for playing both lead and accompaniment

Changed	Field	Current Version	Proposed Version
CSLOs			
		CSLOs Perform songs and exercises in jazz, blues, and popular music forms applying basic jazz scale forms and chord voicings.	CSLOs Perform songs and exercises in jazz, blues, and popular music forms applying basic jazz scale forms and chord voicings.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Demonstrate appropriate technique for performing both lead and accompaniment.	CSLOs Demonstrate appropriate technique for performing both lead and accompaniment.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Perform various song forms used in blues, jazz and popular music forms 1. Basic twelve bar blues form 2. Thirty-two bar song form 3. Selected jazz and popular music forms 2. Demonstrate conceptual knowledge and application of scale forms 1. Major 2. Minor and dorian 3. Mixolydian 4. Pentatonic 5. Blues 3. Demonstrate conceptual knowledge and application of chord voicings 1. Major, minor, augmented, diminished and 7th chords, both strummed and arpeggiated 2. Harmonic extensions (9ths, 11ths, and 13ths) 3. Moveable chords--5th and 6th-string root major and minor 7th, 9th, and other extended harmonies 4. Perform various techniques for playing both lead and accompaniment 1. Right hand picking techniques including pickstyle alternate picking and fingerstyle techniques 2. Develop solos in all styles using four bar phrases 3. Rhythm guitar patterns in various styles, including bossa nova and other Latin styles	1. Perform various song forms used in blues, jazz and popular music forms 1. Basic twelve bar blues form 2. Thirty-two bar song form 3. Selected jazz and popular music forms 4. The evolution of the guitar in Jazz and Blues from the 1940s to the present. 5. Study of key historical figures and the socio-political climate in which they created music, including the impact of racism on career mobility. 2. Demonstrate conceptual knowledge and application of scale forms 1. Major 2. Minor and dorian 3. Mixolydian 4. Pentatonic 5. Blues 3. Demonstrate conceptual knowledge and application of chord voicings 1. Major, minor, augmented, diminished and 7th chords, both strummed and arpeggiated 2. Harmonic extensions (9ths, 11ths, and 13ths) 3. Moveable chords--5th and 6th-string root major and minor 7th, 9th, and other extended harmonies 4. Perform various techniques for playing both lead and accompaniment 1. Right hand picking techniques including

Changed	Field	Current Version	Proposed Version
			pickstyle alternate picking and fingerstyle techniques 2. Develop solos in all styles using four bar phrases 3. Rhythm guitar patterns in various styles, including bossa nova and other Latin styles
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Students will practice scale forms 2. Students will practice chords and chord voicings 3. Students will practice melodies and develop solos 4. Students will practice assigned songs and song forms 5. Students will practice right hand flat-picking and finger-style techniques	1. Students will practice scale forms 2. Students will practice chords and chord voicings 3. Students will practice melodies and develop solos 4. Students will practice assigned songs and song forms 5. Students will practice right hand flat-picking and finger-style techniques

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CA	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 016B	MUSI 016B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	MUSI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, two hours laboratory (36 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231012	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	MUSI D016A or equivalent skill level; or admission by instructor consent	MUSI D016A or equivalent skill level; or admission by instructor consent
	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
	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

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

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

Changed	Questions	Current Version	Proposed Version

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

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

Changed	Questions	Current Version	Proposed Version

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

Changed	Questions	Current Version	Proposed Version
	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

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

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

Changed	Questions	Current Version	Proposed Version
	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

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 and is being removed, provide an explanation as to why.

No Value

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

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
	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
	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
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			01/30/2026	Basic Course Information	Course Description	Suggested	Consider adding a small amount that describes what skills students will come away with upon successful completion of the course.	Y
			01/30/2026	Basic Course Information	DEI Review	Suggested	Consider revising this to include a number of excellent approaches in this COR that are doing great work towards advancing equity. For example, "the courses encourages a variety of learning communities and styles by using diverse means of instruction, assignments, and methods of evaluation in keeping with principles from Universal Design for Learning (multiple means of representation, engagement, and action/expression). Thanks for providing these examples of primary texts and references. Are there representative textbooks that are also OER? Title 5 requirements and recommendations advocate for OER options. Both	Y
			01/30/2026	Specifications	Examples of Primary Texts and References	Required	textbooks listed qualify as low textbook cost, which is great. If there are no representative OER options, please note this in the Initiator Response box. This will satisfy the "required" element of this edit. Thank you!	I wasn't able to find any reliable OER. Finding any text published in the last five years was a big challenge.

Changed	Questions	Current Version	Proposed Version

01/30/2026 Specifications

Examples of
Primary
Texts and
References

Suggested

Do examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? Please let me know in the Initiator Response box, and consider updating the DEI Box if appropriate. **Please let me know in the Initiator Response Box if this edit was completed or if it is not appropriate/possible for the course. Thanks!**

Are any of these assignments designed to provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences, and do any course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider adding this to the relevant assignments. If not appropriate/possible, please disregard. **Please let me know in the Initiator Response Box if this edit was completed or if it is not appropriate/possible for the course. Thanks!**

Y

01/30/2026 Specifications Assignments

Suggested

N/A

Changed	Questions	Current Version	Proposed Version
		01/30/2026	Specifications Methods of Evaluation Suggested Thanks for this detailed list of evaluation methods. For any of these, do students have the opportunity to see examples of strong and/or successful assignments to clarify expectations for all students? If so, consider noting it for the relevant evaluation methods. If not appropriate/possible, please disregard. Please let me know in the Initiator Response Box if this edit was completed or if it is not appropriate/possible for the course. Thanks! If appropriate/possible, consider small revisions to include a place in the outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. Please let me know in the Initiator Response Box if this edit was completed or if it is not appropriate/possible for the course. Thanks!
		01/30/2026	Outline Course Outline Suggested

Changed	Questions	Current Version	Proposed Version					
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			02/12/26	Basic Course Information	Course Justification	Required	This course is beautiful; the only change I'm going to request is that the part about GE, CSU GE Breadth, and IGETC should be removed. This course has never been a GE course, and I'm not sure how this wasn't caught in the last review cycle. I believe the new GE is going to allow performance courses in Area 7 of the local GE, but it hasn't happened yet. Thank you!	Y
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			2/14/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your MUSI 16A prerequisite	
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	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	MUSID016B
	Distance Education Approved	No
	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	CCC000048525

Articulation

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

De Anza College

Course Outline of Record Report

05/03/2026

MUSID036. : Chamber Music

General Information

Faculty Initiator:	Grace Lai
Course ID (CB01A and CB01B) :	MUSID036.
Short Course Title:	No value
Course Title (CB02) :	Chamber Music
Department:	MUSI - Music
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course focuses on the study and performance of chamber music in small ensembles. Students strengthen their individual musicianship, listening skills, and ability to work closely with other performers through regular rehearsals, coaching sessions, and performances. Emphasis is placed on preparation, clear communication, stylistic understanding, and shared musical decision-making in ensembles that perform without a conductor. The repertoire includes works from a range of historical periods and musical styles. Ensembles may include combinations of string, woodwind, brass, voice, keyboard, and percussion instruments, organized as duets, trios, quartets, quintets, and other small group formats. Students are assigned to appropriate chamber ensembles based on instrumentation and selected repertoire. In addition to technical mastery, students will develop performance resiliency. This includes practicing specific mental focus strategies and stagecraft protocols to manage the physiological effects of performance anxiety, ensuring a professional delivery in all public settings.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Music
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MUSIC

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This course offers instruction in chamber music ensembles, providing students with essential skills in collaboration, independent musicianship, and ensemble leadership. Participation in small ensembles is a key component of performance training and music education. The course is transferable to CSU and UC campuses and applies toward the Music A.A. degree.

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

DEI Review

Please check all areas in the COR that address DEI.

☒ Basic Course Information - Course Description	☐ Specifications - Methods of Instruction
☐ Specifications - Assignments	☐ Specifications - Methods of Evaluation
☐ Specifications - Examples of Primary Texts and References	☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

Engaging in small chamber ensembles promotes inclusive learning by recognizing and celebrating diverse musical perspectives. The course fosters equity by valuing multiple ways of learning and performing, ensuring that rehearsals and concerts provide a space where students of all backgrounds and abilities can participate fully. By balancing individual musicianship with collaborative music-making—including ensemble communication, rehearsal techniques, and shared interpretive decision-making—the course provides choices in how students demonstrate proficiency and connect their personal musicality to the work. This process emphasizes essential professional ensemble practices, where instructors provide clear expectations through modeled demonstrations, guided rehearsal practices, and ongoing formative feedback. Ultimately, this ongoing cycle of evaluation supports equitable skill development, providing students the opportunity to grow from their starting point by continuously refining their work through collective problem-solving and reflection based on instructor and peer feedback.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.	Course is not a special class.	- Letter Grade - Pass/No Pass
Repeat Limit	Course Prior To College Level	Repeatability Statement
0	Not applicable.	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
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	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, MUSC M90T: Early Music Ensemble

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

Yes

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

MUSC 60C towards the Music B.A. at SJSU

Units and Hours

Summary

Minimum Credit Units	2

Maximum Credit Units	2
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	24
Total Student Learning Hours	72

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	1	2
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	12
Laboratory	36
NA	0
Total	48
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

Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class
 Field observation and field trips
 Guest speakers
 Homework and extended projects
 In-class exploration of internet sites

Assignments

- A. Daily practice of passages from selected repertoire.
- B. Technical studies appropriate to each student's applied instrument to support ensemble performance, allowing for individualized approaches based on student ability and learning style.
- C. Score study and stylistic research related to assigned repertoire.
- D. Demonstrate polished ensemble communication and interpretive maturity through collaborative rehearsal and ongoing self-reflection.
- E. Prepare and perform selected repertoire in a formal concert setting, on and off campus.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Classroom participation and responsiveness during rehearsals, including evidence of consistent preparedness, active engagement in ensemble discussions, and professional conduct.
- B. Evidence of individual musicianship, such as rhythm, intonation, dynamics, articulation, expression, phrasing, balance, and tone quality, supported by instructor modeling and examples of successful performance practices.
- C. Attention to other parts, tuning, balance, and blending within the group.
- D. Public performances including demonstration of technical accuracy, cohesive ensemble blend, professional performance resiliency, mental focus, and stagecraft techniques.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Access to instrument, either owned or rented (some instruments may be available for borrowing)

Essential College Facilities:

- Adequate rehearsal hall with facilities for recording,
- Music stands, chairs and conductor's podium,
- Grand piano and basic percussion including timpani,
- Adequate and varied music library
- Facilities and funds for instrumental repair and maintenance,

- Quarterly access to concert hall on campus for public performance,
- Basic supply of college owned instruments of good quality

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Mark A. Radice	Chamber Music An Essential History (Classic)	University of Michigan Press	January 2012/ Ebook	9780472028115

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Development of Ensemble Proficiency and Collaboration

Mastery of Individual Musicianship and Technical Control

Cultivation of Listening Skills and Aural Awareness

Development of Performance Resiliency and Stagecraft

CSLOs

Demonstrate technical mastery and individual preparedness of all assigned parts, ensuring precise rhythm, intonation, and articulation as required by the technical demands of the repertoire. Expected SLO Performance: 0.0

Exhibit collaborative musical coordination and aural awareness within the ensemble, maintaining a cohesive blend, balanced texture, and professional responsiveness during rehearsals and performances. Expected SLO Performance: 0.0

Demonstrate professional performance resiliency and mental focus by applying specific preparation strategies and stagecraft techniques to effectively manage performance anxiety during public recitals Expected SLO Performance: 0.0

Outline

Course Outline

A. Development of Ensemble Proficiency and Collaboration

1. Strengthening individual musicianship through the study of diverse chamber repertoire reflective of varied musical traditions and professional practices.
 2. Engaging in regular rehearsals and coaching sessions to refine technical, collaborative, and rehearsal strategies used in professional ensemble settings.
 3. Practicing shared musical decision-making, leadership rotation, and clear communication within conductor-less ensembles, reflecting real-world collaborative performance models.
- B. Mastery of Individual Musicianship and Technical Control
1. Achieving precision in rhythm, intonation, and articulation as dictated by the score.
 2. Developing control over dynamics, phrasing, and tone quality to meet professional standards.
 3. Maintaining consistent preparedness of individual parts to ensure productive group rehearsals.
- C. Cultivation of Listening Skills and Aural Awareness
1. Developing attentiveness to other parts to ensure accurate tuning and harmonic alignment.
 2. Implementing real-time adjustments to achieve a cohesive ensemble blend and balanced texture.
 3. Participating in active ensemble discussions to resolve musical challenges and refine group interpretation.
- D. Development of Performance Resiliency and Stagecraft
1. Presenting rehearsed repertoire in public settings with technical accuracy, cohesive ensemble blend, and professional stage presence.
 2. Demonstrating performance resiliency, adaptability, and sustained mental focus in live performance environments consistent with current professional expectations.

Lab Outline

- A. Practicing the correct phrasing of musical passages through the study of melodic contour and rhythmic hierarchy.
- B. Collaborating on shared musical decisions to ensure a unified expressive vision across the ensemble.
- C. Refining the use of physical cues, eye contact, and collective breathing to coordinate self-directed entrances and transitions.

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
- Lec Hrs: 1
- Lab Hrs: 3
- Lec Load: .022
- Lab Load: .048
- Total Load: .700
- Seat Ct: None provided
- (mkct 05/01/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Enrollment subject to audition; and ability to sing or play an instrument and read music at sight.

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.

Enrollment subject to audition; and ability to sing or play an instrument and read music at sight.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/18/2026	Specifications	Assignments	Suggested	Do any of these assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency. (2) Encourage students to connect course content to their own life, background, and experiences.; (3) provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider revising to note this for the relevant assignment(s). If not appropriate, please let me know in the initiator response box the other way(s) the assignments are providing students diverse ways of demonstrating knowledge.	Y, Item B and D: Supporting students to connect course content to their individual background, and the opportunity for self-reflect.

03/18/2026 Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting these for the relevant evaluation method. If not appropriate, just let me know in the initiator response box.	Y, item B: Instructor provide examples of assignments to clarify expectations.
03/18/2026 Outline	Course Outline	Suggested	Consider revisions to highlight the current and relevant work-related technical topics for students (noted in the DEI statement). If not appropriate, just let me know in the initiator response box.	Y. Highlighted in item A and D specifically.

Thank you for the suggestions!

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/10/26	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	This course requested a UC-transferable course number, so this section needs to be completed. I've provided some examples that I've found, but you are welcome to get your own- I hope it helps! Will the course be UC-transferable? : Yes Will the course fulfill a UC/CSU lower-division major requirement? Yes If yes, identify the lower-division UC course and campus. UCLA, MUSC M90T: Early Music Ensemble If yes, identify the UC/CSU campus, course and major: Could potentially fulfill MUSC 60C towards the Music B.A. at SJSU	Y
04/10/26	Specifications	Primary Texts	Required	In order to be considered for UC-transferability, at least one primary text must be listed that was published within 7 years of the effective date of the course (this is 2020 or more recent for courses effective Fall 2027, and can include OER). You are not required to use this text- it just lets the UCs know that you are keeping up-to-date with what is contemporary in the field. For something like Chamber Music, where not a lot of change occurs, you are welcome to indicate the title with "(Classic)" listed afterward to indicate that the text is a classic in the field and will never go out of style. Thank you!	Y
04/10/26	Learning Objectives & Outline	Learning Objectives and Course Outline	Required	The learning objectives of the course are supposed to correspond to the main points (uppercase A, B, C...) of the course outline, so that everything in the course outline is supporting the learning objectives. Currently, the learning outcomes do not match the main point of the outline, so you may want to rework those points so that they match, however you see fit. Thank you!	Y
04/12/26	Specifications	Primary Texts	Required	There is still no Primary Text listed. I cannot submit this for UC-transferability review without a primary text published within 7 years of the effective date of the course (2020 or more recent). If I submit it as it is currently, it will get an automatic denial from the state. I think maybe you forgot to hit save.	My bad I forgot to hit "add new textbook" after entering the info. Please let me know if the primary text looks ok now, the date is over 7 years but I indicate "Classic" after the title, hope that is ok.
04/12/26	Learning Objectives and Outline	Course Objectives and/or Course Outline	Required	It looks like the course objectives still do not match the main point on the course outline. The main points of the course outline are supposed to be taken directly from the course objectives. This is not an articulation issue, but I fear I will not be able to adequately review without knowing what the finalized objectives/outline looks like. Thank you, and sorry for the hassle!	I have taken the main points (uppercase A, B, C...) of the course outline for the course objectives, please let me know if this meets the expectations. Thank you.

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/22/26	Req/Adv		Required	Move "Enrollment subject to audition; and ability to play an instrument and read music at sight." from the prerequisite field to the limitation on enrollment - other field	Y, I also added "ability to sing and ..." as voice students can also enroll the class.
4/22/26	Matrix H	Objective 2	Required	List "Enrollment subject to audition; and ability to play an instrument and read music at sight."	Y, I also added "ability to sing and ..." as voice students can also enroll the class.

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: 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

04/27/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
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.)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Meghan Kensler
	Course ID (CB01A and CB01B)	NAISD013.	NAISD013.
	Course Control Number	CCC000023989	CCC000023989
	Course Title (CB02)	Survey of Native American Arts	Survey of Native American Arts
	Short Course Title	SURVEY NATIVE AMERICAN ARTS	SURVEY NATIVE AMERICAN ARTS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	NAIS - Native American and Indigenous Studies	NAIS - Native American and Indigenous Studies
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This is a survey of pre-contact, traditional, and contemporary styles and forms of Native American arts, viewed from within the context of tribal culture and tradition. Consideration is given to the influence and impact of introduced methods, techniques, and resources on the production of art and how it led to the development of contemporary Native American artistic expression.	This course surveys the artistic traditions of Native American and Alaska Native peoples from pre-contact to the present. Students examine traditional and contemporary art forms across major Native cultural areas and explore the meanings, values, and knowledge reflected in artistic expression while developing skills in interpreting and analyzing Native art within its cultural and historical contexts. The course considers how contact and colonization, as well as Native resilience and survival, have influenced Native artistic traditions and examines the work of contemporary Native artists. It also explores how Native art has been interpreted and represented in different contexts and the role of art in maintaining cultural identity and continuity, sovereignty, and self-determination.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	Ethnic Studies
❗	Discipline 2	No value	Native American/American Indian Studies
	Discipline 3	No value	No value
❗	FSA	No value	FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly ICS D045.)	(Formerly ICS D045.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC, and is UC and CSU transferable. This course belongs on the Intercultural Studies AA degree. Course content focuses on the continuing practice and expression of Native American artistic traditions. Students are introduced to examples of art within the context of tribal settings, linking historical connections to contemporary works to understand cultural shifts over time.	This course meets a general education requirement for De Anza and Cal-GETC, and is UC and CSU transferable. This course belongs on the Intercultural Studies AA degree. Course content focuses on the continuing practice and expression of Native American artistic traditions. Students are introduced to examples of art within the context of tribal settings, linking historical connections to contemporary works to understand cultural shifts over time.

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	

	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
!	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by focusing on the artistic traditions, cultural knowledge, and lived experiences of Native American and Alaska Native peoples from Native-centered perspectives. The course emphasizes cultural understanding by examining traditional and contemporary Native art across major Native cultural areas and by exploring the meanings, values, and knowledge reflected in artistic expression. Students examine the impacts of contact and colonization on Native artistic traditions while also studying Native resilience, cultural continuity, sovereignty, and self-determination. The course highlights issues related to representation, power, and interpretation by examining how Native art has been represented and understood within museums, art markets, and other institutions. Students analyze how stereotypes, bias, and historical narratives have shaped perceptions of Native art and consider the roles of Native artists in challenging misrepresentation and asserting Indigenous perspectives. Through these studies, students develop a deeper understanding of diversity and equity issues related to cultural representation, identity, and the ongoing vitality of Native artistic traditions. Multiple primary texts and references are available as low-cost resources. Course materials include diverse authors, Native artists, and Indigenous scholars whose works reflect a range of voices, perspectives, and contemporary discussions in the field of Native American and Alaska Native art.</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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	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

Changed	Field	Current Version	Proposed Version
	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** Cal-GETC

**Award
Type** Certificate of
Achievement-
Advanced (COA-A)

**Associated
Program** Cal-GETC

**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** Community Impact

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Community Impact

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Ethnic Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Ethnic Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Ethnic Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Ethnic Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Intercultural Studies

**Award
Type** Certificate of
Achievement-
Advanced (COA-A)

**Associated
Program** Intercultural Studies

**Award
Type** Certificate of
Achievement-
Advanced (COA-A)

**Associated
Program** Intercultural Studies

**Associated
Program** Intercultural Studies

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Social Justice Studies: General Studies for Transfer	Associated Program	Social Justice Studies: General 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	Social Justice Studies: General Studies for Transfer (In Development)	Associated Program	Social Justice Studies: General Studies for Transfer (In Development)
		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

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 Cal-GETC	System/Institution Cal-GETC
		Area(s) CA3A - Approved.	Area(s) - CA3A - Approved. - CA6X - Pending.
		- No value	- No value
		System/Institution De Anza GE	System/Institution De Anza GE
		Area(s) 2G3X - Approved.	Area(s) 2G3X - Approved. 2G6X - Pending.
		- 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	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
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

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 In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects	Methods of Instruction Methods of Instruction Lecture with or without visual aids Discussion of assigned reading Discussion and problem solving in class Essay responses Exploration of Internet resources Quiz and examination review performed in class Homework and extended projects Field observation/field trips Guest speakers Collaborative learning and small group activities/exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. Critical reading of journal/magazine, text and supplemental materials. 2. Written Assignments 1. Essay and short answer identification quizzes requiring summarization, and interpretation. 2. Written assessments demonstrating insightful synthesis and integration of assigned readings. 3. Report formulated on summary of conclusions from in-class discussions and collaborative work. 4. Note-taking, to determine ability to accurately summarize and synthesize information, from primary and secondary American Indian Studies source materials. 3. Oral Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess student's skill in interpreting, synthesizing, and debating relevant issues and other timely topics. 4. Visual Assignments: View videotapes and cultural activities demonstrating comprehension of the "message" and ability to analyze and critique quality of the media viewed. 5. Evaluation (based on demonstrated comprehension, summary, and/or critique) of attendance at American Indian community cultural events and classroom participation. 6. Research Project: Guided research project that assesses a topic central to American Indian tribal/contemporary artistic traditions.	1. Critical reading of journal/magazine, text, supplemental, and library resource materials 2. Written Assignments 1. Essay and short answer identification quizzes requiring summarization and interpretation 2. Written assessments demonstrating insightful synthesis and integration of assigned readings 3. Reporting formulated conclusions of in-class discussions and collaborative work 4. Note-taking from primary and secondary Native American Studies historical source materials 5. Research on local organizations that support the goals of Native American groups, and engage in community activities 6. Collaborative text-based written assignments 3. Oral Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess student's skill in interpreting, synthesizing, and debating relevant issues and other timely topics 4. Visual Assignments: View videos and cultural activities demonstrating comprehension of the "message" and the ability to analyze and critique the quality of the media viewed 5. Research Project: Guided research project that assesses a topic central to Native American traditional/contemporary artistic traditions and its relevance to current issues. Written

Changed	Field	Current Version	Proposed Version
			presentation of research properly utilizes MLA formatting and citations
			6. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow
			7. Reflection on engagement in community activities

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. Reading Activities: Student mastery evaluated through written and oral activities requiring synthesis, analysis and interpretation of key concepts. 2. Writing Activities. Quizzes: Essays assess student ability to compare and evaluate phenomena, synthesize and revise data. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual research project to interpret a body of relevant information besides the required and recommended course texts. 3. Oral Activities: Assessment of individual student contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. 4. Visual Activities: Written assessment, including short	Methods of Evaluation 1. Reading Activities: Student mastery evaluated through written and oral activities requiring synthesis, analysis and interpretation of key concepts. 2. Writing Activities. Quizzes: Essays assess student ability to compare and evaluate phenomena, synthesize and revise data. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual research project to interpret a body of relevant information besides the required and recommended course texts. 3. Oral Activities: Assessment of individual student

Changed	Field	Current Version	Proposed Version
		answer, short essay, and quizzes of activities viewed. 5. Participation: Evaluation (based on demonstrated comprehension, summary, and/or critique) of student reviews of experiential American Indian community cultural events. Assessment of participation and contributions during classroom discussions and activities, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. 6. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings and the ability to critically appraise research data and evaluate for relevancy of research materials. 7. Examinations: Essay and objective comprehensive final examination that evaluates retention and synthesis of American Indian	contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. 4. Visual Activities: Written assessment, including short answer, short essay, and quizzes of activities viewed. 5. Participation: Assessment of participation and contributions during classroom discussions and activities, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. 6. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings and the ability to

Changed	Field	Current Version	Proposed Version
		tribal/contemporary artistic traditions.	critically appraise research data and evaluate for relevancy of research materials. 7. Evaluation (based on demonstrated comprehension, summary, and/or critique) of student reviews of experiential Native American community cultural events. 8. Examinations: Essay and objective midterm and comprehensive final examination that evaluates retention and synthesis of course materials.



**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	No value
Author	Anthes, Bill and Thomas Nicholas. "Native Moderns: American Indian Painting, 1940-1960" (Objects/Histories). Duke University Press: 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Berlo, Janet Catherine, et al. "Native North American Art, 2nd edition." Oxford University Press, Oxford, U.K.: 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Browner, Tara . "Heartbeat of the People: Music and Dance of the Northern Pow-wow" (Music in American Life) University of Illinois Press, Bloomington: 2004.
Publisher	No value
Date/Edition	No value

Title	The Land Carries Our Ancestors: Contemporary Art by Native Americans
Author	Quick-to-See Smith, Jaune; Ahtone, Heather; Harjo, Joy; Bushyhead Condill, Shana
Publisher	Princeton University Press
Date/Edition	2023
ISBN	9780691245454

Title	Native North American Art
Author	Berlo, Janet Catherine and Phillips, Ruth
Publisher	Oxford University Press
Date/Edition	2014/2nd edition
ISBN	978-0199947546

Title	When I Remember I See Red: American Indian Art and Activism in California
Author	LaPena, Frank (editor); Johnson, Mark Dean (editor); Gilmore, Kristina Perea (editor)
Publisher	University of California Press
Date/Edition	2019

Changed	Field	Current Version		Proposed Version	
		ISBN	No value	ISBN	978-0520300811
		Title	No value	Title	In Our Hands: Native Photography, 1890 to Now
		Author	Penney, David W. "North American Indian Art." Thames & Hudson, New York: 2004.	Author	Ahlberg Yohe, Jill (Editor); Grey Eagle, Jaida (Editor); Riley, Casey (Editor)
		Publisher	No value	Publisher	Minneapolis Institute of Art
		Date/Edition	No value	Date/Edition	2023
		ISBN	No value	ISBN	978-0300272161
		Title	No value	Title	Native Acts: Law, Recognition, and Cultural Authenticity
		Author	Zimmerman, Larry J. "American Indians the First Nations: Native North American Life, Myth and Art." Duncan Baird: 2003.	Author	Barker, Joanne
		Publisher	No value	Publisher	Duke University Press
		Date/Edition	No value	Date/Edition	2011
		ISBN	No value	ISBN	978-0822348511

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List Anderson, Duane. "All That Glitters: The Emergence of Native American Micaeous Art Pottery in Northern New Mexico." School of American Research, Sante Fe, New Mexico: 2004. May include, but are not limited to No value	No value
		Reading List Archuleta, Margaret Shared. "Visions: Native American Painters and Sculptors in the Twentieth Century." New Press: Reissue edition 1993. May include, but are not limited to No value	
		Reading List Bernstein, Bruce, Gerald McMaster, Kathleen E. Ash-Milby and Donald Kuspit. "First American Art: The Charles and Valerie Diker Collection of American Indian Art." National Museum of the American Indian: 2004 May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Bibby, Brian. "Precious Cargo: California Indian Cradle Baskets and Childbirth Traditions." Heyday Books, Berkeley: 2004.	
		May include, but are not limited to No value	
		Reading List Browner, Tara . "Heartbeat of the People: Music and Dance of the Northern Pow-wow" (Music in American Life) University of Illinois Press, Bloomington: 2004.	
		May include, but are not limited to No value	
		Reading List Feast, Christian. "Native Arts of North America." Thames & Hudson, New York: 1985.	
		May include, but are not limited to No value	
		Reading List Goldfein, Roanne, ed. "American Indian Art." American Indian Art Inc., Tempe, Arizona: published quarterly.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Greene, Candace S. and Russell Thornton, ed. "The Year the Stars Fell: Lakota Winter Counts at the Smithsonian." University of Nebraska Press: 2007.	
		May include, but are not limited to No value	
		Reading List Green, Stewart M. "Rock Art: The Meanings and Myths Behind Ancient Ruins in the Southwest and Beyond." Falcon Guides: 2018.	
		May include, but are not limited to No value	
		Reading List Heidlund, Ann Lane. "Navajo Weaving in the Late Twentieth Century: Kin, Community, and Collectors." University of Arizona Press, Tucson: 2004.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Her Many Horses, Emil and George Horse Capture. "Song for the Horse Nation: Horses in Native American Cultures." Fulcrum Publishing: 2006.	
		May include, but are not limited to No value	
		Reading List Kaiser, David A. and James D. Keyser (editors). "American Indian Rock Art - Volume 44." Sunbelt Publications: 2018.	
		May include, but are not limited to No value	
		Reading List Kavasch, E. Barrie. "The Mound Builders of Ancient North America: 4000 Years of American Indian Art, Science, Engineering, & Spirituality Reflected in Majestic Earthworks." iUniverse.com: 2003.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Kidwell, Clara Sue and Richard Hill. "Treasures Of The National Museum Of The American Indian: Smithsonian Institute." Abbeville Press: 2005.	
		May include, but are not limited to No value	
		Reading List Lonetree, Amy and Amanda J. Cobb-Greetham. "National Museum of the American Indian: Critical Conversations." University of Nebraska Press: 2008	
		May include, but are not limited to No value	
		Reading List McCleary, Timothy P. "Crow Indian Rock Art: Indigenous Perspectives and Interpretations." Routledge: 2015.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Moore, Ellen K. "Navajo Beadwork: Architectures of Light." University of Arizona Press, Tucson: 2003.	
		May include, but are not limited to No value	
		Reading List National Museum of the American Indian. "Identity by Design: Tradition, Change, and Celebration in Native Women's Dresses." Smithsonian: 2007.	
		May include, but are not limited to No value	
		Reading List Penney, David W. and Joe D. Horse Capture, et al. "Indigenous Beauty: Masterworks of American Indian Art from the Diker Collection." Skira Rizzoli: 2015.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Romero, Mateo. "Painting the Underworld Sky: Cultural Expression and Subversion in Art." School of American Research, Sante Fe, New Mexico: 2005.	
		May include, but are not limited to No value	
		Reading List Schulman, Sandra Hale. "From Kokopellis to Electric Warriors: The Native American Culture of Music." Random House: 2002.	
		May include, but are not limited to No value	
		Reading List Smithsonian Institution and Peter MacNair (editor), et. al. "Listening to Our Ancestors: The Art of Native Life Along the Pacific Northwest Coast." National Geographic: 2005.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Williams, Lucy Fowler, William S. Wierzbowski and Robert W. Preucel, ed. "Native American Voices On Identity, Art, And Culture: Objects Of Everlasting Esteem." University of Pennsylvania Museum Publication: 2005.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	- Engage in a critical analysis of the nature of the arts and the humanities (Western perspective) and Intercultural Studies (non-Western perspective) of the art forms of Native Americans. - Compare and contrast fabrication, style, and design motifs of pre- and post-contact American Indian art forms. - Consider and evaluate stylist variations of the "schools" of Indian contemporary painting. - Assess the content of contemporary American Indian art to establish the Indian artist's intent, message or vision, including focus on struggle and resistance, issues of sovereignty, and Indian identity. - Formulate a definition of contemporary "Indian art." - Evaluate the impact of colonization on American Indians art forms and the future of American Indian art. - Interpret Indian art as a tool for appreciating and understanding Indian cultures' historical changes and responses to colonialization - Analyze and predict future directions in the art of contemporary American Indian artists, evaluating the accessibility of these works in art institutions. - Assess the social, political and religious content and context of American Indian traditional and contemporary art, in terms of impact on racialization and Indian identity, specifically examining Indian societal gender roles, identifying imagery and socio-cultural celebrations important for reinforcing American Indian cultural concepts.	- Examine the development of Native American and Alaska Native art as a field of study within Native American Studies and Ethnic Studies in relation to race, racism, and racialization, settler colonialism, and Indigenous self-determination and sovereignty - Analyze Western and Ethnic Studies approaches to the arts and humanities in the study of Native American and Alaska Native art, including systems of power, knowledge production, and cultural representation - Analyze traditional Native American and Alaska Native art forms, materials, and design systems across pre-contact and post-contact periods in relation to cultural knowledge, identity, and continuity - Evaluate the impacts of colonization and settler colonialism on Native American and Alaska Native art forms, including changes in materials, techniques, function, and cultural meaning - Examine historical and contemporary developments in Native American and Alaska Native art movements in relation to identity, resistance, and cultural expression - Analyze the representation of Native American and Alaska Native art in museums and cultural institutions in relation to cultural authority, repatriation, and systems of power - Interpret how Native American and Alaska Native artists express identity, resistance, sovereignty, and cultural survival through artistic production - Analyze the social, political, and spiritual meanings of traditional and contemporary Native American and Alaska Native art in relation to

Changed	Field	Current Version	Proposed Version
			cultural values and community knowledge Engage in community-based research with Native American and Alaska Native artists, tribal cultural programs, or cultural initiatives, connecting course concepts to contemporary efforts related to cultural revitalization, sovereignty, self-determination, and anti-colonialism

Changed	Field

Current Version

Proposed Version



CSLOs

CSLOs	Identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of Native American and Alaskan Natives.
Expected SLO Performance	0.0

CSLOs	Identify the concepts of tradition and cultural continuity and assess their impact on the sense of aesthetics within Native American/Alaskan Native Arts.
Expected SLO Performance	0.0

CSLOs	Think critically about the effects of race/ethnicity, racialization, ethnocentrism, and colonialism on Native American lived experiences, social struggles, and resistance as they pertain to the impact on demonstration of identity and sovereignty through art.

CSLOs	Identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of Native American and Alaskan Natives.
Expected SLO Performance	0.0

CSLOs	Identify the concepts of tradition and cultural continuity and assess their impact on the sense of aesthetics within Native American/Alaskan Native Arts.
Expected SLO Performance	0.0

CSLOs	Think critically about the effects of race/ethnicity, racialization, ethnocentrism, and colonialism on Native American lived experiences, social struggles, and resistance as they pertain to the impact on demonstration of identity and sovereignty through art.

Changed	Field	Current Version	Proposed Version
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Research local organizations that support the goals of Native American communities, and engage in community activities.	CSLOs Research local organizations that support the goals of Native American communities, and engage in community activities.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
			CSLOs Analyze and articulate concepts such as race/ethnicity, racialization, ethnocentrism, eurocentrism, white supremacy, settler colonialism, decolonization, self-determination, tribal sovereignty, and anti-racism within the context of Native American art and artistic expression.
			Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
			CSLOs Apply theory and knowledge produced by Native American artists and communities to describe artistic traditions, visual forms, symbolism, and cultural expressions found in Native American art, emphasizing the relationship between art, identity formation, cultural continuity, and community affirmation. Expected SLO Performance 0.0
			CSLOs Analyze critically the intersection of race and racism as they relate to gender, sexuality, religion, spirituality, tribal citizenship, and sovereignty as represented in Native American artistic traditions and contemporary Native American art. Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
			CSLOs Review critically how struggle, resistance, racial/social/political justice, solidarity, and liberation are expressed through Native American art, including themes related to cultural survival, sovereignty, representation, and Indigenous identity. Expected SLO Performance 0.0
			CSLOs Research organizations, artists, museums, or cultural institutions that support the goals of Native American communities and artistic traditions, and engage with activities, events, or resources that promote Native American art and cultural preservation. Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Engage in a critical analysis of the nature of the arts and the humanities (Western perspective) and Intercultural Studies (non-Western perspective) of the art forms of Native Americans. 1. Nature of arts and humanities 1. As medium through which human experience and values are expressed and viewed 2. As discipline reflects interests, perspectives, gender and cultural biases 2. Western and Intercultural study of American Indian art forms 1. Development of the Western perspective: art awareness, creative expression, aesthetics and form 2. Development of intercultural studies (non-Western perspective): functionalism, cultural heritage, integration of geographical, socio-political, economic, historic and religious norms 3. Native-centric focus for the study of art forms of American Indians 1. Emic vs. etic views of tribal cultures 2. Diachronic and synchronic views of tribal cultures 3. "Indian perspectives" of Indian art forms: sacred and secular forms 2. Compare and contrast fabrication, style, and design motifs of pre-	1. Examine the development of Native American and Alaska Native art as a field of study within Native American Studies and Ethnic Studies in relation to race, racism, and racialization, settler colonialism, and Indigenous self-determination and sovereignty 1. Impact of the Civil Rights Movement and the formation of Ethnic Studies programs on the recognition and study of the art of Native American and Alaska Native peoples 1. The San Francisco State College strike and its influence on the Red Power Movement and the Occupation of Alcatraz, including visual imagery and artistic expression connected to Indigenous activism 2. Growth of Native American Studies, Native art programs, and Indigenous arts scholarship in higher education, including the role of Native artists and scholars 2. Key Ethnic Studies concepts related to Native art 1. Race, racism, racialization, ethnicity, ethnocentrism, and Eurocentrism in the interpretation and representation of Native art 2. Colonization, settler colonialism, and their effects on Native artistic traditions

Changed	Field	Current Version	Proposed Version
		and post-contact American Indian art forms.	3. Gender, sexuality, Two-Spirit identities, Indigenous resurgence, sovereignty, and contemporary movements for self-determination
		1. Local and traded for resources to produce art forms in pre-contact North America	Intersectional analysis of race and racism in relation to gender, sexuality, Two-Spirit identities, tribal citizenship, spirituality, class, and sovereignty within Native communities
		2. Learning artistic techniques within tribal contexts	
		3. Tribal stylistic and cultural area design motif variations of cultural areas	
		4. Traditional and contemporary Indian arts changes as a result of contact with global cultures' resources, stylistic, design, and fabrication techniques	
		3. Consider and evaluate stylist variations of the "schools" of Indian contemporary painting.	2. Analyze Western and Ethnic Studies approaches to the arts and humanities in the study of Native American and Alaska Native art, including systems of power, knowledge production, and cultural representation
		1. Ledger Book Art-incarceration of Plains Indian males	1. Role of the arts in understanding human experience and cultural values
		2. Bureau of Indian Affairs' boarding schools "art studios": Carlisle, San Ildefonso and Sante Fe: paternalism and assimilationist practices and influences	1. Art as a way communities express beliefs, traditions, and lived experiences
		3. Bacone College, Oklahoma-missionary school	2. How academic disciplines reflect cultural perspectives and power structures
		4. Kiowa Five-University of Oklahoma	2. Critical analysis of Western approaches to studying Native art
		5. Institute of American Indian Arts	1. Focus on aesthetics, form, and artistic technique
		6. Indian artistic independence and militant art of the 1960's and 1970's	2. Eurocentric interpretations of Native art
		7. Renaissance of styles and "new" expressions of the 1980's to the present	3. Ethnic Studies and Native-centered approaches to interpreting Native art
		4. Assess the content of contemporary American Indian art to establish the Indian artist's intent, message or vision, including focus on struggle and resistance, issues of sovereignty, and Indian identity.	1. Indigenous knowledge systems

Changed	Field	Current Version	Proposed Version
		1. As expressions of political inequalities 2. Attempts to dispel or comment on globally-held stereotypes of American Indians 3. Influence of non-Indian patrons in traditional and contemporary works produced today 4. American Indian social conditions as reflected in their art works 5. Contemporary Indian artistic self-expression: a new phenomena 6. Entering juried Indian shows and selling Indian art forms today	and cultural heritage, including connections between art and geographic, political, economic, historical, and religious contexts 2. Emic and etic perspectives in understanding tribal cultures and art in historical and modern contexts 3. Native perspectives on art as sacred, ceremonial, and everyday cultural expression connected to identity, sovereignty, cultural continuity, and community knowledge
		5. Formulate a definition of contemporary "Indian art." 1. Contemporary continuity and viability of American Indian cultures and their art forms 2. Changes over time: beadwork, totem poles, stone pipes, silver-turquoise jewelry, Navajo wool rugs, etc., nonexistent art forms before global cultures introduced tools and raw materials to Indian artists 3. Indian art using European mediums 4. Indian art with no "Indian" content 5. Impact of the "Tourist Market" on Indian art forms 6. Revival and change of Indian art forms 7. Assimilation/acculturation 6. Evaluate the impact of colonization on American Indians art forms and the future of American Indian art. 1. Changes in mediums and materials 2. New functions of art forms	3. Analyze traditional Native American and Alaska Native art forms, materials, and design systems across pre-contact and post-contact periods in relation to cultural knowledge, identity, and continuity 1. Traditional materials and artistic practices 1. Materials used to create art in pre-contact North America 2. Local natural resources and trade networks 3. Learning artistic skills and techniques within tribal communities 2. Regional artistic traditions and design systems across Native American and Alaska Native cultural areas 1. Examples of regional Native art traditions, including Northwest Coast carving and formline design,

Changed	Field	Current Version	Proposed Version
		3. Development of new art forms 4. Loss of art forms and techniques 7. Interpret Indian art as a tool for appreciating and understanding Indian cultures' historical changes and responses to colonialization 1. Contemporary Western Art movements and schools 2. Changing and new subject content 3. Technological influence and change 4. Economic pressures and considerations 8. Analyze and predict future directions in the art of contemporary American Indian artists, evaluating the accessibility of these works in art institutions. 1. Distinct genre of art expression 2. Recognition of art forms and artists by general public, "Art World" and for technical excellence 9. Assess the social, political and religious content and context of American Indian traditional and contemporary art, in terms of impact on racialization and Indian identity, specifically examining Indian societal gender roles, identifying imagery and socio-cultural celebrations important for reinforcing American Indian cultural concepts. 1. Social and political impact of art on tribal societies 2. Religious impact of art on tribal societies 3. Gender roles and image changes 4. Continuity of traditional art forms	Plains beadwork and quillwork, Southwest pottery and weaving, Arctic and Subarctic carving and textile traditions, Eastern Woodlands beadwork, quillwork, and birchbark art traditions, and California Native basketry traditions 2. Comparison of regional design traditions and stylistic differences across Native cultural areas, including symbolism and cultural meaning in Native design motifs 3. Relationships between land, environment, and artistic traditions in Native cultures 3. Transmission of artistic knowledge 1. How artistic knowledge and skills are passed down through generations 2. Continuity of traditional artistic practices 4. Evaluate the impacts of colonization and settler colonialism on Native American and Alaska Native art forms, including changes in materials, techniques, function, and cultural meaning 1. Colonial impacts on artistic traditions 1. Changes in materials and techniques after contact with Europeans 2. New functions and purposes for Native

Changed	Field	Current Version	Proposed Version
			- art 3. Loss or transformation of some traditional art forms 2. Cultural adaptation and resilience 1. Development of new artistic styles and forms 2. Native art as a reflection of historical change and Indigenous responses to colonization 3. External influences on Native art 1. Influence of Western art movements and artistic traditions 2. Changing subject matter and themes in Native art 3. Influence of new technologies on artistic production 4. Economic pressures and market influences affecting Native artists 5. Examine historical and contemporary developments in Native American and Alaska Native art movements in relation to identity, resistance, and cultural expression 1. Historical foundations of contemporary Native art 1. Ledger Book Art and its connection to the imprisonment of Plains Native men 2. Boarding school art programs and their influence on Native artistic expression 3. Assimilation policies and their effects on Native art education

Changed	Field	Current Version	Proposed Version
			2. Development of modern Native art movements 1. Bacone College and missionary influences on Native art 2. The Kiowa Five and the development of modern Native painting 3. The Institute of American Indian Arts and Native-centered art education 3. Contemporary Native artistic expression 1. Activist Native art movements of the 1960s–1970s and revival of Native art styles from the 1980s to the present 2. Emerging forms of Native artistic expression, including digital media, photography, installation art, and interdisciplinary artistic practices 3. Analysis of selected works by Native American and Alaska Native artists 6. Analyze the representation of Native American and Alaska Native art in museums and cultural institutions in relation to cultural authority, repatriation, and systems of power 1. Museum and institutional representation 1. How museums and galleries collect and display Native art 2. Interpretation and stewardship of Native art in museums and exhibitions, including Indigenous community

Changed	Field	Current Version	Proposed Version
			perspectives and cultural authority 3. Access to Native art within museums and cultural institutions 2. Art markets and economic contexts 1. Role of art markets and commercialization 2. Recognition of Native artists and artistic traditions in the broader art world 3. Legal frameworks and cultural authority 1. Native American Graves Protection and Repatriation Act (NAGPRA) and the repatriation of Native art and sacred objects 2. Native American Arts and Crafts Act (1990) and legal protections for Native-produced art 3. Fraudulent “Indian-style” art, misrepresentation of Native identity, and cultural appropriation in Native art markets, and legal protections for Native artists including consumer protection, legal definitions of Native artists, and economic impacts of counterfeit Native art 7. Interpret how Native American and Alaska Native artists express identity, resistance, sovereignty, and cultural survival through artistic production 1. Identity and cultural expression

Changed	Field	Current Version	Proposed Version
			1. Art as an expression of Indigenous identity and cultural survival 2. Contemporary Native art as cultural and political expression
			2. Resistance and representation 1. Artists challenging racism, stereotypes, and misrepresentations of Native peoples 2. Artistic responses to political inequality and social conditions 3. Sovereignty and artistic voice 1. Themes of sovereignty, self-determination, and resistance in Native art 2. Art as an expression of tribal sovereignty and cultural authority 3. Participation in juried Native art shows and the modern Native art market
			8. Analyze the social, political, and spiritual meanings of traditional and contemporary Native American and Alaska Native art in relation to cultural values and community knowledge 1. Cultural meaning and community roles 1. Social and political roles of art within Native communities 2. Religious and ceremonial significance of Native art 2. Representation and cultural values 1. Gender roles and changing

Changed	Field	Current Version	Proposed Version
			representations in Native art 2. Cultural symbols and celebrations expressed through artistic traditions 3. Knowledge and cultural continuity 1. Art as a means of transmitting cultural knowledge and supporting cultural revitalization and preservation of Indigenous languages and traditions 2. Cultural protocols and community guidelines surrounding sacred imagery, ceremonial objects, and cultural knowledge 3. Continuity and renewal of traditional artistic practices 9. Engage in community-based research with Native American and Alaska Native artists, tribal cultural programs, or cultural initiatives, connecting course concepts to contemporary efforts related to cultural revitalization, sovereignty, self-determination, and anti-colonialism
	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

Changed	Questions	Current Version	Proposed Version
	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
	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: Critical reading of journal/magazine, text, supplemental, and library resource materials
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments: B.1.Essay and short answer identification quizzes requiring summarization and interpretation
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments: E. Research Project: Guided research project that assesses a topic central to Native American traditional/contemporary artistic traditions and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: B.1. Essay and short answer identification quizzes requiring summarization and interpretation. B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings.

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings. B.3. Reporting formulated conclusions of in-class discussions and collaborative work. E. Research Project: Guided research project that assesses a topic central to Native American traditional/contemporary artistic traditions and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations.

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

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
	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
	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

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
	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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version

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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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	Outline: A. Examine the development of the art of Native American and Alaska Native peoples as a field of study within Native American Studies and Ethnic Studies. B. Engage in a critical analysis of the nature of the arts and the humanities (Western perspective) and Ethnic Studies (non-Western perspectives) in the study of the art of Native American and Alaska Native peoples. C. Compare and contrast traditional art forms, materials, styles, and design motifs of Native American and Alaska Native peoples across pre-contact and post-contact periods. D. Evaluate the impacts of colonization on the art forms of Native American and Alaska Native peoples, including changes in materials, techniques, artistic functions, and cultural meanings. E. Evaluate stylistic variations and historical developments in contemporary art movements of Native American and Alaska Native artists. F. Analyze the representation of Native American and Alaska Native art in museums, galleries, and other cultural institutions, including issues of cultural authority and repatriation. G. Assess how Native artists express identity, resistance, sovereignty, and cultural survival through artistic production. H. Assess the social, political, and religious meanings of traditional and contemporary Native art.

Changed	Questions	Current Version	Proposed Version
	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: C. Oral Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess students' skills in interpreting and debating relevant issues and other timely topics. Methods of Evaluation: C. Oral Activities: Assessment of individual student contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. Written Communication: Assignments: B.1. Essay and short answer identification quizzes requiring summarization, and interpretation. B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings. E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. Methods of Evaluation: B. Written Activities: Essays/written quizzes measure student ability to compare and evaluate phenomena, synthesize and revise historical data to support their own conclusions. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual research project to interpret a body of relevant information besides the required and recommended course texts. D. Visual Activities: Written assessment, including short answer, short essay, quizzes, of activities viewed. Collaborative Exercises: Assignments: B.3. Reporting formulated conclusions of in-class discussions and collaborative work. B.6. Collaborative text-based written assignments.

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: A. Examine the development of the art of Native American and Alaska Native peoples as a field of study within Native American Studies and Ethnic Studies. B. Engage in a critical analysis of the nature of the arts and the humanities (Western perspective) and Ethnic Studies (non-Western perspectives) in the study of the art of Native American and Alaska Native peoples. C. Compare and contrast traditional art forms, materials, styles, and design motifs of Native American and Alaska Native peoples across pre-contact and post-contact periods. D. Evaluate the impacts of colonization on the art forms of Native American and Alaska Native peoples, including changes in materials, techniques, artistic functions, and cultural meanings. E. Evaluate stylistic variations and historical developments in contemporary art movements of Native American and Alaska Native artists. F. Analyze the representation of Native American and Alaska Native art in museums, galleries, and other cultural institutions, including issues of cultural authority and repatriation. G. Assess how Native artists express identity, resistance, sovereignty, and cultural survival through artistic production. H. Assess the social, political, and religious meanings of traditional and contemporary Native art. Assignments: A. Critical reading of journal/magazine, text, supplemental, and library resource materials. Written Assignments B.1. Essay and short answer identification quizzes requiring summarization and interpretation. B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings. B.3. Reporting formulated conclusions of in-class discussions and collaborative work. B.5. Research on local organizations that support the goals of Native American groups, and engage in community activities. C. Oral

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

Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess students' skills in interpreting and debating relevant issues and other timely topics. E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. G. Reflection on engagement in community activities. Methods of Evaluation: B. Essays/written quizzes measure student ability to compare and evaluate phenomena, synthesize and revise historical data to support their own conclusions. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual research project to interpret a body of relevant information besides the required and recommended course texts. C. Oral Activities: Assessment of individual student contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. E. Participation: Assessment of participation and contributions during classroom discussions and activities, based on quality of synthesis, analysis, and interpretation of key concepts of the course of study. F. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings and the ability to critically appraise research data and evaluate for relevancy of research materials. H. Examinations: Essay and objective midterm and comprehensive final examination that evaluates retention and synthesis of course materials.

Changed	Questions	Current Version	Proposed Version
	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: A. Examine the development of the art of Native American and Alaska Native peoples as a field of study within Native American Studies and Ethnic Studies. B. Engage in a critical analysis of the nature of the arts and the humanities (Western perspective) and Ethnic Studies (non-Western perspectives) in the study of the art of Native American and Alaska Native peoples. C. Compare and contrast traditional art forms, materials, styles, and design motifs of Native American and Alaska Native peoples across pre-contact and post-contact periods. D. Evaluate the impacts of colonization on the art forms of Native American and Alaska Native peoples, including changes in materials, techniques, artistic functions, and cultural meanings. E. Evaluate stylistic variations and historical developments in contemporary art movements of Native American and Alaska Native artists. F. Analyze the representation of Native American and Alaska Native art in museums, galleries, and other cultural institutions, including issues of cultural authority and repatriation. G. Assess how Native artists express identity, resistance, sovereignty, and cultural survival through artistic production. H. Assess the social, political, and religious meanings of traditional and contemporary Native art. Assignments: E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. F. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow.

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	Outline: A. Examine the development of the art of Native American and Alaska Native peoples as a field of study within Native American Studies and Ethnic Studies. B. Engage in a critical analysis of the nature of the arts and the humanities (Western perspective) and Ethnic Studies (non-Western perspectives) in the study of the art of Native American and Alaska Native peoples. C. Compare and contrast traditional art forms, materials, styles, and design motifs of Native American and Alaska Native peoples across pre-contact and post-contact periods. D. Evaluate the impacts of colonization on the art forms of Native American and Alaska Native peoples, including changes in materials, techniques, artistic functions, and cultural meanings. E. Evaluate stylistic variations and historical developments in contemporary art movements of Native American and Alaska Native artists. F. Analyze the representation of Native American and Alaska Native art in museums, galleries, and other cultural institutions, including issues of cultural authority and repatriation. G. Assess how Native artists express identity, resistance, sovereignty, and cultural survival through artistic production. H. Assess the social, political, and religious meanings of traditional and contemporary Native art. Assignments: E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. F. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow.

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: E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. F. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow. Methods of Evaluation: F. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings and the ability to critically appraise research data and evaluate for relevancy of research materials. G. Evaluation (based on demonstrated comprehension, summary, and/or critique) of student reviews of experiential Native American community cultural events.

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

Changed	Questions	Current Version	Proposed Version
	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)	NAIS 013	NAIS 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)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/19/2019	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- Course number change w/minor revisions 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 number change w/minor revisions 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

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit		
			03/16/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	No OER textbook, however multiple textbook options are low cost. Added to DEI box.	

<https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=edd353ea-4281-11f1-a335-d3fe...> 75/78

Changed	Questions	Current Version	Proposed Version				
			03/16/2026	Specifications	Methods of Evaluation	Suggested	Thanks for these methods of evaluation. For any of these, do faculty provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant methods of evaluation. If not appropriate, please let me know in the initiator response box.
	Stage 4: Articulation Officer	No Value					
			Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			03/19/26	Learning Objectives and Outline	Course Objectives and Course Outline	Required	This course was requested to be Cal-GETC Area 6, and I don't see an emphasis on Ethnic Studies materials present in the learning objectives or outline of the course. I only see it in the CSLOs, which are optional submissions to the state. Is this course still intended to become Area 6? For Area 6, the ethnic studies criteria needs to be integrated throughout the course, and be a main focus of the course. If you'd like to meet to discuss, please let me know! steinerchrista@fhda.edu
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	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	NAISD013.
	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	CCC000023989

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

De Anza College

Change Report

04/27/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
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.
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.)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Meghan Kensler
	Course ID (CB01A and CB01B)	NAISD016.	NAISD016.
	Course Control Number	CCC000283514	CCC000283514

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	California Native Americans	California Native Americans
	Short Course Title	CALIF NATIVE AMERICANS	CALIF NATIVE AMERICANS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	NAIS - Native American and Indigenous Studies	NAIS - Native American and Indigenous Studies
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course examines the lives and experiences of California Native Americans - past and present. Students will survey California Natives' pre-historic pasts, diverse cultures, and histories from a Native perspective. The course includes a study of oral and cultural traditions, up to and inclusive of contemporary American Indian issues, along with a special focus on selected California Native American tribal communities.	This course examines the lives, histories, and lived experiences of California Native Americans past and present. Students survey California Native peoples' Indigenous foundations, diverse cultures, and historical developments from Native-centered perspectives and develop skills in analyzing historical and contemporary issues affecting Native communities. The course includes the study of oral traditions, community knowledge, and archaeological and historical sources to understand cultural continuity and change and to interpret Native histories from Indigenous perspectives. Attention is given to colonization, land dispossession, sovereignty, and self-determination, as well as to contemporary issues including cultural revitalization, environmental justice, and tribal governance, with focused study of selected California Native American tribal communities. Through this work, students gain a deeper understanding of California Native histories and cultures and the ability to connect course concepts to ongoing issues affecting Native communities today.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Ethnic Studies
	Discipline 2	No value	• Native American/American Indian Studies
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly ICS D042.)	(Formerly ICS D042.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is UC and CSU transferable and meets a general education requirement for De Anza and Cal-GETC. This course belongs on the Intercultural Studies AA degree. The course provides a broader view of California's history by offering students an opportunity to examine the pre- and post-contact periods and offers students a unique "insider" perspective of what happened to California Indians' lives. Students will also understand the changes for California Indians' lives in the 20th and 21st centuries due to Indian gaming and self-determination.	This course is UC and CSU transferable and meets a general education requirement for De Anza and Cal-GETC. This course belongs on the Intercultural Studies AA degree. The course provides a broader view of California's history by offering students an opportunity to examine the pre- and post-contact periods and offers students a unique "insider" perspective of what happened to California Indians' lives. Students will also understand the changes for California Indians' lives in the 20th and 21st centuries due to Indian gaming and self-determination.

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	
	Does the course have a Foothill equivalent?	No	No

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by focusing on the lives, histories, lived experiences, and perspectives of California Native American communities historically and in contemporary society. The course emphasizes cultural understanding by examining Indigenous knowledge systems, oral traditions, and sovereignty. Students reflect on the impacts of colonization, land dispossession, and removal policies while also studying Indigenous resilience, cultural revitalization, and self-determination. The course highlights issues related to representation, power, racialization, and structural inequality, examining issues of bias, historical narratives, and inclusion within educational and civic spaces. Students develop a deeper understanding of diversity and equity issues through study of selected California Native American tribal communities and contemporary issues such as environmental justice and tribal governance. Multiple Primary Texts and References are available as low-cost. Examples of Primary Texts and References reflect diverse authors, voices, and perspectives, and discuss current debates in the field.</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Outline - Course Outline

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.

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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	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 Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC 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 Chicana/o Studies, Latina/o Studies for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Chicana/o Studies, Latina/o Studies for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Community Impact Award Type Certificate of Achievement (COA)	Associated Program Community Impact Award Type Certificate of Achievement (COA)
		Associated Program Ethnic Studies Award Type Certificate of Achievement (COA)	Associated Program Ethnic Studies Award Type Certificate of Achievement (COA)
		Associated Program Ethnic Studies Award Type Certificate of Achievement (COA)	Associated Program Ethnic Studies Award Type Certificate of Achievement (COA)
		Associated Program Intercultural Studies	Associated Program Intercultural Studies

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Social Justice Studies: General Studies for Transfer	Associated Program	Social Justice Studies: General 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

Changed	Field	Current Version	Proposed Version
		Associated Program Social Justice Studies: General Studies for Transfer (In Development)	Associated Program Social Justice Studies: General Studies for Transfer (In Development)
		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 Cal-GETC	System/Institution Cal-GETC
		Area(s) CA4X - Approved.	Area(s) - CA4X - Approved. - CA6X - Pending.
		- No value	- No value
		System/Institution De Anza GE	System/Institution De Anza GE
		Area(s) 2G4X - Approved.	Area(s) 2G4X - Approved. 2G6X - Pending.
		- 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	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.

Changed	Field	Current Version	Proposed Version
	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)	☐	☐
	Variable Credit Course	☐	☐

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(oral with and without visual aids) Discussion of assigned reading Discussion and problem solving in class In-class essays Exploration of California Native American Internet resources Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group activities/exercises Collaborative projects	Methods of Instruction Methods of Instruction Lecture with or without visual aids Discussion of assigned reading Discussion and problem solving in class Essay responses Exploration of Internet resources Quiz and examination review performed in class Homework and extended projects Field observation/field trips Guest speakers Collaborative learning and small group activities/exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. Critical reading of journal/magazine, text, supplemental and library resource materials. 2. Written Assignments 1. Essay and short answer identification quizzes requiring summarization and interpretation. 2. Written assessments demonstrating insightful synthesis and integration of assigned readings. 3. Reporting formulated conclusions of in-class discussions and collaborative work. 4. Note-taking from primary and secondary Native American Studies historical source materials. 3. Oral Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess student's skill in interpreting and debating relevant issues and other timely topics. 4. Visual Assignments: View Native American film resources and cultural activities demonstrating comprehension of the "message" and ability to analyze and critique quality of the media viewed. 5. Participation: Attendance at Native American community cultural events and classroom participation. 6. Research Project: Guided research project that assesses a topic central to California American Indian historical tribal studies and its relevance to current issues.	1. Critical reading of journal/magazine, text, supplemental, and library resource materials. 2. Written Assignments 1. Essay and short answer identification quizzes requiring summarization and interpretation. 2. Written assessments demonstrating insightful synthesis and integration of assigned readings. 3. Reporting formulated conclusions of in-class discussions and collaborative work. 4. Note-taking from primary and secondary American Indian Studies historical source materials. 5. Research on local organizations that support the goals of Native American groups, and engage in community activities. 6. Collaborative text-based written assignments. 3. Oral Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess students' skills in interpreting and debating relevant issues and other timely topics. 4. Visual Assignments: View videos and cultural activities demonstrating comprehension of the "message" and the ability to analyze and critique the quality of the media viewed. 5. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. 6. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow. 7. Reflection on engagement in community activities.

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. Reading Activities: student mastery evaluated through written and oral activities requiring synthesis, analysis and interpretation of key concepts of the course of study. 2. Writing Activities: Essays assess student ability to take a historic view of past events with the purpose of evaluating the importance of the people and events of the past. Essays measure student ability to compare and evaluate phenomena, synthesize and revise historical data to support their own conclusions. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual	Methods of Evaluation 1. Reading Activities: student mastery evaluated through written and oral activities requiring synthesis, analysis and interpretation of key concepts. 2. Written Activities: Essays/written quizzes measure student ability to compare and evaluate phenomena, synthesize and revise historical data to support their own conclusions. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual research project to interpret a body of relevant information besides the required and recommended course texts. 3. Oral Activities: Assessment of individual student contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. 4. Visual Activities: Written assessment, including short answer, short essay, quizzes, of activities viewed. 5. Participation: Assessment of participation and contributions during classroom discussions

Changed	Field	Current Version	Proposed Version
		research project to interpret a body of relevant information besides the required and recommended course texts. 3. Oral Activities: Assessment of individual student contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. 4. Visual Activities: Written assessment, including short answer, short essay, or written quiz of activities viewed. 5. Participation: Evaluation (based on demonstrated comprehension, summary, and/or critique) of student reviews of experiential American Indian community cultural events. Assessment of participation and contributions	and activities, based on quality of synthesis, analysis, and interpretation of key concepts of the course of study. 6. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings and the ability to critically appraise research data and evaluate for relevancy of research materials. 7. Evaluation (based on demonstrated comprehension, summary, and/or critique) of student reviews of experiential Native American community cultural events. 8. Examinations: Essay and objective midterm and comprehensive final examination that evaluates retention and synthesis of course materials.

Changed	Field	Current Version	Proposed Version
		during classroom discussions and activities, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. 6. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings, and ability to critically appraise historical research topics and evaluate for relevancy of research materials. 7. Examinations: Essay and objective midterm and comprehensive final examinations that evaluate retention and synthesis.	
	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	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Bauer, Jr., William J. "California through Native Eyes: Reclaiming History." University of Washington Press: 2016.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Bauer, Jr., William J. "California through Native Eyes: Reclaiming History." University of Washington Press: 2016.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Bad Indians: A Tribal Memoir</td></tr><tr><td>Author</td><td>Deborah A. Miranda</td></tr><tr><td>Publisher</td><td>Heyday</td></tr><tr><td>Date/Edition</td><td>March 5, 2024</td></tr><tr><td>ISBN</td><td>978-1597146289</td></tr></table>	Title	Bad Indians: A Tribal Memoir	Author	Deborah A. Miranda	Publisher	Heyday	Date/Edition	March 5, 2024	ISBN	978-1597146289
		Title	No value																				
		Author	Bauer, Jr., William J. "California through Native Eyes: Reclaiming History." University of Washington Press: 2016.																				
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		Date/Edition	No value																				
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		Publisher	Heyday																				
		Date/Edition	March 5, 2024																				
		ISBN	978-1597146289																				
		<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Kroeber, A.L. "Handbook of the Indians of California." Dover: 2012.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Kroeber, A.L. "Handbook of the Indians of California." Dover: 2012.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>News From Native California</td></tr><tr><td>Author</td><td>Terria Smith (Editor)</td></tr><tr><td>Publisher</td><td>Heyday Books</td></tr><tr><td>Date/Edition</td><td>published four times yearly.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	News From Native California	Author	Terria Smith (Editor)	Publisher	Heyday Books	Date/Edition	published four times yearly.	ISBN	No value
		Title	No value																				
		Author	Kroeber, A.L. "Handbook of the Indians of California." Dover: 2012.																				
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<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Lindsay, Brenden C. "Murder State: California's Native American Genocide, 1846-1873." University of Nebraska Press: 2012.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Lindsay, Brenden C. "Murder State: California's Native American Genocide, 1846-1873." University of Nebraska Press: 2012.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>We Are the Land: A History of Native California</td></tr><tr><td>Author</td><td>Damon B. Akins and William J. Bauer Jr.</td></tr><tr><td>Publisher</td><td>University of California Press</td></tr><tr><td>Date/Edition</td><td>March 29, 2022</td></tr><tr><td>ISBN</td><td>978-0520280502</td></tr></table>	Title	We Are the Land: A History of Native California	Author	Damon B. Akins and William J. Bauer Jr.	Publisher	University of California Press	Date/Edition	March 29, 2022	ISBN	978-0520280502		
Title	No value																						
Author	Lindsay, Brenden C. "Murder State: California's Native American Genocide, 1846-1873." University of Nebraska Press: 2012.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
Title	We Are the Land: A History of Native California																						
Author	Damon B. Akins and William J. Bauer Jr.																						
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Date/Edition	March 29, 2022																						
ISBN	978-0520280502																						
<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Lindsay, Brenden C. "Murder State: California's Native American Genocide, 1846-1873." University of Nebraska Press: 2012.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Lindsay, Brenden C. "Murder State: California's Native American Genocide, 1846-1873." University of Nebraska Press: 2012.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Know We Are Here: Voices of Native California Resistance</td></tr><tr><td>Author</td><td>Terria Smith (Editor)</td></tr><tr><td>Publisher</td><td>Heyday</td></tr><tr><td>Date/Edition</td><td>June 27, 2023</td></tr><tr><td>ISBN</td><td>978-1597146067</td></tr></table>	Title	Know We Are Here: Voices of Native California Resistance	Author	Terria Smith (Editor)	Publisher	Heyday	Date/Edition	June 27, 2023	ISBN	978-1597146067		
Title	No value																						
Author	Lindsay, Brenden C. "Murder State: California's Native American Genocide, 1846-1873." University of Nebraska Press: 2012.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
Title	Know We Are Here: Voices of Native California Resistance																						
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ISBN	978-1597146067																						
<table><tr><td>Title</td><td>No value</td></tr></table>	Title	No value																					
Title	No value																						

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

Author Margolin, Malcolm. "The Way We Lived: California Indian Stories, Songs and Reminiscences 2nd Edition." Heyday Books: 2017.

Publisher No value

Date/Edition No value

ISBN No value

Title No value

Author Phillips, George Harwood. "Chiefs and Challengers: Indian Resistance and Cooperation in Southern California, 1769-1906." University of Oklahoma Press: 2014.

Publisher No value

Date/Edition No value

ISBN No value

Title Native Acts: Law, Recognition, and Cultural Authenticity

Author Joanne Barker

Publisher Duke University Press

Date/Edition 2011

ISBN 978-0822348511

Changed	Field	Current Version	Proposed Version



Suggested Reading List

No value

Reading List Anderson, M. Kat. "Tending the Wild: Native American Knowledge and the Management of California's Natural Resources." University of California Press: 2013.

May include, but are not limited to No value

Reading List Field, Les W. "Abalone Tales: Collaborative Explorations of Sovereignty and Identity in Native California (Narrating Native Histories)." Duke University Press: 2008.

May include, but are not limited to No value

Reading List Hackel, Steven W. "Children of Coyote, Missionaries of Saint Francis: Indian-Spanish Relations in Colonial California, 1769-1850." The University of North Carolina Press: 2005.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version

Reading List	Hinton, Leanne. "Flutes of Fire: Essays on California Indian Languages." Heyday Books: 2016.

May include, but are not limited to	No value

Reading List	Lindsay, Brendan C. "Murder State: California's Native American Genocide, 1846-1873." University of Nebraska Press: 2015.

May include, but are not limited to	No value

Reading List	Lightfoot, Kent and Otis Parrish. "California Indians and Their Environment: An Introduction (California Natural History Guides). University of California Press: 2009.

May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version

Reading List	Madley, Benjamin. "An American Genocide: The United States and the California Indian Catastrophe, 1846-1873." Yale University Press: 2017.

May include, but are not limited to	No value

Reading List	Margolin, Malcolm, ed. "News From Native California: An Inside View of the California Indian World." Heyday Books, Berkeley, California: published four times yearly.

May include, but are not limited to	No value

Reading List	Sandos, Professor James A. "Converting California: Indians and Franciscans in the Missions." Yale University Press: 2008.

May include, but are not limited to	No value

Reading List	Sarris, Greg. "Mabel McKay: Weaving the Dream." University of California Press: 2012.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Engage in a critical analysis of the nature of historiography, and Intercultural Studies of the Native American tribal cultures of California. - Differentiate, in order to compare and contrast traditional pre-contact through the present, California Native American tribal cultural diversity. - Assess the nature of tribal cultures, with emphasis on conflicts, accommodations, changes in gender roles and views of sexual orientations in California Native American societies, through a historical study of Indian-global contacts (Spanish, Russian, Mexican and American colonization). - Examine the "history" of the Native American indigenous people of the San Francisco Bay Area and evaluate the effects of colonization, "mission-ization," genocide, assimilation, and other cultural disruptions. - Consider and evaluate the legal status of the non-treaty California Indians through comparison with that of treaty tribes in California and other regions of the United States. - Consider and evaluate California Native American cultural, religious, and economic revitalization in the 21st century.	- Examine the development of Native American Studies within Ethnic Studies as a response to race, racism, racialization, settler colonialism, and Indigenous struggles for sovereignty and self-determination - Analyze Historiography and Ethnic Studies Approaches to Examine Race, Settler Colonialism, and Native Knowledge in California Native American Communities - Examine cultural diversity, Indigenous knowledge systems, and historical continuity in California Native American societies in the context of settler colonialism, identity formation, and Indigenous resilience - Analyze settler colonial contact and its impact on California Native American societies, including land dispossession, racialization, structural systems of power, and changes to Indigenous identity and social structures - Examine the history and contemporary presence of Ohlone peoples of the San Francisco Bay Area in relation to settler colonialism, cultural disruption, and Indigenous revitalization and sovereignty - Analyze the legal status and tribal sovereignty of California Native American tribes in relation to settler colonial policies, land dispossession, and racialized systems of recognition and identity - Analyze cultural, political, environmental, and social revitalization in contemporary California Native American communities - Engage in community-based research and applied analysis with California Native American communities and organizations

Changed	Field	Current Version	Proposed Version
❗	CSLOs	CSLOs Actively engage in the prehistorical and historical complex California Native American multicultural past.	CSLOs Actively engage in the prehistorical and historical complex California Native American multicultural past.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Assess the diversity, cultures and cultural changes of California Native American peoples over time.	CSLOs Assess the diversity, cultures and cultural changes of California Native American peoples over time.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Assess the diversity, cultures and cultural changes of California Native American peoples over time.	CSLOs Think critically about the effects of race/ethnicity, racialization, ethnocentrism, and colonialism on California Native American lived experiences, social struggles, and resistance as they pertain to current issues of identity and sovereignty.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
			CSLOs Research local organizations that support the goals of Native American communities, and engage in community activities.
			Expected SLO Performance 0.0
			CSLOs Analyze and articulate concepts such as race/ethnicity, racialization, ethnocentrism, eurocentrism, white supremacy, settler colonialism, decolonization, self-determination, tribal sovereignty, and anti-racism within the context of Native American Studies.
			Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
		CSLOs Think critically about the effects of race/ethnicity, racialization, ethnocentrism, and colonialism on California Native American lived experiences, social struggles, and resistance as they pertain to current issues of identity and sovereignty. Expected SLO Performance 0.0	CSLOs Apply theory and knowledge produced by California Native American communities to describe critical events, histories, cultures, contributions, lived-experiences, and social/economic/political struggles, emphasizing the effects on agency, identity formation and group-affirmation. Expected SLO Performance 0.0
		CSLOs Research local organizations that support the goals of Native American communities, and engage in community activities. Expected SLO Performance 0.0	CSLOs Analyze critically the intersection of race and racism as they relate to gender, sexuality, religion, spirituality, tribal citizenship, and sovereignty in California Native American communities. Expected SLO Performance 0.0
		CSLOs Research local organizations that support the goals of Native American communities, and engage in community activities. Expected SLO Performance 0.0	CSLOs Review critically how struggle, resistance, racial/social/educational/political/economic justice, solidarity, and liberation, as experienced by California Native Americans, are relevant to current and structural issues, including tribal sovereignty, repatriation, religious freedom, and identity. Expected SLO Performance 0.0
			CSLOs Research local organizations that support the goals of California Native American communities, and engage in community activities. Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	- Engage in a critical analysis of the nature of historiography, and Intercultural Studies of the Native American tribal cultures of California. - Nature of historiography - As written reconstruction of the past - As the discipline reflects the interests, perspectives, gender and cultural biases of the historian - Use of Western and California Native American primary sources - Examine and engage in a critical analysis of the nature of and development of Western historical-intercultural study of the Native Americans, while wemphasizing California. - Native American centered study of indigenous cultures of California - Emic versus etic views of California Native American tribal cultures - Diachronic and synchronic views of Native American tribal cultures - California "Native American perspectives" of American history - Development of Native American Studies as an academic field of study - Differentiate, in order to compare and contrast traditional pre-contact through the present, California Native American tribal cultural diversity. - The peopling of the continent (350,000 to 20,000 years	- Examine the development of Native American Studies within Ethnic Studies as a response to race, racism, racialization, settler colonialism, and Indigenous struggles for sovereignty and self-determination - Impact of Civil Rights Movement and formation of Ethnic Studies programs on the development of the Red Power Movement, and Native American contributions to the development of Ethnic Studies programs - The San Francisco State College strike and its influence on the Red Power Movement and the Occupation of Alcatraz - Subsequent contributions to the expansion and institutionalization of Native American Studies programs in higher education - Analysis of how Native American Studies emerged as a field addressing racial inequities and colonial frameworks in higher education - Key Ethnic Studies Concepts in Native American Studies - Race, racialization, ethnicity, and white supremacy as structural systems - Gender and sexuality, including Two-Spirit identities and Indigenous gender sovereignty - Ethnocentrism and Eurocentrism - Colonization and settler colonialism, including

Changed	Field	Current Version	Proposed Version
		ago) theories of origin, traditional California Native creation accounts.	removal policies and land dispossession
		2. Culture stages: Paleo-Indian, Protoarchaic, Archaic, Formative (development of regional prehistoric cultures pre-contact 16th century North American indigenous cultures)	5. Anti-racism, Indigenous resurgence, and contemporary movements for tribal sovereignty, self-determination, and decolonial practice within California Native communities
		1. Linguistic associations and history: representative groups, political and social structures, dwellings, subsistence, religions, life cycle, initial encounter with intruders by indigenous peoples of Southwest, Plains, Woodlands, and Northwest Coast	2. Analyze Historiography and Ethnic Studies Approaches to Examine Race, Settler Colonialism, and Native Knowledge in California Native American Communities
		2. Geographic cultural area California indigenous cultures: linguistic associations, history, representative groups, political and social organizations, dwellings, subsistence, religions, life cycle, traditions and practices, basketry, natural forces and native world view, traditional literature: regional patterns, sexual status and role differentiation, trade and trails	1. Historiography, Power, and Knowledge Production
		3. Assess the characteristics and compare and contrast change and continuity in American Indian indigenous cultures contact through the present: technology, economy, sociopolitical organization, population and territory, war, trade and diplomacy, traditional religions and culture change	1. Historiography as reconstruction and interpretation of the past, reflecting race/ethnicity, racialization, ethnocentrism, eurocentrism, and white supremacy
			2. Settler colonialism and its influence on historical narratives of California Native American communities
			3. Western archival sources and California Native primary sources, including oral histories, and their role in shaping agency, identity formation, and group affirmation
			4. Historians' social positions, cultural assumptions, and their impact on interpretations of Native peoples and histories
			2. Western Academic Approaches and the Construction of Native Identity
			1. Development of Western historical and anthropological

Changed	Field	Current Version	Proposed Version
		of the Northeast, Plains, Southeast, Southwest, Northwest Coast, California-Great Basin, and Northwest Coast cultural areas: 1600 to present with special emphasis on California. 3. Assess the nature of tribal cultures, with emphasis on conflicts, accommodations, changes in gender roles and views of sexual orientations in California Native American societies, through a historical study of Indian-global contacts (Spanish, Russian, Mexican and American colonization). 1. Historical Study: Initial encounter with intruders: archaeological evidence from non-native sites and impact of Euro-American exploration and settlement; Spanish-Mexican documents; Russian: Ft. Ross and the Channel Islands; American Gold Rush period (1849 to 1880) manifest destiny and the Treaty of Guadalupe Hidalgo; Alfred Kroeber, University of California, begins anthropological and ethnographic studies of California Native American cultures; historical demographic studies of diminishing population of California Native American populations 2. Changes in Native American society resulting from contact with Europeans: deaths, colonialization, forced assimilation, economic integration, conflicts; gender roles and sexual orientations, influence of non-Indians on the natural environment, missionaries 4. Examine the "history" of the Native American indigenous people of the San Francisco Bay Area and	approaches to Native American Studies and their role in shaping race and racialization 2. Anthropology's role in racial classification and "vanishing Indian" narratives as expressions of white supremacy and settler colonial ideologies 3. Influence of academic disciplines on social, political, and cultural understandings of California Native communities 3. Ethnic Studies and Native-Centered Approaches 1. Native-centered frameworks and knowledge produced by California Native communities as tools for interpreting histories, cultures, and lived experiences 2. Emic and etic perspectives in the construction of identity, culture, and knowledge within and outside tribal communities 3. Diachronic and synchronic approaches to cultural continuity, change, and resilience in California Native communities 4. California Native perspectives on American history and historical memory, emphasizing self-determination, tribal sovereignty, and decolonization 5. Tribal-authored scholarship, oral traditions, and community knowledge as frameworks for

Changed	Field	Current Version	Proposed Version
		evaluate the effects of colonization, "mission-ization," genocide, assimilation, and other cultural disruptions. 1. Ohlone pre-contact cultures and societies 2. Ohlone contacts, intrusions, and colonizations: Spanish-Mexican "mission-ization" and secularization of the Missions; Anglo (American) assimilation and cultural revitalization. 5. Consider and evaluate the legal status of the non-treaty California Indians through comparison with that of treaty tribes in California and other regions of the United States. 1. Legal status of Native American treaty tribes in California and other regions of United States 2. Legal status of non-treaty California Native Americans: 1853 cessation of treaty-making; non-federal recognition of tribes; establishment of rancherias and reservations; Land Claims Commission settlement, 1968; jurisdiction and federal recognition continue as major issues in the present; Termination (1958) and Relocation 6. Consider and evaluate California Native American cultural, religious, and economic revitalization in the 21st century. 1. Syncretic religions develop as result of contact with various sects of Christianity: Chiningichix, Ghost Dance, Bole Maru, Indian Shaker Church, Native American Church-Peyote 2. Resurgence and revitalization of traditional California Native American beliefs and practices: government imposed ban of California Native American	reinterpreting California history 4. Native American Studies as Resistance and Reclamation 1. Development of Native American Studies as a field grounded in anti-racism, decolonization, and self-determination 2. Tribal-authored scholarship, oral traditions, and community knowledge as forms of resistance, cultural affirmation, and epistemological sovereignty 3. Indigenous knowledge systems as challenges to dominant narratives and as foundations for justice, sovereignty, and representation 3. Examine cultural diversity, Indigenous knowledge systems, and historical continuity in California Native American societies in the context of settler colonialism, identity formation, and Indigenous resilience 1. Origins and Indigenous Knowledge Systems 1. Scientific theories regarding the peopling of the continent and traditional California Native origin accounts 2. Comparison of scientific explanations and Indigenous origin narratives, recognizing oral traditions as systems for transmitting historical, ecological, and cultural knowledge 2. Archaeological Cultural Developments and Historical Framing 1. Cultural developments commonly described as Paleo-Indian, Protoarchaic, Archaic, and Formative periods

Changed	Field	Current Version	Proposed Version
		religion lifts; revitalization of traditional religious and cultural practices; litigation as a tool for regaining human, cultural and religious freedoms; and civil rights: desegregation, Lyng case. 3. Recent issues 1. Militarism: Alcatraz, Pit River and D.Q.U. occupations 2. Urbanization as a result of US Relocation programs and services 3. Fight for California Native American federal-recognition, which includes land-base issues 4. Gaming on reservations and rancherias in Native American California; the 1996 anti-lottery bill 5. Changes in gender roles and sexual orientations in California Native American society: establishment of the Gay American Indian Alliance (Two Spirits) in San Francisco	in California archaeology 2. Material evidence including projectile points, shellmounds, grinding tools, trade goods, and settlement patterns 3. Archaeological period labels and terms such as “pre-contact” and their influence on interpretations of Native histories 3. Regional Diversity in California 1. Linguistic and cultural regions of California, including political and social organization, subsistence systems, environmental knowledge, trade networks, religious practices, gender roles, oral traditions, and material culture such as basketry 2. Indigenous innovation, identity formation, and cultural continuity across California regions 4. Continuity and Change, 1600–Present 1. Governance, economy, land use, diplomacy, population changes, and religious practices, with emphasis on California 2. Colonization and federal policies reshaping Native societies and lived experiences while highlighting Indigenous survival, resistance, adaptation, and revitalization 4. Analyze settler colonial contact and its impact on California Native

Changed	Field	Current Version	Proposed Version
			American societies, including land dispossession, racialization, structural systems of power, and changes to Indigenous identity and social structures 1. Early Encounters, Colonial Expansion, and Representation 1. Archaeological and documentary evidence of contact between California Native peoples and Spanish, Russian, Mexican, and American settlers 2. Spanish mission system and secularization policies 3. Russian settlements, including Fort Ross and the Channel Islands 4. American expansion, including the Gold Rush, Manifest Destiny, and the Treaty of Guadalupe Hidalgo 5. Early anthropological and ethnographic research and its influence on representations of California Native peoples 6. Demographic studies documenting population decline and displacement 2. Colonial Systems and Structural Change 1. Settler colonial expansion as a system of land dispossession and political domination 2. Violence, displacement, and state-supported campaigns during the Gold Rush era 3. Impacts of federal and state policies (e.g., treaties, reservations, allotment, and governance laws) reshaping

Changed	Field	Current Version	Proposed Version
			land ownership, sovereignty, and community structures 1. Changes in population, settlement patterns, subsistence practices, and economic systems 2. Religious conversion efforts, missionization, and suppression of Indigenous spiritual practices 3. Forced assimilation and integration into colonial economies 4. Environmental impacts of colonial settlement and resource extraction 5. Colonial systems reshaping Indigenous gender roles, social structures, and lived experiences, including the intersection of race, gender, and power 5. Examine the history and contemporary presence of Ohlone peoples of the San Francisco Bay Area in relation to settler colonialism, cultural disruption, and Indigenous revitalization and sovereignty 1. Ohlone Pre-Contact Cultures and Societies 1. Social, political, economic, and spiritual systems of Ohlone communities prior to European arrival 2. Integration of Ohlone oral histories and contemporary community scholarship 2. Ohlone Contacts and Colonization 1. Spanish and Mexican missionization, including establishment and secularization of the Missions 2. Russian and early European presence and its role in regional colonial expansion

Changed	Field	Current Version	Proposed Version
			3. American expansion, land dispossession, and assimilation policies 4. Missionization as a system of religious conversion, labor control, and social restructuring
			3. Cultural Disruption and Structural Impact 1. Population decline, displacement, and economic marginalization 2. Suppression of language, ceremony, and governance structures 3. Long-term social and political effects of colonial settlement 4. Contemporary Ohlone Cultural Revitalization 1. Language and cultural renewal efforts 2. Land acknowledgment debates and shellmound preservation 3. Ongoing advocacy related to recognition and representation
			6. Analyze the legal status and tribal sovereignty of California Native American tribes in relation to settler colonial policies, land dispossession, and racialized systems of recognition and identity 1. Foundations of Tribal Sovereignty 1. Tribal sovereignty as inherent political authority and its relationship to federal and state governance systems 2. The absence of ratified treaties in California and its impact on land ownership, political recognition, and sovereignty

Changed	Field	Current Version	Proposed Version
			2. Settler Colonial Policies and the Restructuring of Sovereignty 1. The 18 unratified California treaties (1851–1852) and their long-term consequences for land dispossession and sovereignty 2. The General Allotment Act (Dawes Act) and its impact on California tribes such as Hoopa Valley, Round Valley, and Mission Indian communities 3. The Rancheria Act (1958) and termination policies in California 4. Public Law 280 and its transfer of criminal and civil jurisdiction to the state 5. The California Land Claims Commission settlement (1968) 3. Recognition, Citizenship, and the Regulation of Indigenous Identity and Sovereignty 1. Federal recognition processes and political criteria shaping tribal status and sovereignty 2. Blood quantum and tribal citizenship as racialized systems of identity and belonging, including intersections of race, gender, and political identity 3. Structural impacts of allotment, termination, relocation, and Public Law 280 on tribal governance, identity, and community continuity 7. Analyze cultural, political, environmental, and social revitalization in contemporary

Changed	Field	Current Version	Proposed Version
			California Native American communities
			1. Cultural and Religious Revitalization
			1. Indigenous religious movements and revitalization traditions, including Chinigchinich traditions, the Ghost Dance, Bole Maru, the Indian Shaker Church, and the Native American Church
			2. Religious freedom litigation and sacred site protection, including Lyng v. Northwest Indian Cemetery Protective Association, SB 18, and NAGPRA compliance, as part of broader revitalization and cultural resurgence efforts
			3. Indigenous-led cultural resurgence movements supporting traditional spiritual practices, language renewal initiatives, intergenerational knowledge transmission, and community-based engagement
			2. Sovereignty, Activism, and Land-Based Movements
			1. Alcatraz, Pit River, and D-Q University occupations
			2. Federal recognition efforts and processes shaping tribal status
			3. Land Back campaigns, tribal-state co-management agreements, and land return efforts across California
			4. Public Law 280 advocacy and

Changed	Field	Current Version	Proposed Version
			jurisdictional reform efforts
			3. Environmental Justice and Land-Based Revitalization Efforts
			1. Tribal leadership in river restoration and fisheries protection, including Klamath River dam removal involving Yurok, Karuk, and Hoopa Valley Tribes
			2. Advocacy for water rights and watershed protection in Northern California and the Central Valley
			3. Cultural burning and forest stewardship practices led by tribes such as the Karuk and Yurok as climate resilience strategies
			4. Protection of sacred landscapes and opposition to harmful development projects, including desert solar site disputes involving Southern California tribes
			5. Tribal co-management and land return agreements, including the return of ancestral lands and collaborative stewardship efforts (e.g., Yurok Tribe—Blue Creek/Redwood parks; InterTribal Sinkyone Wilderness Council—Lost Coast; Amah Mutsun Tribal Band—Bay Area stewardship; Esselen Tribe—land restoration efforts)
			6. Integration of Traditional Ecological Knowledge into state environmental policy and climate planning

Changed	Field	Current Version	Proposed Version
			4. Social, Economic, and Community-Based Movements 1. Gaming as economic development 2. Urban Native communities and organizations 3. Boarding school legacy, including Sherman Indian School 4. Indian Child Welfare Act 5. Two-Spirit organizing and the Gay American Indian Alliance, highlighting intersections of gender, sexuality, race, and Indigenous identity 6. Missing and Murdered Indigenous Women movement 8. Engage in community-based research and applied analysis with California Native American communities and organizations 1. Community-based research project engaging with a local California Native American tribe, organization, or cultural initiative 2. Analysis connecting course concepts to contemporary tribal efforts related to sovereignty, cultural revitalization, environmental justice, and self-determination in California Native communities
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

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

Changed	Questions	Current Version	Proposed Version
	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
	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. Critical reading of journal/magazine, text, supplemental, and library resource materials.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments: B.1. Essay and short answer identification quizzes requiring summarization and interpretation. B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments: E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: B.1. Essay and short answer identification quizzes requiring summarization and interpretation. B.2.

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: B.1. Essay and short answer identification quizzes requiring summarization and interpretation. B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings. E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. F. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow.

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

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
	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

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
	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

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

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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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	Outline: A. Examine the development of Native American Studies as an academic discipline within Ethnic Studies. B. Analyze Historiography and Intercultural Approaches to the Study of California Native American Tribal Cultures C. Examine Cultural Diversity and Historical Continuity in California Native American Societies D. Analyze Colonial Contact and Its Impact on California Native American Societies E. Examine the History and Contemporary Presence of the Native American Indigenous Peoples of the San Francisco Bay Area F. Analyze the Legal Status and Sovereignty of California Native American Tribes G. Analyze Cultural, Political, and Environmental Revitalization in Contemporary California Native American Communities

Changed	Questions	Current Version	Proposed Version
	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: C. Oral Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess students' skills in interpreting and debating relevant issues and other timely topics. Methods of Evaluation: C. Oral Activities: Assessment of individual student contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. Written Communication: Assignments: B.1. Essay and short answer identification quizzes requiring summarization, and interpretation. B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings. E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. Methods of Evaluation: B. Written Activities: Essays/written quizzes measure student ability to compare and evaluate phenomena, synthesize and revise historical data to support their own conclusions. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual research project to interpret a body of relevant information besides the required and recommended course texts. D. Visual Activities: Written assessment, including short answer, short essay, quizzes, of activities viewed. Collaborative Exercises: Assignments: B.3. Reporting formulated conclusions of in-class discussions and collaborative work. B.6. Collaborative text-based written assignments.

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: A. Examine the development of Native American Studies as an academic discipline within Ethnic Studies. B. Analyze Historiography and Intercultural Approaches to the Study of California Native American Tribal Cultures C. Examine Cultural Diversity and Historical Continuity in California Native American Societies D. Analyze Colonial Contact and Its Impact on California Native American Societies E. Examine the History and Contemporary Presence of the Native American Indigenous Peoples of the San Francisco Bay Area F. Analyze the Legal Status and Sovereignty of California Native American Tribes G. Analyze Cultural, Political, and Environmental Revitalization in Contemporary California Native American Communities H. Engage in Community-Based Research and Applied Analysis Assignments: A. Critical reading of journal/magazine, text, supplemental, and library resource materials. Written Assignments B.1. Essay and short answer identification quizzes requiring summarization and interpretation. B.2. Written assessments demonstrating insightful synthesis and integration of assigned readings. B.3. Reporting formulated conclusions of in-class discussions and collaborative work. B.5. Research on local organizations that support the goals of Native American groups, and engage in community activities. C. Oral Assignments: Participation in classroom discussions to examine key concepts, research project topics, assess students' skills in interpreting and debating relevant issues and other timely topics. E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. G. Reflection on engagement in community activities. Methods of Evaluation: B. Essays/written quizzes measure student ability to compare and evaluate phenomena, synthesize and revise

Changed	Questions	Current Version	Proposed Version
			historical data to support their own conclusions. Evaluation (to determine ability to accurately summarize and synthesize information) of note-taking using primary and secondary source materials for an individual research project to interpret a body of relevant information besides the required and recommended course texts. C. Oral Activities: Assessment of individual student contributions to class discussions, based on quality of synthesis, analysis and interpretation of key concepts of the course of study. E. Participation: Assessment of participation and contributions during classroom discussions and activities, based on quality of synthesis, analysis, and interpretation of key concepts of the course of study. F. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings and the ability to critically appraise research data and evaluate for relevancy of research materials. H. Examinations: Essay and objective midterm and comprehensive final examination that evaluates retention and synthesis of course materials.

Changed	Questions	Current Version	Proposed Version
	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: A. Examine the development of Native American Studies as an academic discipline within Ethnic Studies. B. Analyze Historiography and Intercultural Approaches to the Study of California Native American Tribal Cultures C. Examine Cultural Diversity and Historical Continuity in California Native American Societies D. Analyze Colonial Contact and Its Impact on California Native American Societies E. Examine the History and Contemporary Presence of the Native American Indigenous Peoples of the San Francisco Bay Area F. Analyze the Legal Status and Sovereignty of California Native American Tribes G. Analyze Cultural, Political, and Environmental Revitalization in Contemporary California Native American Communities H. Engage in Community-Based Research and Applied Analysis Assignments: E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. F. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow.

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	Outline: A. Examine the development of Native American Studies as an academic discipline within Ethnic Studies. B. Analyze Historiography and Intercultural Approaches to the Study of California Native American Tribal Cultures C. Examine Cultural Diversity and Historical Continuity in California Native American Societies D. Analyze Colonial Contact and Its Impact on California Native American Societies E. Examine the History and Contemporary Presence of the Native American Indigenous Peoples of the San Francisco Bay Area F. Analyze the Legal Status and Sovereignty of California Native American Tribes G. Analyze Cultural, Political, and Environmental Revitalization in Contemporary California Native American Communities H. Engage in Community-Based Research and Applied Analysis Assignments: E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. F. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow.

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	Outline: H. Engage in Community-Based Research and Applied Analysis Assignments: E. Research Project: Guided research project that assesses a topic central to California Native American historical tribal studies and its relevance to current issues. Written presentation of research properly utilizes MLA formatting and citations. F. Community Engagement: Participation in Native American community cultural events, such as visits to physical or virtual museums, author readings/book talks, town halls, guest speakers, or attendance at a Powwow. Methods of Evaluation: F. Research project: Research project demonstrates student growth in interpreting and synthesizing other than course required readings and the ability to critically appraise research data and evaluate for relevancy of research materials. G. Evaluation (based on demonstrated comprehension, summary, and/or critique) of student reviews of experiential Native American community cultural events.

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	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)	NAIS 016	NAIS 016
	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)	11/19/2019	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Course number change w/minor revisions 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 number change w/minor revisions 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

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 3: DEI	No Value						
			Date	Tab	Part - Field	Type of Edit	Edit	
			03/07/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to add a bit of additional information describing the knowledge, skills, and abilities students will gain upon the completion of the course. Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y (added in last sentence)
			03/07/2026	Specifications	Examples of Primary Texts and References	Required		No OER textbook, however multiple textbook options (four of the five listed) are low cost. Added to DEI box.

Changed	Questions	Current Version	Proposed Version					
			03/07/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for these methods of evaluation. For any of these, do faculty provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant methods of evaluation. If not appropriate, please let me know in the initiator response box.	Examples of Primary Texts and References reflect diverse authors, voices, and perspectives, and discuss current debates in the field. (added to DEI statement)
			03/07/2026	Specifications	Methods of Evaluation	Suggested		N/A
!	Stage 4: Articulation Officer	No Value	03/19/26	Learning Outcomes/Outline	Course Objectives/Course Outline	Required	I'm a little concerned that much of the ethnic studies language is housed in the CSLOs, which are not part of the Ethnic Studies review. If you would like to submit for Area 6; Ethnic Studies, the ethnic studies core competencies should be integrated throughout and prevalent particularly in the objectives and course outline sections. If you would like to meet to discuss, please let me know! steinerchrista@fhda.edu	Y
			Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

Changed	Questions	Current Version	Proposed Version

	Stage 5: De Anza General Education	No Value	No Value

	Stage 6: Content Review Matrix Liaison	No Value	No Value

	Stage 7: Dean of Online Learning	No Value	No Value

	Stage 8: SLO Coordinator	No Value	No Value

	Stage 10: Curriculum Committee	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	NAISD016.

	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

Changed	Field	Current Version
	Course Control Number	CCC000283514

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